

NAME OF SCHOOL: **TBAP Cambridge AP Academy**

NAME OF KEY CONTACT FOR CURRICULUM: **Bronson Forshaw**

YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	ENGLISH LANGUAGE Rosie Sim	<ul style="list-style-type: none"> • Narrative Writing – 1st and 3rd person • Communicate information, ideas and opinions • Writing in a range of different formats • Understanding and using persuasive devices • Fascination • Prejudice • War • A novel setting • Comprehension Skills • Advertising • Speaking and listening 	<p>The GCSE English Language course offered by TBAP Cambridge has been selected in order to give our learners the very best chances of success in their studies in this area.</p> <p>The AQA exam board requires no coursework. This allows our learners to focus all of their energy on preparing for the two final exams.</p> <p>Broadly speaking, the GCSE will focus on two main areas:</p> <ol style="list-style-type: none"> 1) Explorations in Creative Reading and Writing. 2) Viewpoints and Perspectives. <p>In order for us to obtain the best possible outcomes for our students, they will experience interventions, specifically tailored to raise reading ages during KS4.</p>

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KS3	ENGLISH LANGUAGE Bronson Forshaw	<ul style="list-style-type: none"> • Visual Literacy • History of English • Personal interest writing • Writing in a range of styles on a theme • War Horse. • Narrative writing skills. • Different styles of reading 	<p>Functional skills in English are the foundations on which strong GCES are built.</p> <p>Our younger learners will learn and master the basic skills of literacy and English which are required in order for them to function out there in the 'real world'.</p> <p>'Functional Skills' can often give our learners the confidence boost that they need to launch themselves successfully into KS4.</p>
YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	ENGLISH LITERATURE Rosie Sim	<ul style="list-style-type: none"> • Shakespeare plays • 19th Century novels • Modern Prose • Poetry Anthology • Unseen Poetry 	<p>Reading for pleasure can often turn into a lifelong love of the written word and this is exactly what this GCSE is designed to offer.</p> <p>The English Literature provision is designed to perfectly complement our English Language course. As a learner progresses in one area of English, this can only inform their work in the rest of the subject.</p> <p>The literature course allows pupils to develop a clear understanding of the works of Shakespeare whilst also getting to grips with the 19th century novel.</p> <p>Pupils will encounter classic works of fiction by Charles Dickens, Jane Austen and Mary Shelley.</p> <p>An exam-only assessment means that learners are free to focus all of their energy on the two final exams and are freed from the need to complete course work.</p>

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KS3	MATHS Vesna Radivojevic	<ul style="list-style-type: none"> • Number • Algebra • Graphs • Ration • Proportion • Shape and Area • Angles and Geometry • Probability and Statistics 	<p>By the end of KS3 pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Through the mathematic content pupils should be taught to develop fluency, to mathematically reason and solve problems.</p>
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KS4	MATHS Vesna Radivojevic	<ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and measures • Probability • Statistics 	<p>Two tiers: Foundation (grades from 1-5) and Higher (grades from 4-9)</p> <p>Three examination papers: Paper 1 (non-calculator) Paper 2 and paper 3 (calculator papers) Exam:</p> <p>Each paper 1 hour and 30 minutes long. Each paper has 80 marks Each paper has a range of question types.</p>

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KS3	Science Olivia Cole	<p>Biology 1: Humans, Living things and their environment.</p> <p>Biology 2: Plants & Classification and Variation</p> <p>Chemistry 1: Classifying and Changing Materials Chemistry 2: Patterns of Behaviour (Reactions)</p> <p>Physics 1: Forces Physics 2: Waves</p>	<p>This course looks at the fundamental ideas and theories in scientific enquiry.</p> <p>It focuses on giving young minds the opportunity to use their own data finding skills for optimal grades in GCSE.</p>
YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	Synergy Science GCSE (double award) Olivia Cole	<p>Paper 1 - What's assessed Life and environmental sciences</p> <p>Topics 4.1–4.4: Building blocks; Transport over larger distances; Interactions with the environment and Explaining change.</p> <p>Written exam: 1 hour 45 minutes</p> <p>Foundation or Higher Tier 100 marks 25% of GCSE</p>	<p>The specification covers the same Department for Education subject criteria as Combined Science: Trilogy.</p> <p>The content is arranged into topics that bring together concepts from biology, chemistry and physics to help students understand that they are interlinked, and to exemplify key areas of working scientifically. This will give students a more rounded understanding of science as a whole.</p>

		<p>Paper 2 - What's assessed Life and environmental sciences</p> <p>Topics 4.1–4.4: Building blocks; Transport over larger distances; Interactions with the environment and explaining change.</p> <p>Written exam: 1 hour 45 minutes</p> <p>Foundation and Higher Tier 100 marks 25% of GCSE</p> <p>Paper 3 - What's assessed Physical sciences</p> <p>Topics 4.5–4.8: Building blocks for understanding; Interactions over small and large distances</p>	
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KS4	Work Experience Dan Yates	Various	<p>TBAP Cambridge works with local businesses and the families of learners in order to give our pupils the opportunity to experience the world of work.</p> <p>By capitalising on our strong relationships with providers we are able to offer students a half day a week away from school in order to pursue their vocational interests and develop skills in this area.</p> <p>Any work experience selection is considered based on the needs and interests of each individual learner.</p>
YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	HOME COOKING Mike Gordon	BTEC Levels 1/2 <ul style="list-style-type: none"> • Barbeque • Bread • Breakfast • Chicken • Eggs • Fruit • Mince • Pasta • Puddings • Salads • Vegetables • Stir-frying 	<p>Level 1 Focuses on giving young people the skills to prepare delicious and nutritious food using fresh ingredients; as well as gaining an understanding of the value of nutrition and of cookery knowledge.</p> <p>Level 2 Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically.</p>

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KS4	<p>Creative Arts Silver Award</p> <p>OFFSITE Provision delivered as part of the 'Act up' project.</p>	<ul style="list-style-type: none"> • Identifying leadership roles and planning the project's aims • Planning the practical issues • Being an effective arts leader • Working effectively with others 	<p>To achieve a Silver Arts Award, young people collect evidence in an individual arts portfolio of their experiences of:</p> <ul style="list-style-type: none"> ▪ Identifying and planning an arts challenge ▪ Implementing and reviewing the arts challenge ▪ Reviewing arts events and sharing their views
KS4	<p>Bike Maintenance</p> <p>Unaccredited</p>	<p>A: Know about different types, component parts and key features of bicycles.</p> <p>B: Be able to carry out checking, servicing and maintenance procedures.</p>	<p>This unit gives you the opportunity to carry out practical servicing and maintenance, both of which form the building blocks of the role of a professional bicycle mechanic.</p> <p>Specific tools are required for bicycle servicing and maintenance, so you will also learn to be able to use the correct tools for the job.</p> <p>Safety is a very important issue, and bicycles need to be checked over thoroughly.</p> <p>Therefore, learners will need to be able to carry out rigorous safety checks in order to find any potential faults.</p>

			The professional bicycle mechanic needs to be able to assemble and set up different bicycles for customers, as well as fault-find to determine why a system is not operating correctly.
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KS3/4	PSHE Unaccredited Rosie Sim	Sexual health Drug abuse Racism The environment Nutrition Staying safe online et al	We pride ourselves on having a PSHE offer that is able to adapt to the needs of our learners. Our classes that cover personal, social and health education are responsive to the challenges and personal tribulations that our pupils are going through. These classes are more than just a lesson, they are a 'safe' forum where our learners can ask questions and share ideas.
YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS3	Enrichment	<ul style="list-style-type: none"> • History Trips • Outdoor activities • Sporting events • Museum visits • Exercise • Competitions 	It is our goal to enrich the lives of our learners, challenge their preconceptions and to open their eyes to a wider world. Our enrichment activities are a vital part of the process. Enrichment trips include: <ul style="list-style-type: none"> • American battle monuments commission tour,

		<ul style="list-style-type: none"> • Tours <p>All trips are designed to broaden the horizons of our young people and help them to become engaged with the world around them, their community and their peer group.</p>	<ul style="list-style-type: none"> • Fitzwilliam museum • Folk museum • Centre history for computing. • Foot-golf • mountain biking • golf • Farming • Go karting • Cinema • Ten pin bowling • Natural History Museum • University of Cambridge Festival of Ideas • Sex Education • “TED” Talks • RAF tour
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KS3/4	<p>PE OCR Entry Levels in PE (R463) Luis Mendonca</p>	<p>This qualification is made up of Practical Performance and Analysing Performance.</p> <p>Learners will study four activities, one team, one individual and then two others of their choice.</p> <p>Learners can be assessed as a leader in one of their chosen activities.</p>	<p>As part of the course content learners will be taught to:</p> <ul style="list-style-type: none"> • develop and apply a range of basic skills and techniques in their chosen activities • select and apply the skills, tactics/compositional ideas and team skills in their chosen activities. <p>These will be assessed as part of Assessment Objectives 1 and 2 using the Assessment criteria – practical activities in section 3.1 of the Entry Level Physical Education Guide to Non-Exam Assessment (NEA).</p>

			<p>Learners will also be taught how to:</p> <ul style="list-style-type: none"> analyse their own or another's performance, identifying strengths and weaknesses and suggesting how performance may be improved. <p>This will be assessed as part of Assessment Objective 3 using the Analysing Performance Criteria in section 3.2 of the Entry Level Physical Education Guide to NEA.</p> <p>In addition learners will be expected to:</p> <ul style="list-style-type: none"> observe and implement the rules, conventions and safety requirements of the activity.
YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	BTEC FIRST Sports Luis Mendonca	<ul style="list-style-type: none"> Unit 1: Fitness for Sport and Exercise - knowledge that underpins learning in other units in the qualification. Unit 2: Practical Performance in Sport - practical and vocational skills Unit 3: Applying the Principles of Personal Training - synoptic knowledge, understanding and practical vocational skills. Unit 6: Leading Sports Activities, learners 	<p><i>'This course provides an engaging and relevant introduction to the world of sport.'</i></p> <p>This course incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The qualification is 120 GLH, which is the same size and level</p>

		develop sports leadership skills through delivering components of sports sessions and whole activity sessions.	as a GCSE, is aimed at everyone who wants to find out more about the sport industry.
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KS4	CONSTRUCTION & THE BUILT ENVIRONMENT Level 1 BTEC Mike Gordon	<p>Mandatory units</p> <ul style="list-style-type: none"> ● Construction technology ● Construction and design ● Scientific and mathematical application for construction. <p>Optional unit</p> <ul style="list-style-type: none"> ● Exploring carpentry and joinery principles and techniques 	<p>This course is an introduction to the construction industry.</p> <p>This qualification enables you to develop a theoretical and practical knowledge of the built environment alongside some practical skills. It enables you to engage with the mathematical and scientific principles that underpin the construction industry.</p> <p>You will develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work and in understanding how client needs can shape building design. This means that over the two years the theory and the planning of construction is given even more time than practical, hands on tools.</p>

YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	Sociology GCSE AQA Bronson Forshaw	<p>What's assessed</p> <ul style="list-style-type: none"> • The sociology of families • The sociology of education • Relevant areas of social theory and methodology • The sociology of crime and deviance • The sociology of social stratification • Relevant areas of social theory and methodology <p>Two written exams: 1 hour 45 minutes 100 marks Each constitutes 50% of GCSE</p>	<p>GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.</p> <p>Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.</p>

YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	Photography GCSE OCR Mike Gordon	Learners are required to choose one or more area(s) of study: <ul style="list-style-type: none"> • Documentary photography • Photo-journalism • Studio photography • Location photography • Experimental imagery • Installation • Moving image: film, video and animation Work is not limited to one area of study.	Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: photograms, pin hole cameras, film (chemical) processes, digital processes, time-lapse photography, stop-frame animation, installation, film, video, animation, photomontage, digital manipulation of images.
YEAR GROUP	SUBJECT/ CONTACT	COURSE CONTENT	COURSE DESCRIPTION
KS4	Resilience Unaccredited Malena Newbery	Working with the capacity of attention; exploring how we can work with a wandering mind.	Based on the Mindfulness in schools project (MISP) and taking inspiration from the .Breathe intervention this lesson offers pupils an opportunity for both the teacher and

		<p>Why humans worry, and how to support ourselves when we do so.</p> <p>Sleep – why it is important and what to do if we struggle to sleep well.</p> <p>Being with others – the opportunities and challenges of working skilfully with friendships and other relationships, both in person and online.</p>	<p>students to ‘dip their toes in mindfulness’, exploring the ways in which this might support them through the highs and lows of adolescent life.</p>
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