Curriculum on a Page

Academic Year 2026-2027

Havelock Academy
Broadening Horizons

The Vision for our Curriculum

At Havelock Academy, we pursue excellence for our students in all areas of school life irrespective of their background.

Academically, we value the acquisition of powerful knowledge as a goal, and as an entitlement for all children. We invest significant time and resource into ensuring that students gain a knowledge base that has academic rigour, is ambitious in scope, coherent, and well sequenced so that it can empower them as active citizens of their community now and in the future.

Powerful knowledge about arts, geography, history, literature, music, religion, sciences, and the world around us is fundamental to our understanding of self and our position in the world. At Havelock Academy, as educators, we have the responsibility to pass on that which has been gathered and understood by others so that our students can truly stand 'on the shoulders of giants' and be better placed to challenge and question what is contested.

An appreciation of how knowledge is established, its degree of certainty and how it continues to be debated and revised by scholars, artists or professional practice is integral to this. We do not limit access to powerful knowledge for our students, by narrowing the curriculum, or teaching to the test. Instead, we broaden their horizons through a deep and rich understanding of the world around them, as we now understand it. This means that we value the power each subject provides, and we endeavour to ensure students can accomplish a secure foundation in every subject.

Alongside our academic curriculum, the 'Havelock Journey' and a broad range of sport, art, and musical opportunities shape the excellent enrichment on offer to all students at Havelock Academy. The 'Havelock Journey' is an essential part of school life and supports students in being ready and confident in key areas of their personal development. This includes health and wellbeing, social awareness, and what it means to be a good citizen, living a healthy life including Relationships and Sex Education; preparing for the world of work, including Careers, higher education, apprenticeships and finances.

Our academic and enrichment offer at Havelock Academy aims to ensure that every student has access to the powerful knowledge and enrichment opportunities needed to achieve excellence, become lifelong learners and responsible, successful, well-rounded citizens.

Principles of our Curriculum

At Havelock Academy, our knowledge-rich approach to curriculum is underpinned by four principles.

1. **Rigour:** Knowledge selection that is underpinned by a subject's traditions, practices, and truths, creating academic challenge.
2. **Scope:** Ambitious with the knowledge that manifests over time, through complexity (depth) and breadth.
3. **Coherent:** Knowledge is attached to the subject's underpinning concepts, themes, threads, and skills.
4. **Well-Sequenced:** Knowledge is mapped across the curriculum with new knowledge linking to prior knowledge.

Art and Photography

Key

Art and Design	Art (KS4)	Photography (KS4)

	HT1	HT2	HT3	HT4	HT5	HT6
7	**7.1 Mark Marking** Key Question: How can a range of media and applications be used to communicate the artists gestures visually?	**7.2 Colour and Emotion** Key Question: How can colour convey emotion?	**7.3 Nature as inspiration** Key Question: In what ways have artist and designers used nature as inspiration for their work?		**7.4 Capture the moment** Key Question: How have artists found inspiration through exploring the world around them?	
8	**8.1 Text and message** Zine work and book making		**8.2 Approaches to British Landscape** Space & colour		**8.3 Awe** How art is used to shape and reflect aspects of society Religious art, buildings & patterns and monumentalism.	
9	**9.1 Surrealism – Juxtaposition** Drawing & Collage Redmer Hoekstra	**9.2 Surrealism - Intro to photography** 'Life in miniature' David Gilliver	**9.3 Surrealism – Photomontage** Hannah Höch		**9.4 Symbolism – Mandalas** Textiles Embroidery and painting onto fabric.	**9.5 Places and spaces** Personal response project. Preparation for GCSE Art, Craft and Design. A01 – Artist research A02 – Experimentation of media A03 – Drawings, development of ideas and annotation A04 – Final piece, refinement of ideas.

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10 PH	**Foundation Project HT1 - HT3** Formal Elements/ Natural Forms Exploring each of the four Assessment Objectives Component 1 (60%)	**Sustained Project HT4-HT5** Portraiture Exploring each of the Assessment Objectives Component 1 (60%)	**Sustained Project (HT6)** Portraiture mini extended project on the theme of IDENTITY Exploring each of the Assessment Objectives Component 1 (60%)
10 ART	**Foundation Project HT1 - HT3** Formal Elements/ Natural Forms Exploring each of the four Assessment Objectives Component 1 (60%)	**Sustained Project HT4-HT5** Portraiture Exploring each of the Assessment Objectives Component 1 (60%)	**Sustained Project (HT6)** Portraiture mini extended project on the theme of IDENTITY Exploring each of the Assessment Objectives Component 1 (60%)
11 PH	**Mock Exam unit HT1 & HT2** Previous exam paper given to pupils. Experience of developing their own personal response to a chosen title. Working to the four Assessment Objectives. Component 1 (60%)	**GCSE EXAM – ESA (Externally-set assignment) HT3 - HT5** Pupils make a personal response from one of the starting points/titles from the externally set assignment from AQA. Working towards the four Assessment Objectives Component 2 (40%)	**Revision / exams**
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12	**Skills based workshops** Drawing & Painting Pencil, Pen, Charcoal, Chalk, Water colour, Acrylic Paint	**Skills based workshops** Wire Modelling Cardboard structures Textiles	**Skills based workshops** Print making Mono, Foam, Lino, Stencil, Etching	**Skills based workshops** Photography Photoshop	**Personal Investigation** Extended essay Component 1 (60%)	**Personal Investigation** Extended essay Component 1 (60%)
13	**Personal Investigation** Extended essay Component 1 (60%)	**Personal Investigation** Extended essay Component 1 (60%)	**A LEVEL– ESA (Externally-set assignment) HT3 - HT5** Pupils make a personal response from one of the starting points/titles from the externally set assignment from AQA. Working towards the four Assessment Objectives Component 2 (40%)			**Revision / exams**

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Computing, ICT, and Business

HT1	HT2	HT3	HT4	HT5	HT6
Year 7 Computing					
E-Safety *Know how to stay safe online, including social media and emails, An introduction to the legislation used within IT. Throughout this unit basic skills of presentation software are also taught.*	**Algorithms** *Introduces a variety of searches and sorts alongside understanding algorithms and flowcharts.*		**IT Literacy** *Building on basic skills of using a computer looking at how to save, folder structure, the influence of AI and using basic skills to complete tasks.*		**Introduction to algorithms and block programming** *Using block programming to build a game including the four programming constructs: sequencing, variables, selection and iteration*
Year 8 Computing					
Components and uses of IT Systems *Identify and describe the key components of a computer and how they work together. Including inputs, outputs, processes, storage, and embedded systems.* *A brief look also into computer control all around.*	**Networking** *Looking how a single computer can be transformed into a network. Considering the hardware required and the benefits and limitations a network brings.*	**Corporate Identity** *Researching corporate identity in the form of business logos. Considering how and why a logo is successful and how a brand is developed.*	**Video Editing** *Researching what makes a persuasive advert and then designing one suitable for specific audience and purpose Creating and editing advert. Evaluation and reflection*		**Using a high-level programming language (Python)** Further development of the programming constructs within a high-level text-based programming language.
Year 9 Computing					
Using a high-level programming language (Python) Further development of the programming constructs within a high-level text-based programming language.	**Marketing and Digital Graphics** *Design and create a digital graphic for specific audience and purpose considering the ways in which this product will be marketed to that specific audience.*		**Data Representation** *Converting real world data into binary form so a computer can read it through its switches.*		**IDMP** *Researching what makes a coherent Interactive Digital Media Procut and how the product can meet the needs of both a client and the target audience. Learning basic skills throughout the unit of how to create a product.*

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Year 10 and Year 11 – OCR Cambridge National Creative iMedia					
R094 Topic Area 1.1 Purpose, elements and design of visual identity	***R094*** Topic Area 1.1 Purpose, elements and design of visual identity ***R094*** Topic Area 2.1 Graphic design and conventions	***R094*** Topic Area 2.2 Properties of digital graphics and use of assets ***R094*** Topic Area 2.3 Techniques to plan visual identity and digital graphics ***R094*** Topic Area 3.1 Tools and techniques of imaging editing software used to create digital graphics	***R094*** Topic Area 3.2 Technical skills to source, create and prepare assets for use within digital graphics ***R094*** Topic Area 3.3 Techniques to save and export visual identity and digital graphics	***R093*** Topic Area 1.1 Media industry sectors and products ***R093*** Topic Area 1.2 Job roles in the media industry	***R093*** Topic Area 2.1 How style, content and layout are linked to the purpose ***R093*** Topic Area 2.2 Client requirements and how they are defined ***R093*** Topic Area 2.3 Audience demographics and segmentation

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Core PE

	HT1	HT2	HT3	HT4	HT5	HT6
7 - Boys	Football	Swimming & HRE	Handball & Basketball	Rugby & Badminton	Athletics (Track and Field)	Cricket, Softball & OAA
7 – Girls	Netball	Hockey & Badminton	Basketball & Football	Swimming & HRE	Athletics (Track and Field)	Rounders, Cricket & OAA
8 - Boys	Football	Swimming & HRE (Table Tennis:8A)	Handball & Basketball (Rugby:8A / Flag football:8CD)	Rugby & Badminton (Flag football & Table Tennis:8A / Ultimate frisbee & Badminton 8CD)	Athletics (rotate track, throw ,jump) (Ultimate frisbee:8A)	Cricket, Softball & OAA (Badminton:8A)
8 – Girls	Netball & Handball (Badminton:8A)	Hockey & Badminton (Football & Handball:8A)	Basketball & Football (Flag football:8A)	Swimming & HRE	Athletics (rotate track, throw ,jump) (OAA:8A)	Rounders, Cricket & OAA (Ultimate frisbee:8A)
9 - Boys	Football (Basketball:9C)	Swimming & HRE	Handball & Basketball (Badminton:9C / Flag football:9B/9C)	Rugby & Badminton (Ultimate Frisbee & Dodgeball:9B / Flag football & Hanfball:9CD)	Athletics (rotate track, throw ,jump) (OAA:9B)	Cricket, Softball & OAA
9 – Girls	Netball & Handball	Flag football & Badminton (Football & HRE:9B)	Basketball & Football (Table Tennis:9C)	Swimming & HRE	Athletics (Track and Field) (Ultimate Frisbee:9B)	Striking and fielding & OAA (Badminton:9B)
10 - Boys	Rugby & Basketball	Swimming & HRE	Football & Handball	Badminton & Flag football	Athletics (Track and Field)	Cricket, Softball & Badminton
10 - Girls	Netball, Table Tennis and Handball	Flag football, Football & Netball / Badminton & Basketball	Football, Badminton, Basketball and Handball	Swimming, HRE & OAA / Dodgeball	Rounders, Cricket and OAA	Athletics (rotate track, throw ,jump)
11 - Boys	Football & Rugby	HRE & Handball	Swimming & HRE	Flag football & Table Tennis	Cricket & Softball	OAA
11 - Girls	Table Tennis & Volleyball	Netball, HRE and Dodgeball	Basketball & Flag football	Football & Handball	Rounders & Cricket	OAA

Sport Studies (KS4 Cambridge Nationals)

	HT1	HT2	HT3	HT4	HT5	HT6
10	R185: Performance and leadership in sports activities (Practical) Topic Area 1 - Key components of performance Topic Area 2 - Applying practice methods to support improvement in a sporting activity	R185: Performance and leadership in sports activities Topic Area 1 - Key components of performance Topic Area 2 - Applying practice methods to support improvement in a sporting activity	R185: Performance and leadership in sports activities Topic Area 3 – Organising and planning a sports activity session	R185: Performance and leadership in sports activities Topic Area 4 - Leading a sports activity session	R185: Performance and leadership in sports activities Topic Area 3 - Organising and planning a sports activity session Topic Area 5 – Reviewing your own performance in planning and leading of a sport activity session	R185: Performance and leadership in sports activities Topic Area 1 - Key components of performance R186: Sports and the media: Topic Area 1 – The different sources of media that cover sport Submit coursework in Jan in Y11
11	R186: Sports and the media: Topic Area 2: Positive Effects of the Media in Sport Topic Area 3: Negative Effects of the Media in Sport	R184: Contemporary issues in sport Topic Area 1 - Issues which affect participation Topic Area 2 - The role of sport in promoting values	R184: Contemporary issues 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	R184: Contemporary issues in sport Topic Area 3 - The implications of hosting a major sporting event for a city or country Topic Area 4 - The role National Governing Bodies (NGBs) play in the development of their sport Topic Area 5 - The use of technology in sport.	R184: Contemporary issues in sport Revision on Topic Area 1-5 to prepare for the exam R186: Coursework submission	Exam – Course completed

English Language and Literature

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Unit 1: The Story of Storytelling** Homer's *Odyssey:* How are stories structured?	**Unit 2: Identity Poetry** How do poets use their poems to explore the theme of identity?	**Unit 3 Shakespeare's Comedy** Shakespeare's *A Midsummer Night's Dream:* How does Shakespeare use setting to shape stories?		**Unit 4: The Victorian Novel Dickens' Oliver Twist** How does Dickens use language to create compelling characters?	
8	**Unit 5: War Voices** How do writers use their writing to communicate personal experience?	**Unit 6: Shakespeare's Tragedy** How does Shakespeare use the genre of tragedy to explore themes of love and conflict?	**Unit 7: Romantic Poetry Anthology** Why were the Romantic poets considered to be radicals?		**Unit 8: Protest, Satire and Allegory** Orwell's Animal Farm: How can writers use their writing as a form of protest?	
9	**Unit 9: The Gothic: Ghouls and the Grotesque** What does it mean to say that a text is 'Gothic'?	**Unit 10: Dystopian Fiction and Hunger Games** How do writers portray Dystopian society through literature.	**Unit 11: Modern Tragedy from Page to Stage** How can playwrights adapt genres to create meaning?		**Unit 5: An Introduction to Rhetoric** How do great orators use rhetoric to persuade their audience?	
10	**Romantic Poetry and 19th Century Novel:** Dickens' A Christmas Carol and English Language Paper 1		**War and Conflict Poetry and Shakespeare:** Macbeth and English Language Paper 2		**Power of Identity Poetry and Modern Play**: Blood Brothers and Spoken Language	
11	**Poetry Anthology and Mock Exam Prep**: English Literature Paper 2 and English Language Paper 2		**Mock Exam Prep:** English Literature Paper 1 and English Language Paper 1		**Final Exam prep:** Practice papers and revision of set texts.	
12	**An Introduction to Language:** Lexis and Semantics / Phonology and Prosody / Pragmatics / Grammar / Discourse **Exploring Conflict – Paper 2:** A Streetcar Named Desire – Drama Analysis		**Writing About Society – Paper 2:** The Great Gatsby - Reimagining and Commentary Writing **Remembered Places – Paper 1:** Extracts from the AQA Paris Anthology		**Making Connections (NEA):** A Language Investigation (Coursework) **Revision for KPI2:** Paper 2 (Streetcar, Gatsby)	

13	**Imagined Worlds – Paper 1:** The Lovely Bones – Prose Analysis **Poetic Voices – Paper 1:** Poems taken from the 'Mean Time' Anthology - Duffy	**Poetic Voices – Paper 1** **Revision:** Paper 2 (Full) Paper 1 - Paris	**Revision (all areas)**	**Exam**

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Food and Nutrition

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Ready to Cook** Focus on health and hygiene practices; knife skills; using the cooker		**Where does our food come from?** Plant or animal; food origins; farming and processing		**The Eatwell Guide** Principles of *The Eatwell Guide* and relate it to the diet; nutrients and their functions and 8 tips for healthy eating.	
8	**Healthy Eating** Explaining energy and energy balance, key nutrients, their sources and functions.		**British Foods and Foods from around the World** What influences cultural characteristics of foods from around the world		**Sustainable Diets** How we can all eat a diet that is healthy, affordable and accessible for everyone, and also has a lower impact on the environment	
9	**Nutrition and Health** Demonstrate their knowledge and understanding of macro/micronutrients		**Energy Needs throughout life stages** How energy needs change throughout life and understanding the nutritional content in recipes **Special Diets** Special dietary requirements		**Food Provenance** Investigate information and guidance regarding food labelling, availability, traceability, food certification & assurance schemes and animal welfare	

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French

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Unit 1.7a** - I'm learning French! - Core sounds and language for greetings and managing routine exchanges for learning in the French classroom; simple descriptions and questions using "to be" and "to have" And the nominal group.	**Unit 1.7b** - I'm learning French!: Core sounds and language to talk about what individuals are like and do, simple descriptions using "to do" and the nominal group - Cameo of Guillaume le Conquérant and Mathilde de Flandres.	**Unit 2.7** - What we enjoy - Core sounds and language to express nit 3.7 - My family & my treasures: Core sounds and language to speak of significant people and objects, using possessives and expending core verbs to their plural forms - Virtual tour of the Midi/ South of France and typical hobbies.	**Unit 3.7** - My family & my treasures: Core sounds and language to speak of significant people and objects, using possessives and expending core verbs to their plural forms - Virtual tour of the Midi/ South of France and typical hobbies.	**Unit 4.7** - Travels here or abroad: Core sounds and language to speak about going places, and to justify a position, taking sides, using "to go to" and "I think that" - War poem by J.Prévert and Virtual tour of Bruxelles or Montréal .	**Unit 5.7** - **In town** - Core sounds and language to speak about places in town, weekend activities, ordering food and visiting Paris. Extended Writing – Writing 50 words – postcard Paris monuments and history Introducing the near future
8	**Unit 6.8a** - My French review - Core sounds and language for descriptions revisited, describing people and facts, using large numbers, the nominal group, and verbs "to be" and "to have" in the present tense - Cameo of Victor Hugo and Les Misérables.	**Unit 6.8b** - My French review - Core sounds review and language for activities on special occasions revisited, using dates and regular verbs in the present tense - Virtual discovery of the French capital.	**Unit 7.8** - Free time past & present - Core sounds review and language to describe everyday activities and outings in the past tense - Cameo of Belgian singer and fashion designer Stromae.	**Unit 8.8** - Daily living - Core sounds review and language to describe daily life, using adverbs, formal address and extending the range of core verbs with "to drink", "to take" and "to come" - Virtual tour of Versailles or Le Louvre and Arts collections	**Unit 9.8** - Everyday business & news - Core sounds review and language to describe people's regular business and personal intentions, using verbs like "choirs", irregular adjectives and modal verbs - Cameo of contemporary French speaking musical performer.	**Unit 10.8** - Discovering other cultures – **Le sport en direct** Core sounds and language to describe sports, understanding sportspeople. Recognising 3 tenses. Present Past and Future Listening for and pronouncing cognates Transcribing cognates
9	**Unit 11.9a** - Myself & my world - Core sounds review and language to speak about what I and others are like, do, enjoy and plan on doing, using opinion adjectives, and a range of core and modal verbs in the present tense. Dieppe festival, Senegal - Cameo of Malheurs de Sophie and Poil de Carotte.	**Unit 11.9b** - Myself & my world - Core sounds review and language to speak about responsibilities and obligations at work, and being unwell, using modal and core verbs' pattern of "to know", "to put", "to wait" in the present tense.	**Unit 12.9** - Travel in French speaking world - Core sounds review and language to express beliefs, opinions, future intentions. Apprenticeship. Core sounds review and language to describe collaborative learning, re-using a range of verbs in plural forms in the present,	**Unit 13.9** - It happened yesterday - Core sounds review and language to narrate and describe milestones in national and personal life, using the perfect tense of a range of core verbs, and "to think" for opinions - French revolution & A Eurovision song by Amir Hadad.	**Unit 14.9** - It was quite a story! - Core sounds review and language to describe life in the past , using the imperfect tense, "ago" and extending clauses with "who". Cameo of Montréal's Pride and of singers Paif and Dion.	**Unit 15.9** - **Le monde francophone** core sounds and language to talk about countries you would like to visit, geography and history of different French Speaking countries. Using the comparative- adjectival agreement. Understanding and using 3 tenses.

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10	**Module 1 – Tu as du temps à perdre ?** Students explore **online life, daily activities, TV, films and social media**, as well as making plans and talking about what they did. They develop their use of **present, future and perfect tenses** and express and justify opinions.	**Module 2 – Mon clan, ma tribu** Students talk about **family, friendships, relationships, role models and celebrations**. They develop descriptive language and use **reflexive verbs, pronouns and a range of past, present and future tenses**.	**Module 3 – Ma vie scolaire** Students explore **school subjects, school rules, progress, memories of school and the importance of languages for the future**. They develop their ability to compare, give opinions and use **present, past, imperfect and future time frames**.	**Module 4 – En pleine forme** Students discuss **healthy eating, mental and physical wellbeing, lifestyle choices, illness and prevention**. They learn to give advice and talk about lifestyle changes using **modal verbs, the imperative, conditional and future structures**.	**Module 5 – Numéro vacances** Students explore **holidays, accommodation, travel, festivals and holiday activities**. They describe past and future holidays, make bookings and develop confidence using **a range of tenses in more complex responses**.	**Term 6 – GCSE Skills & Strategies** Students consolidate Modules 1–5 while developing **speaking, writing, reading, listening, grammar and translation skills**. They use the **AVOCADO strategy**, practise Foundation and Higher GCSE tasks and develop effective exam techniques.
11	**Module 7 – Mon petit monde à moi** Students explore **shopping, money, their local area, directions, housing and fashion**. They develop their ability to describe places, discuss their ideal home and take part in practical shopping situations.	**Module 6 – Notre planète** Students explore **geography, climate and environmental issues**. They discuss ways to protect the planet and develop more detailed responses using **present, perfect, imperfect and future tenses**.	**Module 8 – Mes projets d'avenir** Students discuss **future plans, ambitions, careers, jobs and opportunities**, alongside popular culture and influencers. They develop their ability to talk about the future and use **a range of time frames and more complex structures**.	**Term 4 – GCSE Skills & Strategies I** Students develop **speaking and writing skills**, using the **AVOCADO strategy** to produce more detailed and accurate responses. They practise conversation, role-play and photo-card tasks alongside structured GCSE writing.	**Term 5 – GCSE Skills & Strategies II** Students consolidate their **reading, listening, grammar, vocabulary and translation skills** at Foundation or Higher level. They complete exam-style and past-paper practice and develop strategies for the final GCSE examinations.	**GCSE Examinations Speaking Exam 1st week in May**

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Geography

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Foundations of Geography** A unit that acts as an introduction to the subject and the core skills a Geographer requires.	**Foundations of Geography** A unit that acts as an introduction to the subject and the core skills a Geographer requires.	**Natural resources** A unit focusing on the 4 'spheres' of the Earth and how humans utilise these to live on the planet.	**Weather and climate** A unit focusing on how weather events occur and how the climate influences the distribution of weather events.	**Russia** A unit focusing on the physical (climate, landforms) and human geography (population, politics) of the world's largest country, Russia.	**Coasts** A unit looking at how physical forces shape the coastline and what actions are being taken to protect the coast.
8	**Coasts** A unit looking at how physical forces shape the coastline and what actions are being taken to protect the coast.	**Sustainability and Our Future World** A unit focusing on climate change and how the world is taking steps to become more resilient, including international agreements and strategies to reduce climate change.	**Development** A unit focusing on how different economies have developed over time and the theories that have encouraged development.	**Tectonics** A unit focusing on the natural movement of the Earth's tectonic plates and how these cause earthquakes and volcanic eruptions.	**Migration** A unit that focuses on the reasons people migrate around the world and how this migration has shaped urban areas.	**Africa (with a focus on Nigeria)** A unit focusing on the physical (climate, landforms) and human geography (population, politics) of the Africa's most populated country, Nigeria.
9	**Rivers** A unit looking at the spiritual significance of rivers, before focusing on the physical forces that shape rivers and what actions are taken to prevent flooding.	**Globalisation** A unit focusing on the growing interconnectedness of the world, how technology has brought the world closer together and a case study on Apple's iPhone manufacturing in China.	**MENA (Middle East North Africa)** A unit focusing on the physical landforms, human impacts and political changes in the Middle East and North African region.	**Frozen World** A unit focusing on the frozen parts of the world, focusing on exploration, landforms and how climate change is changing these areas.	**Asia** A unit that focuses on the physical (landforms, climate) and human (population, cultures) of the world's largest continent (Asia) and the world's most populated country, India.	**Geographical Investigations** An enrichment unit designed to develop enquiry skills ahead of the fieldwork trips required when completing GCSE Geography.

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10	**The Living World** A 3-part unit that focuses on the following: **Ecosystems** (how food webs and food chains work and the different types of ecosystems) **Tropical rainforests** (their climate, wildlife and how humans are changing these) **Hot Deserts** (their climate, wildlife and how humans adapt to live here)	**The Challenge of Natural, Atmospheric and Tectonic Hazards** **A 2-part unit that focuses on the following:** **Natural/Tectonic Hazards** (what the different plate margins are, how the movement of tectonic plates can cause earthquakes, and how we respond to earthquakes). **Atmospheric hazards** (the causes of different weather events, including case studies on typhoons and extreme weather in the United Kingdom)	**Urban issues and challenges in the United Kingdom** A unit focusing on the issues that face urban areas across the world, before delving into the city of Bristol in the UK, focusing on urban regeneration in the city and how it has improved the city.	**Coastal Landscapes of the United Kingdom** A unit focusing on the different erosional and depositional processes that act on our coastline. The unit then focuses on the different landforms this creates, the risks of erosion for the Holderness Coastline and management strategies to reduce the impact of erosion.	**The Challenge of Resource Management** A unit focusing on the UK's challenges of a secure food, water and energy supply. The unit then specifically focuses on the global challenge of food management, including sustainable production, sufficient supply and issues facing farming.	**Our fieldwork enquiry** A unit focusing on skills Geographers require out in the field, including data collection, analysis and presentation. This unit features two fieldwork trips (one physical and one human) that are a requirement of the course.
11	**The Changing Economic World** A 3-part unit that focuses on the following: **The development gap** (why some countries are more developed than others, and how strategies are being used to reduce this gap) **Newly Emerging Economy Case Study – Nigeria** (focusing on Nigeria's social, environmental, political and economic context and how the country is developing through globalisation and global connections **High Income Case Study – the UK** (focusing on the North-South divide, how the UK continues to develop and the country's place on the international stage)		**River landscapes of the United Kingdom** A unit focusing on the different erosional and depositional processes that act along our rivers, including creating landforms. The unit then focuses on flooding, including strategies implemented to reduce the effects of floods.	**Urban issues and challenges in Brazil** The second half of the Urban Issues unit, focusing on the challenges facing the rapidly urbanised Rio de Janeiro and how squatter settlements are being improved	**The Issue Evaluation (Pre-release)** The pre-release is a document that is released in the March before the exams, that is completed prior to the paper 3 exam. The topic of this is unknown until teaching staff see it in March.	**Examination Period** Following the completion of all units, there will be time to revisit different parts of the curriculum ahead of the 3 GCSE examinations.

Havelock Academy
Learning Together

Health and Social Care (KS4)

	HT1	HT2	HT3	HT4	HT5	HT6
10	Lifespan Development and relate to PIES	Lifespan Development and relate to PIES. Life events and their impact and relate to PIES	Core Assignment Component 1	Core Assignment Component 1 HSC Component 2 focusing on exploring ill health and relating to PIES.	HSC Component 2 Discovering what health care services as well as social care services are available to meet individual needs focusing on health care services as well as social care services.	Barriers to accessing health and social care services. The skills and attributes required by health and social care practitioners and how they demonstrate these
11	RECAP of HSC Services and Barriers Demonstration of the care values Services and barriers	Demonstration of the care values PSA Core Assignment Exam preparation - Health and Welling Mock	PSA Core Assignment Exam preparation - Health and Welling Exam	Exam preparation - Health and Welling	Exam preparation - Health and Welling	Finished

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History

	HT1	HT2	HT3	HT4	HT5	HT6
7	**History Basics** What made the world c1000? • The Roman Empire • Faith • Trade and wealth • Climate and migration		**How far did England change c1000 to c1100?** o-Saxon England nan Conquest Bayeux Tapestry **What worried medieval rulers?** • Rulers • Eleanor of Aquitaine • Ordinary people • The Black Death **The Big Picture and the next 300 years** • Developments in England • Christendom and Islam • The Mongol Empire		**The Emergence of Europe c1400-c1600.** • Wealth and Wisdom • War and Wandering • Expansion and Empire building	
8	**Thematic Study** **How did Britain change c1500-c1800?** • How did power and government change c1500 to c1600? • How did Britain itself change? • How did beliefs change?		**Thematic Study** **How did Britain change c1500-c1800?** • How did society change in the 1500s? • How did power and government change in c1600 to c1750? • Kingdom, Empire and Society c1600 to c1750		**Local/Depth Study:** **How did the enslaved experience empire?**	
9	**Period Study** **Why was the period c1750-c1850 the 'Age of Revolutions?'** • The Enlightenment • The Industrial Revolution • The American Revolution • The French Revolution • Evolution, revolution or war? The struggle against the Transatlantic slave trade			**Period Study** **What made the world c1918-c2000? Conflict and co-operation/Ideologies.** • Conflict and cooperation • Nationalism and national self-interest • Ideology • Economic forces • Science and technology • Globalisation and migration • The Holocaust		

Havelock Academy Broadening Horizons

	What made Britain c1850 – c1950? • Empire and migration • Britain and Democracy • World Wars			**Epilogue – The World c1000 to c2000 – change and continuity**		
10	**Conflict and Tension 1918-1939:** • Peacemaking • League of Nations	**Conflict and Tension 1918-1939:** • League of Nations • The Road to War	**Germany and the growth of democracy 1890-1930:** • Kaiser's Germany • Weimar Germany	**Germany and the growth of democracy 1890-1930:** • The Rise of the Nazis • Life under the Nazis Elizabethan England: Court and Parliament Life in Elizabethan Times Life in Elizabethan Times		**Elizabethan England:** Court and Parliament • Life in Elizabethan Times
11	**Elizabethan England:** • Troubles at home and abroad • Elizabethan England, the Historic Environment	**Migration Empires and the People.** **Or** **Health and the People**	**Migration Empires and the People:** **Or** **Health and the People**	**Empires, Migration and the People:** **Or** **Health and the People**	Revision	NA
12 **13**	**USA: Boom, Bust and Recovery** **Britain transformed, 1918–97** **Rebellion and disorder under the Tudors, 1485-1603** NEA	**USA: Boom, Bust and Recovery** **Britain transformed, 1918–97** **Rebellion and disorder under the Tudors, 1485-1603** NEA	USA: Boom, Bust and **Recovery** **Britain transformed, 1918–97** **Rebellion and disorder under the Tudors, 1485-1603** NEA	**USA: Boom, Bust and Recovery** **Britain transformed, 1918–97** **Rebellion and disorder under the Tudors, 1485-1603** NEA	**USA: Boom, Bust and Recovery** **Britain transformed, 1918–97** **Rebellion and disorder under the Tudors, 1485-1603**	NA

Havelock Academy
Broadening Horizons

Mathematics

	HT1	HT2	HT3	HT4	HT5	HT6
7	• Number sense and calculations	• Expressions and equations • Measures	• 2D shapes • Perimeter and area • Coordinates and shapes • Factors and multiples • Primes	• Writing and comparing fractions • Adding and subtracting fractions • Single brackets	• Angles • Handling data and statistical diagrams • Proportion	• Fractions, decimals and percentages • Probability
8	• Percentages • Money • Indices	• Equations • Sequences • Ratio	• Rounding • Coordinates • Area • Circles	• Standard form • Venn diagrams • 3D shapes • Surface area and volume	• Linear graphs • Transformations • Angles • Statistical diagrams	• Inequalities • Brackets • Algebraic fractions
9	• Fractions and percentages • Probability • Standard form • Inequalities	• Quadratic equations • Formulae • Constructions • Circles	• Rounding • 3D shapes • Pythagoras' theorem • Ratio and proportion	• Linear graphs • Compound measures • Motion-time graphs	• Quadratic graphs • Angles and bearings • Transformations • Similarity and congruence	• Handling data and statistical diagrams • Vectors
10	• Percentages • Surface area and Volume • Simultaneous Equations	• Formulae • Trigonometry • Constructions	• Linear Graphs • Real-life graphs • Set notation • Tree diagrams	• Compound Measures • Ratio • Motion-time • Non-linear graphs	• Sequences • Handling data • Proportion • Transformations • Rounding • Indices	• Brackets • Handling data and Statistical diagrams • Recurring decimals (Higher only)
11	• Numerical reasoning • Loci & constructions • Trigonometry • Vectors	• Algebraic manipulations • Sequences • Iterative methods • Triangles • Functions	• Tailored revision reflecting class QLA data • See individual class plans for details			
12	**Algebraic Foundations** Surds & indices Quadratic functions Equations & inequalities Sketching curves Coordinate geometry Logical arguments Trigonometry	**Algebraic Structures** Polynomials The binomial expansion Vectors Exponentials & logarithms	**Introduction to Calculus** Graphs & transformations Differentiation Integration	**Statistics 1** Collecting & interpreting data Probability The binomial distribution Statistical hypothesis testing	**Mechanics 1** Kinematics Variable acceleration Forces & Newton's Laws	**Algebraic Applications** Partial fractions The binomial expansion Proof Sequences & series Functions Further differentiation
13	**Trigonometry** Radians Small angle approximations Reciprocal & inverse functions Trigonometric identities	**Applications of Calculus** Implicit differentiation Integration techniques Parametric equations Differential equations Numerical methods	**Statistics 2** Conditional probability The normal distribution Statistical hypothesis testing	**Mechanics 2** Kinematics in 2D Forces & Newton's Laws Moments Projectiles Friction	**Review & Revision** Tailored revision reflecting class QLA data See individual class plans for details	

GCSE Statistics

	HT1	HT2	HT3	HT4	HT5	HT6
10	**The Statistical Enquiry Cycle** Types of data Sampling methods Data collection methods	**The Statistical Enquiry Cycle 2** Experiments & testing Capture-recapture Data collection charts Problems with data collection Summarising data	**Representing Discrete Data** Pictograms Bar charts Stam & leaf diagrams Pie charts Choropleth maps Misleading diagrams Choosing the right format	**Representing Continuous Data** Cumulative frequency diagrams Box plot Population pyramids Frequency polygons Histograms	**Index Numbers** Index number RPI, CPI & GDP Crude rates	**Representing Bivariate Data** Two-way tables Scatter diagrams Correlation Line of best fit Interpolation & extrapolation Spearman's rank Pearson's product moment correlation coefficient
11	**Summarising Data** Geometric mean Standard deviation & variance Moving averages Time series Seasonal variation	**Probability** Experimental probability Assessing risk Venn diagrams Tree diagrams Conditional probability	**Probability Distributions** Binomial distribution Normal distribution Standardised scores Quality assurance & control charts	**Review & Revision** Tailored revision reflecting class QLA data See individual class plans for details		

Havelock Academy
Broadening Horizons

Music

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Building our musical community:** Developing the singing voice; handling rhythm and pitch; composing question and answer phrases; developing performing skills as individuals and in ensembles.		**British Folk Music:** Scales and modes; the pull of the tonic; the role of the bass line; metre; instrumentation; setting words to music; duets.		**Reggae:** Chords and harmony; riffs; balancing texture; rhythmic identities; ensemble rehearsal and performance.	
8	**Anthems:** Melody and harmony – consonance and dissonance; tonic and dominant; cadences; accompaniment figures; musical style; singing together.		**The Blues:** Expressive dissonance; call and response; large scale structure; ensemble rehearsal and performance.		**The Four Chord Trick:** Chord progressions; the minor chord (chord VI); structure of a pop song.	
9	**Ground Bass**: Harmony; melodies; ground bass; quartets; composing using software.		**Minimalism:** Polyrhythms; musical style; motifs; ostinati; phasing, using computer software.		**Electronic Dance Music:** Texture; instrumentation; looping; sampling; remixing; composing using computer software.	
10	**Composing & Area of Study 4: Film Music** Learning how to compose music for unfamiliar instruments and taking part in the DRET Composition challenge. Study music from film and computer games.		**Area of Study 5: Conventions of Pop** Students will study rock n roll of the 1960s; rock anthems of the 1970s and 1980s; ballads of the 1970s, 1980s and 1990s; solo artists from 1990 onwards.		**Area of Study 3: Rhythms of the World** Students will study the traditional music of India, the Punjab, Greece, Israel, African drumming, samba and calypso.	
11	**Area of Study 2: The Concerto Through Time** Students will study the development of the concerto from the Baroque period, through the Classical period, and to the Romantic period.		**Composing** Composing to a brief; this will also be the final opportunity to record their performances.		**Revision and Exam Practice** Structured revision and exam question practice.	

Havelock Academy
Broadening Horizons

Performing Arts

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Introduction to Dance** Understanding and developing key dance skills and techniques.		**Introduction to Drama** Understanding and developing key drama skills and techniques.		**Musical Theatre** Combining skills learnt throughout the year (Dance and Drama) to further develop skills and techniques.	
8	**Pantomime** Identify, describe and perform key features of a pantomime. Using skills and techniques to develop stock characters and performance.		**Theatre in Education** Understanding, creating and developing performance in the style of Theatre in Education, using 'Chicken' by Mark Wheeler.		**Physical Theatre** Introduction to Physical Theatre developing skills and techniques used within the style.	
9	**Devising** Understanding how to create work drawing on knowledge gained through the curriculum.		**Performance Duologues** Interpretation and understanding of a script.		**Appreciate Live Theatre** Exploring the Performing Arts through live theatre, analysing characters, features and styles.	
10 Dance	**Dance Skills and Technique** Building of practical dance skills and techniques within a range of styles.	**Component 1: Exploring the Performing Arts** Introduction to the professional repertoire.		**Component 1: Exploring the Performing Arts** Learning Aim A and B	**Component 1: Exploring the Performing Arts** Learning Aim A and B	**Component 2: Developing Skills and Techniques** Introduction to professional repertoire
10 Drama	**Drama Skills and Technique** Building of practical drama skills and techniques within a range of styles	**Component 1: Exploring the Performing Arts** Introduction to the professional repertoire.		**Component 1: Exploring the Performing Arts** Learning Aim A and B	**Component 1: Exploring the Performing Arts** Learning Aim A and B	**Component 2: Developing Skills and Techniques** Introduction to professional repertoire
11 Dance	**Component 2: Developing Skills and Techniques Learning Aim A, B, C**	**Component 2: Developing Skills and Techniques Learning Aim B and C** **Choreography**	**Component 3: Responding to a Brief**	**Component 3: Responding to a Brief**	**Component 3: Responding to a Brief**	
11 Drama	**Component 2: Developing Skills and Techniques Learning Aim A, B, C**	**Component 2: Developing Skills and Techniques Learning Aim B and C** **Devising**	**Component 3: Responding to a Brief**	**Component 3: Responding to a Brief**	**Component 3: Responding to a Brief**	

Havelock Academy
Broadening Horizons

Religion and Worldviews

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Creation:** What is the Christian Doctrine of Creation? What do the Creation narratives tell us about God? How are the Creation texts interpreted by different Christians? Case study of 2 Christian scientists.	**Philosophy:** Introduction to Philosophy and what are philosophical arguments? What did the Greek philosophers believe about the cosmos? Who developed the cosmological argument? What is the modern kalam cosmological argument?		**The Trinity:** How does John 1:1 support the concept of the Trinity? Where does the idea of the Trinity come from? What is the incarnation?	**Corruption** The fall (Adam and Eve). Christian responses to suffering. **Evil and suffering** Philosophy of religion **Atheistic/suffering:** Logical and probabilistic problems of Evil	**Humanism** Science/Morals/God. **Life and teachings of Jesus** Who is Jesus? Miracle worker? Prophet? Crucifixion/Resurrection and Jesus as Lord. **Growth of Church**
8	**Israel**: Characters, Concepts and Contexts. Judaism From Eden to Patriarchs and Prophets	**Judaism**: Characters, Beliefs, and covenants Kings Conquest and Captivity Women of the Old Testament (Queen Esther)		**Islam:** Revelation, the Qur'an, and Ramadan	**Islam:** Sources of Authority Sunni, Shia split	
9	Buddhism	**Buddhism**		**Ethics**	**Ethics**	**Humanism**
10	**Philosophy and Ethics and mixed religions**	**Philosophy and Ethics and mixed religions**		**Philosophy and Ethics and mixed religions**	**Philosophy and Ethics and religions**	**Philosophy and Ethics and religions**
11	**Religion Peace and conflict**	**Religion, Crime and Punishment**		**Religion and Life**	**Revision**	**N/A**

Havelock Academy Broadening Horizons

Science

	HT1			HT2			HT3			HT4		HT5		HT6	
7	Space	Energy	Forces	Discovering the Atom	Fields and Electricity	Materials	Reactions and Bonding	Cells	Physical Interactions	Pressure and Moments	Movement	Human Reproduction	Waves	Plant Reproduction	
8	Space	Acids and Bases		Chemical Reactions	Energy	Energy in Chemical Reactions	Life Processes	Forces	Biological Molecules	Electricity	Ecology	The Earth	Climate Change and Sustainability	Evolution and Extinction	Human Health
9	Energy Part 1 and 2			C1 Atomic structure and the periodic table part 1 and		B1 Cell Biology Part 1 and 2				P3 Particle Model of Matter		C2 Structure and Bonding		C5 Energy Changes	
10	C4 Chemical changes Pt1 P2 Electricity	C4 Chemical changes Pt 2 P2 Electricity Pt 2		C3 Quantitative Chemistry	B4 Bioenergetics	P4 Atomic structure B2 Organisation Part 1 and 2		B3 Infection & response		B4 Organisation	C9 Chemistry of the atmosphere	C6 The rate and extent of chemical change		C8 Chemical analysis	P5 Forces Part 1 P5 Forces Part 2
11	B5 Homeostasis and response	B7 Ecology Part 1		B7 Ecology Part 2	P6 Waves	B6 Inheritance, variation and evolution		C7 Organic Chemistry		C9 Atmosphere		C10 Using resources	P7 Magnetism		

Havelock Academy
Broadening Horizons

PSHE & RSE (Curriculum for Life *including Step Up Days (SUD)*)

	HT1	HT2	HT3	HT4	HT5	HT6
7	**Health and Wellbeing** • Transition • Intro to mental health • Healthy choices • Managing Anger	**Drugs, Alcohol and Healthy Living** • Understanding Drugs* • Tobacco Risks and Influences • Alcohol and Risk* **PSHE Association*	**Prejudice and Discrimination** • Stereotypes and prejudice* • Discrimination* • Identity* • Democracy and rule of law* **RESPECT Program*	**Careers and the World of Work** New Unifrog SOW	**Relationships and Sex Education.** • Puberty and emotional changes • Menstrual wellbeing • Healthy and unhealthy relationships • Managing conflict • Introduction to consent	**Living in the Wider World** • How do I stay in control of my money?* • Rule of Law and Freedom of Choice • Gender Stereotypes • Social Media and Keeping ourselves safe ** Natwest Money Sense*
SUD		Personal Safety and Careers		Enterprise		Lifestyle Community Project
8	**Health and Wellbeing** • Worry • Mindfulness • Appearance ideals* • Attitudes to mental health **Dove – Confident Me*	**Drugs, Alcohol and Healthy Living** •	**Prejudice and Discrimination** • Britishness* • Propoganda conspiracy* • Safe surfing* • Prejudices,and stereotypes **PSHE Association*	**Careers and the World of Work** New Unifrog SOW	**Relationships and Sex Education.** • Relationship values • Influences on relationship expectations • Sexual orientation and gender identity • Consent – avoiding assumptions. • Introduction to contraception	**Living in the Wider World** • What affects my choices about money?* • What is democracy? • LGBT-homophobia- shark bait • Internet Safety what is grooming? ** Natwest Money Sense*
SUD		Personal Safety and Careers		Barclays Life Skills		University Trip (TBC)
9	**Health and Wellbeing** • Self Care • Growth Mindset* • Media Messages* • Managing Anxiety	**Drugs, Alcohol and Healthy Living** • Exploring attitudes* • Drugs, the law and managing risk* • Drugs, effects, alcohol and cannabis* • Managing Influence*	**Prejudice and Discrimination** •	**Careers and the World of Work** New Unifrog SOW	**Relationships and Sex Education.** • Respectful relationship behaviours • Freedom and capacity to consent • Sexual Health • Contraception	**Living in the Wider World** • How can I understand credit and debt* • How does the law deal with young offenders? • Stonewall – challenging LGBTQ+ prejudice • Social Media and keeping ourselves safe

Havelock Academy Broadening Horizons

	** Dove – Confident Me*	**PSHE Association*			• Managing the ending of relationships	** Natwest Money Sense*
SUD		Personal Safety and Careers		Barclays Life Skills		Circle North – CCE & CSE
10	**Health and Wellbeing** • Dealing with change • Confront comparisons* • Banish Body Talk* • Be the change* **Dove – Confident Me*	**Drugs, Alcohol and Healthy Living** • Substance use and assessing risk* • Substance use and managing influence* • Help seeking and support services* • Alcohol, what do you know **PSHE Association*	**Prejudice and Discrimination** • Valuing Diversity • Understanding and preventing extremism • Radicalisation • Extremists	**Careers and the World of Work** New Unifrog SOW	**Relationships and Sex Education**. • Intimacy and Pleasure • Impact of Pornography • Pressure, persuasion and coercion • Managing relationship conflict and break-ups • Addressing relationship abuse	**Living in the Wider World** • Do I need a bank account?* • How does the criminal justice system work? • Young Gifted and Gay • Fake News and Critical thinking ** Natwest Money Sense*
SUD		Personal Safety and Careers		Professionals Day		University Trip (TBC)
11	**Health and Wellbeing** • New challenges • Reframing negative thinking • Promoting emotional wellbeing	**Drugs, Alcohol and Healthy Living**	**Relationships and Sex Education.** • Family conflict • Long term commitments • Sexual Health, fertility and routes to parenthood • Pregnancy outcomes • Pregnancy choices: abortion	**Careers and the World of Work** **Living in the Wider World** New Unifrog SOW	**Prejudice and Discrimination**	
SUD		Personal Safety and Careers & Lincs 2		Barclays Life Skills		
12	**Health and Wellbeing** • Mental Health Awareness in 16 to 19 year olds • Preparing for the future	**Drugs, Alcohol and Healthy Living** • Talk about Alcohol – spiking • Talk about alcohol – a few drinks	**Prejudice and Discrimination** • Fake News* • Mind Games and Manipulation* • Why extremism* • Avoiding the extremism trap* **PSHE Association*	**Careers and the World of Work** New Unifrog SOW	**Relationships and Sex Education**. • Choices • Pregnancy • Intimate relationships • Fertility	**Living in the Wider World** • Employee rights and responsibilities • importance of professional conduct • GDPR (assembly) • Trade unions and constructive challenging behaviour in the workplace • Managing salary reductions

SUD		Careers and Mental Wealth		Life Skills		University Trip (TBC)
13	**Health and Wellbeing** • Understanding the future • Life skills • It's okay not to be okay • Where to go for support	**Drugs, Alcohol and Healthy Living**	**Prejudice and Discrimination**	**Careers and the World of Work** STEPS Career Programme- STEP FURTHER	**Relationships and Sex Education.** • Choices • Pregnancy • Intimate relationships • Fertility	
SUD		Careers and Mental Wealth		Life Skills		

Specialist RSE Sessions delivered by Wayne Stevenson (age appropriate and adapted to suit contextual needs on an annual basis)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12&13
Reproduction, Relationships and Consent and The Law.	Pregnancy	Contraception and Social Media	Sexually Transmitted Infections	Consent and the law	Social Media, Fertility and Decision Making, Consent and Alcohol & Drug misuse

Our Havelock Journey, aims to support all the core values set out by the David Ross Education Trust: ASPIRATIONS, AMBITION, RESPECT, COURAGE

Havelock Academy
Broadening Horizons