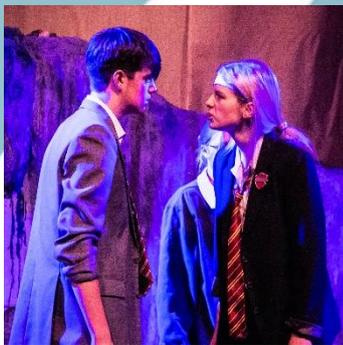


# OPTIONS BOOKLET

Year 8 into 9

2026-2027



## What Year 9 might look like for you at Hillview

Our Year 9 Accelerated Curriculum is designed to prepare our learners for the new GCSEs and meet their aspirations and interests.

Next year, Year 9 students will study a range of core subjects and start to specialise their learning whilst retaining a broad and balanced curriculum. The Accelerated Curriculum will ensure they are ready for the rigour of GCSE level work in Year 10 and 11 and are able to select some of their curriculum options in the foundation subjects. Students will formally start GCSE courses in English, Mathematics and Science.

Should students wish to ensure they study the full breath of the National Curriculum for the entirety of Key Stage 3, they must select both Geography and History, one as the Humanity and one as the Extra Specialist Learning.

If a student has not chosen to take a particular subject in Year 9 it does not mean they cannot take it at GCSE in Years 10 and 11.

### YEAR 9 CURRICULUM AT A GLANCE

CORE SUBJECTS	
English	8 hours
Mathematics	8 hours
Science	8 hours
Computing	2 hours
Physical Education	3 hours
Personal Development Learning	2 hours
Religious Studies	2 hours
CHOICES	
One Humanity	3 hours
One Language	3 hours
One Performing Art	3 hours
One Visual Art & Design	3 hours
Extra Specialist Learning (an additional choice from the areas above)	3 hours

*Please note that hours for each subject are per fortnight.*

## My learning journey at Hillview School for Girls

To help you work with your child to plan out a possible pathway through the accelerated curriculum, you may want to use the following grid to plot out the likely subjects that they may want to study.

### Courses studied in Year 9

<b>Core subjects – studied by all students</b>	
English	8 hours
Mathematics	8 hours
Science	8 hours
Computing	2 hours
Personal Development Learning	2 hours
PE	3 hours
RS	2 hours

<b>Accelerated Curriculum – one for each learning area</b>	
Humanities _____	3 hours
Performing Arts _____	3 hours
Visual Arts _____	3 hours
Languages _____	3 hours
Extra Specialist Learning (any one subject from the learning area above) _____	3 hours

# CORE SUBJECTS

<sup>Σ</sup> denotes qualifications that contribute to the English Baccalaureate.

Throughout Year 9, all students study the following core subjects:

English<sup>Σ</sup>

Mathematics<sup>Σ</sup>

Science<sup>Σ</sup>

Personal Development Learning (PDL)

Computing

Physical Education

Religious Studies

**All students will start GCSE courses in English, Mathematics and Science.**

## **English**

Students will study GCSEs in English Language<sup>Σ</sup> and in English Literature<sup>Σ</sup>.

## **Mathematics**

Students will study the GCSE in Mathematics<sup>Σ</sup>.

## **Science**

In Year 9 all students will study aspects of Separate GCSE Biology<sup>Σ</sup>, Chemistry<sup>Σ</sup> and Physics<sup>Σ</sup>.

All students will study the same core material. During the GCSE options process, students will decide whether to study Combined Science or opt to study three separate sciences as one of their GCSE options.

# English Language and English Literature<sup>Σ</sup>

<b><i>Qualification and Level</i></b>	<b>The course will lead to 2 GCSEs: English Language and English Literature.</b>  Pearson Graded 9 to 1.
<b><i>What can it lead to/complement for Post-16?</i></b>	This subject is vital for any career involving communication, e.g. journalism, the law, public relations, marketing, teaching, social work. A Levels in English Literature or Language/Literature.
<b><i>Course content/structure</i></b>	Students study for two qualifications, both examined at the end of Year 11. Areas of study will include: <ul style="list-style-type: none"><li>• a wide range of literary texts of different genres</li><li>• analysis of and response to non-fiction</li><li>• development of accurate and effective written expression.</li></ul>
<b><i>What will you need to do to be successful in this course</i></b>	Write accurately and fluently for a number of different audiences and purposes; understand a wide range of texts; discuss your ideas; analyse language and structure closely; relate texts to their social, historical and literary contexts.
<b><i>What skills will you learn</i></b>	This course covers skills that will allow you to: express yourself effectively and persuasively to a wide range of audiences; work independently and in groups and think analytically and creatively.

# Mathematics<sup>Σ</sup>

<p><b>Qualification and Level</b></p>	<p><b>GCSE Mathematics</b></p> <p>Pearson Graded 9 to 1.</p> <p>Two tiers of paper are available: Foundation tier allows access to grades 1-5 and Higher tier allows access to grades 4-9. For both Higher and Foundation tiers a 4 is a pass.</p>
<p><b>What can it lead to/complement for Post-16?</b></p>	<p>Understanding of mathematical ideas is essential to succeed in a number of GCSE subjects. It is also a requirement of entry to many sixth forms. A good grade in GCSE Mathematics is a requirement to study Physics, Chemistry, Psychology and several other A Levels. Achievement in Mathematics is highly valued by universities and by most employers.</p>
<p><b>Course content/structure</b></p>	<p>Students will be working on modules that meet the criteria for GCSE Mathematics. The areas studied include <i>Number, Algebra, Geometry, Probability and Statistics and Ratio and Proportion</i>. Homework is set at least once a week and is marked either in class or by the teacher. Each student is expected to be equipped with a ruler, a protractor, a pair of compasses and a scientific calculator (Casio FX-83GT CW). This equipment must be brought to every Mathematics lesson. Additional support from teachers within the Mathematics department is available throughout the academic year one lunchtime a week in Maths Clinic. Success in the subject demands a high level of independent learning. The department provides a range of resources, including our online resource 'Mathswatch', to allow students to work on improving any problem areas that they may have in the subject.</p>
<p><b>Assessment</b></p>	<p>Final assessment is made through three written examination papers. There is a non-calculator paper and two calculator papers. Each paper takes one and a half hours. All three exams must be taken at the end of Year 11. There is no coursework element to GCSE Mathematics.</p>
<p><b>What will you need to do to be successful in this course</b></p>	<p>Success at GCSE Mathematics comes through concentration and plenty of practice. So you should:</p> <ul style="list-style-type: none"> <li>• Listen carefully in class;</li> <li>• Make sure you understand the work;</li> <li>• Do your homework on time;</li> <li>• Memorise the formulae you will need for the exam;</li> <li>• Ask for help if you don't understand something.</li> </ul>
<p><b>What skills will you learn</b></p>	<p>You will build on your mathematical skills and knowledge from KS3 and obtain greater confidence through more experience of Mathematics and its uses in both everyday life and as a vital part of the sciences. You will develop your ability to solve complex problems by breaking them down into smaller steps, identifying the information needed to solve them and applying efficient techniques to arrive at a solution. You will learn how to analyse, evaluate and interpret data in a wide range of contexts.</p>

## Science – Separate Sciences<sup>Σ</sup>

<b>Qualification</b>	GCSE Biology, GCSE Chemistry and GCSE Physics
<b>What can it lead to /complement post 16?</b>	A Level Biology A Level Chemistry A Level Physics BTEC Applied Science
<b>Course structure</b>	<p>This AQA course is taken over three years and the examinations will be taken at the end of Year 11</p> <p>All students will study the same core material for the whole of Year 9. Throughout the course there are a number of set practical tasks that must be covered these may be examined.</p> <p>Biology: Cells, Organisation, Disease and Infection, Homeostasis, Inheritance, Variation, Evolution and Ecology. Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure and Properties of Matter, Chemical and Energy Changes, Rates of Reaction, Chemical Analysis and the Chemistry of the Earth and Atmosphere. Physics: Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter and Atomic Structure.</p>
<b>Assessment</b>	Two examinations per qualification totalling 100% of the qualification. Each paper will last 1¾ hours.
<b>What will you need to do to be successful in this course?</b>	<p>Learn and apply new ideas.</p> <p>Carry out calculations.</p> <p>Recall knowledge.</p> <p>Explain things using scientific knowledge.</p> <p>Resilience and determination to do well.</p>
<b>What skills will you learn?</b>	<p>Ability to understand data and to question evidence.</p> <p>How to link areas of science to explain everyday phenomena.</p> <p>Scientific practical skills such as how to work with electricity and chemicals.</p>

# Accelerated Curriculum

The Student will need to select one from each of:

- Humanities
  - Geography *Page*  
9
  - History 10
  
- Languages
  - French 11
  - Spanish 12
  
- Performing Arts
  - Dance 13
  - Drama 14
  - Music 15
  
- Visual Arts
  - Food and Nutrition 16
  - Fine Art 17
  - Textiles 18
  - Graphic Communication 19

In addition to one of each Humanities, Languages, Performing Arts and Visual Arts, your child will have the opportunity to pick an extra specialist learning subject so that they can develop their skills in two disciplines within one of these areas (one additional humanity, one additional language, one additional performing arts **OR** one additional visual art).

<b>Curriculum Area</b>	<b><i>Humanities</i></b>
<b>Subject</b>	<b>Geography</b>
<b><i>What can it lead to/complement for Years 10/11?</i></b>	An understanding of geography and the skills you will develop will complement a wide variety of GCSE subjects including: Geography GCSE; Science GCSE; Business Studies GCSE and History GCSE or Travel and Tourism BTEC.
<b><i>Course content/structure</i></b>	You will get a chance to learn about physical and human geography, as well as the geographical issues that exist in the world you live in today. Students will explore some key themes such as ecosystems, climate change and coasts. They will also learn geographical skills and carry out fieldwork investigations. These will prepare them well for the GCSE course.
<b><i>What will you need to do to be successful in this course?</i></b>	Students must be prepared to develop their independent skills and have an interest in the world around them.
<b><i>What skills will you learn?</i></b>	Independent enquiry, research, analysis, reflection, how to draw conclusions, evaluate and the ability to construct a good argument.
<b><i>Assessment</i></b>	Assessment will take place on a regular basis in a variety of forms including project work.
<b><i>Trips and visits</i></b>	Parents will be advised when trips are being organised. Students have visited places in the past such as Herne Bay to carry out coastal fieldwork.
<b><i>Resources that would support learning</i></b>	Highlighters, coloured pencils, ruler, calculator, access to the internet and an atlas. In addition, revision guides and other examination board specific resources would be very useful and could be provided.
<b><i>How parents would support?</i></b>	By discussing what they have been learning about in class and encouraging their children to be active learners and fully prepared for each lesson, including the completion of homework.

<b>Curriculum Area</b>	<b><i>Humanities</i></b>
<b>Subject</b>	<b>History</b>
<b><i>What can it lead to/complement for Years 10/11?</i></b>	Ancient History GCSE History GCSE Geography GCSE Religious Studies GCSE
<b><i>Course content/structure</i></b>	We offer the students an exciting introduction to both History and Ancient History in Y9, allowing them to best select the course most suited to them as they move into Y10. Over the course of the year students will focus on democracy and dictatorships in both the ancient and modern worlds.
<b><i>What will you need to do to be successful in this course?</i></b>	Complete work set to the best of your ability, take an active part in class learning and have a clear motivation to succeed.
<b><i>What skills will you learn?</i></b>	Both the Ancient and the Modern units are taught in a way to directly develop students understanding of the requirements of GCSE questions. Alongside this students will develop their skills of independent enquiry, teamwork, research, valuation, source analysis and explanation.
<b><i>Assessment</i></b>	Assessment will take place each term within class though a mixture of project work and assessed pieces, judged against GCSE skills criteria.
<b><i>Resources that would support learning</i></b>	Pen, highlighters, books, paper.
<b><i>How parents would support?</i></b>	By encouraging students to take an active part in their learning within class and assisting students with organisation outside of lessons to be sure that they are fully equipped for their learning and meet all deadlines set.

Curriculum Area	<i>Languages</i>
<b>Subject</b>	<b>French</b>
<i>What can it lead to/complement for Years 10/11?</i>	You could then follow the GCSE course.
<i>Course content/structure</i>	Students will cover the following topics: <ul style="list-style-type: none"> <li>• School subjects, likes and dislikes</li> <li>• School description and activities in school</li> <li>• School uniform vs home clothes</li> <li>• Future studies and Jobs</li> <li>• Holiday destinations</li> <li>• Holiday activities and weather</li> </ul>
<i>What will you need to do to be successful in this course?</i>	You need to be willing to develop your language skills in French, research countries and communities where French is spoken and develop positive attitude to French learning. You will also need to be able to work well in groups and you will need enthusiasm.
<i>What skills will you learn?</i>	The skills that you will learn and that can be used in different jobs are: Communication, ICT, Working with Others, Creativity, Application of numbers and Improving own Learning and Performance.
<b>Assessment</b>	Assessment will be carried out through homework, summative and formative assessments.
<i>Trips and visits</i>	Parents will be advised when trips are organised.
<i>Resources that would support learning</i>	<a href="http://www.wordreference.com">www.wordreference.com</a> (online dictionaries) <a href="http://www.languagesonline.org">www.languagesonline.org</a>
<i>How parents would support?</i>	Parents could support students when they are completing their homework and/or when they are doing research.

Curriculum Area	<i>Languages</i>
Subject	Spanish
<i>What can it lead to/complement for Years 10/11?</i>	You could then follow the GCSE course.
<i>Course content/structure</i>	<p>Students will use language skills to cover the following topics:</p> <ul style="list-style-type: none"> <li>• School subjects, likes and dislikes</li> <li>• School description and activities in school</li> <li>• School uniform vs home clothes</li> <li>• Future studies and Jobs</li> <li>• Holiday destinations</li> <li>• Holiday activities and weather</li> </ul>
<i>What will you need to do to be successful in this course?</i>	You need to be willing to develop your language skills in Spanish, research countries and communities where Spanish is spoken and develop positive attitude to Spanish learning. You will also need to be able to work well in groups and you will need enthusiasm.
<i>What skills will you learn?</i>	The skills that you will learn and that can be used in different jobs are: Communication, ICT, Working with Others, Creativity, Application of numbers and Improving own Learning and Performance.
<i>Assessment</i>	Assessment will be carried out through homework, summative and formative assessments.
<i>Trips and visits</i>	Parents will be advised when trips are organised.
<i>Resources that would support learning</i>	<a href="http://www.wordreference.com">www.wordreference.com</a> (online dictionaries) <a href="http://www.languagesonline.org">www.languagesonline.org</a>
<i>How parents would support?</i>	Parents could support students when they are completing their homework and/or when they are doing research.

Curriculum Area	<i>Performing Arts</i>
<b>Subject</b>	<b>Dance</b>
<i>What can it lead to/complement for Years 10/11?</i>	Our Year 9 programme of study is designed to nurture students' existing skills in preparation for GCSE Dance. The course also equips students with key transferable skills which complement many other subjects. For example, students refine their analytical skills within the critical appreciation of professional dance works.
<i>Course content/structure</i>	Students shall have the opportunity to develop their dance technique alongside choreographic skills with a different focus each term. Term 1 - Physical Skills Term 2 - Tribe Dance Company Term 3 - Introduction to the GCSE Dance Anthology Term 4 and 5 - Group Choreography Term 6 - Duet Performance Outside of lesson time, students will have the opportunity to join clubs and access performance opportunities.
<i>What will you need to do to be successful in this course?</i>	Students will need to demonstrate a commitment to all three disciplines in Dance: Performing, Choreography and Appreciation.
<i>What skills will you learn?</i>	Performance - Students will develop their physical, technical, expressive and mental dance skills. Choreography - Students will develop compositional skills through creating material in response to various starting points. Appreciation - Students will learn subject specific terminology and how to apply it appropriately as well as how to analyse a professional dance.
<b>Assessment</b>	Students will be assessed per term in performance, and/or choreography.
<i>Trips and visits</i>	At least one theatre visit per year.
<i>Resources that would support learning</i>	Although it is not compulsory, we recommend that students get involved with a dance club as part of their extra-curricular activities, to build upon their dance skills and fitness levels.
<i>How parents would support?</i>	Ensure students have the Hillview dance kit for lessons. Encourage students to visit the theatre to view professional dance works. Encourage students to participate in extracurricular dance activities at Hillview School for Girls.

<b>Curriculum Area</b>	<b><i>Performing Arts</i></b>
<b>Subject</b>	<b>Drama</b>
<b><i>What can it lead to/ complement for Years 10/11?</i></b>	Our Year 9 programme of study is designed to nurture students' existing skills in preparation for GCSE Drama. The course would also complement other creative options.
<b><i>Course content/structure</i></b>	Students will cover a range of genres and performance skills in Drama which will provide them with a good foundation in preparation for the GCSE. Students are introduced to theatre practitioners, conventions and elements which will allow them to excel when devising their own original pieces of Drama, performing a script and deepening their knowledge and understanding of theatre practice. Students will perform in lessons as part of an ensemble and will develop their confidence in performing and evaluating.
<b><i>What will you need to do to be successful in this course?</i></b>	Students will need to be able to work well in groups and perform in front of an audience. Students must demonstrate commitment, enthusiasm and energy.
<b><i>What skills will you learn?</i></b>	Students will develop their performance skills including voice, movement and characterisation in addition to learning about production elements, such as lighting. Students will widen their knowledge of the process involved when making drama, how to analyse and evaluate practical work, and extend their drama vocabulary.
<b><i>Assessment</i></b>	Students will be assessed per term in performance, their knowledge and understanding of how Drama impacts an audience and written analysis and evaluation.
<b><i>Trips and visits</i></b>	Drama trips are organised throughout the year.
<b><i>Resources that would support learning</i></b>	All girls must have black drama kit for lessons. Extra-curricular opportunities include a weekly drama club, Drama Company, and the whole school annual show. Access to the internet for research on some issue-based projects will help deepen understanding.
<b><i>How parents would support?</i></b>	Encourage students to see live Drama. Discuss acting performances seen on television.

<b>Curriculum Area</b>	<b><i>Performing Arts</i></b>
<b>Subject</b>	<b>Music</b>
<b><i>What can it lead to/ complement for Years 10/11?</i></b>	Our Year 9 programme of study is designed to nurture and develop students' existing and developing musical skills in preparation for the GCSE in Music.
<b><i>Course content/ structure</i></b>	Students will continue to develop skills of singing, performing, composing and listening and appraising through a variety of units including Under Pressure, exploring music that uses riffs, loops and ostinato, Music Technology, Film Music, and 'In at the Deep End' where students demonstrate the culmination of their work by producing a cover version of their favourite song.
<b><i>What will you need to do to be successful in this course?</i></b>	Students will need a 'have a go' attitude to all musical activities as well as a sense of adventure, inquisitive mind and being able to work well with others.
<b><i>What skills will you learn?</i></b>	You will continue to develop your vocal and instrumental skills in performance, as well as using them to explore new ideas for compositions and for use in analysing existing pieces of music. As a result, you will further develop your listening and appraising skills and be able to apply your knowledge and understanding to create new ideas.
<b><i>Assessment</i></b>	Students are given regular feedback to support their development and peer assessment is guided by the reflection criteria for each unit of work.
<b><i>Trips and visits</i></b>	Music trips are organised throughout the year.
<b><i>Resources that would support learning</i></b>	We recommend that students get involved with a musical club as part of their extracurricular activities, to further develop their musical skills and creativity.
<b><i>How parents would support?</i></b>	Encouragement of the little and often strategy is great for students practicing instrument and/or vocal skills.

<b>Subject</b>	<b><i>Food, Preparation and Nutrition</i></b>
<b><i>What can it lead to/ complement for Years 10/11?</i></b>	GCSE Food Preparation and Nutrition. Level 3 Applied Diploma in Food Science and Nutrition. It can complement Biology, Chemistry and Physical Education
<b><i>Course content/ structure</i></b>	You will have alternating practical and theoretical lessons so will be cooking 1 or 2 times per fortnight. When you cook you will be cooking mainly savoury dishes. The range of theoretical topics are directly related to the GCSE specification. These are: food, nutrition and health, food safety, food science, food choice and food provenance.
<b><i>What will you need to do to be successful in this course?</i></b>	You will have an increasing amount of responsibility throughout the year for selecting your own recipes so you will need to be able to work independently. You will need an interest in food, cooking and nutrition. You must have good organisational skills in order to provide all the ingredients for all practical lessons.
<b><i>What skills will you learn?</i></b>	How to plan, prepare, cook and serve a range of mainly savoury dishes. How to adapt recipes to suit health and lifestyle differences. How to analyse a variety of aspects of the food industry.
<b><i>Assessment</i></b>	Summative assessments throughout the year on each topic for both practical and theoretical components.
<b><i>Trips and visits</i></b>	Students are encouraged to watch food programmes, read articles about food as well as visit supermarkets and food outlets.
<b><i>Resources that would support learning</i></b>	<b>Funding for food materials is essential for the completion of this course.</b>
<b><i>How parents would support?</i></b>	Support students by supplying ingredients with a named container for every lesson as required. Allow students to cook at home in order to practise their skills. Take an interest in what your child cooks at school by requesting it comes home and tasting it with them.

Curriculum Area	<b><i>Visual Arts</i></b>
<b>Subject</b>	<b>Fine Art</b>
<b><i>What can it lead to/complement for Years 10/11?</i></b>	GCSE Art & Design; Graphic Communication GCSE Art & Design; Fine Art GCSE Art & Design; Textiles
<b><i>Course content/structure</i></b>	Fine Art provides an exciting opportunity for students to develop their identity as a creative practitioner through exploration of a range of skills such as painting and drawing, and printmaking. Students are encouraged to explore personal and meaningful ideas through a range of creative practices to prepare them for art and design courses at GCSE. Students learn how to develop ideas in response to contextual studies through exploration of media, techniques and processes.
<b><i>What will you need to do to be successful in this course?</i></b>	We expect students to show enthusiasm and commitment through the range of work they produce in both lessons and independent study. Throughout the year students will gain more independence, so it is integral students are self-motivated and have a genuine interest in art and design.
<b><i>What skills will you learn?</i></b>	<ul style="list-style-type: none"> <li>• Exploration of a range of media, techniques and processes</li> <li>• How to analyse the work of artists and designers</li> <li>• How do develop ideas for work independently through research and investigation</li> </ul>
<b><i>Assessment</i></b>	Students are assessed on all sketchbook work and outcomes. The assessment criteria require students to evidence their ability to create a personal and meaningful response to a topic through research and exploration of ideas.
<b><i>Trips and visits</i></b>	We encourage students to visit galleries and museums and take opportunities to visit different places to produce photoshoots to inform the work. There is a possibility of trips being run in the future.
<b><i>Resources that would support learning</i></b>	Students should have a set of paints (preferably acrylics), an assortment of brushes, a range of soft drawing pencils, graphite, fine-liners, glue and a memory stick to save and transfer images.
<b><i>How would parents support?</i></b>	Providing a space to work at home or encouraging students to stay and work in the art studios after school. Possibly organising trips to galleries or museums.

Curriculum Area	<i>Visual Arts</i>
<b>Subject</b>	<b>Textiles</b>
<b><i>What can it lead to/complement for Years 10/11?</i></b>	GCSE Art & Design; Graphic Communication GCSE Art & Design; Fine Art GCSE Art & Design; Textiles
<b><i>Course content/structure</i></b>	Textiles aims to equip students with the knowledge and skills required to successfully progress onto the GCSE Art & Design course. Students have access to an exciting array of equipment and technologies to refine their ideas towards producing a personal outcome. We provide opportunities to explore a wide range of media, techniques, and processes to develop surface and fashion designs. Students learn how to develop ideas in response to contextual studies through exploration of media, techniques, and processes.
<b><i>What will you need to do to be successful in this course?</i></b>	We expect students to show enthusiasm and commitment through the range of work they produce in both lessons and independent study. Throughout the year students will gain more independence, so it is integral students are self-motivated and have a genuine interest in art and design.
<b><i>What skills will you learn?</i></b>	<ul style="list-style-type: none"> <li>• Exploration of a range of media, techniques and processes</li> <li>• How to analyse the work of artists and designers</li> <li>• How do develop ideas for work independently through research and investigation</li> </ul>
<b><i>Assessment</i></b>	Students are assessed on all sketchbook work and outcomes. The assessment criteria require students to evidence their ability to create a personal and meaningful response to a topic through research and exploration of ideas.
<b><i>Trips and visits</i></b>	We encourage students to visit galleries and museums and take opportunities to visit different places to produce photoshoots to inform the work. There is a possibility of trips being run in the future.
<b><i>Resources that would support learning</i></b>	Students may benefit from having a watercolour palette, paintbrushes, a range of soft drawing pencils, graphite, fine-liners, and glue. Students may find it helpful to have basic sewing materials at home.
<b><i>How would parents support?</i></b>	Providing a space to work at home or encouraging students to stay and work in the art studios after school. Possibly organising trips to galleries or museums.

<b>Curriculum Area</b>	<i>Visual Arts</i>
<b>Subject</b>	<b>Graphic Communication</b>
<b><i>What can it lead to/ complement for Years 10/11?</i></b>	GCSE Art & Design; Graphic Communication GCSE Art & Design; Fine Art GCSE Art & Design; Textiles
<b><i>Course content/ structure</i></b>	Graphic Communication engages students in creative industry practice through exploration of both traditional and digital processes within advertising, illustration, and branding. Students are encouraged to explore personal and meaningful ideas through a range of creative practices to prepare them for art and design courses at GCSE. Students learn how to develop ideas in response to contextual studies through exploration of media, techniques, and processes.
<b><i>What will you need to do to be successful in this course?</i></b>	We expect students to show enthusiasm and commitment through the range of work they produce in both lessons and independent study. Throughout the year students will gain more independence, so it is integral students are self-motivated and have a genuine interest in art and design.
<b><i>What skills will you learn?</i></b>	<ul style="list-style-type: none"> <li>• Exploration of a range of media, techniques and processes</li> <li>• How to analyse the work of artists and designers</li> <li>• How do develop ideas for work independently through research and investigation</li> </ul>
<b><i>Assessment</i></b>	Students are assessed on all sketchbook work and outcomes. The assessment criteria require students to evidence their ability to create a personal and meaningful response to a topic through research and exploration of ideas.
<b><i>Trips and visits</i></b>	We encourage students to visit galleries and museums and take opportunities to visit different places to produce photoshoots to inform the work. There is a possibility of trips being run in the future.
<b><i>Resources that would support learning</i></b>	Students should have a set of paints (watercolour and/or acrylic) an assortment of brushes, a range of soft drawing pencils, graphite, fine-liners, glue and a memory stick to save and transfer images. A lot of the work is digital, so access to computer at home is beneficial.
<b><i>How parents would support?</i></b>	Providing a space to work at home or encouraging students to stay and work in the art studios after school. Possibly organising trips to galleries or museums.

# Accelerated Curriculum Year 8 into 9 – 2026-27

As part of your core offer of courses you will also need to make a **choice and a reserve** from *each* of the following groups of subjects. You will be studying each of these for 3 hours per fortnight.

*To support your planning, please tick the course that you would like to do and put an “R” by the reserve. For the extra specialist learning, please write down the name of the subject you would like. It **CAN** be a subject that you have used as a reserve already.*

<b>Humanities</b>		<b>Languages</b>	
- Geography		- French	
- History		- Spanish	
		<b>Visual Arts</b>	
<b>Performing Arts</b>		- Food and Nutrition	
- Dance		- Fine Art	
- Drama		- Textiles	
- Music		- Graphics	
<b>Extra Specialist Learning</b>			

The Options process is completed online.

Final choices will need to be made using Edval Choices online by **Sunday 8th March 2026**.

- As they require specialist accommodation and equipment and adhere to strict health and safety regulations some practical courses such as Art, Food, Textiles and Graphics may offer limited places. Please be aware that class sizes may be capped.
- Please note that due to the number of students opting for a particular subject, or timetable clashes, it is possible that you will not always be able to study your first choice of subjects.
- Any requests to change option must be submitted via Microsoft form (to be shared with students after the online form has closed). No requests will be considered after 18 September 2026.