St Bernard's
CATHOLIC HIGH SCHOOL
LABORARE EST ORARE

COMMITTED LEARNERS | EXCEPTIONAL PEOPLE

Curriculum Book

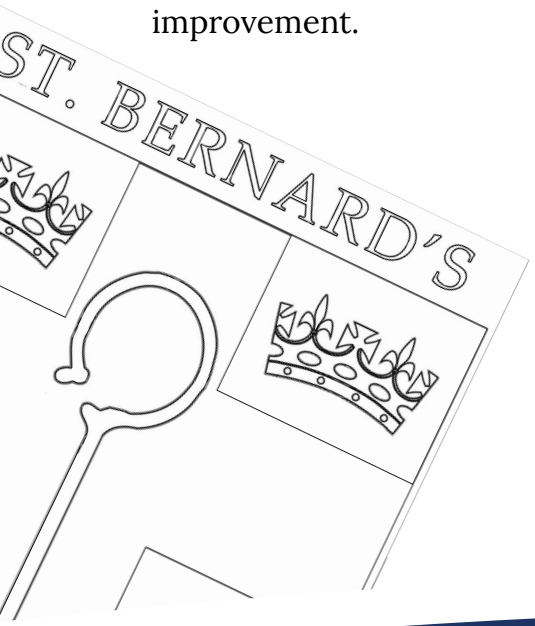
2026 - 2027

Our Curriculum Design

At St Bernard's we are passionate about curriculum design. We believe that having an engaging and well planned curriculum is central to our pupils developing a love of learning. Our curriculum sets out not just what we will teach but when and, crucially, why. It is more than just a plan written down on a piece of paper. It is something developed by the people who deliver it, with love, attention to detail and a profound understanding of their subject area, our local heritage and the community we serve.

The curriculum in each subject area is built around six guiding principles which are:

- Our curriculum reflects that we are a Catholic school, where the **development of our pupils** is founded on our commitment to promote the Gospel values in all that we do and thus **enrich the lives** of all in our faith community.
- All pupils can access the curriculum if the content is **meticulously selected** and it is **intelligently sequenced** so that knowledge and skills build over time.
- Pupils need frequent opportunities to **revisit knowledge and skills** in a meaningful way so that these are transferred to their long term memory.
- Frequent **assessment must be integrated** into the curriculum so that pupils have a chance to reinforce their learning and teachers and leaders can monitor the impact of the curriculum. In this sense the curriculum is the model of progression for our pupils.
- The teaching of **literacy is held at the core** of the curriculum for all subjects so that its importance is clear and its impact is greatest.
- Time is needed to create an effective curriculum, our **work on curriculum is never finished**, an excellent curriculum involves a continuous cycle of reflection and improvement.



"An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts"

Pope Francis, 2015

Our School Day

Our day starts for each year group with a morning meeting, here the whole year group gather together with their Senior leader link and their Head of Year. As well as a warm welcome, morning meeting is a chance to deliver elements of our Virtues curriculum and celebrate successes in the year group. We then have six 55-minute lessons a day following morning meeting.

Our Timetable

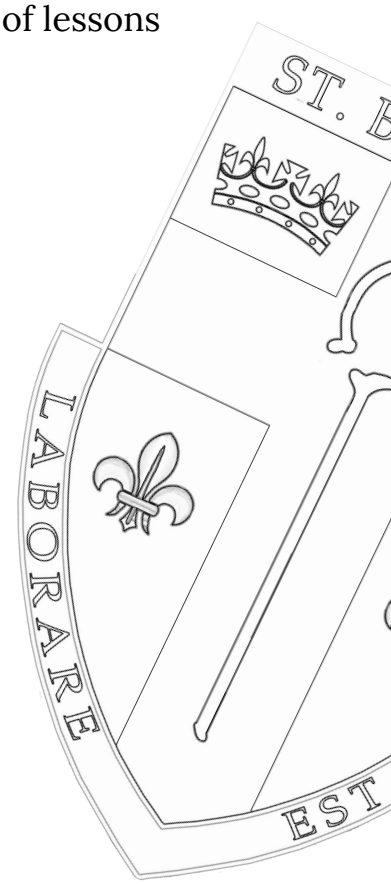
We operate a two week timetable. The list below outlines the number of lessons each subject is allocated on the timetable per fortnight.

Key Stage 3 (Years 7-9)

Religious Education - 8
English - 10
Mathematics - 10
Science - 5
Geography - 3
History - 4
French - 3
Computing - 2
Art & Design - 2
Drama - 2
Music - 2
Literacy - 1
PE - 3
Virtues Education - 1
Technology - 4

Key Stage 4 (Years 10-11)

Religious Education - 6
Mathematics - 10
English - 10
Science - 11
PE - 4
Option 1 - 6
Option 2 - 6
Option 3 - 6
Virtues Education - 1



GCSE Options

Our Key Stage 3 is structured to give pupils the breadth of knowledge and experiences they need to help them choose which three subjects they would like to choose to study at GCSE in addition to the core subjects of RE, English, Mathematics and Science.

Pupils take their GCSE Options in the Spring term of Year 9 and start them in Year 10. To help ensure a broad and balanced curriculum that supports our local context, the majority of our pupils take either Geography or History as their first option followed by two other subjects. Further information on the options choices can be found in our options booklet.

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Art and Design

Pictured: Year 11 final project, mixed media

Art, craft and design exemplify some of the highest forms of human creativity. But, in order to have the freedom to be truly creative it is important that pupils first master the practical skill. At St Bernard's our curriculum is sequenced so that individual practical components are first isolated and practiced. Pupils gain familiarity with different visual and tactile elements which are revisited over time using different materials and within different themes. Over time the projects build in complexity so that by the end of key stage three pupils are able to produce highly creative work which demonstrates clear practical skill and knowledge and understanding of how the formal elements of Art and Design can be used to convey messages and feelings.

Art history is an important element of the curriculum and helps students to develop their own style. Pupils learn about significant artists, architects, film makers, crafts people and designers. This is not taught chronologically as our curriculum is sequenced in order to best develop practical skill, however pupils will gain a clear understanding of how art has developed over time. Pupils will also explore art from different cultures as a way of understanding modern art and design.

Year 7

In year 7 pupils will work on their practical skills with numerous practical elements being isolated and practiced. They are introduced to the different visual and tactile elements which are interleaved through the curriculum from year 7 to year 11.

Unit 1 : *Identity Project*

When students arrive in year 7 the first project they will study will be identity. This project will explore will allow the students to explore everything to do with them: who they are, their interests, friends and family who are important, and the key things that make them unique. Students will create a deeply personal artwork and will work in the following materials: Pencil, water colour paint, printmaking, and coloured pencil. Students will study relevant artists who explore the theme of Identity in their work and will learn a variety of artistic techniques.

Unit 2: *First Nation Art*

This unit of work will explore the designs of First Nation art, exploring its history of mythology and symbolism connecting them with the natural world. The project will include collaborative working with students creating a 3D sculptural piece in pairs. Students will learn 3D construction techniques, paper cutting and collage.

Year 8

Year 8 builds upon the practical components which pupils mastered in year 7. Students combine the materials and different visual elements they have learnt about in year 7. Projects are more complex in their nature and offer a greater opportunity for creative freedom.

Unit 1 : *Portraiture*

This project will begin with students learning how to create a realistic portrait focusing on accurate proportions and facial features. Students will be introduced to a number of key portrait artists from art history, and will explore their artistic styles, techniques and influence on portrait artistry in the 21st century. Students will develop their own self portrait which will be divided up and made in the style of four different portrait artists. This project will cover, drawing, oil pastels, watercolor painting, and coloured pencil.

Unit 2 : *Mask design*

Students will learn about the significance of mask design throughout history. Students will study mask design in the UK and other cultures around the world and how they have influenced contemporary culture. Students will choose a type of mask design to create a piece of research on, and will design and create their own 3D mask. This project will cover drawing, painting, poly printing, and 3D construction.

Year 9

The curriculum in year 9 offers pupils greater opportunities to develop their own personal style. They develop their imagination and creativity through enquiry and experimentation. The curriculum is designed so that pupils continue to refine their practical skills by revisiting all the materials and visual elements from year 7 and year 8.

Unit 1 : *Character Design*

Following on from the Portraiture project in year 8, this project will explore less conventional and unrealistic approaches to Portraits. Students will study the work of artists and Illustrators such as Tim Burton and will create a chalk and charcoal piece in his style. This unit will include a textiles project where students will learn sewing techniques and will create their own 3D textiles character.
Materials used throughout the project will include: water colour paint, clay, pen, chalk and charcoal and textiles.

Unit 2 : *Natural Forms*

In this project we will study the nature inspired art work of Sophie Munns. Students will create a range of observational drawings of natural objects using inks and other materials. Students will learn how to design and carve a lino print, and will create a mixed media final piece inspired by the work of Munns. Materials used will include: pencil drawing, ink, collage, lino printing.

Year 10 (Art and Textiles)

The GCSE curriculum allows pupils to develop their knowledge and skills with increasing independence. Students develop their ability to actively engage in the processes of Art and Design and build creative skills. They develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures. Pupils also develop their understanding of how art and design is used in the wider world of work. The work will cover four equally weighted assessment objectives and students are required to complete a lot of work in their own time, out of lessons.

Unit 1 : *Flora and Fauna*

Students will commence their GCSE Art studies with a project focused on the theme of 'Flora and Fauna.' The project will begin with a series of skills-based workshops, designed to introduce students to a broad range of artistic techniques, including photography, painting, and different forms of printmaking.

Throughout the project, students will learn how to effectively present a sketchbook and conduct in-depth research on artists. This process will support them in developing their own meaningful final piece of work.

Unit 2 : *Independent Project*

This project will be structured in a similar way with a series of skills-based workshops commencing the project. Students will explore relevant artists and will experiment in a variety of media. Students will develop a portfolio of work exploring their individual theme, which will lead towards a finalised piece of work.

Year 11

Unit 1 : *Independent project*

Students will have the opportunity to select a project theme that is personally significant and meaningful to them. Over the course of 15 weeks, they will create a portfolio of work and research centered on their chosen theme. Throughout this period, students will experiment with a variety of media and develop their ideas, leading to the creation of a final artwork that reflects the progression and journey of their project.

Unit 2: *Exam Project*

Students will be able to choose from 7 exam questions/themes. The exam is just like a piece of coursework and will take place over 11 weeks culminating in a final piece being completed over a period of two days in exam conditions.

Computing

Pictured: year 9 computing lesson on animations

Computing is a hugely exciting subject which is continually evolving. Our curriculum has computer science at its heart whilst also recognising the importance of students becoming computer literate.

The curriculum is sequenced so that pupils revisit key concepts (such as algorithms) over time. Each time they revisit these ideas they will study them in a more complex form. This allows pupils to develop a strong schema around the key ideas in computing.

Students will learn to code in two different languages, scratch and python. They will also learn about digital media and how to stay safe online. These are the main ideas which prepare them for KS4.

Year 7

Unit 7. 1 : *Collaborating online respectfully*
This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network. It allows the teacher to update and remind learners of important online safety issues and focuses on respecting others online, spotting strangers, and the effects of cyberbullying. Students will work collaboratively by using presentation software.

Unit 7.2 : *Scratch Programming*
The aim of this unit is to build learners' confidence and knowledge of the key programming constructs. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. Learners will then decompose a problem to code a dance move game.

Unit 7.3 : *Modelling Data*
The spreadsheet unit for Year 7 takes learners from having very little knowledge of spreadsheets to being able to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.

Unit 7.4 : *Using Media*
During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause. Learners will develop software formatting skills and explore concerns surrounding the use of other people's work, including copyright licensing and legal issues.

Unit 7.5 : *Hardware and Computing Systems*
This unit of work introduces learners to computer hardware, including what is inside and outside the box. They will discover that computers come in many different forms and they will be able to identify a range of input and output devices. Learners will also be able to explain the difference between memory and storage. At the end of the unit they will be able to choose an appropriate computer system for a real-world scenario; explaining and justify their choices.

Unit 7.6 : *Computing Networking*
This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.

Year 8

Unit 8.1 : *E-Safety - Movie Maker*
In this unit learners will start by understanding what it meant by the term digital footprint. They will then explore the dangers and effects of cyber bullying. Understanding the need for accountability and taking responsibility for what we say online. Learners will then use this knowledge to plan, create and evaluate a digital artefact suitable for a given audience.

Unit 8.2 : *Introduction to Python programming*
This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. The Year 7 Programming units are a prerequisite for this unit.

Unit 8.3 : *Modelling Data*
The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements. This unit will give learners a good set of skills that they can use in computing lessons and in other subject areas.

Unit 8.4 : *Vector Graphics*
Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. With a link to computational thinking. Students will find that there are usually multiple paths to achieving the goal and the process involves decomposition, evaluation, and plenty of inventiveness!

Unit 8.5 : *Representation*
This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems that the learners are familiar with.

Unit 8.6 : *Developing for the web*
In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.

Year 9

Unit 9.1 : *Interactive digital media*
This unit shows learners how to design and create media assets which will engage a specific target audience. They will also learn how to use their media assets to create an effective and creative interactive media product (IMP). Folder management is really important when creating an IMP so learning about folder structure, file naming conventions and saving using suitable file formats is an important part of this unit.

Unit 9.2 : *Cybersecurity*
This unit takes the learners on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data.

Unit 9.3 : *Physical Computing*
This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the process, they will refresh their Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications. The Year 8 and 9 programming units are prerequisites for this unit.

Unit 9.4 : *Mobile App Development*
In a world where there's an app for every possible need, this unit aims to take learners from designer to project manager to developer in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units.

Unit 9.5 : *Flowcharts, Searching and Sorting*
In this unit learners will investigate the purpose and use of flowcharts. They will understand why sorting algorithms are needed and how they work. This will include bucket, bubble and insertion sorting. Learners will also be able to explain the difference between a linear search and a binary search.

Unit 9.6 : *Animation - Blender*
Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. Sessions will take learners through the basics of modelling, texturing, and animating; outputs will include 3D models, short videos, and VR. Links are made throughout to computer science, computational thinking, and the world of work.

Year 11 Computer Science GCSE

Year 11 students will continue to follow the OCR GCSE COmputer Science course. This course encourages students to understand and apply the fundamental principles and concepts of computer science. Students will analyze problems in computational terms and gain practical skills by designing, writing, testing, and evaluating programs. They will learn to think creatively, innovatively, analytically, logically, and critically.

Students will study the following two core components, both assessed by written examination papers at the end of Year 11:

Component 01: Computer systems

This is assessed by a 1-hour and 30-minute written examination paper at the end of the course.

In this unit, students learn about the central processing unit (CPU), computer memory, storage, data representation, wired and wireless networks, network topologies, system security, and system software. They also study the ethical, legal, cultural, and environmental concerns associated with computer science.

Topics include:

- Systems architecture
- Memory and storage
- Computer networks, connections, and protocols
- Network security
- Systems software
- Ethical, legal, cultural, and environmental impacts

Component 02: Computational thinking, algorithms and programming

This is assessed by a 1-hour and 30-minute written examination paper at the end of the course.

In this unit, students apply computational thinking to solve problems. They learn about algorithms, programming fundamentals, producing robust programs, Boolean logic, and programming languages or integrated development environments (IDEs).

Topics include:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and IDEs

Year 10 Creative iMedia National Cambridge

Year 10 students will follow the Cambridge Nationals in Creative iMedia **J834**

This course will encourage students to understand and apply the fundamental principles and concepts of digital media. Develop learning and practical skills that can be applied to real-life contexts and work situations. To think creatively, innovatively, analytically, logically and critically.

In Year 10 students will study the following units:

Unit R093: Creative iMedia in the media industry
This is assessed by taking an examination paper at the end of Year 11.

In this unit students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Unit R094: Visual identity and digital graphics
This is assessed by completing a set assignment, it is internally marked, and externally moderated.

In this unit students will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.
Topics include:

- Develop visual identity
- Plan digital graphics for products

Year 11 Creative iMedia National Cambridge

Year 11 students will continue to follow the Cambridge Nationals in Creative iMedia **J834**.

This course will encourage students to understand and apply the fundamental principles and concepts of digital media. Develop learning and practical skills that can be applied to real-life contexts and work situations. To think creatively, innovatively, analytically, logically and critically.

In Year 11 students will study the following units:

Unit R093: Creative iMedia in the media industry
This is assessed by taking an examination paper at the end of Year 11.

In this unit students will learn about factors influencing product design, pre-production planning and distribution considerations.

Unit R097: Interactive digital media
This is assessed by completing a set assignment, it is internally marked, and externally moderated.

In this unit students will learn to how to design and create a digital media product for a client. They will need to create assets to engage a specific target audience.
Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

English

Pictured: the library at St Bernards

English at St. Bernard's

The English Department at St. Bernard's aims to provide every pupil with an accessible and stimulating journey through both English Language and English Literature. Our newly updated, enriching programmes of study are fully integrated across all year groups, ensuring a seamless progression of skills, knowledge, and challenge.

We have embraced the GCSE and National Curriculum reforms to deliver a rigorous, engaging experience of a subject we are deeply passionate about. Pupils encounter a broad range of classic and contemporary texts — studying prose, poetry and drama from before and after 1914 — while also developing their own creative and analytical writing across diverse forms and purposes.

We place great importance on developing pupils' confidence and fluency in formal speaking and listening, recognising that the ability to express ideas clearly and thoughtfully is key to success both within and beyond the classroom.

In Key Stage 3, students are immersed in a wide variety of materials, from novels and plays to poetry and non-fiction. We pride ourselves on offering literature from different periods, cultures and genres, broadening pupils' understanding of the world and helping them to appreciate the power of language. They learn to analyse the techniques used by writers and to craft their own original, purposeful pieces of writing.

As pupils progress to Key Stage 4, they study a rich variety of texts for GCSE. We aim to provoke thought, inspire independent interpretation, and empower pupils to express their ideas in an organised, perceptive and conscientious way. Our goal is to nurture and refine pupils' skills across all aspects of English, deepening their understanding of writers' ideas, perspectives and craft across both Language and Literature.

Year 7:

In Year 7, our aim is to build upon pupils' existing skills and knowledge from their primary school literary lessons, whilst also nurturing their appreciation for the study of non-fiction and literary texts and their own use and manipulation of language. Pupils will also begin their participation in the school's Literary Canon programme, which provides a structured and challenging outlet for pupils to establish a life-long love of reading, as well as develop key the reading skills to empower them across the curriculum.

Unit 1: Wonder and Healing

A Journey of Extraordinary healing: Autobiographies
Beginning secondary school is a major moment in everyone's life. In this unit, pupils will explore a range of autobiographical examples and develop insightful knowledge used by these writers, as well as learning how to bring their own experiences to life in an engaging way.

Unit 2: Class, Education and Opportunity.

Our Day Out by Willy Russell
This iconic play tells the story of underprivileged children in a remedial class in Liverpool in the 1980s, who are taken on a school trip, miles away from their hometown and worlds away from their bleak reality. Themes include poverty, education, equality and future prospects. The students will work to understand the importance and strength of community through analysing the moral messages Russell sends to his audience.

The Rise of Powerful Women
This inspiring unit explores the lives and legacies of influential women throughout history who challenged expectations, broke barriers, and changed the world. From courageous leaders and activists to pioneering scientists and artists, students will study how these women used their voices and actions to shape society. Themes include courage, equality, leadership and resilience. Through reading, discussion and creative writing, students will examine how power can be used to inspire change and reflect on the importance of representation, determination and standing up for what is right.

Unit 3: A Fantastical World of Exploration

The Tempest by William Shakespeare
The Tempest is a play about betrayal, magic and forgiveness, set on a remote island where Prospero, the exiled Duke of Milan, uses his magic to orchestrate events and seek revenge on those who wronged him. Here, students will study the art-form both through reading and performance; learning about direction, staging, setting and the language of one of the most iconic playwrights.

Traveller's Tales
Embark on a journey through time and place with our *Traveller's Tales* curriculum—a dynamic exploration of travel writing as both a historical genre and a modern creative form. Students will discover how writers have captured the wonder, challenges, and insights of exploration, from classic expeditions to contemporary travel blogs. Through engaging lessons in persuasive writing, vivid sensory description, and personal reflection, students will develop their own voice while examining the power of storytelling across cultures and eras.

Year 8:

Year 8 continues to support pupils with a rich variety of literary texts, designed to provide a clear progression and extension of the foundations established in Year 7.

Unit 1: Echoes of the Unseen: Unmasking Myths, Legends and Ghostly Truths.

Ghost Boys by Jewell Parker Rhodes
A story based on true events from history and written about the importance of celebrating change, equality and diversity. This incredibly emotive tale follows Jerome's journey as he seeks answers about his death whilst creating friendships with contrasting companions.

Myths and Legends
This captivating unit takes students on a journey through ancient tales from around the world, exploring the heroes, gods, and creatures that have shaped cultures and inspired storytelling for centuries. From Greek myths to British legends, students will uncover the moral lessons, archetypes, and timeless themes woven into these epic stories. Themes include heroism, fate, transformation and morality. Through reading, performance and creative writing, students will explore how myths and legends reflect human nature and continue to influence modern literature and film today.

Unit 2: Discovering Dystopian Worlds

Noughts and Crosses; the play
Not dissimilar to the famous Romeo and Juliet, this play follows the love story of Sephy and Callum, two young people kept apart by bigotry, terrorism and injustice. Sephy is a Prime Minister's daughter from the powerful Crosses who falls for rebel Callum, son of a dangerous nought agitator. Their desire to be together threatens family loyalties and sparks a growing political crisis.

Rebellion and Survival in a dystopian world.
This thought-provoking unit immerses students in imagined futures where societies have gone wrong and individuals must fight to survive — and to make a change. Drawing on extracts from classic and contemporary dystopian texts, students will explore how writers use language and setting to warn, challenge and inspire their readers. Themes include freedom, control, identity and resistance. Through analysis, discussion and creative writing, students will consider what drives people to rebel, how hope survives in dark times, and what these imagined worlds reveal about our own society

Unit 3: Resilience and Resistance

Boys Don't Cry by Malorie Blackman
You're waiting for the postman--he's bringing your A level results. University, a career as a journalist--a glittering future lies ahead. But when the doorbell rings it's your old girlfriend; and she's carrying a baby. You're fine to look after it, for an hour or two, while she does some shopping. Then she doesn't come back and your future suddenly looks very different. This plot takes us on a journey from laughter to tears; students will explore some very real issues which teenagers face today.

The Pursuit of Freedom and Equality
This empowering unit explores the struggles and triumphs of individuals and groups who have fought for justice, human rights and equality throughout history and literature. Students will study powerful speeches, poems and stories that capture the spirit of resistance and the desire for change. Themes include justice, oppression, identity and perseverance. Through analysis, debate and creative writing, students will reflect on what freedom truly means, how equality is achieved, and why the fight for fairness remains vital in today's world.

Year 9:

At St. Bernard's, Year 9 is an opportunity for pupils to safely and securely refine and consolidate the core skills of English in reading, writing and speaking ahead of their GCSE years to ensure they are sufficiently equipped to succeed. Challenge is developed through even more thorough, extended and complex comparison of high-level texts, including a full Shakespeare play.

Unit 1: Beyond the Veil:The Dark Corners of Gothic Fiction

The Woman in Black by Susan Hill
In this chilling exploration of Susan Hill's gothic masterpiece The Woman in Black, students delve into the art of building suspense, atmosphere, and character. Through close analysis of language, structure, and setting, they will examine how fear is crafted on the page and how it reflects deeper human emotions. This unit offers opportunities for creative writing, dramatic interpretation, and critical discussion, encouraging students to engage with themes such as isolation, memory, and the supernatural.

Gothic Literature
Step into the shadows with our Gothic Literature unit, where students explore the dark and mysterious world of haunted castles, cursed portraits, and ghostly visitors. Using rich extracts from The Picture of Dorian Gray by Oscar Wilde, The Castle of Otranto by Horace Walpole, and The Canterville Ghost by Oscar Wilde, this unit explores the key conventions of the Gothic genre—terror, the supernatural, and the clash between reason and the unknown. Students will analyse how writers use language, symbolism, and setting to evoke atmosphere and tension, while also considering the historical and cultural contexts that shaped these eerie tales.

Unit 2: War, Mourning and Memory

Voices from the Battlefield
This powerful unit encourages empathy, critical thinking, and personal reflection, as students engage with themes such as duty, trauma, memory, and the resilience of the human spirit through the lens of War Literature. Students will study poetry and prose from different wars and perspectives to examine how writers capture the brutality, loss, and emotional aftermath of war.

War and the Human Spirit
This powerful unit explores the resilience, bravery and humanity shown in times of conflict. Through stories, letters and personal accounts, students will discover how individuals endure hardship, make impossible choices, and find hope amidst destruction. Themes include sacrifice, loyalty, identity and survival. Through analysis, discussion and creative writing, students will examine how war reveals both the best and worst of human nature, and how the human spirit endures even in the darkest of times.

Unit 3: The Power and Names and Identity

Shakespeare's Twelfth Night
"If music be the food of love, play on." A lively and thought-provoking comedy in which identities are hidden, mistaken and reinvented. After being shipwrecked, Viola disguises herself as a young man, Cesario, leading to a tangled web of confusion, love and deception. As characters fall in love with appearances rather than truth, the play explores how names, roles and identity shape the way we are seen — and who we become.

Powerful Speeches from History
This inspiring unit explores some of the most influential speeches ever delivered — words that moved nations, challenged injustice and changed the course of history. Students will study how speakers such used language, structure and emotion to persuade and inspire their audiences. Themes include power, justice, equality and hope. Through analysis and discussion students will learn how rhetoric can be a force for change and develop their own confident, purposeful voices to express ideas that matter.

Year 10:

Our KS4 English curriculum offers a diverse and engaging introduction to GCSE study, developing a wide range of skills across both English Language and Literature. With AQA as our exam board, we challenge and support all pupils to achieve – and exceed – their target grades. We foster a culture of high expectations, encouraging students to think critically, explore interpretations, and express their ideas with clarity, depth and confidence.

Unit 1:

Explorations in Creative Reading and Writing

Creative reading and writing forms 50% of your Language GCSE. In this unit, pupils will explore a range of extracts and short stories, focusing on the writer's craft and their use of language and structure to create meaning, as well as applying this in your own original writing.

19th Century Novel: A Christmas Carol by Charles Dickens

Dickens' classic cautionary Christmas tale of the importance of generosity over greed, and selflessness over selfishness, is the final key text that students will study in their GCSE journey. Here, students will learn about the importance of key themes, context and linguistic methods used by Dickens to spread a message of kindness and equality in the 1800s.

Unit 2:

Anthology Poetry: Power and Conflict

Students will study and focus on a cluster of poems from the Power and Conflict Anthology. Each poem powerfully captures paramount themes, both relatable and distant to our own lives. All 15 poems are explored in great depth, as well as gaining the skills and knowledge to compare poems and their likeness to one another.

Writers' Viewpoints and Perspectives

The non-fiction half of the Language GCSE, pupils will analyse texts from the modern day and the 19th century linked on the same theme, and explore how the writers present their views, before applying this in their own writing.

Unit 3:

Unseen Poetry

Here, the skills and knowledge learnt through studying the GCSE Poetry Anthology are applied to unseen poems covering a diverse range of topics and themes. It challenges students to read, interpret, and analyse unfamiliar poems, helping them develop critical thinking and independent analysis skills. Students will explore how poets use language, structure, and form to convey ideas, emotions, and themes.

Spoken Language

A separately assessed part of the English Language GCSE, pupils will present their ideas and viewpoints on a challenging topic of your choosing in a spoken presentation, whilst also answering questions on this.

Year 11:

Our aim in Year 11 is to nurture and refine pupils' skills across all aspects of English, building on the strong foundations established in Year 10. As this is a linear course with final examinations at the end of the year, lessons are carefully structured to consolidate prior learning, extend analytical and evaluative thinking, and strengthen exam technique.

Each term includes focused review and targeted intervention sessions following key assessment points, allowing pupils to identify areas for improvement and receive personalised support. Revision lessons and mock exam practice are embedded throughout the year to build confidence and stamina for both English Language and English Literature papers.

By the time pupils sit their summer exams, they will have revisited every component of the AQA specifications, refined their written communication skills, and developed the ability to articulate thoughtful, well-structured interpretations of a wide range of texts. Our ultimate goal is for every pupil to leave Year 11 as a confident, independent thinker and communicator, ready to succeed both in their exams and beyond.

Unit 1:

Shakespeare's Macbeth

"Fair is foul, and foul is fair": Macbeth is one of Shakespeare's most iconic plays, and is an intense, dark tale of ambition and betrayal. Respected warrior Macbeth is foretold irresistible prophecies by three hideous witches on his return from bloody conflict in Scotland. Battle-weary, he can scarcely believe what he is told. "Can the devil speak true?"

Writers' Viewpoints and Perspectives

This non-fiction component makes up the remaining 50% of the English Language GCSE. After first studying this unit in Year 10, pupils will revisit it in Year 11 to strengthen their analytical and writing skills. They will explore paired texts from the 19th century and the modern day, examining how writers present their ideas, attitudes and perspectives on a shared theme. Pupils will then apply these techniques in their own persuasive and discursive writing, developing clarity, control and a confident personal voice.

Unit 2:

An Inspector Calls by J.B. Priestley

The year is 1912. A wealthy family are celebrating the engagement of their only daughter. All seems well in the world: for them. Until…an Inspector calls, with news of a young woman's horrific suicide. At first, they are bemused; as the play progresses, they all find themselves involved in this tragic affair: but will they realise the error of their ways?

Explorations in Creative Reading and Writing

Creative reading and writing makes up 50% of the English Language GCSE. After first exploring this unit in Year 10, pupils will revisit it in Year 11 to deepen their understanding of how writers craft meaning through language and structure. They will refine their analytical skills through studying a range of extracts and short stories, and further develop their own original writing by applying these techniques with greater precision, creativity and control.

French

Pictured: French trip at Mont-Saint-Michel

In French throughout Key Stage Three and Four, our aim is not only to improve the pupils' linguistic skills but also develop their knowledge of culture, history and geography through their study of different Francophone countries.

The curriculum is built around the three key areas of phonics, vocabulary and grammar. Pupils study a range of topics from years 7 to 9 which are then revisited in greater depth at GCSE level. Pupils study phonics in mosts lessons to improve their understanding of the language and increase their confidence in reading and speaking. Each unit of study has been carefully selected to allow pupils to continually revisit key vocabulary, this ensures it is transferred into their long term memory. The teaching of grammar is carefully planned so that the complexity builds over the course of each unit, enabling pupils to master each element before another is added.

All pupils are encouraged to learn to how to manipulate language by learning how to use their Knowledge Organisers effectively to support their own learning. Homework based on retrieval practice is given on a fortnightly basis to revise key vocabulary. Regular speaking practice is also incorporated into lessons to develop oral confidence. Pupils are given topic booklets in Key Stage Three to clearly show their language progression and to serve as reference tool in lessons and for homework.

Year 7

In year 7, pupils will study basic vocabulary, develop their spontaneous speaking and translation skills and be encouraged to be creative in their thinking through their understanding of grammatical structures. This will form the basis of their future study at Key Stage Three. All pupils are given a Knowledge Organiser to support their learning in class and a copy is available on line to support homework. Homework is given either weekly or fortnightly to revise key vocabulary and grammar.

Unit 1 : C'est Perso
Pupils will learn the basics in French eg. numbers and colours, and they will learn how to introduce themselves, give opinions and talk about themselves and their family/friends. They will also be introduced to the concept of Francophone countries by learning about Quebec in Canada and Monaco.

Unit 2 : *A Table*
During this unit pupils will learn how to order food and drink at a restaurant and they will become familiar with different food and drink. They will also take part in an immersive French breakfast to use their newly acquired French language skills. Pupils will also become more familiar with French cuisine.

All Key Stage Three pupils also have the opportunity to take part in the annual French trip to Normandy in the north of France. The trip is over five days in June/July and includes visits to Bayeux, St Malo, Mont Saint Michel and a walk across Mont Saint Michel bay. During the trip the pupils become fully immersed in the French language.

Year 8

In year 8, pupils build upon the structures and vocabulary learned in year 7. With the use of their Knowledge Organiser, pupils are encouraged to include connectives, adjectives and intensifiers in their own work to extend their ideas.. Homework is given either weekly or fortnightly to revise key vocabulary and grammar.

Unit 1: ***Au College***
In this unit pupils will discover about the French school system. They will learn how to describe their school day, their timetable and their school uniform as well as giving opinions about different subjects. We will also watch the French film "The Chorus" as part of the scheme of work.

Unit 2: ***Mes Passetemps***
In this unit pupils will learn how to talk about hobbies and how they spend their free time and the unit culminates in the pupils writing their own poem in French. They will also learn about French sporting events such as the French Open, Le Mans and the Tour de France to expand their cultural knowledge.

Unit 3: ***Ma Routine***
In this unit pupils will learn how to describe their morning routine and create a comic strip about this.

They also have the opportunity to take part in the annual French trip to Normandy.

Year 9

Throughout year nine, pupils will continue to develop their linguistic skills and will also become more familiar with GCSE style questions in preparation for the GCSE course. Pupils will also gain further knowledge about Francophone countries. Pupils will continue using their Knowledge Organisers to support their learning. Homework is again given either weekly or fortnightly to revise key vocabulary and grammar.

Unit 1: ***Au Maroc***

In this unit pupils will learn how to say where they live and describe their houses in French. They will also be introduced to life in the French-speaking country of Morocco and the sorts of houses and towns that can be found there.

Unit 2: ***Tu es branché/e?***

In this unit pupils will learn about how young French people spend their freetime. They will also learn to talk about books, television programmes, technology and music. Pupils will also be introduced to modern French music and will perform the Jacques Prevert poem "Dejeuner du Matin".

Pupils also have the opportunity to take part in the annual trip to Normandy.

Year 10

The curriculum covers three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

During year 10, pupils will revise and build on their knowledge they have gained at Key Stage Three and will be taught most of the grammar needed at GCSE. Exam style questions are included in lessons on a regular basis so pupils become more familiar with these in preparation for the terminal exams in year 11. Homework is given on a fortnightly basis to practise key vocabulary, grammar and practice GCSE questions.

Unit 1 : ***Personal Information***

In this unit pupils will build on what they have learned in year 7 and will learn more complex constructions how to describe their family and give characteristics. They will also talk about their relationships with others and their attitudes towards marriage.

Unit 2 : ***House and Home***

In this unit, pupils will build up their learning in year 9 and will give a more detailed account of their house and say if they complete domestic chores. They will also use the conditional tense to talk about their ideal house.

Unit 3 : ***Freetime and Leisure***

In this unit, pupils will build on their knowledge of the weather and hobbies from year 8. They will learn more complex structures and also discuss social media and technology as well as other leisure activities such as reading, going to the cinema and watching television. Higher tier pupils will also be introduced to the subjunctive tense and the avant de and après avoir/être clauses to include more complex and narrative language in their work.

Year 11

During year 11, pupils will continue practising and mastering the key vocabulary and structures needed for their GCSE examinations.. Exam style questions are again included in lessons on a regular basis so pupils become more familiar with these in preparation for the terminal exams in year 11. Homework is given on a fortnightly basis.. Lunchtime and after school 1-2-1 speaking sessions are also available to students to practise for their terminal speaking exams in April.

Unit 1 : ***Town and the Local Environment***
During this unit, pupils will learn places in the town and give directions. They will also discuss environmental problems and they will give solutions to solve problems in the world and their community.

Unit 2 : ***School and the World of Work***
In this unit, pupils will build on the structures they learned during year 8 and they will talk about their future plans and the world of work.

Unit 3 : ***Holidays***
In this unit, pupils use their knowledge of the different tenses to talk about their usual holidays, a recent holiday and their future holiday plans. . Pupils will also increase their knowledge of Francophone countries.

Unit 4 : ***Health***
In this unit pupils will talk about healthy lifestyles and the effects of lifestyle choices. They will also discuss their attitudes towards smoking, drugs and alcohol and their previous health habits.

Unit 5 : ***Exam Practice***
In this unit pupils will complete exam questions in preparation for their terminal exams. 1-2-1 speaking practice is also given in class and strategies are given for revising key structures and vocabulary.

Geography

Pictured: Year 10 field trip to Grasmere

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world” (President Obama, 2012). Whilst this statement is true, geographers use locational knowledge to help understand the patterns we observe within our environment (physical and human).

To that end, the study of geography at St Bernards School seeks to increase our students' awareness of the impact we have upon each other and the environments which we interact in. By accepting this symbiotic responsibility our students will be in a better position to safeguard our development and the sustainability of our planet.

Our key stage 3 curriculum takes advantage of our outstanding regional landscape and brings to life some of the most important national and global challenges facing the United Kingdom today. This is further contrasted by our study of a range of internationally important locations. Pupils progress is monitored by fixed assessment points where students will receive diagnostic support from their teachers to further support their learning.

At key stage 4 pupils will continue to develop their transferable skills from key stage 3, and further hone their geographic understanding to prepare them for their external exams which will assess their knowledge and understanding of the human and physical environment as well as the application of fieldwork techniques.

As such fieldwork is an integral part of Geography throughout all key stages. It is an important vehicle for supporting learning inside and outside of the classroom, whilst also creating the opportunity to develop more procedural knowledge around geographical skills. We are very fortunate to have a UNESCO World Heritage Site on our doorstep and by visiting the mountains and valleys we endeavour to foster a real appreciation of our beautiful landscape.

Year 7

The St. Bernards geography curriculum is built around 3 important overarching curriculum themes: fantastic places, sustainability and a systems approach to physical geography. The Year 7 geography curriculum follows our key theme of *fantastic places*. Students start by learning how to find and describe places at a variety of scales before looking at how location affects weather and climate. This is followed by the study of 3 contrasting countries to further enhance their locational knowledge.

Unit 1 : *Introduction to Geographic Skills*

Students will learn how to use maps and atlases to find places on a map, and also how to use a map to get from one place to another in an outdoor environment. They will also acquire a range of mapping skills such as how to: measure distances, give directions and use grid references.

Unit 2: *Introduction to Global Climate*

Here students will discover gow latitude, altitude, distance from the sea and prevailing winds influence the climate of countries all over the world. They will also spend some time interpreting climate graphs and making comparisons between different graphs.

Unit 3 : *Himalayas*

Whilst studying this exciting region of Asia our students will investigate the role the mountains make in limiting the northward movement of the monsoon and how they create a barrier between the barren and dry Gobi desert and the fertile plains of India.

Unit 4 : *Kenya*

Kenya gives us the opportunity to portray a peaceful and successful country that has transitioned from being under the rule of the UK as a colonial power, to become an independent African state with considerable influence across the continent.

Unit 5 : UK

Our UK module investigates the landscape diversity of our own country as well as looking at how London has established itself as a global city.

Unit 6 : *Middle East*

Our final topic of *fantastic places*, looks at the Middle East a globally significant geopolitical region, which is home to the largest reserves of oil and gas on the planet and also home to 3 major religions: christianity, judaism and islam. Between religious wars and economic greed, it has had a troubled history.

Year 8

The Year 8 geography curriculum follows our key theme of *sustainability*. Sustainable development came to public attention in June 1992 at the Rio earth summit when 'Agenda 21' was first launched. Sustainable development is the key to securing our long term symbiotic relationship with the planet. As such our students will spend the year looking at how this can be applied to many aspects of our lives from the number of children we have to the amount of energy we use.

Unit 1: *Population*
"All of our environmental problems become easier to solve with fewer people, and harder – and ultimately impossible – to solve with ever more people", D. Attenborough (2018). We will use this quote to consider the idea of optimum population, and how this is or is not achievable.

Unit 2: *Settlement*
Our settlement module will investigate why cities in high income countries grow at different speeds to those in low income countries. Students will also consider some of the challenges faced by people living in those cities and how cities can become more sustainable.

Unit 3: *Development*
Social and economic development is wanted by every country around the world. In this topic our students will look at how we measure development and what (if any) progress we have made towards our millenium development goals.

Unit 4: *Energy*
Whether we are discussing the UKs pledge to be carbon neutral by 2050 or the rising cost of fuel, energy is one of the most talked about issues in Britain today. Our students will consider the advantages and disadvantages of renewable and non-renewable energy, as well as strategies to lower household emissions and reduce bills.

Unit 5: *The climate crisis*
The unsustainable use of energy has accelerated global warming such that all countries of the world are feeling the effects from : Australians being unable to insure their houses, to repeated European heatwaves and the world's first environmental refugees. Our students will investigate the causes and effects before looking at strategies to mitigate and adapt to these challenging times.

Unit 6: Glaciation and weathering
Global warming is leading to the rapid retreat of our ice sheets, sea ice and mountain glaciers. However these enormous, slow moving rivers of ice have left a lasting impression on the Lake District. This topic sees our students going out into the 'field' to find evidence of their work, to seek a greater understanding of their power.

Year 9

The Year 9 curriculum uses a *systems approach* to model changes which take place within complex physical environments such as rivers. Central to all systems are inputs, outputs, stores and transfers of energy and matter. During year 9 will use systems to develop a greater understanding of: atmospheric hazards, tectonic hazards, rivers and coasts and also ecosystems.

Unit 1 : Coasts

The UK mainland has a coastline of 18,000km. In this topic you will be learning how the sea shapes our coastline and what can be done to prevent coastal erosion.

Unit 2 : Rivers Enquiry

Time to get your feet wet! We will be visiting a local stream where we will be testing the Bradshaw model by sampling the stream along its course and writing this up as a scientific enquiry.

Unit 3 : Rainforests

Less than 3% of the world is covered in rainforest yet it is home to 50% of the world's animals. Here you will find out about the threats to the rainforest and how they create their own climate.

Unit 4 : Deserts

More than 1 billion people live in deserts globally from Las Vegas to Dubai. You will be learning why they are so dry and how people cope with the lack of water. Deserts also provide a number of challenges and opportunities to human populations.

Unit 5: Hurricanes

Hurricanes require vast amounts of energy to form which is taken from our ever hotter oceans. In this topic our students will learn what are the inputs of energy, the processes which build the storms and final the output of energy and how it impacts people.

Unit 6: Earthquakes

Earthquakes don't kill people, buildings do! The frequency of earthquakes hasn't changed but their effects differ between LIC and HICs. Here you will learn about their impact and the response to them.

Year 10

Unit 1 : *Urbanisation*

In 2018, 68% of the global population lived in urban areas and this is rising. In this topic you will learn what is causing this rise, and then compare the opportunities and challenges faced by two contrasting cities: Bristol vs Rio.

Unit 2 : *Resource Management*

'If everyone lived like a middle class American person the world could support 2 billion people, we are nearly 10! Don't you think it's time to manage our water, food and energy consumption?

Unit 3 : *British landscapes*

The British landscape is wild and diverse. This GCSE topic will explain the processes which have helped to shape our landscape and coastline. You will be studying coastal and glacial environments.

Field Work – Coniston

Students will spend an afternoon walking around the Copper Mines area of 'The Old Man of Coniston' identifying macro and micro glacial landforms and processes.

Year 11

Unit 4 : *Hazards*

'Earthquakes don't kill people, buildings do'. The hazards unit will be considering atmospheric and tectonic hazards and also climate change. We will study how they impact our lives and what we can do about it.

Unit 5 : *Living world*

Ecosystems have inputs, transfers and outputs of energy and each organism has evolved to fill its own niche. In this topic we compare rainforests to hot deserts.

Unit 6 : Changing economic world

The British economy has shifted from heavy manufacturing to the service industries and research, how is this different to the economy of a newly emerging economy?

Paper 3

In March we will receive our pre - release material from AQA, this takes the format of an information booklet contain data, maps, graphs and text about a theme in geography. In previous years the focus of these themes has been varied, ranging from : the advantages and disadvantages of a trans - amazon highway, or Should planning consent be granted for a local waste incineration facility. The students will test their understanding of this topic through exam style questions.

The students will also revisit their fieldwork techniques, ahead of questions which will ask them about their experience on the their own field trips,

Fieldwork:

Visits in year 11 include a local sand dune complex here in SW Cumbria and an urban transect through Barrow.

History

Pictured: Year 7 Motte and bailey castles

History is all around us, every day and everywhere. Living in the United Kingdom of Great Britain and in this beautiful county of Cumbria, enables us to learn about the richness of the past
At both Key Stages 3 and 4, we develop a chronological overview of the past and use individual stories, case studies and local history to enable pupils to identify, challenge and move beyond generalisations and to consider similarly and difference in experiences.

The history curriculum here at St. Bernard's Catholic High School enables pupils to progress towards developing their own historical arguments and accounts. It does this by using specific, meaningful examples of primary and secondary sources that represent history accurately.

Courses of study at GCSE continue these themes and by developing a wide-ranging and secure knowledge of the past at Key Stage 3, pupils are able to engage with greater complexity in their learning to enable them to be successful in external exams.

Finally, we use a range of assessment approaches so that we can accurately assess if pupils have effectively grasped historical knowledge so that they can gradually build connections between different chronological periods to question the world around them.

Year 7

The Year 7 History curriculum provides students with an introduction to the key themes of the course over a series of interesting and engaging units, whilst developing a series of skills which will enable students to become historians. These skills range from historical interpretation, through to continuity and change.

Unit 1 : *An introduction to history*
Pupils will gain the key skills of an historian, in addition to studying family History and the History of Barrow with the aim of establishing a sense of belonging and knowledge of their personal and local history. Throughout this study students are introduced to a range of History skills and concepts including the use and interpretation of evidence, change and continuity, cause and consequence.

Unit 2 : *England Before 1066*
Pupils will complete a brief comparative study of Roman and modern life, followed by guided research into Viking and Saxon Britain with a focus on crime, punishment and change over time.

Unit 3 : 1066
Why did Harold lose? How did William keep control of 2 million angry Saxons?
Pupils will complete an in depth investigation in to the events that led to the Battle of Hastings and the events of the Battle itself to answer the key question.

Unit 4 : *Why was the Church so important?*
Pupils will use contemporary evidence to begin to understand Medieval beliefs in heaven and hell and life and death. They will also study the power relationship between Church and state, what led to the murder of an Archbishop and whether it was ordered by the King.

Unit 5 : *Medieval England.*
Just how dirty was Medieval Life? A case study of Medieval London and the measures taken to improve the city in the late Medieval period. An investigation in to the hopes, fears and beliefs of Medieval society in 1348 when Black Death reached England. We have brought this unit right up to date, drawing upon recent experiences of a pandemic to develop empathy with medieval people at the time. Pupils will then move on to look at how far England changed as a consequence of the Black Death, focusing on economic, social and political changes which will provide a backdrop to Year 8.

Unit 6 : *The American West*
New in 2023, we will study the American West in the 1800's. Using the key skills we've gained this year, pupils will look at the Plains Tribes and their way of life, the settlers and understand how the American West changed over time.

Year 8

The primary focus of year 8 is to build on the substantive and chronological knowledge which has been developed over time in Year 7. Pupils will study the key changes and events from the Tudor Period onwards that have shaped Britain today. They will carefully consider key turning points and individuals. The content, from the Civil War, through to Witchcraft, Slavery and Empire, provides the core knowledge to enable students to prepare for Year 9.

Units 1 and 2: *Why did Henry "break with Rome"? and Would you survive as Elizabeth 1?*

Was it really just the need for money, love and power? Pupils will use a variety of sources to conduct an in depth investigation as to what drove Henry to break with Rome and establish the Church of England in 1534. Pupils will examine a wide range of evidence to explore the reign of Elizabeth 1, looking at the major problems she faced throughout her reign and the decisions and sacrifices she made with regard to the religion, marriage and Mary Queen of Scots. They will then access her effectiveness as a "woman in a man's world".

Unit 3 : *How did Charles 1 lose control?*

Described by one general simply as "a thing most horrible", pupils will research, make sense of and attempt to explain the causes of the English Civil War.

Unit 4 : *Evil on their minds*

An in depth study of Witchcraft in 17th Century Britain, Europe and an evidence based case study of the Salem witch trials of 1692. Pupils will consider the beliefs and fears of the period which led to the so called "witch craze".

Unit 5 : *What made Britain Great? Empire and the Slave trade*

Pupils will then move on to study the emotive topic of slavery, in which they will investigate all aspects of the slave trade, t and an analysis of the arguments for and against slavery. This unit will also cover the topic from a perspective which explores modern slavery and the application of modern views of slavery on past events .

Unit 6 : *Victorian Poverty and Public Health*

In a debate that mirrors the benefits debate of modern Britain, pupils will examine the arguments for or against workhouses and produce a reasoned and supported argument. Pupils will then investigate Victorian Public health analysing a range of evidence and drawing their own conclusions as to why the Government did not act until 1875.

Year 9

Three hundred years of Exploitation, War and Conflict. In Year 9, pupils will investigate Britain's changing role in the world beginning with case studies of Victorian Britain and moving on to key events and turning points of the 20th and 21st Centuries ranging from the First and Second World Wars, to the Cold War and modern terrorism. History in Year 9 aims to develop the chronological and substantive knowledge to bridge the gap between Key Stage 3 and Key Stage 4. It also aims to continue to develop the core skills of an historian.

Unit 1 : *Power and Control: Did the Suffragettes undermine their own campaign?*

Pupils will learn about a range of protests and protest movements of the 18th – 20th Centuries (including the Peterloo Masacre, the Ludditte protests, the Chartists and the Suffragists and Suffragettes) identifying motivations and judging the effectiveness of each.

Unit 2 : *World War One - its causes and consequences*

Was Germany really to blame? Pupils will complete an in depth study of the causes and events that led to the First World War, analysing the arguments and views of historians before developing their own reason and supported arguments.

Unit 3: *The Rise of Nazism and World War 2*

An introduction to Hitler and his rise to power through the medium of representations. In preparation for their GCSE, pupils will evaluate, interpret and analyse a number of representations of Hitler. Students will research a variety key events and significant turning points of the Second World War including the Blitz, Dunkirk, the D day landings, the Battle of the Atlantic, Dresden with the aim of demonstrating the magnitude and impact of the war.

Unit 4: *The Holocaust*

In 2025, St. Bernard's is working towards 'Beacon School' status from the UCL Centre for Holocaust Education. This emotive and important topic will be taught through a range of contemporary source materials. Pupils will gain an in-depth understanding of Antisemitism and the impact of Nazism on the Jewish population, through studying a series of powerful case studies alongside national and international developments .

Unit 5 The Historic Environment -: *Whitechapel 1870 to 1900.*

In preparation for GCSE History, pupils will finish Year 9 with a powerful and interesting study of the East End of London - Whitechapel, between the years 1870 to 1900. Pupils will examine a range of primary and secondary sources to understand a range of issues, including Crime, Policing and Social issues. The topic will also examine why Jack the Ripper was never caught in 1888.

Year 10

The GCSE History course, which is examined by the Pearson/Edexcel Exam Board, builds on the chronological and substantive knowledge which pupils have developed during the whole of Key Stage 3. It is an interesting, engaging and relevant curriculum, which aims to give students the knowledge and skills to question the world around them and develop extended communication and analysis skills, which are vital for a successful life in the modern world.

Units 1: Crime and Punishment 1000 to the Present Day Pupils will examine the changing nature and definitions of crime, law enforcement and punishment in the context of Saxon, Norman and later Medieval England including William's Forest Laws, the hue and cry, deterrence and retribution and the use of corporal and capital punishment. Students will also complete Case studies on the significance of the Medieval Church in the context of crime and punishment and the use of trial by ordeal. We will then move on to the changing nature and definitions of crime, law enforcement and punishment in the context of early modern and industrial Britain including heresy and treason, witchcraft, transportation, the Bloody code and prison reform. Pupils will complete Case studies on the Gunpowder plot and Witch hunts amongst others.

Unit 2 : *The Historic Environment: A Case study of Whitechapel c.1870-c.1900* Pupils will examine how changes in living styles, developing technology and increasing affluence (and growing poverty) affect crime. Students will complete a study of life in Whitechapel focusing on poverty immigration and crime, featuring a case study of the Jack the Ripper murders.

Unit 3: Elizabethan England 1558 to 1588 Pupils study key features of Elizabeth's reign to 1588, including the the challenges she overcame including her "religious settlement", the question of marriage and the expectations placed on a female monarch. We will also focus on the growing problems of her reign, plots and revolts at home and an increasing threat from abroad. Students will also study Elizabeth's successes, developing culture, education and ways of dealing with poverty at home and exploration of the New World abroad.

Year 11

The GCSE History course, which is examined by the Pearson/Edexcel Exam Board, builds on the chronological and substantive knowledge which pupils have developed during the whole of Key Stage 3. It is an interesting, engaging and relevant curriculum, which aims to give students the knowledge and skills to question the world around them and develop extended communication and analysis skills, which are vital for a successful life in the modern world.

Unit 1 : *Germany: Was the Weimar Republic doomed from the start?*
Pupils study the key figures, decisions and turning points that influenced and hindered the development of the Weimar Government including the Versailles settlement and reactions to it, German politics, economic problems and living standards and the role of Stresemann.

Unit 2 : *Hitler's rise to power? Nazi control and dictatorship*
Pupils will study key features of the early years of the Nazi party and the role of Hitler, the impact of the Great depression and the reasons for the Nazi rise to power. A focused study on how Hitler gained complete control, the impact of the Reichstag Fire and the subsequent enabling acts, the use of terror under Himmler and propaganda under Joseph Goebbels as means of control and as assessment as to the extent of Nazi control and the effectiveness of opposition groups.

Unit 3: The Cold War 1945 to 1991
The Year 11 cohort for 2025/26 will have already completed this topic in Year 10 but the detail here is to show what the Year 10 cohort for 2025/26 will study next academic year.
Pupils will study the development of The Cold War following the end of World War 2 and the clash of two different ideologies - Capitalism and Communism.

The development of the Cold War throughout the decades from 1945 up until 1991 will cover a range of diverse yet related topics including The Berlin Blockade and Airlift, the arms race between the East and West in the 1950's, The Cuban Missile Crisis and The Berlin Wall.

The topic will move to the Reagan and Gorbachev era of the 1980's and will allow pupils to develop an in-depth chronology over time, in addition to understanding the consequences of key events and their impact over time.

Literacy

Pictured: the Library at St Bernards

READING PLUS

Pupils in KS3 also have one Literacy lesson each week during which they access READING PLUS. This online Reading Programme addresses Vocabulary, Fluency and Comprehension skills. The nature of the programme is such that pupils can select their own reading material, but at the same time work on any deficits in their reading ability. The programme wraps itself around the pupil and each pupil has a set of reading tasks set to an appropriate level of challenge. At St. Bernard's we know that reading is the gateway to success in all subjects across the curriculum and therefore time for improving proficiency in reading is timetabled for all KS3 pupils.

The St. BERNARD'S LITERARY CANON

A superb mix of genre, author and era; the St. Bernard's Literary Canon seeks to bridge the primary school model of teacher led reading and transport it into the secondary school environment.

Each pupil has their own copy and therefore ownership of each book read together. The reading journey starts in Year 7, but is very much a natural progression of that which is read in upper primary school. This journey continues throughout KS3 with a total of 17 books being completed together by the end of Year 9.

The Canon comprises fantasy, adventure, autobiography, bildungsroman, mystery, crime, different cultures, historical fiction and Black American Literature. It compliments English Literature studies at KS3 and prepares pupils for GCSE English Literature at KS4. The historical fiction novels sit alongside the History curriculum and are taught in tandem with it.

It is our experience that pupils arrive at St.Bernard's with a passion for reading and we endeavour to harness that enthusiasm and foster a reading strategy that is similar to that with which pupils are familiar. At St. Bernard's, 'Reading Time' is sacrosanct; it is an integral part of the rhythm of our daily routine. Pupils are read to by their English teacher, in a secure and safe setting whereby each day the learning journey unfolds a little bit further. Reading takes place at the start of every KS3 English lesson. The themes, genre, adventures, incidents and anecdotes read inform enquiring, inquisitive minds; they underpin what is in the daily curriculum; they challenge,through the safety of literature, that which is right and wrong; and finally, and unapologetically, they give children the opportunity to escape into the fantastic world of literature.

Year 7

Book 1 : *The Angel of Grasmere* by Tom Palmer

It is July 1940 and Tarn Fothergill struggles to come to terms with the loss of her brother in the chaos of the British retreat at Dunkirk. She and her friends scour the hills around their Lake District home, watching for any signs of the long-dreaded Nazi invasion. As the war drags on, and with little good news from the front, the locals become aware of someone carrying out anonymous acts of kindness, such as saving a flock of sheep from a snowdrift and getting help for an injured farmer. Who is this 'Angel of Grasmere?'

Though set in 1940, Tom Palmer moves the narrative forward and provides space for a conversation about the juxtaposing themes of fighting for King and country and shame. Can this northern farming community honour courage and bravery and re-write the narrative surrounding the perceived cowardice of desertion?

Book 2 : *Boy* by Roald Dahl

This book describes Dahl's life from birth until he leaves school to find work. It focuses on living conditions in Britain in the 1920s, explores Dahl's boyhood exploits and exciting times at boarding school - including working as a chocolate taster for Cadburys!) and what led him to writing as a career.

Book 3 : *Skylark* by Danny Rurlander

Ever since the accident, Tom's struggled with his mobility and walks with a stick. But he has a secret escape: Skylark, his drone - through this technology, he can fly above his Lake District home, exploring his world from a totally different perspective. But when he stumbles upon a terrorist plot, he knows no one will believe him.

Spylark is a gripping adventure, with all the right ingredients: Local bullies, sinister villains, high-speed chases, terrorism plots, explosive weaponry, missing evidence and dramatic escapes.' Can Tom put his personal insecurities to one side and bring this terrorist plot down? Filled with action and adventure, Spylark also takes a gentle look at diversity in the form of disability, resilience and standing up for what's right.

Book 4 : A *Little Piece of Ground* by Elizabeth Laird

Twelve-year-old Karim Aboudi and his family are trapped in their Ramallah home by a strict curfew. Israeli tanks control the city in response to a Palestinian suicide bombing. When the curfew ends, he and his friend discover an unused patch of ground that's the perfect site for a football pitch. But in this city there's constant danger, even for schoolboys. And when Israeli soldiers find Karim outside during the next curfew, it seems impossible that he will survive . . .This little gem of a book takes a gentle look at the realities of civil war through the eyes of children living through it.

Book 5 : *The Machine Gunners* by Robert Westall

The Machine Gunners is a tried and tested novel with young readers across the generations. Set during WW2, though humorous and entertaining, this book tackles the dilemmas of loyalty, keeping secrets and living with uncertainty through the eyes of a child.

Six Weeks is an unforgettable story of love and loss, family and hope written in verse.

Alfie Piper has six weeks of summer - and nothing left to lose. Since his mum died, Alfie's world has unravelled. The silence between him and his stepdad roars louder than ever.

So he does the only thing that makes sense: grabs his bike, and rides. In these long summer days, can Alfie rebuild what was broken?

This book completes the Year 7 reading journey. It is a compelling text that finds a perfect balance between respect and longing for what has been lost and resilience and desire to face a future full of life and opportunity.

Year 8

Book 1 : *Waiting For Murder* by Fleur Hitchcock
Mystery, intrigue and an unexpected car found at the bottom of a lake during a summer with no rain make *Waiting For Murder* an exciting prospect for all young readers. This book marks the gentle beginning of our Pupils' canon journey and will set them off on a pathway of prediction, speculation and creating a hypothesis for themselves. These are essential tools for every young literary detective!

Book 2: Holes by Louis Sachar
Stanley Yelnats' family has a history of bad luck going back generations, so he is not too surprised when a miscarriage of justice sends him to Camp Green Lake Juvenile Detention Centre. Stanley must dig a hole every day five foot deep by five foot wide, in the relentless Texan heat and report anything that he finds – not just the yellow spotted lizards! The warden claims that he is building character, but this is a lie and Stanley must dig up the truth. Can Stanley uncover the truth at CGL and clear his name? Through the eyes of Stanley Yelnats, Holes expertly explores themes of belonging, bullying, racism, poverty, resilience and plain old bad luck!

Book 3 : *Malamander* by Thomas Taylor
Herbert Lemon is the Lost-and-Founder at the Grand Nautilus Hotel, but one night in the middle of winter, he is faced with a challenge of epic proportions! The quest for the legendary Malamander is on. Could this mystical sea creature have returned? Set in the fictional town of Eerie-on-Sea, this fantasy novel explores the themes of loss, belonging and a timeless quest for adventure!

Book 4 : *Going Solo* by Roald Dahl
Going Solo is a continuation of Dahl's autobiography 'Boy' and describes his first job after leaving school. It brings to life his travels to Africa and his exciting exploits as a World War II fighter pilot. Bravery in the face of adversity and playing your part when your country needs you are key themes in this exciting autobiography.

Book 5 : *The Book Thief* by Markus Zusak
The plot of this fantasitc novel follows Liesel Meminger as she comes of age in Nazi Germany during World War II. Liesel is exposed to the horrors of the Nazi regime, caught between the innocence of childhood and the maturity demanded by her destructive surroundings. As the political situation in Germany deteriorates, her foster parents conceal a Jew in the basement . . . courage, bravery and the resolute desire to survive pervade this novel. The Book Thief compliments the teaching of the Nazi Regime in History lessons and aids our pupils' understanding of Holocaust Memorial Day.

Year 9

Book1: Refugee Boy by Benjamin Zephaniah
Life is not safe for Alem. His father is Ethopian, his mother Eritrean. Their countries are at war, and Alem is welcome on neither side of the boarder. Alem is excited to spend a holiday in London with his father - until he wakes up to find him gone. But what seems like an act of betrayal is in fact an act of love, but now Alem is alone in a strange country, and he must forge his own path...

Alem must adjust to a new culture, language, and way of life, while dealing with the trauma of being separated from his family and facing an uncertain future. The novel explores themes of war, violence, displacement, prejudice, suffering, hope, courage and resilience.

Book 2 : The Miracle on Ebenezer Street by Catherine Doyle
Like Scrooge in the original tale, George's dad can no longer believe in Christmas, or magic of any kind, because of his sorrow over the loss of his wife. George desperately misses his mother too, and needs more love than ever, not less. The snow globe transports this unhappy pair to Christmas past, present and future. Can the whole family begin to feel joy again? Catherine Doyle's sensitive homage to Charles Dickens' A *Christmas Carol* explores the difficult aftermath of losing a parent.

Book 3: After the War by Tom Palmer
It is the summer of 1945 and The Second World War is finally over. Young Jewish boys Yossi, Leo and Mordecai are among three hundred children who arrive in the English Lake District. Having survived the horrors of the Nazi concentration camps, they've finally reached a place of safety and peace – or have they? Yossi is haunted by thoughts of his missing father and disturbed by terrible nightmares. Will life by the beautiful Lake Windermere be enough to bring hope back into all their lives? Tom Palmer's novel is a novel of friendship and belonging. Inspired by the incredible true story of the Windermere Boys, it explores the themes of resilience in the face of adversity and hope when all else is lost. After the War is read in the Spring term and runs parallel with Holocaust lessons in the History department.

Book 4 : The Curious Incident of the Dog in the Nighttime by Mark Haddon
In July 2009, Haddon wrote on his blog that "*Curious Incident* is not a book about Asperger's... if anything it's a novel about difference, about being an outsider, about seeing the world in a surprising and revealing way. As well as solving the mystery of the very strange crime, pupils will gain an insight into how some children think, act and respond to things a little bit differently.

This novel is the precise point where our school virtues and literature align.

Year 9

Book 5: *Shadowmancer by G.P. Taylor* takes you into a world of superstition, magic and witchcraft where nothing can be taken for granted, and the ultimate sacrifice might even be life itself.Obadiah Demurral is a sorcerer who is seeking to control the highest power in the Universe. He will stop at nothing. The only people in his way are Raphah, Kate, Thomas - and the mysterious Jacob Crane.

Packed full of history, folklore and smuggling, the thrills, suspense and danger are guaranteed to grab the attention and stretch imaginations to the limit.

This novel is the precise point where our school virtues and literat

Book 6a: I know Why the Caged Bird Sings by Maya Angelou is the first volume of her seven books of autobiography,and in it Maya Angelou beautifully evokes her childhood with her grandmother in the American south of the 1930s.

As a Black woman she has known discrimination, violence and extreme poverty, but also hope, joy, achievement and celebration.

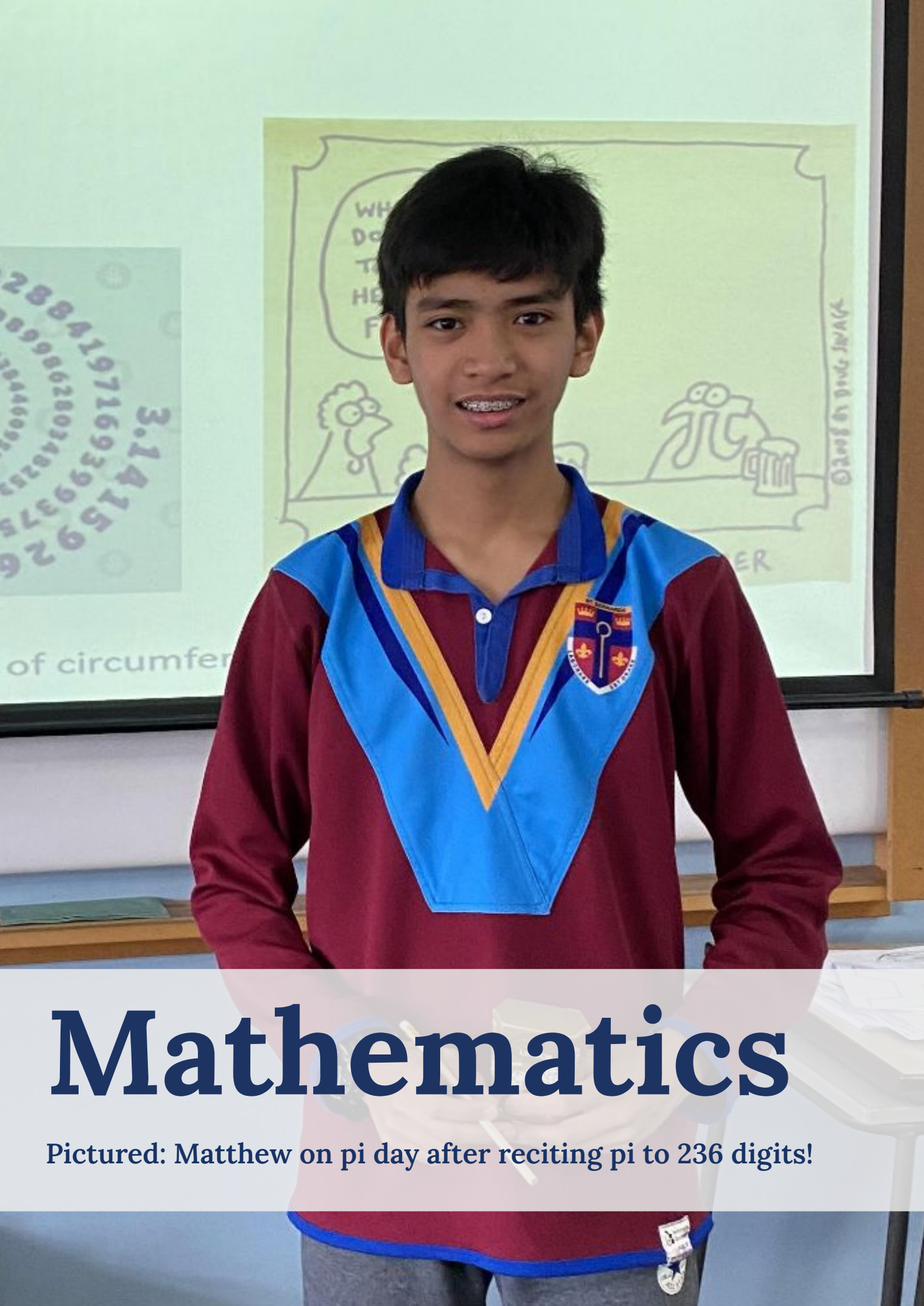
'CagedBird' is a coming-of-age story that illustrates how strength of character and a love of literature helped Angelou to overcome racism and trauma. In the course of *Caged Bird*, Maya transforms from a victim of racism with an inferiority complex into a self-possessed, dignified young woman capable of responding to prejudice.

Read at the end of the KS3 Literary Canon journey, this 'Caged Bird' touches on identity, oppression, resilience and self-acceptance. Whilst it was written in 1969, its central themes still resonate today.

***Book 6b: I AM MALALA by Malala* Yousafzai** is the remarkable account of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner championed and encouraged his daughter to write and attend school.

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. In 2012, when she was fifteen, Malala almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive.

Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. Th ls to appreciate their own right to a full education and challenges them to ques of governments who oppress their people.



Mathematics

Pictured: Matthew on pi day after reciting pi to 236 digits!

Our curriculum in Mathematics is designed to promote mastery of the subject and in doing so to develop a passion in all of our pupils. It's easy to fall in love with Maths when you understand what you're doing and why. It's true that Mathematics is a subject many people struggle with; this is often because they have not been given an opportunity to really master the most important area which is number. Without a solid foundation in all the number topics it is impossible for pupils to succeed and this often leads to frustration and a dislike of Mathematics.

This is why throughout Year 7 and 8 we focus primarily on Number and start to incorporate Algebra along with some snippets of different topics they may not have come across before. It is really important for pupils to master crucial topics such as negatives and order of operations in order for them to be successful in Year 8 and beyond with all the topics that this becomes relevant in. We interleave some shape and data topics but from a skill based perspective, as well as problem solving tasks which develop resilience and the ability to select and apply appropriate maths skills effectively. There is a sense of wonder in the exactness of mathematics and students are able to gain a sense of personal achievement in solving problems.

Moving on from this, in year 8 the pupils will end the year with starting to look at some Statistical topics such as Averages and Probability which helps give them variety to their learning but also gives them an opportunity to see these topics early on in school, therefore giving them an informed choice when it comes to picking their options, as Statistics is an extra that we offer here within the maths curriculum.

Since the solid foundations are built in years 7 and 8 this allows us to move on to a broader range of topics in year 9. We sequence concepts and methods so that previously learnt ideas can be connected to new learning, supporting students in understanding the coherent and connected nature of the subject, and ensuring they consolidate learning by continually using and applying it in a variety of contexts.

In year 10 pupils will study either the higher or foundation tier GCSE course. They will also have the exciting opportunity to select Statistics and Further Mathematics as an option subject.

We believe all children can achieve in mathematics and teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. We teach the National Curriculum, supported by clear skills and knowledge progression. Pupils will spend their time at St Bernard's becoming true masters of content, applying and being creative with new knowledge in multiple ways. Pupils will build on a range of skills such as declarative knowledge, procedural and conditional knowledge.

Year 7

The Year 7 curriculum has been designed to give all our pupils a solid base in mastery of number whilst also introducing them to some algebra and shape work. Our Year 7 curriculum has been designed to take the knowledge and skills they have learnt at Key Stage 2 and ensure that have a deep understanding of the foundations of Mathematics that will propel them through the complex mathematical knowledge they will acquire as their Mathematical studies continue from Year 8 through to Year 11.

Unit 1 : Numerical skills

In this unit pupils will understand and use place value for decimals. Calculate with negative numbers and estimate calculations by rounding.

Unit 2 : Order of operations

Here the pupils will discover how to calculate with all operations, and learn the order in which to use them.

Unit 3 : Introduction to Algebra

In this unit pupils will be introduced to the concept of algebra; simplifying expressions, manipulating expressions through simple one step rearranging, substituting positive and negative integers into expressions, solving simple equations and substitution.

Unit 4 : Primes, Factors and Multiples

In this unit, pupils will learn all about the different types of numbers that we have. They will learn how to distinguish and label different numbers, and be confident in finding factors, multiples and prime factors of any given number.

Unit 5 : Expanding and Factorising

In this unit pupils will be learning how to multiply a single term over a bracket and how to take out common factors.

Unit 6 : Addition and Subtraction

Pupils will use addition and subtraction methods applied to integers and decimals.

Year 7 Continued

Unit 7 : Perimeter
Pupils will calculate and solve problems involving perimeters of rectangles and compound shapes.

Unit 8 : Mean
In this unit pupils will manipulate data to calculate the mean.

Unit 9 : Multiplication and Division
Pupils will use multiplication and division methods applied to integers and decimals.

Unit 10: Area of Triangles and Quadrilaterals
Pupils will derive and apply formulae to calculate the area of triangles, rectangles, quadrilaterals and parallelograms.

Unit 11 - 14 : Fraction manipulation
Pupils will learn how to express one quantity as a fraction of another, add and subtract fractions and compare and order fractions. Lastly they will learn how to interpret fractions as operators to find a fraction of an amount.

Unit 15 : Polygons
In this unit pupils will look at properties of shapes using correct terminology.

Unit 16 : Angles
In this unit pupils will apply angle properties of angles at a point, on a straight line and angles in polygons.

Unit 17 : Coordinates
Pupils will learn to read and plot coordinates in all four quadrants.

Unit 18 : Time
In this unit pupils will work with analogue and digital time.

Year 8

In Year 8 pupils will spend the majority of the year building on their number and algebra skills that they have covered in Year 7, along with being introduced to further topics within these areas. They will be challenged with some further shape work involving volume and building on their Area knowledge moving onto Surface Area. They will then use their excellent number knowledge to tackle brand new topics such as Averages and Probability to finish off the year. This will give them the vital building blocks in order to start off Year 9 in Maths strong and confident.

Unit 1 : Powers and Roots

In this unit pupils will use integer powers and associated real roots and recognise powers of 2,3,4,5,10.

Unit 2 : Prime factorisation

Pupils will use the concepts and vocabulary of prime numbers, factors, common factors and prime factorisation.

Unit 3 : Rounding

Pupils will round numbers and measures to an appropriate degree of accuracy (to a number of decimal places or significant figures).

Unit 4 : Fractions

Pupils will learn how to multiply and divide fractions and mixed numbers.

Unit 5 : Solving equations 1

In this unit pupils will use algebraic methods to solve linear equations in one variable. They will also model situations or procedures by translating them in to algebraic expressions or formulae and by using graphs.

Unit 6 : Angles in Parallel lines

Pupils will understand and use the relationship between parallel lines and alternate and corresponding angles.

Unit 7 : Circumference

In this unit pupils will calculate and solve problems involving perimeters of 2D shapes (including circles) and composite shapes.

Year 8 Continued

Unit 8 : Direct Proportion
Pupils will understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.

Unit 9 : Fractions, Decimals and Percentages
In this unit pupils will solve problems involving percentage change.

Unit 10 : Percentage Calculations
Pupils will do calculations including percentage increase, decrease and original value problems and simple interest in financial mathematics.

Unit 11 : Ratio 1
In this unit pupils will divide a quantity into two parts and express the division of a quantity into two parts as a ratio.

Unit 12 : Area of Circles and Trapezia
Pupils will derive and apply formulae to calculate and solve problems involving circles, parts of circles and compound area.

Unit 13 : Statistics 1 (Presenting and Interpreting Data)
Pupils will construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts and vertical line charts.

Unit 14 : Averages and Spread
In this unit pupils will describe, interpret and compare data using the mean, median and mode and then the range.

Unit 15 : 3D Visualisation
Pupils will use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3D.

Unit 16 : Volume
Pupils will derive and apply formulae to calculate and solve problems involving volume of cuboids and other prisms.

Year 9

After laying solid foundations in year 7 and 8 pupils go on to study a broader range of Mathematics in year 9. Here they reinforce the number and algebra work already studied, as well as building on their problem solving skills by studying a range of different strategies.

Unit 1 : Decimal Manipulation
Pupils will add, subtract, multiply and divide integers and decimals.

Unit 2 : Estimation and Limits of Accuracy
In this unit pupils will be rounding, estimating and looking at error intervals.

Unit 3 : Related Calculations
In this unit pupils will recognise and use relationships between operations.

Unit 4 : HCF and LCM of Large Numbers
Pupils will use the concepts and vocabulary of prime numbers, factors, common factors and prime factorisation. They will find the LCM and HCF of large numbers.

Unit 5 : Fraction Calculations
Pupils will learn how to add, subtract, multiply and divide fractions and mixed numbers.

Unit 6 : Algebraic Manipulation
In this unit pupils will collect like terms, simplify algebraic expressions and perform calculations with algebraic fractions.

Unit 7 : Index Laws
In this unit pupils will learn the laws of indices.

Unit 8 : Standard form
In this unit pupils will calculate with and interpret standard form.

Unit 9 : Expanding and Factorising 2
Pupils will learn how to expand brackets, expand double brackets, factorise quadratics and find the difference of two squares.

Year 9 Continued

Unit 10 : Forming Expressions and Substitution
In this unit pupils will derive and substitute into formulae.

Unit 11 : Direct and Inverse Proportion
In this unit pupils will look at best buy problems and the unitary method.

Unit 12 : Probability 1
Pupils will describe and calculate different probabilities.

Unit 13 : Solving Equations 2
In this unit pupils will solve linear equations with brackets, fractions and negatives.

Unit 14 : Inequalities 1
Pupils will solve linear inequalities and represent and interpret solution sets on a number line.

Unit 15 : Sequences
Pupils will generate sequences and find the nth term of a sequence.

Unit 16 : Pythagoras
In this unit pupils will apply Pythagoras' Theorem.

Unit 17 : Interior and Exterior Angles
In this unit pupils will solve problems with interior and exterior angles.

Unit 18 : Vectors 1
Pupils will describe translations using a vector and add and subtract vectors.

Unit 19 : Transformations 1
Pupils will look at the four transformations.

Unit 20 : Plans and Elevations
Pupils will draw and interpret plans and elevations of 3D shapes

Unit 21 : Arcs and Sectors
Pupils will learn about arc lengths and areas of sectors.

Unit 22 : Surface Area
In this unit pupils will work out the surface area of many 3D shapes.

Year 10 Foundation

When they reach Year 10 pupils follow either the higher or foundation GCSE specification. The curriculum reflects the different specifications. Here students build on the foundations they studied in the first three years.

Unit 1 : *Probability*

In this unit pupils will discover the amazing world of probability. Pupils will use the language of probability and calculate and use theoretical probabilities.

Unit 2 : *Data Handling*

Pupils will construct, interpret and analyse for categorical data. Pupils will look at data in a variety of different forms and represent this data in the most appropriate way.

Unit 3 : *Statistics*

Here pupils will work with the four averages mean, median, mode and range in a variety of contexts and real life situations.

Unit 4 : *Calculating*

Here pupils will consolidate their understanding of the four operations, fractions, decimals and percentages. It is vital students build on these skills each year as they are key skills they will need throughout life.

Unit 5 : Expressions

Here pupils venture deeper in to the amazing abstract world! Learning how letters can be used to represent numbers in a variety of real life situations.

Unit 6 : *Equations*

Here pupils will learn how to solve a range of equations from basic one step equations to equations with brackets and unknowns on both sides .Pupils will also learn how to set up and solve equations in order to solve real life problems.

Year 10 Foundation Continued

Unit 7 : *Sequences*
In this unit pupils will learn how to continue a sequence, look at term to term rules, find the nth term of an arithmetic progression and look at different interesting increasing and decreasing sequences.

Unit 8 : *Graphs*
In this unit pupils will learn the very important skill of being able to plot a straight line graph and understanding the equation of a straight line.

Unit 9 : *Area and Perimeter*
In this unit pupils will find the area and perimeter of various 2D shapes by using and applying their knowledge of formulae from years 8 and 9.

Unit 10 : *Volume and Surface Area*
In this unit pupils will find the volume and surface area of various 3D shapes by using and applying their knowledge of formulae from years 8 and 9.

Unit 11 : *Measures*
In this unit pupils are exposed to many different units of measure in real life contexts. Pupils are required to use their knowledge of the metric system and apply this to various problems.

Unit 12: *Congruence and Similarity*
In this unit pupils will be focussing on identifying shapes through similarity and congruence. They will also go on to find missing side lengths and areas using similar shapes, along with understanding the effect of enlargement on different shapes.

Year 10 Higher

Unit 1 : *Probability*
In this unit pupils will discover the amazing world of probability. Pupils will use the language of probability and calculate and use theoretical probabilities.

Unit 2 : *Data Handling*
Pupils will construct, interpret and analyse for categorical data. Pupils will look at data in a variety of different forms and represent this data in the most appropriate way. Pupils will also discover Cumulative Frequency graphs and Box Plots

Unit 3 : *Statistics*
Here pupils will work with the four averages mean, median, mode and range in a variety of contexts and real life situations. Pupils will also calculate averages from Frequency Tables and more challenging questions involving reverse averages.

Unit 4 : *Fractions, Decimals and Percentages*
In this topic the pupils will go back over their knowledge on Fractions, Decimals and Percentages. They will also delve further into the topic looking at recurring decimals and repeated percentage change.

Unit 5 : Algebra Review
In this topic the pupils will recap over their algebra knowledge from Year 8 involving their expression and equation work. They will also go onto solving Quadratic Equations by factoring, using the formula and completing the square.

Unit 6 : *Sequences*
In this unit pupils will learn how to continue a sequence, look at term to term rules, find the nth term of an arithmetic progression and look at different interesting increasing and decreasing sequences. Pupils will also find the next term and the nth term of a quadratic sequence

Year 10 Higher Continued

Unit 7 : *Simultaneous Equations*
In this topic pupils will learn what a simultaneous equation is and how to solve them either by substitution or balancing. Pupils will also answer real life problems using simultaneous equations and solve both linear and quadratic simultaneous equations.

Unit 8 : Linear and Quadratic *Graphs*
In this topic pupils will learn how to draw both Linear and Quadratic graphs from a table of values. They will also find the gradient and y intercept of a linear graph, and find the equation of the line. Pupils will then go onto looking at the key features of a quadratic graph and find these either from a graph or and equation by solving.

Unit 9 : *Area and Perimeter*
In this topic pupils will find the area and perimeter of shapes, including compound shapes. They will find the Area and Circumference of circles, sectors and arc lengths.

Unit 10 : *Volume and Surface Area*
In this topic pupils will find the volume and surface area of cuboids, prisms and cones. Pupils will then go onto solving problems involving volume formulae and real life situations.

Unit 11 : *Measures*
In this unit pupils are exposed to many different units of measure in real life contexts. Pupils are required to use their knowledge of the metric system and apply this to various problems. Pupils will also learn error intervals and how to calculate with bounds, along with converting between Area and Volume measurements.

Unit 12: *Congruence and Similarity*
In this unit pupils will be focussing on identifying shapes through similarity and congruence. They will also go on to find missing side lengths and areas using similar shapes, along with understanding the effect of enlargement on different shapes.

Year 11 Foundation

Unit 1 : *Pythagoras and Trigonometry*
Here pupils will understand, recall and use Pythagoras' theorem in 2D problems and contextual problems. Pupils will also learn how to use trigonometry to calculate missing angles and side lengths of right angled triangles.

Unit 2: *Transformations*
Here pupils will learn how to reflect, rotate, translate and enlarge a variety of different shapes.

Unit 3 : *Number Review*
Here pupils will consolidate their understanding of the four operations, fractions, decimals and percentages. It is vital students build on these skills each year as they are key skills they will need throughout life.

Unit 4 : Ratio and Proportion
Throughout this topic, pupils will learn how to present information as a ratio along with simplifying ratios. Pupils will also learn how to divide into a ratio and to change ratios into fractions. In this unit pupils will learn how to calculate direct proportion questions, using the help of recipes and money related questions.

Unit 5 : *Expressions*
In this unit pupils will learn how to simplify and manipulate expressions both linear and quadratic. They will cover expanding brackets, factorising and substitution.

Year 11 Foundation Continued

Unit 6 : *Equations and Inequalities*
In this unit pupils will learn how to solve linear equations, some of which involving expanding brackets and fractions. Pupils will also learn how to solve quadratic equations by factorising.

Unit 7 : *Graphs*
In this unit pupils will learn the very important skill of being able to plot a straight line graph and understanding the equation of a straight line. Pupils will also learn how to find the midpoint of a line and calculate the gradient and y intercept.

Unit 8 : *Shapes and Angles*
In this unit pupils will look at many different shapes and angle problems. Pupils will have to use different angle rules to solve various problems. Pupils will also find angles in polygons and parallel lines.

Unit 9 : *Constructions*
Pupils will learn how to use a pair of compasses and a protractor in order to correctly construct triangles, bisectors and loci. They will also use this to solve real life problem questions.

Year 11 Higher

Unit 1 : *Trig Review and 3D Trigonometry*
In this unit pupils will understand, recall and use Pythagoras' theorem and the trigonometric ratios in 2D problems and contextual problems. Pupils will then go on to applying Pythagoras' theorem and the trig ratios in 3D and problem solving type contexts. Pupils will understand and use the sine rule, cosine rule and find the area of a triangle using the sine rule. Lastly pupils learn how to sketch the trig graphs.

Unit 2 : *Transformations*
Here pupils will learn how to reflect, rotate, translate and enlarge a variety of different shapes.

Unit 3 : *Proportion*
Throughout this topic, pupils will learn how to present information as a ratio along with simplifying ratios. Pupils will also learn how to divide into a ratio and to change ratios into fractions. In this unit pupils will learn how to calculate direct proportion and inverse proportion by constructing and interpreting equations. Pupils will also be required to recognise and sketch graphs that represent direct and inverse proportion.

Unit 4 : *Functions*
In this unit pupils will understand and use function notation, substitute values in to a function, including composite functions and solve equations that use function notation. Pupils will then look at inverse functions and transforming graphs of functions.

Year 11 Higher Continued

Unit 5 : Iteration

Here pupils will substitute into complex expressions. Pupils will find approximate solutions using recursive formulae.

Unit 6 : *Real Life Graphs*

In this unit pupils will plot and interpret distance-time graphs and understand velocity-time graphs. Pupils will estimate the gradient at a point on a curve by drawing a tangent and working out it's gradient. Lastly pupils will estimate the area under a graph and a under a curve.

Unit 7 : *Further Graphs*

Here pupils will consolidate their understanding of straight line graphs by plotting them and finding the equation of a straight line. Pupils will then move on to sketching, recognising and interpreting exponential, cubic and reciprocal graphs.

Unit 8 : *Circle Theorems*

In this unit pupils will understand and be able to use the different Circle Theorems. Students will then move on to looking at various proof problems which involve circle theorems.

Unit 9: Vectors

In this unit students will learn vector notation and use this in order to describe a movement. They will also go further and calculate using vector notation, along with applying vector notation for geometric proofs.

Further Mathematics

This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills.

Unit 1:
In this group of lessons pupils will consolidate and build on their learning from the Higher curriculum, developing further confidence with number, algebra, geometry and algebraic fractions. Following on from these they will continue with Manipulation and Proof, and then finish with Linear and Quadratic Equations.

Unit 2: Introductory Co-ordinate Geometry
Here they will be combining skills such as using a given ratio to work out coordinates of a point given two other points.

Unit 3: Introductory Calculus
This is the unit where pupils will first see the notation dy/dx. They will use this knowledge to be able to calculate rates of changes and the gradients of curves and tangents.

Unit 4: Functions, Sketching Functions and Inequalities
Here, pupils will develop confidence understanding the domain and range of a function, and work with composite and inverse functions. They will be able to sketch linear. Quadratic and exponential functions with upto 3 domains. Pupils will also be able to solve linear and quadratic inequalities.

Unit 5: Surds and Index Laws
Within this unit pupils develop their understanding of manipulating and confidence how to rationalise a denominator,
They will also be able to solve equations using fractional and negative indices.

Further Mathematics

Unit 6: Equations of Straight Lines and Circles
Here, as well as deepening their understanding of straight line graphs they are introduced to the equation of a circle, where the centre is not the origin. By combining these skills they will be able to work out the equation of a tangent at any given point on the circle.

Unit 7: Simultaneous Equations
In this unit pupils are taught how to solve three simultaneous equations

Unit 8: Matrix Multiplication
This is where matrices are first introduced and pupils will be able to understand the Identity matrix and how to multiply one 2x2 matrix by another.

Unit 9: Trigonometry and Pythagoras
This unit builds on developing a deeper understand by application including developing skills such as calculating an angle between two planes.

Unit 10: Calculus Applications
Pupils here start to apply their knowledge to identify maxima and minima. Calculating using the second derivative and understanding the information that provides. They will also see the application of calculus with area/volume problems too.

Unit 11: Sequences
As well as having further practice identifying the rules of a quadratic sequence, this is where pupils are introduced to finding the limiting value of a sequence.

Unit 12: Factor Theorem
In this unit pupils are taught how to factorise and solve polynomial equations.

Unit 13: Matrix Transformations
Here pupils will need to work out the matrix operator for a given transformation and also recognise and calculate combined transformations

Unit 14: Further Trigonometry
Pupils will be introduced to manipulating trigonometric identities.

Statistics

Students are introduced to the skills of statistical enquiry, and practice the underpinning statistical calculations and interpretation using real world data and authentic contexts such as populations, climate, sales, etc. They will learn to identify trends in data through carrying out appropriate calculations and data visualisation techniques. Students will be able to transfer these statistical techniques across the curriculum and future studies, in subjects such as the sciences, computing, social sciences, geography, business and economics. There are some overlaps with GCSE Mathematics curriculum, so choosing this qualification will help to consolidate and strengthen their understanding.

Unit 1: Collection of Data

In this group of lessons students learn about different types of data and how data can be collected. They learn different sampling techniques and how they can make their collection of data more reliable. Students design statistical investigations, posing questions and deciding what data they will need to find the answer.

Unit 2: Processing and representing data

Students will learn how to represent data using a variety of diagrams, such as choropleth maps, pie charts and stem and leaf diagrams. They will select appropriate representation for different types of data. They will recognise when diagrams are misleading.

Unit 3: Summarising data

Here students will build on their prior knowledge of finding averages and will learn more advanced calculations such as skewness, the geometric mean, weighted mean and standard deviation.

Unit 4: Scatter diagrams and correlation

Pupils extend their work covered on scatter diagrams in GCSE Mathematics. They will explore correlation, interpolation and extrapolation and identify causal relationships. Students will interpret the equations of the line of best fit. Higher Tier students will also calculate Spearman's rank correlation coefficient and be able to interpret Pearson's product moment correlation coefficient.

Statistics

Unit 5: Time Series

Within this unit pupils construct line graphs and interpret trend lines and seasonal variations. Students will also calculate moving averages.

Unit 6 : Probability

Students will calculate expected frequency using probabilities and will use probability to assess. They will draw sample space diagrams, Venn diagrams and tree diagrams to represent all the different outcomes for up to three events

Unit 7 : Index numbers

Students calculate rates of change over time, including crude birth and death rates. They will interpret index numbers, including retail price index (RPI) and consumer price index (CPI) and also interpret GDP values. Higher students will also calculate and interpret weighted index numbers, chain base index numbers and standardised birth and death rates.

Unit 8 : Probability distributions (Higher only)

Students covering the Higher tier will know the conditions for a binomial distribution to be a suitable model and be able to calculate the mean and probabilities. Students will know the conditions for a normal distribution to be a suitable model and be able to draw and interpret normal distribution curves. They will use standardised scores to compare two sets of data, understand the process of quality assurance. Students will draw warning and action limits on control charts and understand how they are used in the manufacturing process.

Music

Pictured: Year 8 practising chords

Music is not only an art form, it is a language. A method of communication that has no geographical barriers or inhibitions. It is language that is intrinsically built into our DNA and as such allows true expression of emotions and feelings in a way that can seem difficult to do in traditional vocabulary.

Our curriculum is designed around the elements of music with students creating their own music as well as performing to add to their technical development, knowledge of musical components and expressive flair. Each are a discipline in themselves, but over their time at St Bernard's students will develop their knowledge in all three areas.

The curriculum is designed so that pupils revisit key concepts and the most important declarative knowledge over time. This ensures their learning is secure and that new knowledge can be gradually added to improve their expertise.

Pupils will also have an opportunity to attend an array of extracurricular clubs such as Choir and the school show.

Year 7

Unit 1 : Vocal Development

During this term pupils develop confidence in their own inbuilt instrument, the voice. We focus on correct warm up and technique whilst singing to develop their abilities. They learn a wide variety of songs that incorporate both unison and two part harmony singing. They will go on to create their own body percussion rhythms and perform them in groups, developing basic understanding of rhythm, pulse and musical notation. They will then start to focus on developing their music composition skills on Soundation Studio, focusing on Structure, Form and Tonality.

Unit 2 : Musical Theory

After developing some basic musical skills during the first term, pupils will look at learning physical instruments and applying some of the musical theory that is taught. They will develop proficiency in the ukulele and keyboard during this term, looking at harmony and melody writing as well as ensemble skills. They will continue to develop their knowledge of music technology through the use of Cubase. A professional DAW (Digital Audio Workstation) that allows recording and manipulation of sound.

Unit 3 : African Drums

Pupils embark on their first big music project through their writing and performance of African Drumming music. They will perform this in groups and will utilise all of their learning throughout the year.

Year 8

Year 8 revisits much of the knowledge learned in Year 7 with new concepts added which allow students to improve their technical ability and creative flair.

Unit 1: Samba

Pupils embark on their first big music project through their writing and performance of Samba music. They will perform this in groups and will utilise all of their knowledge from the previous year whilst using a new and more diverse instrument set found in samba music.

Unit 2: Musical Elements

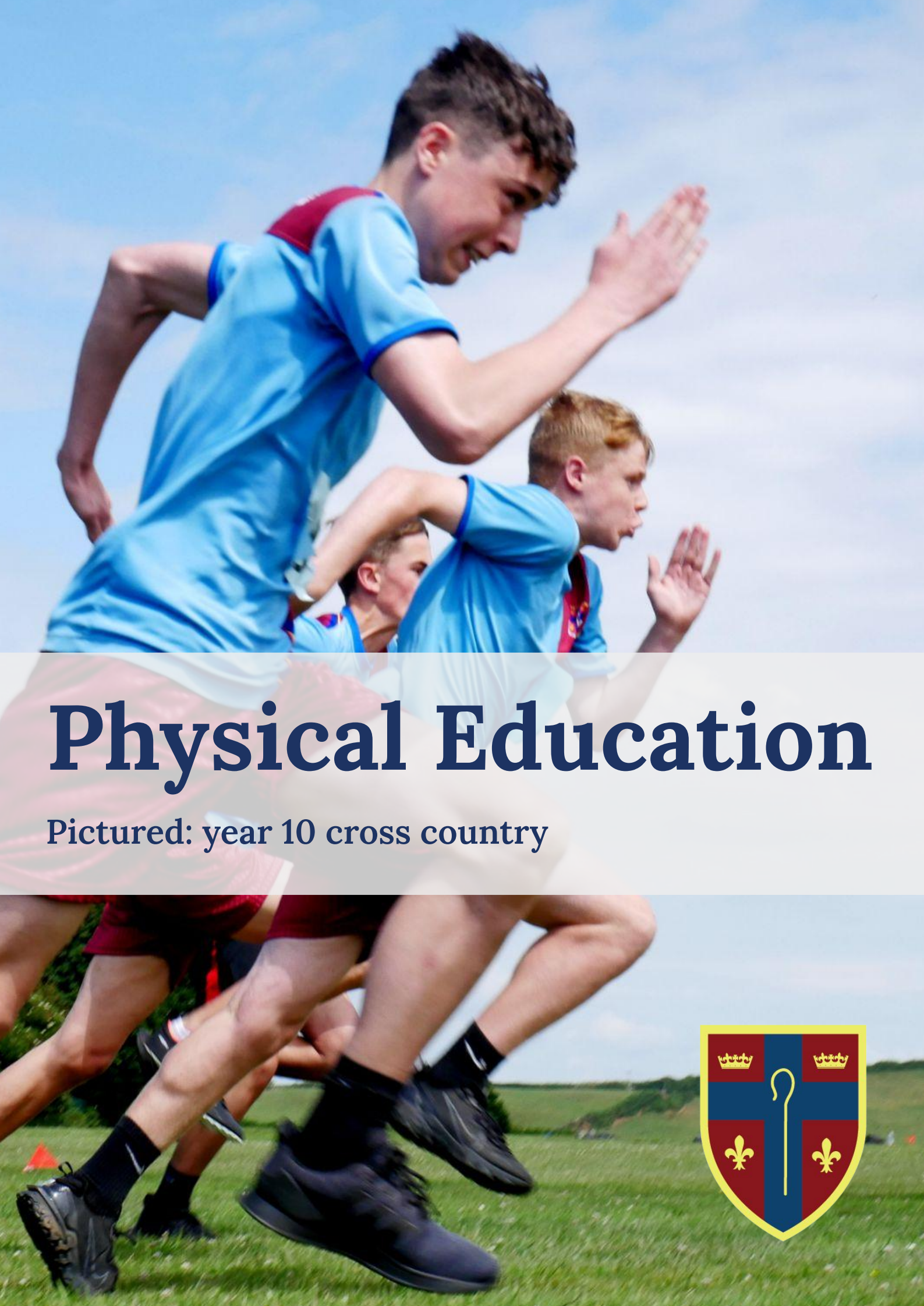
After the continual development of some basic musical skills, pupils will look at learning physical instruments and applying some of the musical theory that is taught. They will develop proficiency in the guitar and drum kit during this term, looking at harmony and melody writing, rhythm and hand eye coordination as well as ensemble skills. They will continue to develop their knowledge of music technology through the use of Soundation Studio and Cubase. A professional DAW (Digital Audio Workstation) that allows recording and manipulation of sound.

Unit 3: Rock Music

Pupils will embark on their last big music project of the year through their performance of a piece of music in a pop/rock band set up. They will perform this in groups and will utilise all of their learning throughout the year.

Year 9

The Music curriculum is currently under development, this information will be updated in due course.



Physical Education

Pictured: year 10 cross country

We aim to inspire all pupils to become fully involved in physical education and school sport, alongside developing a vested interest in their own health and wellbeing, both whilst at St Bernard's and throughout their adult lives. We set high expectations of what individual pupils can achieve through high quality PE and school sport, regardless of their circumstances and ability.

Within the curriculum we offer pupils a broad variety of activities, helping them to develop competence and confidence to reach their full potential. All pupils develop their motor competence, use and understanding of rules, strategies and tactics and an appreciation for healthy participation.

Although we see the progression of pupils' physical performance as extremely important, we also place a large value on the personal, social, thinking and health development of our pupils. Through designing our curriculum based on these 3 key themes (Head, Heart, Hands), pupils have a fantastic opportunity to make progress in the 3 pillars of physical education. Throughout the 5 years at St. Bernard's, pupils gain knowledge across the 3 pillars and then build on this through varied and challenging units of work.

At key stage 3 we select activities to engage students and provide opportunities for them to develop individual skills, the application of skills and analysis of skills. At key stage 4 students have more freedom to select specific pathways and activities that motivate them and that they have a deeper interest in, their focus being to develop leadership qualities and skills for lifelong learning.

The school encourages and provides opportunities for individuals to both participate and excel at town, county and national level in their chosen sport. A fully committed PE staff also provide a wide variety of extra-curricular activities providing additional opportunities for pupils to practice, consolidate and apply their learning. Through the partnerships we have created within the local sporting community, we signpost and encourage pupils to try different clubs and facilities where they can continue to develop their passion for physical activity.

For those pupils who wish to gain a deeper theoretical and practical experience of sport, we offer a 2 year course in Cambridge National Sports studies. Pupils explore contemporary issues in sport, their personal performance, leading through sport and outdoor activities.

Year 7

During year 7 the students' main focus will be on skill development. Pupils will develop old and new skills in a wide variety of activities.

Unit 1 : *Movement and thinking skills*
A variety of team and individual challenges to introduce students to the different key concepts in Physical Education.

Unit 2 and 7 : *Invasion Games*
Introduction and learning of some of the key skills in a variety of invasion games.

Unit 3 : *Cooperative learning*
Improving skills and techniques through a cooperative and teamwork approach where pupils have to work together to achieve group goals by participating in various events.

Unit 4 : *Body management and control through dance*
Develop the key principles of dance. Learn different ways of moving through using a variety of themes and music.

Unit 5 : *Skill development through net court games*
Learn individual skills in net court games and start to demonstrate how these can be used during competitive situations.

Unit 6 : *Body management and control through trampolining*
Develop the key skills in trampolining. Learn how to bounce with control and accuracy whilst starting to develop knowledge around gymnastic shapes and landings.

Unit 8 : *Sporting competition*
Learn about the importance of individual skills in competitive sport through a student selected activity.

Unit 9 : *Skill development through athletics*
Learning to perform to maximum levels through different athletics disciplines. Developing appropriate techniques and knowledge of safety and rules.

Unit 10 : *Skill development through striking and fielding games*
Introduction and learning of some of the key skills in a variety of striking and fielding.

Unit 11 : *Problem solving through orienteering*
learning skills that students will need to complete a number of orienteering course and challenges.

- ***Health in PE unit will run 1 lesson per week during units 5, 6 and 7***

Year 8

During year 8 the students' main focus will be on developing skills and knowledge in Physical Education whilst developing the ability to make correct decisions.

Unit 1 : *Running and movement skills*
Develop knowledge around components of fitness and running technique over shorter and longer distances. Learn about pacing and how this can be done effectively.

Unit 2 and 7 : *Teaching games for understanding - Invasion games*
A more in-depth understanding of invasion game and learn to select and apply skills from year 7 into competitive situations.

Unit 3 : *Cooperative learning*
Learn about the importance of working as a team and individual accountability. Students working together to create, run, adapt and analyse their own games.

Unit 4 : *Health in PE*
How to identify and then use personal fitness strengths & weaknesses to improve. Introduction to different fitness training methods.

Unit 5 : *Body management and control through trampolining*
Developing confidence to perform a variety of trampolining moves/landings with control and accuracy. Starting to build knowledge around basic sequences.

Unit 6 : *Skill development through net court games*
Refine the skills developed from year 7 and develop tactics/strategies to outwit an opponent.

Unit 8 : *Sporting competition*
Learn about the use and importance of tactics in competitive sport through a student selected activity.

Unit 9 : *Skill development through athletics*
Developing understanding around more advanced athletics techniques and how they can be used effectively.

Unit 10 : *Games for understanding through striking and fielding games*
A more in-depth look at striking and fielding games and learn to select and apply skills from year 7 into competitive situations

Unit 11 : *Problem solving through orienteering*
Develop more advanced map reading skills through a variety of challenging tasks and competitions.

Year 9

During year 9 the students' main focus will be on embedding skills and knowledge in Physical Education whilst becoming confident to analyse and improve performances in a variety of ways.

Unit 1 : *Running and movement skills*
Demonstrate advanced pacing knowledge over a variety of distances and learn about different training methods to help improve running and movement skills.

Unit 2 and 7 : *Game sense - Invasion games*
Learning how to create and implement tactics whilst starting to analyse their own and others performances.

Unit 3 : *Cooperative learning - sport education*
Use the knowledge and skills from the cooperative learning models in years 7 and 8 to further progress students ability to work with others through a sports education approach

Unit 4 : *Health sense*
A focus on the principles of training and how these can be applied to different health and fitness activities.

Unit 5 : *Body management and control through trampolining*
How to use body control/tension during challenging situations. Introducing rotation and more complex sequence work.

Unit 6: *Skill development through net court games*
Further refine skills from year 7 and 8 with a focus on consistency and accuracy.
Develop the role of a coach in analysing skills and using tactics to outwit an opponent.

Unit 8 : *Sporting competition*
Learn how to analyse individual and team performances in competitive sport through a student selected activity.

Unit 9 : *Skill development through athletics*
Developing advanced techniques and ability to analyse performance in different ways.

Unit 10 : *Games sense through striking and fielding games*
Create and implement tactics whilst starting to analyse students own, others and the teams performances.

Unit 11 : *Problem solving through leadership challenges*
A specific focus and introduction to leadership as a concept and gain an understanding of how everyone can be a leader of some kind.

Year 10

During Year 10 the students will experience new and challenging activities whilst becoming confident sports leaders. Students will be given greater ownership on their learning through selecting activity options during games lessons.

Unit 1 : *Leadership through sport*
Discover and demonstrate the leadership skills needed to be an official, organiser, coach and role model in student selected activities.

Unit 2 : *Alternative sports - volleyball*
Discover and participate in a new and challenging activity whilst transferring skills from previous net court units.

Unit 3 : *Health and physical activity - Strength and Power*
Further develop practical knowledge of different training methods through a strength and power theme. Learn how these can be impacted performance in different physical activities.

Unit 4 : *Health and physical activity - Aerobic*
Further develop practical knowledge of different training methods through an aerobic exercise theme. Learn how these can be impacted performance in different physical activities.

Unit 5 : *Body management and control through trampolining*
How to use body control/tension whilst performing advanced body movement. Learning to use link movements to create complex sequences

Unit 6 : *Skill development and leadership through table tennis*
Develop advanced skills, confidence and tactics/strategies through table tennis. Focus on taking different leadership roles and using them with confidence.

Unit 7 : *Invasion games*
Develop advanced skills, confidence and tactics/strategies through invasion games. Focus on taking different leadership roles and using them with confidence.

Unit 8 : *Sporting competition*
Learn about the different leadership roles involved in organising and running competitions. Student led competitions.

Unit 9 : *Skill development and leadership through athletics*
Developing different leadership responsibilities through understanding the organisation of athletics events. Learn and refine advanced athletics techniques.

Unit 10 : *Games option - striking and fielding games*
Discover the impact of what small changes can have on advanced skills. Continue to develop confidence and tactical awareness whilst participating in striking and fielding games.

Unit 11 : *Creating and participating in emerging sports*
Discover, participate and adapt emerging sports in the UK.

Year 11

During year 11 students will focus on BUILDING FOR LIFELONG PARTICIPATION through having a concepts focus. They will leave St. Bernard's with a high level of knowledge and enthusiasm which will allow them to be physically active and play an active role in sport for the rest of their lives.

Students will select a pathway to be taught through, either competitive sport or health and recreational sport. This allows students to have lessons provided for them in a way that motivates them to participate in physical activity. We are always open to introducing new activities in year 11 and we give groups the opportunity to select activities they have a particular passion for.

Unit 1 : *Attitudes and behaviour*
Using skills acquired throughout the last 4 years students will take ownership of their own learning and demonstrate high levels of leadership through selected activities. Further develop officiating, organising, coaching and analysing leadership roles.

Unit 2 : *Fulfilling potential*
Continue to develop advanced individual skills through competitive/semi competitive situations in sporting activities. Look deeper into advanced tactics/strategies, health benefits and training methods related to the selected sports.

Unit 3 : *Engagement post 16*
Gain the experience of trying something different! Discover how this links to other activities and how these can be developed further when leaving secondary school.

Unit 4 : *Self reflection*
Develop ownership of health choices and set individual goals to work towards during this unit. These may link to specific activities or areas of fitness. Staff will guide students through this process so students are confident to make positive health choices when they leave secondary school.

Unit 5 : *Participation*
During this busy and challenging period for year 11 students this unit will be focused on participation/enjoyment and competition (if selected). Students will gain the opportunity to select activities which best supports their progress through the final term in secondary school. Continued encouragement and guidance given to ensure lifelong participation in Physical Activity.

Sports Studies
Year 10

During year 10 students participate in both practical and assignment based tasks across 2 units, Performance and Leadership in Sporting Activities and Increase Awareness of Outdoor and Adventurous Activities.

Unit 1 : *Performance and Leadership in Sporting Activities*

Students develop their skills and knowledge of the use of tactics/strategies in both individual and team sporting activities as well as their understanding of practical rules. Students also learn about some of the knowledge, understanding and practical skills required to be an effective Sports Leader. Afterwards, they review their own performance of being a Sport Leader.

Topic area 1: Key Components of Performance

Topic area 2: Applying Practice Methods to Support Improvement in a Sporting Activity

Topic area 3: Organising & Planning a Sports Activity Session

Topic area 4: Leading a Sports Activity Session

Topic area 5: Reviewing Your Own Performance in Planning & Leading a Sports Activity Session

Unit 2 : *Increase Awareness of Outdoor and Adventurous Activities*

Students learn about a wide range of outdoor and adventurous activities and the organisations that provide access to them. Through planning and participating in these types of activities, they will learn about the challenges involved, health and safety, risk assessments and the importance of detailed planning.

Topic area 1: Provision for Different Types of Outdoor & Adventurous Activities in the UK

Topic area 2: Equipment, Clothing & Safety Aspects of Participating in Outdoor & Adventurous Activities

Topic area 3: Plan for & be able to Participate in an Outdoor & Adventurous Activity

Topic area 4: Evaluate Participation in an Outdoor & Adventurous Activity

Year 11

Students will finish off the Increase Awareness of Outdoor and Adventurous Activities unit at the start of year 11 before focusing on the exam unit for the rest of the year which involves the study of contemporary Issues in Sport.

Unit 1 : ***Contemporary Issues in Sport***

Students learn about a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour. This is assessed through a 1 hour and 15 minutes exam.

Topic area 1: Issues Which Affect Participation in Sport

Topic area 2: The Role of Sport in Promoting Values

Topic area 3: The Implications of Hosting a Major Sporting Event for a City or Country

Topic area 4: The Role National Governing Bodies Play in the Development of Their Sport

Topic area 5: The Use of Technology in Sport

Religious Education

Pictured: summer term Abbey Mass

At the heart of Catholic Education lies the Christian vision of the human person. This vision is explored in Religious Education (RE) making RE the core subject in a Catholic school. Its primary purpose is to draw pupils into a systematic study of Catholic Christianity and to explore the contribution of Christianity and other religions to culture, personal commitment, and action in everyday life. Religious Education is concerned with more than just intellectual knowledge as it includes emotional learning. It is through Religious Education that pupils are able to consider what it means to be truly human.
Religiously literate pupils are able to engage in other subjects, "leading for example, to an understanding of the relationship between science and religion or history, and between theology, sport and the human body." (Religious Education Curriculum Directory). The RE department at St. Bernard's aims to help bring alive the Catholic faith for all students, of all faiths and backgrounds. The curriculum is carefully planned to ensure full compliance with the Religious Education Curriculum Directory.

Key Stage 3 : The curriculum is based on 'Source to Summit' curriculum framework This programme explores the key elements of Christian belief and teaching – Jesus Christ, the Human Person, the Church, the Sacraments and the Liturgical Year – according to the Roman Catholic tradition. It explores ethical and social issues as well as introducing, Buddhism, Islam and Judaism.

Key Stage 4: Pupils will follow the Eduqas GCSE Route B specification. Our pupils gain an understanding of the beliefs, teachings and practices of Catholic Christianity and Judaism They will have the opportunity to explore the opinions and convictions of non religious believers. Furthermore, they will explore ultimate questions such as: "Was the Universe created?" "Does human life have purpose?" "If God exists, why does evil exist?" "Are some actions always wrong?" "Is there a life after death?" This approach will enable pupils to improve their understanding of the many contemporary ethical and religious issues that arise in societies across the world Improve their philosophical and critical thinking skills and their ability to think conceptually .

Year 7

The year seven curriculum will follow the RED (published 2023).

Unit one: Creation to Covenant

In this unit we are going to consider how creation is at the heart of God's relationship with humans. We will consider what we know about God and what the creation stories in Genesis reveal about God and humans. We will explore the role of humans as stewards of creation and consider the implication of this in our lives today.

Unit two: Prophecy to Promise

In this unit we are going to consider why the Bible, also known as scripture, is an authoritative text. This unit of study provides opportunities for you to develop your biblical skills and research the different types of writing in The Bible. This unit of study also requires you to consider how the Bible is inspired by the word of God. You will also consider the many and varied uses for the Bible; during Mass and prayer.

Unit three: Galilee to Jerusalem

In this unit of work we will consider the key question who Jesus was. We will look at the different titles of Jesus and consider what they reveal about who Jesus was. We will learn about key Catholic teachings, the doctrine of the incarnation and the doctrine of the Trinity.

Unit four: Desert to Garden

This unit is a study of the central ideas of Eucharist and Mass. You will consider the origins and development of The Mass and how this sacrament helps to build the sense of community and belonging. We will learn what Catholics mean by the Eucharist and investigate what it means to experience the Real Presence of Jesus Christ in the Mass.

Unit five: To the Ends of the Earth

In this unit of work we will explore how Jesus' Apostles were to continue His work after His ascension. We will investigate the guiding role of the Holy Spirit. We will consider key questions: Who is the Holy Spirit? What role did the Holy Spirit play in Jesus' life? What was the role of the Holy Spirit in the start of the Church. What does the Catholic Church teach about the Holy Spirit?

Unit six: Dialogue and Encounter

Have you ever wondered why there are so many different Christian Churches in the world and what caused them to develop? In this unit of work we will explore the development of the Catholic Church and how it engages with other Christian denominations. We will consider the importance of dialogue between different groups and the importance of the ecumenical movement. Finally we will explore some of the key beliefs and practices of Buddhism.

Year 8

The year eight curriculum will follow the RED (published 2023).

Unit one: Creation to Covenant

In this unit we will consider why there is sin and suffering in the world. We will reflect on the teaching of Genesis 3, exploring the ideas of free will and conscience. We will examine why society has laws and how the laws of God impact our lives. Finally investigate the importance of 'loving our neighbour' as well as consider the implication of this in our lives today.

Unit two: Prophecy to Promise

In this unit we are going to discover the role of prophets in the Bible and modern times. We will consider what it means to say a text is prophetic and focus on the example of Amos. This unit also requires you to consider the Messianic prophecies, their link to Advent and fulfilment in Jesus. Finally addressing the question of how ordinary people are called to be 'priest, prophet and King' through their Baptism.

Unit three: Galilee to Jerusalem

In this unit of work we will explore Jesus' teachings about the Kingdom of God and how through our actions seek to build the Kingdom. We will look at the different acts of spiritual and corporal mercy that show us how to uphold Jesus' values, as well organisations and individuals who model them. We will learn about the Sacrament of the anointing of the sick.

Unit four: Desert to Garden

This unit deepens our study of suffering and reconciliation, with a focus on the Lenten season. We consider the suffering of Jesus and the Church's teaching on suffering. We will learn about the Sacrament of Reconciliation and investigate the power of forgiveness.

Unit five: To the Ends of the Earth

In this unit of work we will explore the Catholic beliefs and Church teachings about the resurrection and the promise of life to come. We will learn the Catholic belief that the resurrection is the fulfilment of God's plan of salvation, the ultimate of love overcoming death and sin. We will investigate Catholic eschatology including: judgement, purgatory and the soul. As well as make links between the funeral rite and Catholic beliefs about eternal life.

Unit six: Dialogue and Encounter

In this unit of work we will explore the Catholic Church as one family in faith, diverse but united. The ideas in 'Ecclesiam Suam' on dialogue and discipleship. We will explore the key tenets of Islam.

Year 9

The year nine curriculum will follow the RED (published 2023).

Unit one: Creation to Covenant

In this unit we will consider the nature of God and human life, exploring the concept of imago Dei and its impact on our actions. Investigating the Catholic belief that we have a special vocation to protect the dignity of all. Which leads to an exploration of the sanctity of life, relationships and marriage.

Unit two: Prophecy to Promise

In this unit we are going to discover the role of women in the Bible with a particular focus on Hannah and Mary. Exploring their role in salvation history and their impact on the Church today.

Unit three: Galilee to Jerusalem

In this unit of work we will explore discipleship, its costs and rewards. Using examples from the Bible we will explore the importance of women in Jesus' ministry. Vocation is a key theme explored in this unit for both the laity and those called to religious life.

Unit four: Desert to Garden

This unit deepens our study of the history of the People of God, we will learn that atonement has been a key theme. This unit begins by exploring the Jewish idea of sacrifice and atonement before moving on to explore why we consider the sacrifice of Jesus to be at the heart of Christian faith.

Unit five: To the Ends of the Earth

In this unit of work we will explore the nature and purpose of the Church. Investigating the three parts of Church, the communion of saints and the never ending circle of faith and community

Unit six: Dialogue and Encounter

In this unit of work you explore interreligious dialogue and ideas about community cohesion before moving on to focus on Judaism. Discovering different Jewish traditions, its Holy scripture, Investigating the exploring the the life and importance of Abraham, before considering his impact of Jewish beliefs and practice today.

Year 10

Unit 1 : *Judaism - Beliefs and practices*
In this unit of work pupils will explore key Jewish beliefs about the nature of God. Investigate the origins and importance of rituals and festivals and explore worship before moving on to ethical issues. Pupils will explore how how Jews' relationship with God influences their beliefs and daily life in the twenty first century Britain

Unit 2 : *Origins and meaning*
This theme requires pupils to consider religious and non-religious beliefs. Its focus is the origins and value of both the universe and human life. Pupils will learn to use relevant references to scripture, other sources of authority to build their argument. As well as how to evaluate contrasting view such as those held by Atheists and Humanists.

Unit 3 : *Good and evil*
This unit teaches students to consider philosophical questions concerning the origins and nature of good and evil. It introduces different religious/ non religious answers to the problem of evil and suffering. Pupils will continue to learn how to use this information effectively in their independent work.

Year 11

Unit 1 : *Life and death*

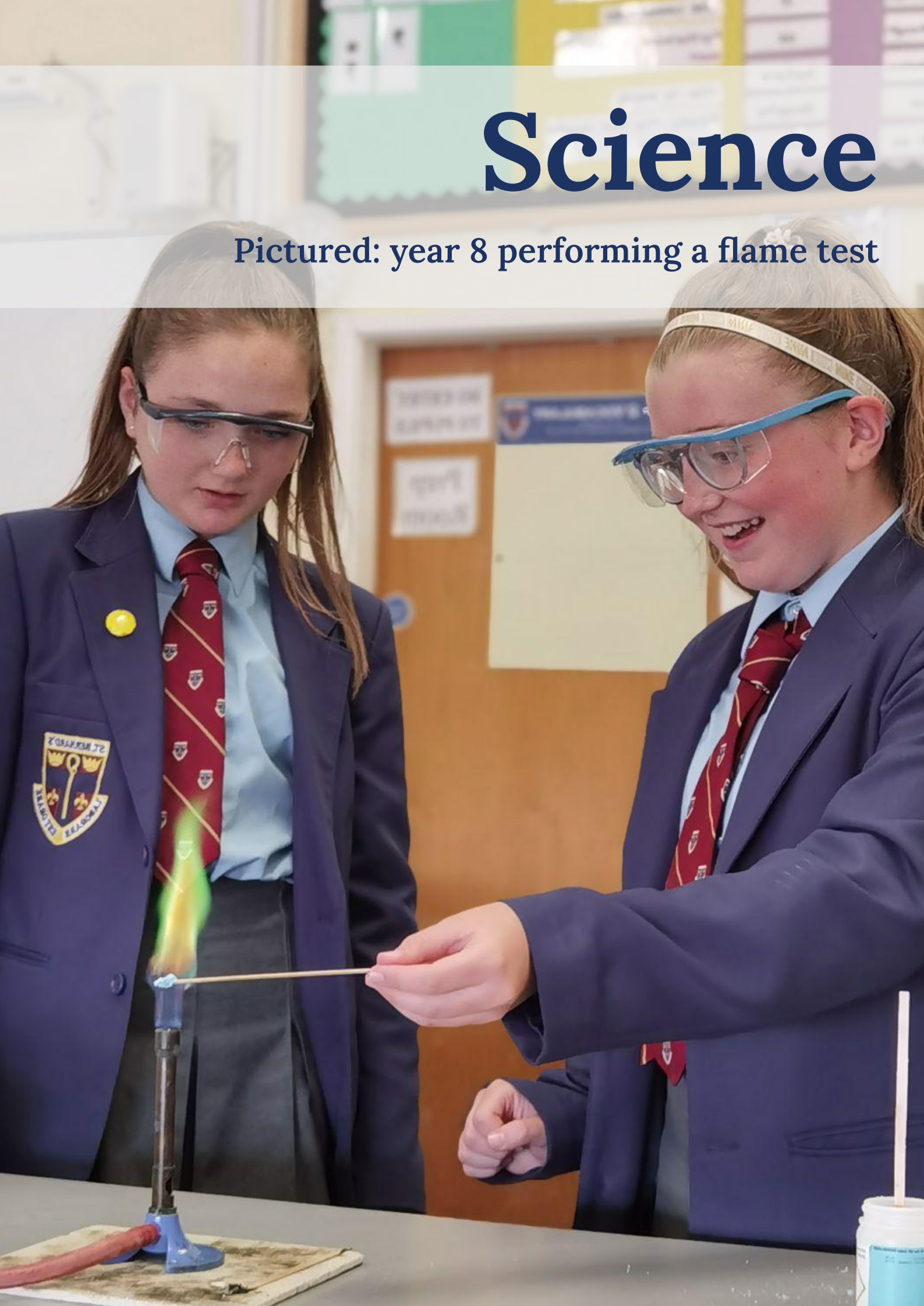
This unit teaches pupils to consider religious beliefs about the nature of life and death. It investigates a range of worldviews, considering how these beliefs impact on ethical issues. Using scripture and other sources of authority pupils will gain an understanding of these concepts.

Unit 2 : *Sin and forgiveness*

In this unit pupils will consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Pupils continue to explore relevant references to scripture and other sources of authority.

Science

Pictured: year 8 performing a flame test



Science is a core subject at our school, playing a vital role in helping students understand the world around them. Through a balanced and engaging curriculum, we aim to inspire curiosity, develop scientific thinking, and prepare students for a rapidly changing world driven by science and technology.

Our curriculum is designed to build a deep understanding of scientific concepts, practical skills, and real-world applications.

- **Biology** explores the structure and function of living organisms, from cells and systems to ecosystems and genetics.
- **Chemistry** focuses on the properties of matter, atomic structure, chemical reactions, and the role of chemistry in everyday life.
- **Physics** develops and understanding of energy, forces, motion, electricity, and the universe around us.

Across all topics, students learn how to plan and carry out investigations, analyse data, evaluate evidence, and understand the role of science in society. They work both independently and collaboratively, reflecting the demands of the STEM industry.

Throughout Key Stage 3, students follow a broad and balanced curriculum covering all three sciences, aligning with the National Curriculum. Lessons combine theory with practical work to develop both knowledge and investigative skills to build a strong foundation for GCSE study.

At Key Stage 4, we follow the AQA specification with all students required to continue with all 3 science disciplines, while those with a keen interest in science may chose Triple Science as one of their option choices offering a greater depth of knowledge. Both pathways prepare students for post-16 study and provide essential scientific literacy for life beyond school.

We place a strong emphasis on working scientifically, encouraging students to think like scientists and always question why. They learn to; ask questions and form hypotheses, design and carry out experiments, interpret results and evaluate methods, and communicate scientific ideas.

Year 7

Particles, substances and mixtures
Students will explore the fascinating world of particles and matter, discovering how particles behave in solids, liquids and gases. They will investigate changes of state, solutions and mixtures, developing practical skills as they learn how substances can be identified, dissolved and separated.

Fundamentals of physics
Students will explore the exciting world of forces and energy, discovering how forces interact to change an object's motion and shape, and how these effects can be represented using scientific models.

Cells and organisation
Students will discover the building blocks of life, exploring cells, their structures and functions, and how specialised cells are adapted to their roles. They will develop their microscopy and scientific enquiry skills while investigating how substances move in and out of cells..

Chemical changes
Students journey from the fundamental building blocks of matter to the thrill of real-world chemical reactions. Through hands-on experiments, chemical equations, and investigation skills, young scientists will learn to analyse data, spot trends, and uncover the hidden rules that shape our physical world.

Organ systems
Students will explore how cells, muscles, and major body systems work together to keep us moving and thriving. Through hands-on experiments (from measuring lung volume to testing muscle strength) young scientists will master real-world enquiry skills while discovering how organisms adapt, evolve, and function at a molecular level.

Sound and light
Students discover how waves travel and how we perceive the world around us. Through practical experiments and data analysis, young scientists will test hypotheses, use models to explain physical phenomena, and build essential skills to understand the physics of everyday life.

Materials
Students will discover how modern ceramics, polymers, and composites drive modern technology and mass production. Through hands-on testing, young researchers will master advanced enquiry skills—learning how to minimize random errors, harness technological tools, and draw precise scientific conclusions that shape the future.

Life cycles
Students uncover DNA, human reproduction, and how genetic variation makes every living thing unique. Through data collection and microscopy, young scientists will learn how to analyze traits, plot graphs, and discover how scientific models evolve over time.

Year 8

Heating and cooling
Students discover how thermal energy transfers, why materials change temperature, and how STEM designs manage heat.

Earth and the atmosphere
Students explore continental drift, the rock cycle, and the science behind climate change.

Forces and motion
Students discover how speed, acceleration, and drag forces shape the motion of objects. Young scientists will calculate speed, interpret motion graphs, and evaluate experimental validity.

Plants and their processes
Students uncover how photosynthesis, transpiration, and gas exchange sustain life on Earth.

Electricity
Students build working circuits and uncover the invisible forces behind electrical current, voltage, and power.

Interactions and interdependence
Students uncover how food webs, ecosystems, and nutrient cycles interconnect across our planet.

Forces and work
Students discover how forces, simple machines, and mechanical work shape the world around us.

Acids and alkalis
Through hands-on experiments, from testing pH levels to investigating antacids and metal reactions, young scientists will master safe lab skills while discovering how non-metal oxides form acid rain and impact our environment.

Nutrition and digestion
Students explore how food fuels our bodies, from essential nutrients to the chemistry of digestion and enzyme action.

Space
Students explore the Solar System, the motion of planets, and the power of gravitational forces.

Year 9

Cellular respiration
Exploring how organisms transform energy through aerobic and anaerobic respiration, hands-on scientific investigations, and real-world applications like fermentation.

Magnetic fields and electromagnets
Exploring magnetic fields, building and testing their own electromagnets, and unlocking how electricity and magnetism combine to drive real-world technology from Earth's core to electric motors.

Atoms and elements
Explore atomic structure, uncover the patterns behind Mendeleev's periodic table, and investigate the dynamic properties and reactions of chemical elements through real data and equations.

Waves
Explore how energy travels through space and matter, investigating everything from transverse and longitudinal particle motion to the power of ultrasound and light.

Health and disease
Investigate how the body responds to exercise, combats pathogens, defends against disease, and how smart lifestyle choices impact the world around us.

Electricity
Explore static charges, mastering series and parallel circuits through hands-on investigations, and discover how both renewable and non-renewable energy shape our technological world.

Reactivity and rates
Observe dynamic displacement reactions, investigate metal extraction, and understand collision theory to control and measure reaction rates.

Matter
Explore particle behavior, density and upthrust, and how pressure acts from the depths of liquids to the edges of our atmosphere.

Ecosystems
How plants and animals interact with their environments, measuring biodiversity through fieldwork, and discovering how we can protect fragile species and energy webs for the future.

Particle model of matter
Exploring particle models across solids, liquids, and gases, measuring density through experiments, and unraveling how energy transforms states of matter.

Cell biology
Using light microscopes to investigate cells, calculating magnification, and uncovering how cellular structures and diffusion power life itself.

Atomic structure and periodic table
Explore separation techniques like chromatography and distillation, as well as atomic structure and the periodic table

Year 10

Biology Unit 1 : *Cells*
Eukaryotic and prokaryotic cells, cell specialisation and differentiation, microscopy, mitosis and cell cycle, stem cells, diffusion, osmosis and active transport.

Biology Unit 2 : *Organisation*
Organisational hierarchy, digestive system and enzymes, and the circulatory system. Organisation in plants including the transport of water and transpiration.

Biology Unit 3 : *Infection and Response*
Diseases, defence systems, Penicillin, antibodies and vaccination, plant diseases, drug testing, antibiotic resistance.

Biology Unit 4 : *Bioenergetics*
Photosynthesis, plant economics, aerobic and anaerobic respiration.

Chemistry Unit 1 : *Atomic Structure + Periodic Table*
Structure of the atom, development of the periodic table.

Chemistry Unit 2 : *Bonding, structure and properties of matter*
States of matter, Covalent and Ionic Bonding, Giant Covalent Bonding, Giant Metallic Bonding

Chemistry Unit 3 : *Chemical changes*
Conservation of Mass, Relative Formula Mass, Moles, Reacting Masses, Limiting Reactions, Concentrations of Solutions.

Chemistry Unit 4 : *Energy changes*
Endothermic and Exothermic Reactions, Bond Energies, Reversible Reactions, Equilibrium.

Chemistry Unit 5 : *Quantitative chemistry*
Conservation of Mass, Relative Formula Mass, Moles, Reacting Masses, Limiting Reactions, Concentrations of Solutions.

Physics Unit 1 : *Energy*
Conduction, Specific Heat Capacity, Heating and Insulating Buildings, Energy Demands, Renewable Energy Resources, Energy Issues.

Physics Unit 2 : *Electricity*
Static electricity, series and parallel circuits, current, power, voltage, plugs, fuses.

Physics Unit 3 : *Particles*
Particle Model of Matter, Density, Changing State, Specific Heat Capacity, Specific Latent Heat, Gases

Physics Unit 4 : *Atomic Structure*
Radioactivity-Atomic structure, types of radiation, contamination and irradiation, half life.

Year 11

Biology Unit 1: *Homeostasis and Response*
Nervous system, endocrine system, control of blood sugar, diabetes, negative feedback, the uses of hormones.
Biology Unit 2 : *Inheritance, variation and evolution*
Reproduction, meiosis, DNA, inheritance of sex and genetic diseases, variation, evolution, selective breeding, genetic engineering, the development of the understanding of genetics and evolution, classification of living organisms,
Biology Unit 3 : *Ecology*
Biodiversity and the effect of human interactions on ecosystems.

Chemistry Unit 1 :*Rates of chemical change*
Effects of Temperature, Surface Area, Catalysts, Concentration of Liquids, Pressure of Gases on the Rate of a Reaction.
Chemistry Unit 2 : *Organic chemistry*
Endothermic and Exothermic Reactions, Bond Energies, Reversible Reactions, Equilibrium, Fuel Cells.
Chemistry Unit 3 : Chemical analysis
Analytical techniques like chromatography for separating and identifying substances.
Chemistry Unit 4: Chemistry of the atmosphere
Explores the composition and changes in the Earth's atmosphere, including pollution and climate change.
Chemistry Unit 5: Using Resources
Sustainable use of resources, including recycling, waste management, and the extraction of metals.

Physics Unit 1 : *Forces*
Parallelogram of forces, speed, motion, momentum, distance/time graphs, velocity/speed graphs.
Physics Unit 2 : *Waves*
Properties of Waves, Wave Equation, Sound, EM Spectrum, Refraction, Light, Communications, UV, X Rays, Gamma Rays
Physics Unit 3 : *Electromagnets*
Uses and benefits of an electromagnet, making an electromagnet, motors, uses of motors.
Physics Unit 4 : *Space (Triple Science only)*
Red shift, big bang, life cycle of a star.

Technology

Pictured: Year 9 desk light project

As committed and enthusiastic practitioners in our respective fields, the DT staff bring a wealth of knowledge and experience from industry, into the classroom.

We strive to equip pupils with the skills and qualifications to go on and become the next generation of creative practitioners in their chosen field. Our mission is to build confidence and encourage pupils to take ownership of their work and to develop their thinking into creative projects. We are a cohesive department, linked between subjects that offer pupils an iterative experience of design & technology.

From starting St Bernard's school In Year 7 pupils will experience exciting and engaging lessons that build both their skills and knowledge across the Technology curriculum. In key stage 3 pupils rotate across 4 subject areas which will provide a broad and balanced insight into the world of design & technology.

At key stage 4 pupils have the choice to study Food & Nutrition, Engineering Design or Design Technology.

The department is well equipped and uses modern engineering processes such as 2D & 3D CAD, CNC machining, laser cutting and 3D printing. These advanced forms of technology enhance the learning experience and provide pupils with real life design and manufacturing skills.

Pupils can also join our after school 'tech club' where they will experience STEM related mini projects such as, robotics, 3D printing, and they will learn how to fly a drone.

Year 7

Unit 1 : *Steady hand game*
Pupils will design and manufacture a steady hand game using electronic components. The circuit is housed in a card box and the handle is formed and molded using a smart material. Pupils will be introduced to the CAD software to model their designs.

Unit 2 : *Balanced diet*
Introduction to the eatwell guide and the nutritional benefits of eating their '5 A Day'. Pupils will demonstrate a variety of technical skills such as weighing and measuring and chopping and preparing ingredients accurately using a range of equipment and appliances.

Unit 3 : *Desk tidy*
In this unit of work pupils will develop a range of workshop skills through the design and manufacture of a desktop organiser. Pupils will learn how to use a range of tools and equipment safely including the use of machinery such as the belt sander, vacuum former and line bender to shape and form a range of materials. The final product will be made using a variety of workshop techniques in order to assemble the different parts together.

Unit 4 : *Electric buggy*
During this unit of work pupils are given the opportunity to explore the design of electric vehicles and have an understanding of their importance in order to reduce carbon emissions. Pupils will have an introduction to 2D design and are expected to generate a number of design ideas using traditional drawing methods and CAD.
Once they have produced a workable CAD file their design will be cut out using the laser cutter ready for assembly using some pre made components. Pupils will learn how to solder the battery, switch and DC motor ensuring the direction of motion is correct prior to the final assembly of their project.

Year 8

Unit 1 : *Promotional gift*

Pupils explore the function of electronic components; model a circuit using CAD and solder the printed circuit board to produce a flashing LED display. The PCB is housed within a pyramid shaped box net with graphics added to promote a product or event. Pupils will use Yenka and PCB Design & Make software. To further develop their thinking pupils will explore a more advanced form of programming using the logicator software.

Unit 2 : *Mexican and italian cuisine*

Pupils will explore food products from around the world designing and making nutritionally balanced main meals that celebrate different cultures. Students will demonstrate a variety of technical skills using a range of equipment and appliances and explore the functional properties of ingredients such as raising agents.

Unit 3 : *ID tags*

During this unit pupils will continue to develop their workshop skills and techniques by learning how to shape and form a piece of aluminium into an ID tag. Pupils will learn about the physical and working properties of aluminium and what tools are needed to shape the material. Pupils will also develop their CAD skills by using the Aps Ethos software to manipulate an image and text in preparation for laser cutting. The product will then be packaged and promoted for sale.

Unit 4 : *Structures*

Pupils will improve their knowledge of forces acting on structures during this unit. They will develop their knowledge of different types of structure and learn which shapes create the strongest frame structures. Pupils will reinforce their learning by building a tower made from spaghetti and tape and a bridge made from paper straws and card. These two tasks will develop evaluating skills in addition to the making.

Year 9

Unit 1 : Manufacture of circuit

During this unit pupils will identify a potential client for a task light. A specification will be produced to support both the design and manufacturing requirements. Pupils will model a circuit using CAD which will allow them to check current and resistance within the circuit. Pre made circuit boards will allow pupils to fix the electrical components. Additionally, they will start to consider a risk assessment and a production plan so that they can begin to solder the components onto the printed circuit board.

Unit 2 : *Desk light stand*

Pupils will generate a range of ideas for the light stand. They will then model some of the pre made components using Solidworks to build up a 3D image of the final outcome. From this a working drawing will be produced in order to mark, measure and cut accurate sections of wood prior to fixing. In addition to this pupils will produce an orthographic drawing of their design. A fully rendered CAD model will be presented as part of the final assessment.

Unit 3 : *Life stages*

Pupils will design and make nutritionally balanced main meals that are specifically aimed at those at different life stages to meet their dietary needs. Students will demonstrate a variety of technical skills using a range of equipment and appliances to explore the functional properties of ingredients such as bread making, starch based sauces, enrobing using a breadcrumb coating and whisked sponge.

Unit 4 : *Passive amplifier*

In this Unit of work pupils will use their knowledge and understanding through research to design and make a passive amplifier with the key focus on function, design and form. The project can be designed completely using CAD and then laser cut, or made in the workshop using the tools and machines which they have learnt to use over the past 2 years. Pupils can select and use a wide range of materials in this unit .Success in this project determines the shape and form of the amplifier and how to increase the sound and volume through better design.

Year 10 Food and Nutrition GCSE

Food Preparation and Nutrition equips students with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food nutrition and healthy eating. Students develop vital life skills so that they can feed themselves and others affordably and nutritiously.

Unit 1 : *Food preparation*
Students will undertake a variety of practical tasks making food products which involve using a range of techniques, utensils and appliances ensuring they are confident with how and when these food preparation skills can be applied/combined to achieve specific outcomes.

Unit 2 : *Nutrition and health*
Students will demonstrate their knowledge and understanding of macro and micronutrients and be able to make informed choices for a varied and balanced diet.

Unit 3 : *Food science*
Students will develop further understanding of why food is cooked, how heat is transferred to food and the functional and chemical properties of ingredients including dextrinization of starch, gluten formation and emulsifications.

Unit 4 : *Food safety*
Students will look at food spoilage and contamination, microorganisms and enzymes and their use in food production and signs of food spoilage.

Unit 5 : *Food choice*
Students will consider factors which influence food choice of consumers, Food labelling and marketing influences, food trends and international cuisines.

Unit 6 : *Food provenance*
Students will look at environmental impacts and sustainability of food including seasonal produce and reducing food miles.

Year 11 Food and Nutrition GCSE

Unit 1 : *Non Examination Assessment* Food investigation
Students will carry out practical investigations with photographic evidence and complete a written report understanding of the working characteristics, functional and chemical properties of ingredients.

Unit 2 : *Non Examination Assessment Food preparation*
Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, research, plan, prepare and cook suitable dishes for a target audience.

Year 10 Engineering Design Cambridge National

This qualification will enable pupils to learn about the process of engineering design, and understand how it can be used to design effective solutions for a given design brief. Pupils will develop the ability to communicate design ideas through the use of sketches, engineering drawings and computer aided design. They will also be able to evaluate the design of a product, through the disassembly of existing products or the use of modelling for new designs. These skills will help pupils progress onto further study in the engineering design and engineering sector.

Designers need an understanding of how products are manufactured to ensure that their ideas can be produced effectively. Analysing how products are made can help to inform designs, and it can be useful to disassemble existing products to discover how they function and how they were manufactured.

Unit 1 : *Communicating designs*

In this unit pupils will learn how to develop their techniques in sketching. They will gain industrial skills in engineering drawing using standard conventions that
include dimensioning, line types, abbreviations, and representation of mechanical features. Pupils will be able to produce freehand sketches of a design idea or design proposal using rendering techniques. They will then develop one design proposal further using rendering techniques to present both 2D and 3D sketches.

From the final developed solution pupils will generate a 3D CAD model of the final outcome using Solidworks and show, using rendered designs, the product in a range of different materials and surface finishes.

Year 11 Engineering Design Cambridge National

Unit 2 : *Design evaluation and modelling*

In year 11 pupils will learn how designers can quickly create and test models to develop a prototype of a design. Pupils will develop virtual modelling skills using computer aided design (CAD) 3D software. They will produce a high-quality model that will be able to simulate their design prototype. Pupils will also develop their physical modelling skills using modelling materials or rapid prototyping processes to produce a physical prototype.

Exam : *Principles of engineering design*

In this unit pupils will learn about the different design strategies and where they are used, as well as the stages that are involved in iterative design, which is currently one of the most widely used design strategies.

Pupils will learn about the type of information needed to develop a design brief and specification, and the manufacturing and other considerations that can influence a design.

Year 10 Design and Technology GCSE

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Pupils will study new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.

Unit 1 : *Clock project*
In this unit pupils will be taught the designing and making principles in order to produce a clock. This will build on their prior knowledge from key stage 3.

Unit 2 : *Pewter casting*
Pupils will apply the designing and making principles by working with pewter casting, also developing their knowledge of the CAD/CAM software.

Unit 3 Design project existing products
Pupils will gain knowledge about design movements and product designers whilst completing an investigation.

Unit 4 : *Joining and assembly project*
Pupils will complete a focussed practical task. Pupils will follow a CAD drawing to produce a note pad holder. This will be laser cut.

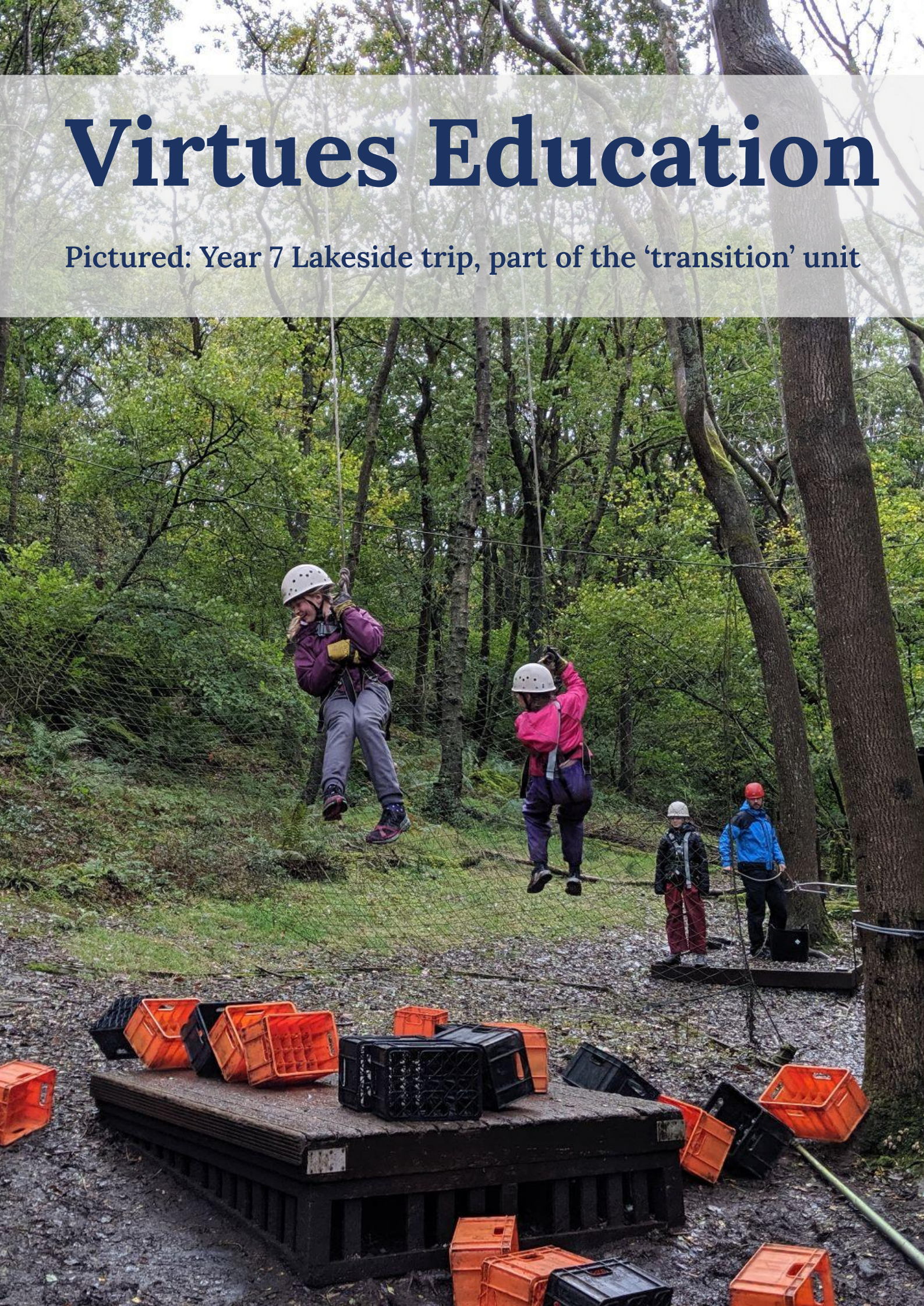
Year 11 Design and Technology GCSE

Unit 1 : *Non-Exam Assessment*

Students will complete an investigation into a contextual challenge, defining the needs and wants of the user. They will complete relevant research to produce a design brief and specification. Students will be taught how to generate design ideas with flair and creativity and develop these to create a final design solution. A manufacturing specification will be produced to conclude their design findings. This will then lead into the realisation of a final prototype that is fit for purpose.

Virtues Education

Pictured: Year 7 Lakeside trip, part of the ‘transition’ unit



St Bernard's Catholic High School is a community based on the gospel values of love and respect. Our young people are growing up in a rapidly changing world, full of opportunities. We want to light fires of intellectual curiosity to inspire each student's career pathway and vocation, enabling them to 'live life to the full' John 10:10.

Virtues Education, formally Personal Social Health Education (PSHE) is a subject which enables us to develop:

Our hearts and character: Who we are.
Our actions and attitudes: How we live and learn.
Our moral compass: Where we fit in the world.

Firmly rooted in the St Bernard's "Virtues" and underpinned by British Values our Virtues curriculum is informed by the PSHE Association recommended catagories. Pupils will develop their knowledge around the three key strands of health and wellbeing, living in the wider world and relationships. Each year building on prior knowledge ensuring it also links to their work in other subject areas and their extra curricular experiences.

As a Catholic community, Virtues Education develops an understanding that you have been uniquely created in the image of God with your own special worth and value. It is part of a holistic approach to education that focuses not just on academia but also on your social, moral and spiritual development. Relationships and Sex Education (RSE) is taught as part of Virtues Education. Our course uses carefully chosen age appropriate resources in keeping with our school's Catholic ethos.

Year 7

At Key Stage 3 Virtues Education is taught as a discrete lesson, supported with assemblies and workshops. The Year 7 Curriculum lays the foundations of our three main themes: Health and Wellbeing, Living in the wider world and Relationships whilst developing understanding of St Bernard's virtues.

Unit 1 : *Transition and safety*
Starting secondary school is a significant milestone in a child's life. It marks a passage into adolescence and brings about several significant changes. They will go from being the oldest in school to being the youngest, having to find their way around a large new school with different teachers for different subjects. This unit explores these changes and personal safety in & outside school.

Unit 2 : *Careers & Raising aspirations*
This unit introduces Unifrog - an online platform for careers guidance designed to inform and raise aspirations. Unifrog helps students to explore key interests and develop their awareness of what career paths they can take to reach their goals. Alongside this students will explore teamwork and enterprise skills,

Unit 3 : *Diversity.*
In this unit students investigate what is meant by diversity. Exploring their cultural identity and encountering different cultures within society. Before analysing the benefits of a diverse society alongside its challenges.

Unit 4 : *Health and Puberty*
In this unit students will investigate healthy lifestyle choices and the impact of caffeine, smoking and alcohol on our bodies. The second part of this unit explores puberty and learning to manage the physical and emotional changes that it brings.

Unit 5 : *Building relationships*
The final unit of Yr 7 explores self-worth, and changing relationship. An important element is of this unit is identifying relationship boundaries and consent.

Year 8

The Year 8 Curriculum themes continue to build upon and develop the knowledge and skills of students. They may revisit some of the ideas that are covered in Year 7 but in greater depth. It is taught as a discrete lesson, drop down days, assemblies and workshops.

Unit 1 : *Virtues: Becoming*
Students explore their journey so far in the context of their vales and school virtues..

Unit 2 : *Careers and workplace rights*
As part of our 'Living in the wider world' theme students will learn about equality of opportunity in life and work. Using the Unifrog platform to research how to set aspirational goals for future careers and challenge expectations that limit choices.

Unit 3: *Identity*
This unit builds on the Yr 7 topic of diversity, it explores how to develop self-worth and confidence in their own identities. Before investigating gender identity, transphobia and gender-based discrimination,

Unit 4 : Discrimination
This unit main theme is how to recognise and challenge discrimination. It focuses on three main areas: racism, homophobia and religious discrimination. Through the lessons students explore how to manage influences on beliefs and decisions.

Unit 5 : *Emotional wellbeing*
This unit looks at attitudes towards mental health and how to challenge myths and stigma. It explores strategies to improve wellbeing and manage emotions before investigating the signs of unhealthy coping strategies. Throughout the unit students are signposted to support and introduced to healthy coping strategies.

Unit 6 : *Families*
This unit explores modern family life focusing on how to manage relationship and family changes. Signposting support and learning the skills of conflict resolution strategies to help maintain positive relationships in the home.

Year 9

The Year 9 curriculum reflects the growing maturity of the students exploring sensitive issues including sexuality and intimate relationships. Building on previous knowledge to explore career pathways.It is taught as a discrete lesson, drop down days, assemblies and workshops.

Unit 1 : *Influence*
This unit focuses on healthy and unhealthy friendships, how to recognise passive, aggressive and assertive behaviour, and how to communicate assertively. Applying this knowledge to assess risk and manage influences, including gang culture. The final aspect of this unit looks at the legal and physical risks of two societal issues: carrying a knife, addiction and dependence.

Unit 2 : *Identity, sexual orientation and relationships*
Building on previous units this topic develops the themes of positive, healthy relationships, gender identity and sexual orientation. It explores in depth the nature of consent within relationships, both legally and morally. The final lesson of this unit applies these ideas to 'sexting' the risks involved and how to manage requests or pressure to send an image.

Unit 3 : *Setting goals and aspirations*
This unit builds on earlier units it encourages students to set aspirational goals, demonstrating their transferable skills, abilities and interests. Using the Unifrog platform and external agencies our students to develop their understanding of different types of employment and career pathways. Before applying this knowledge to their option choices considering how careers links to GCSE and post-16 options.

Unit 5 : *Intimate relationships*
In this unit students explore the idea of readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex. Before examining attitudes to pornography, contraception and the risks of STIs.

Unit 5 : *Healthy lifestyle*
This unit investigates the link between physical and mental health. How to manage influences on body image and the importance of balancing work, leisure, exercise and sleep

Year 10

The Year 10 curriculum is taught in class groups and is design to prepare students for post 16 choices. Class teaching continues to be supported with drop down days, assemblies and workshops.

Unit 1 : *Work Experience and Post 16 prep*
Students explore and prepare for work experience and potential future pathways in preparation for their post 16 choices

Unit 2 : *Financial decision making*
This unit explores the impact of financial decisions, debt, gambling and the impact of advertising on financial choices.

Unit 3 : *Healthy Relationships*
This unit explores relationship values and myths, assumptions, misconceptions and social norms.It highlights how to accessing appropriate support and challenge victim blaming

Unit 4 : *Addressing extremism and radicalisation*
This unit focuses on exploring community cohesion and challenging extremism. It investigates how social media may distort, mis-represent or target information in order to influence beliefs and opinions. How to manage conflicting views and misleading information whilst safely challenging discrimination.

Unit 5 : *Exploring influence*
This unit explores the influence and impact of drugs, gangs, role models and the media

Unit 6 : *Families*
Different families and parental responsibilities, pregnancy, (including in relation to contraception and sexual health) marriage and forced marriage and changing relationships

Year 11

The Year 11 curriculum is intended to prepare students for post 16 choices and opportunities, the curriculum continues to utilize drop down days, assemblies and workshops.

Unit 1 : *Building for the future*
This unit focuses on self-efficacy, stress management, and future opportunities. It investigates how to maintain a healthy self-concept by developing the skills of self-efficacy, including resilience. Learning how to manage the judgement of others and to balance ambition and unrealistic expectations.

Unit 2 : *Communication in relationships*
This unit focuses on personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. It addresses the issues of unwanted attention, harassment and stalking, including online.

Unit 3 : *Independence and change*
The final unit of year 11 focuses on responsible health choices, and safety in independent contexts.

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