

## Our Curriculum

At Pool Hayes Academy our curriculum is designed to ensure all students, regardless of background and ability, have equal learning opportunities. We want our students to experience an ambitious but inclusive curriculum, where 'no one is left behind'. We aim to ensure our students develop into polite, responsible, resilient, confident British citizens who value education and the importance of literacy when they embark on the next stage of their lives in our twenty first century world.

We recognise each child as a unique individual. We celebrate and welcome differences within our academy community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We aim to provide enhancement opportunities to enhance the cultural capital of our students' lives, ensuring there is a strong sense of social justice within our academy family.

### The Key to our curriculum is:

- To develop skills, knowledge and understanding that enables the individual to grow within each subject and holistically
- To present opportunities that challenge preconceptions and develop new thinking.
- To secure recall and application in situations that enable students to invest in their learning.

### Key Stage 3

Our curriculum at Key Stage Three provides a broad and balanced learning experience for all of our students. It builds upon the education received at primary school and prepares students for Level 2 qualifications. An emphasis is placed on developing numeracy and literacy skills through curriculum weighting. Students begin the focused study of Spanish and Humanities subjects are delivered discreetly. This supports the development of the EBAC for learners.

### Key Stage 4

All students follow a core curriculum but elect a number of optional subjects to support their progression into further study and the world of work. The EBAC route is actively promoted to students as well as the opportunity to keep their experience rich and diverse.

### Key Stage 5

Students entering key stage 5 take a narrower set of subjects. These can be vocational or academic or a mixture of the two. The mix of the curriculum is intended to support progress to Higher Education and/or the world of work. We therefore block subjects after reviewing the needs and preferences of our students.

## Enrichment

We view the opportunity to enrich our students' curriculum experience as essential. We offer a range of activities during lunch times and after the end of the academy day to nurture and develop our students' experience. We also offer a programme of visits, residentials and guest speakers to build deeper appreciation and to bring enjoyment in learning

## Curriculum Organisation and Structure

Our curriculum is delivered through a two-week timetable split into Week A and Week B. Lessons are of 55 minutes duration and we deliver 56 periods a fortnight, plus registration periods. Subjects are broadly set at KS3 and are set in the core and extended core at KS4.

Our curriculum is weighted as:

Subject	Yr 7	Yr8	Yr9	Yr 10	Yr 11	Yr 12	Yr 13
English	8	8	8	10	11	11	11
Maths	8	8	8	10	11	11	11
Science	8	8	8	11+1	10+6	11	11
History	4	4	4	6	6		
Geography	4	4	4	6	6		
Ethics	2	2	2	6	6	11	11
Spanish	5	5	5	6	6	11	11
ICT	3	3	3	6	6	11	11
Music	2	2	2				
Drama	2	2	2	6	6	11	11
Dance		4 to run alongside PE	2 to run alongside PE	6	6	11	11
Food	1	1	1	6	6		
DT	2	2	2	6	6		
Creative Tech				6	6	11	11
PE/Sport	4	4	4	6	6	11	11
Art	2	2	2	6	6	11	11
Business				6	6	11	11
Health and Social Care				6	6	11	11
Sociology						11	11
PHL	1	1	1	1			
Computer Science				6			

## **KS4 Options**

Students must take at least one of the humanities: History and Geography. Students then make choices from:

Drama, Dance, Creative Media, Business, Health and Social Care, Geography, History, Ethics, Spanish, Engineering, Art, Music, Food and Nutrition, ICT.

## **KS5 Options**

Students make choices from the following subjects:

A Levels: Maths, English Language and Literature(combined), History, Geography, Spanish, Ethics, Sociology, Psychology, Biology, Chemistry, Physics.

BTEC: ICT, Business, Creative Media, Applied Science, Health and Social Care (single and double), Drama, Dance, Art

Cambridge Technicals: Sport (certificate and diploma).

## **Subject Curriculum Intent**

### **Art**

#### **Intent**

Art and Design education is vital for all our students. Art allows students to learn about themselves, their culture, and their community. Through learning about art students will begin to visualize the world differently. The creativity and imagination of students is cultivated and nurtured through the development of their art skills and education. Students acquire a broad range of knowledge and expertise that are transferable to the world around them and other subjects. We pride ourselves in fostering the creativity of all students and supporting them in further education and industry. Our aim is that our students become creative thinkers who are not afraid of making mistakes and we hope our students will become responsible citizens who make a positive contribution to society. The art department prides itself in the engagement and motivation of our learners. We Provide challenging ideas and topics and encourage students to strive for the best. This develops increased confidence with each creative obstacle they overcome. We are proud to offer an environment in which students are happy to take risks, ask themselves questions about their creative journey and respond positively to both staff and their peers.

#### **Qualifications**

##### **Yr 11**

AQA GCSE Art, Craft and Design

##### **Yr 13**

BTEC L3 National Extended Certificate in Art and Design

#### **Who to contact if you need further information**

Mrs A. Kew – Head of Art     [a.kew@poolhayes.attrust.org.uk](mailto:a.kew@poolhayes.attrust.org.uk)

## **Business**

### **Intent**

The study of Business and Enterprise enables our students to understand the wider economic, social and commercial aspects of the West Midlands, UK, and world. Students are guided in their abilities to formulate creative ideas to form enterprises and appreciate the process in developing such ideas. Through this, pupils have opportunities to develop their reading and research skills and their communication skills (both verbal and written) by creating formal business plans and presenting ideas. Additionally, we will develop student's use of numeracy in commercial scenarios, reinforcing the creative use of mathematics.

We aim to broaden student's outlook on an inclusive society through the analysis of customers from different cultures, socio-economic and demographic backgrounds. By researching the diverse needs and wants of society they appreciate the role of the private and public sectors on individuals and the state. We provide the challenging opportunities in preparing students for their future careers within enterprises, with an understanding of how they fit within the commercial and economic cycle.

### **Qualifications**

#### **Yr11**

BTEC L1/L2 Tech Award in Enterprise

#### **Yr13**

BTEC L3 National Extended Certificate in Business

### **Who to contact if you need further information**

Mr P. Costello – Head of Business Studies    [p.costello@poolhayes.attrust.org.uk](mailto:p.costello@poolhayes.attrust.org.uk)

# Computer Science

## Intent

We aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of Computing is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of topics during a student's time in school to ensure the learning is embedded and skills are successfully developed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

## Qualifications

### Yr 11

TBC

## Who to contact if you need further information

Mrs C Barton Blake – Associate Assistant Principal [c.barton@poolhayes.attrust.org.uk](mailto:c.barton@poolhayes.attrust.org.uk)

## **Creative Technology**

### **Intent**

Creative Technology is a subject that enables students to understand everything presented to them in the Media, whilst enabling them to analyse and debate reasons for its construction. Studies empowers students to become critical receivers of the Media and question what they are faced with. Students will also have a chance to create Media products according to their critical understanding. Students from both Key Stages will have the opportunity to study and analyse a wide range of media products; ranging from TV, Radio, Magazines, Video Games, Online and Participatory Media, Advertising and Marketing, the Music Industry, Newspaper and Film. This analysis is explored through the theoretical Framework which includes: Media Language, Audience, Representation and Industry. The fluid nature between the two key stages means that the students' line of study and skills learnt will be built upon as students continue their studies beyond GCSE. The practical component of the curriculum involves research, planning and production of a convincing Media product utilising appropriate conventions and using various software and practical equipment.

### **Qualifications**

#### **Yr 11**

BTEC L1/L2 Tech Award in Creative Media Production

#### **Yr 13**

BTEC L3 National Extended Certificate in Creative Media

### **Who to contact if you need further information**

Mrs C Barton Blake – Associate Assistant Principal [c.barton@poolhayes.attrust.org.uk](mailto:c.barton@poolhayes.attrust.org.uk)

## **Dance**

### **Intent**

In the Dance Department we believe that through developing students' confidence in performance, working as a team and giving opportunities for creative exploration, we can prepare them for the adult world. Creativity and independence are attributes we aim to nurture from KS3 to KS5 in the Dance Department. Through carefully tailored programmes of study including choreography, improvisation, performance, dance technique and analysis of professional dance works we enable students to discover styles and practitioners who engage and excite them. As a Department, we believe that feedback and refinement are key to success and students are used to pushing themselves beyond their own expectations. Many hours outside of lessons are spent rehearsing, watching and choreographing dance and due to this commitment, a real passion for dance with their peers is fostered. Through this mutual dedication to excellence and a focus on valuing the individual, we hope to give students the confidence to succeed at school and beyond.

### **Qualifications**

#### **Yr 11**

AQA GCSE Dance

#### **Yr 13**

BTEC L3 National Extended Certificate in Performing Arts

### **Who to contact if you need further information**

Miss G. Clarkson – Teacher of Dance

[g.clarkson@poolhayes.attrust.org.uk](mailto:g.clarkson@poolhayes.attrust.org.uk)



# Design and Technology

## Intent

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, students develop a critical understanding of its impact on daily life and the wider world.

## Qualifications

### Yr 11

Cambridge National Certificate in Engineering Design

### Who to contact if you need further information

Mrs C Barton Blake – Associate Assistant Principal [c.barton@poolhayes.atrust.org.uk](mailto:c.barton@poolhayes.atrust.org.uk)

## **Drama**

### **Intent**

The Drama Department at Pool Hayes Academy plans lessons that enables students to develop skills needed for their futures in life and employment. Vital skills such as Confidence, Empathy, Sympathy, Team Work, Evaluative Skills and Creativity are crucial to helping develop confident and analytical members of society. Drama allows students to explore the difficult experiences they will have in life and the historical events that we can learn from whilst also allowing pupils to develop sympathy and empathy with others through characterisation. The Drama KS3 curriculum is planned to increase in GCSE terminology and tasks throughout the years, resulting in capable students ready to explore the content required at KS4, KS5 and beyond in their own lives.

### **Qualifications**

#### **Yr 11**

OCR GCSE Drama

#### **Yr 13**

BTEC L3 National Extended Certificate in Performing Arts

### **Who to contact if you need further information**

Mr T. Monksfield – Head of Drama

[t.monksfield@poolhayes.attrust.org.uk](mailto:t.monksfield@poolhayes.attrust.org.uk)

# English

## Intent

Our curriculum intent and goals within English are rooted within two premises.

First and foremost, it is our aim to foster a passion and intellectual curiosity within all of the students we teach- regardless of background or ability. Through an uncompromising and dedicated approach to teaching and learning, we want to enrich the lives of our students by exposing them to a range of literature from different time periods, genres, and contexts. By using literature as a tool, it is our belief that our pupils can begin to comprehend and respond to the world around them. In turn, their cultural capital can be enhanced and an aptitude for reading for pleasure is further encouraged- both of which can enable them to become well-rounded individuals within society with all they need to flourish.

Secondly, our curriculum aims to provide and develop the academic rigour, knowledge and skills set pupils need to become successful and achieve their goals in life. A focus on developing literacy, reading and writing skills from year 7 up until year 13 ensures that students are aptly challenged and are leaving our Academy with the knowledge and skills to make them serious competitors for further study and job opportunities. This is achieved through a cohesive and progressive curriculum which embeds a range of knowledge and skills that are required to be successful at GCSE and A Level English. Alongside the delivery of such knowledge and skills, we continue to develop and address literacy at every key stage so that students are leaving school with a high level of literacy which will enable them to thrive and access a range of opportunities within life.

## Qualifications

### Yr 11

AQA GCSE English, AQA GCSE English Literature

### Yr 13

AQA GCE English Language and English Literature

## Who to contact if you need further information

Miss S. Evans – Head of English

[s.evans@poolhayes.attrust.org.uk](mailto:s.evans@poolhayes.attrust.org.uk)

## **Ethics**

### **Intent**

The study of Ethics and Religious Studies should inspire pupils to want to learn about the diversity of the world around them by encouraging them to become active citizens with a tolerance and appreciation for how societies in Britain and around the world have developed, regardless of their social background by having knowledge of religious belief, practice, moral and ethical issues and by gaining an understanding of how this is applied to the lives of individuals and communities within the context of twenty-first century Britain and the world around them.

The study of a variety of religions and thematic issues such as the rich and poor, crime and punishment, multicultural society and relationships enables students to make morally just judgements and to be literate in not only gaining knowledge about religious belief and practice, but to engage critically in debate in understanding the role that religion and thematic issues play in the world and twenty-first century Britain alongside building their cultural capital.

The study of Ethics and Religious Studies is essential as it teaches students to think critically about the world around them and how religion and ethics impact on society and individuals. During the study of religions and ethics, students are given the opportunity to challenge scripture, beliefs and ethical decisions so as to gain questioning and evaluation skills.

Students are given the opportunity to develop the skills of oracy and literacy through the debates surrounding religion, culture and ethics. All students have the right to receive a knowledge rich curriculum that inspires curiosity and engages students in the world around them, whilst challenging them to be rigorous in their approach to studying religious and ethical perspectives in the twenty-first century.

### **Qualifications**

#### **Yr 11**

AQA GCSE Religious Studies

#### **Yr 13**

OCR GCE Religious Studies

### **Who to contact if you need further information**

Miss F. Agha – Head of Ethics

[f.agha@poolhayes.attrust.org.uk](mailto:f.agha@poolhayes.attrust.org.uk)

## **Food and Nutrition**

### **Intent**

“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”

Food at Pool Hayes Academy will equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Our curriculum will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves, and others, affordably and nutritiously now and later in life. GCSE Food Preparation and Nutrition students will demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. They will develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks. They will understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health, understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices, demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. They will understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

### **Qualifications**

#### **Yr 11**

WJEC GCSE Food Prep and Nutrition

### **Who to contact if you need further information**

Mrs J. Hale – Head of Food and Nutrition     [j.hale@poolhayes.attrust.org.uk](mailto:j.hale@poolhayes.attrust.org.uk)

# Geography

## Intent

In a world that is becoming ever smaller through globalisation, the study of geography should allow students to understand the physical processes that shape the world they live in and the social, cultural and economic differences in communities across the world. Geography should help students to recognise the impact they can have on the wider world and enable them the cultural literacy to become global citizens.

The study of geography will allow pupils to understand how political choices and decisions can change the world around them through topics such as globalisation and development. Students will learn about the powerful economic forces surrounding these political decisions and how they will affect their future careers, but to question this knowledge and develop personalised opinions on the social, economic and political world they live in. Through studying topics such as global scale ecosystems, physical landscapes and natural hazards; geography will allow pupils to understand how the key physical challenges such as climate change, sea level rise natural hazards are affected by the choices we make and how we are striving towards the goal of being able to develop globally, but in a sustainable way.

The geography curriculum will allow students to study a range of topics that will investigate the physical process of earth, vastly differing social and economic backgrounds and environmental challenges and opportunities within a local, national and global context. This will provide students the ability to better understand different cultures from across the world, building on their cultural capital, allowing them to make morally just and informed decision on a rapidly changing world. Geography is essential to this as it teaches pupils to not just accept the world as we see it today, but to challenge the global issues and cultural inequalities it creates.

The study of geography bridges the curriculum of physical process of science, oracy and literacy skills through moral and ethical debates of history and the quantitative skills of mathematics and combines them with the understanding of the physical processes of the earth and how humans effect it. This gives students a wide range of transferable skills to excel in the wider world.

## Qualifications

### Yr 11

AQA GCSE Geography

### Who to contact if you need further information

Mr J. Brooke – Head of Geography [j.brooke@poolhayes.attrust.org.uk](mailto:j.brooke@poolhayes.attrust.org.uk)

## Health and Social Care

### Intent

About 3 million people in the UK work in health and social care, that is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the ageing population, so it is sure to continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. Our rationale is to provide a fluid and dynamic knowledge rich KS4 option curriculum, which gives learners, access and progress to KS5 and beyond. This course will help learners to develop key transferable skills and knowledge such as academic and practical skills application of care, self-evaluation throughout and research skills that will be implemented and built upon to a standard required for further education.

The content of the course can be catered towards learners' interests and future careers that are of interest to them personally, giving them a window of opportunities to explore the Health and Social Care sector to inform their prospects and ambitions.

Learners will study how people grow and develop over the course of their lives from infancy to old age, and the factors that may affect this, such as major life events like marriage or parenthood. They will analyse this impact from a positive and negative viewpoint, demonstrating empathy. They may apply this to a person of their choice. They will understand how people adapt to these changes and the local and national health and social care support that is available to them. They will also research health and social care services in their local community. They will look at how people access the local health and social care services provided and the support that is given in the local community. They will be given the opportunity to demonstrate and apply the key care values to scenarios. Learners will develop skills in measuring and interpreting data about someone's physiological health to design a care plan that will allow them to analyse and improve their health and wellbeing. Overall, learners should be given the opportunity to self-reflect about choices they make and how they affect others.

Learners will also benefit from guest speakers from their local community and beyond. Learners will be given the opportunity to visit and take part in work experience in a variety of settings such as pre-schools, primary schools and nursing homes etc. It will also be an intention to raise student aspirations by developing key links with universities for all students. Learners will also be able to draw on the knowledge and skills acquired from other GCSE subjects where relevant. Learners can use the knowledge and skills from GCSEs generally, giving them the opportunity to apply their academic knowledge to everyday and work contexts. It does not limit progression options because the skills acquired are applicable to a range of over 350 future pathways.

## **Qualifications**

### **Yr 11**

BTEC L1/L2 Tech Award in Health and Social Care

### **Yr 13**

BTEC L3 National Extended Certificate in Health and Social Care

BTEC L3 Diploma in Health and Social Care

### **Who to contact if you need further information**

Mr M. Francis – Head of Science      [m.francis@poolhayes.attrust.org.uk](mailto:m.francis@poolhayes.attrust.org.uk)



# History

## Intent

The study of history should inspire pupils to want to learn about the diversity of the world around them by encouraging them to become active citizens with a tolerance and appreciation for how societies in Britain and around the world have developed, regardless of their social background.

The study of a broad range of events such as the Holocaust, slavery and the settling of America enables students to make morally just, informed and substantiated judgements on events of the past on cultures both similar to and diverse from their own experiences whilst building on their cultural capital.

The study of history is essential to this as it teaches students to think critically about the world around them, it challenges them to not just accept that things are the way they are and importantly it challenges all students to not just accept knowledge, but to question it and establish high quality mental models of analysis and evaluation.

Students are given the opportunity to develop the skills of oracy and literacy through the debates surrounding historical narratives of History, and learn to challenge the 'norms' of society. All students have the right to receive a knowledge rich curriculum that inspires curiosity and engages students in the world around them, whilst challenging them to be rigorous in their approach to studying historical perspectives on the causes of conflicts and the experiences of both marginalised groups and those in positions of power throughout History.

## Qualifications

### Yr 11

AQA GCSE History

### Yr 13

AQA GCE History

## Who to contact if you need further information

Mrs L. Prior – Head of Humanities [l.prior@poolhayes.attrust.org.uk](mailto:l.prior@poolhayes.attrust.org.uk)

## **ICT**

### **Intent**

Students will be able to understand technologies and how they can benefit society. The curriculum empowers learners to be creative, exploring the impact of IT and computing on society, building skills in digital citizenship and cybersecurity, in addition by studying ICT learners gain new skills in problem solving.

### **Qualifications**

#### **Yr 11**

BTEC L1/2 Tech Award in Digital Information Technology

#### **Yr 13**

BTEC L3 National Extended Certificate in Information Technology

### **Who to contact if you need further information**

Mr M. Hulme – Head of ICT and Computing

[m.hulme@poolhayes.attrust.org.uk](mailto:m.hulme@poolhayes.attrust.org.uk)

# Mathematics

## Intent

To provide all students with the confidence to use their mathematical abilities and numeracy skills to succeed academically, thus developing culturally rich knowledge to maximise real life opportunities. All students should be able to understand and interpret mathematical information presented in a variety of forms and be able to translate from one to another. Our broad curriculum map reflects our high expectations for every child, providing the nurturing support and ambitious challenge they specifically need.

## Qualifications

### Yr 11

OCR GCSE Mathematics

### Yr 13

OCR GCE Mathematics

## Who to contact if you need further information

Mrs H. Smith – Head of Mathematics

[h.smith@poolhayes.attrust.org.uk](mailto:h.smith@poolhayes.attrust.org.uk)

## **Music**

### **Intent**

Music at Pool Hayes Academy aims to provide all students the opportunities of performing, composing, and listening. We are driven to ensure that students are inspired to develop their skills, knowledge and understanding in as many aspects of music as possible and for students to be given a personalised and tailored approach regarding music they are passionate about. The department are also enthusiastic about music software, recording and providing students with a diverse range of experiences in music. We also value the role music plays in students overall wellbeing, confidence and in the application of skills between other school subjects and skills for daily life.

### **Qualifications**

#### **Yr 11**

WJEC GCSE Music

### **Who to contact if you need further information**

Mr W. Dunphy – Head of Music      [w.dunphy@poolhayes.attrust.org.uk](mailto:w.dunphy@poolhayes.attrust.org.uk)

## **PE**

### **Intent**

Physical Education at Pool Hayes Academy aims to enthuse and inspire students to participate and develop the skills and understanding needed to have a positive effect on their physical well-being. Students are taught a broad range of activities that form the basis for lifelong sporting and recreational involvement, where learning develops competence in technical and tactical skills. As part of their learning journey, students learn important life skills; communication, responsibility, leadership and organisation, as well as key British values such as the rule of law and mutual respect.

### **Qualifications**

#### **Yr 11**

BTEC L1/2 First Award in Sport

AQA GCSE PE

#### **Yr 13**

Cambridge Technicals in Sport Certificate and Diploma

### **Who to contact if you need further information**

Mrs L. James – Head of Performance

[l.james@poolhayes.attrust.org.uk](mailto:l.james@poolhayes.attrust.org.uk)

## Science

### Intent

Science teaching at Pool Hayes will develop a deep understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils will make connections between these subject areas and become aware of many of the big ideas underpinning scientific knowledge and understanding. To support this, the design of Knowledge Organisers has been carefully planned and aligned to the curriculum narrative. KOs are carefully embedded into the curriculum structure to ensure that this meets the need for improving literacy and provides opportunities for retrieval practice. This also ensures that new key language is introduced, explained and modelled when building on prior learning.

Pupils will be able to decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be considered when collecting, recording, processing and evaluating data. They will develop their literacy, numeracy and ICT skills in a range of practical and theoretical contexts.

We will enrich our curriculum by giving pupils opportunities to equip themselves with the tools needed to access their learning, for example, by research projects, visiting speakers and visits to local and national sites of scientific interest, both physically and virtually. For some students, studying the sciences will provide the platform for more advanced studies, establishing the basis for a wide range of careers. For others, it will be their last formal study of subjects that provide the foundations for understanding the natural world and will enhance their lives in an increasingly technological society.

Science is changing our lives and is vital to the world's future prosperity. The sciences will be taught in ways that ensure students have the knowledge to enable them to develop curiosity about the natural world and an appreciation of the relevance of science to their everyday lives.

### Qualifications

#### Yr 11

AQA GCSE – Biology, Chemistry, Physics, Combine Science: Trilogy, Combine Science: Synergy

#### Yr 13

OCR GCE – Biology, Physics, Chemistry

BTEC L3 National Extended Certificate in Applied Science

### Who to contact if you need further information

Mr M. Francis – Head of Science [m.francis@poolhayes.attrust.org.uk](mailto:m.francis@poolhayes.attrust.org.uk)

# **Sociology**

## **Intent**

## **Qualifications**

### **Yr 13**

AQA GCE Sociology

## **Who to contact if you need further information**

Mrs L. Prior – Head of Humanities    [l.prior@poolhayes.attrust.org.uk](mailto:l.prior@poolhayes.attrust.org.uk)

# Spanish

## Intent

The study of Modern Foreign Languages will enable our learners to understand and communicate with people around the world. We aspire to teach learners to manipulate language to suit their purpose in a range of scenarios and to facilitate understanding of grammatical construction. Furthermore, we want our students, through learning a foreign language to enhance their literacy and communication skills. We will provide learners with opportunities beyond their everyday experiences encouraging learners to be citizens of not just this country, but of their world. We aim to promote curiosity, respect and appreciation of the cultures and the way of life of others.

## Qualifications

### Yr 11

AQA GCSE Spanish

## Who to contact if you need further information

Miss C. Donaldson – Head of Spanish

[c.donaldson@poolhayes.attrust.org.uk](mailto:c.donaldson@poolhayes.attrust.org.uk)