fortismere

CURRICULUM ATLAS

Year 10

2025-26

GCSE English

Key info:

Years: 10 and 11

Exam board: AQA

Specification

Teaching English at Fortismere, we strive to 'inspire students to listen to the world and to find their own voice.' More specifically, we aim:

• To inspire in pupils a life-long love of reading and writing
• To support all students to read and write confidently and fluently
• To engage students in the cultural and political debates that studying literature and language inspires
• To encourage the uptake of English Literature, English Language and Literature, Film Studies, and Media Studies A-level courses

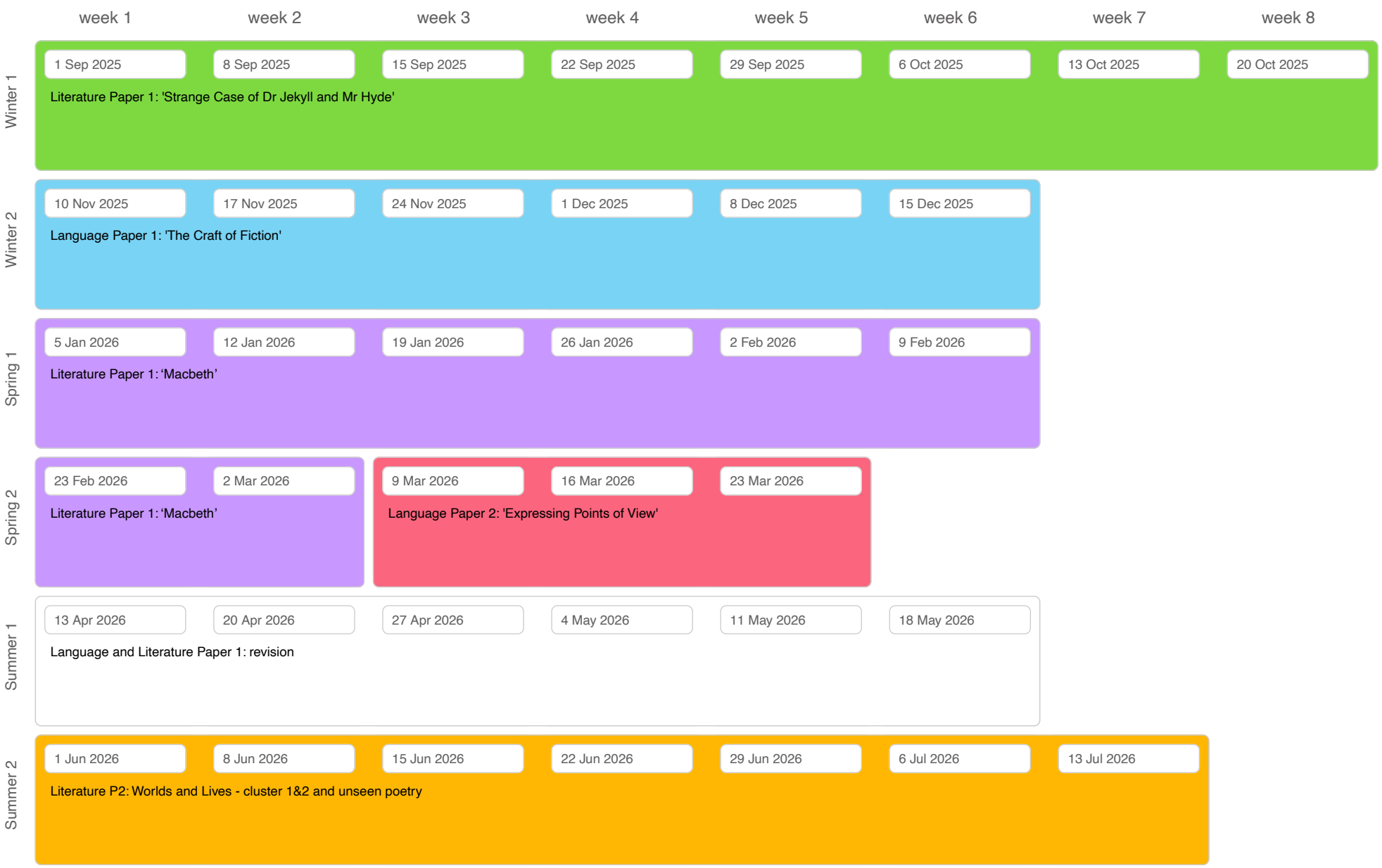
As well as encouraging enjoyment of the subject, we intend to equip students with the confidence, necessary skills and conceptual understanding to be highly successful students of English. Our Key Stage 3 curriculum aims to be rich, diverse and challenging, while offering all students access to it. At Key Stage 4, students prepare for GCSE examinations in English Literature and in English Language, the content for which is taught through Years 10 and 11 with units of work on each of the core texts for the Literature GCSE and units on the key skills needed for the Language GCSE and creative writing. At Key Stage 5, the A-level English Literature and A-level English Language and Literature courses enjoy impressive uptake by students in the Sixth Form. Students on these courses study a wide range of texts and complete a non-exam assessment component, which is often an opportunity to explore more contemporary texts.

Through all the teaching of English at Fortismere, we recognise the importance of discussion in the classroom and aim to promote student talk and the expression of ideas in lessons. We aim not to reduce teaching writing to coded acronyms, but rather encourage students to express themselves confidently and to trust that they have something important to say about literature and language to combat the anxiety of not knowing what to say or in what form to say it and the habit of wanting to know 'the answer'. Reading and writing skills are returned to and refined over Key Stages 4 and 5. We encourage flexible thinking and treat English as a subject discipline with skills and concepts that can be taught through studying literature and language, rather than as a bank of knowledge that should be memorised. Assessments in line with the whole-school assessment policy are essential to how we monitor students' understanding of language and literature and track their continued progress. We make adaptations to our units of work depending on findings informed by assessments to make sure all students have understood content and are developing and honing their skills in English. In teaching English at KS3 and KS4, we aim to nurture future students of English at Key Stage 5 and university level.

Parents and carers can help children progress in English by encouraging them to read for pleasure every day and by discussing their reading with

them. You can use the links and recommendations given in the ‘resources/support at home’ column of the curriculum map to enrich their study of English and to help them engage with what is being taught at school. These additional resources complement what your children study in lessons and provide an excellent starting point to stretch and challenge students.

GCSE English • Year 10



GCSE Mathematics

Key info:

Years: 9, 10 and 11

Exam board: EDEXCEL

Qualification: 1MA1

Specification

The mathematics curriculum is designed to enable teachers to lead students progressively through the content and skills which will equip them with a level of mathematical expertise to support educational pathways, to inform both work life and day to day life and to enrich their cultural experience.

Knowledge, Skills & Resilience

Developing students' mathematical competence necessarily involves them increasing their knowledge base, learning and applying techniques which lead to the solution of problems, analysing information in search of patterns or in order to form problem solving strategies and developing a sense of resilience in the face of the unforgiving logic of the correctness of mathematical solutions.

Strands of Learning

Mathematics can be thought of as a series of topic strands and it is useful to trace the progression of these strands through the Key Stages and through increasing degrees of sophistication. The curriculum maps below enable strands to be traced from Year 7 to Year 11. The central model of learning which students experience requires them to focus on a single strand but as their competence increases, previously acquired skills and material covered form the foundation for further development. Increasingly progress becomes dependent on the synthesis of knowledge and skills which rest on this foundation.

Assessment

Formal assessment structures support learning in units. Students find this clear and manageable. The challenge at examination level is managing a revision process which addresses the many units of work covered over the preceding years and prepares the students for synoptic assessment. Finding a balance between short and longer term assessment to support the accumulation of required knowledge and competencies is an on-going piece of work.

Enrichment & Cross-Curricular

In addition to the formal curriculum, the Department offers the opportunity to participate in a range of activities which support or enrich students' learning. These range from routine weekly informal drop in to the annual UKMT Challenges. The Department is keen to offer more systematic broadening and enriching activities which permit the use of mathematical skills and knowledge in other contexts. The Department is also keen to link with the work of other subject departments in the school to form durable and meaningful cross-curricular links which leverage learning mutually.

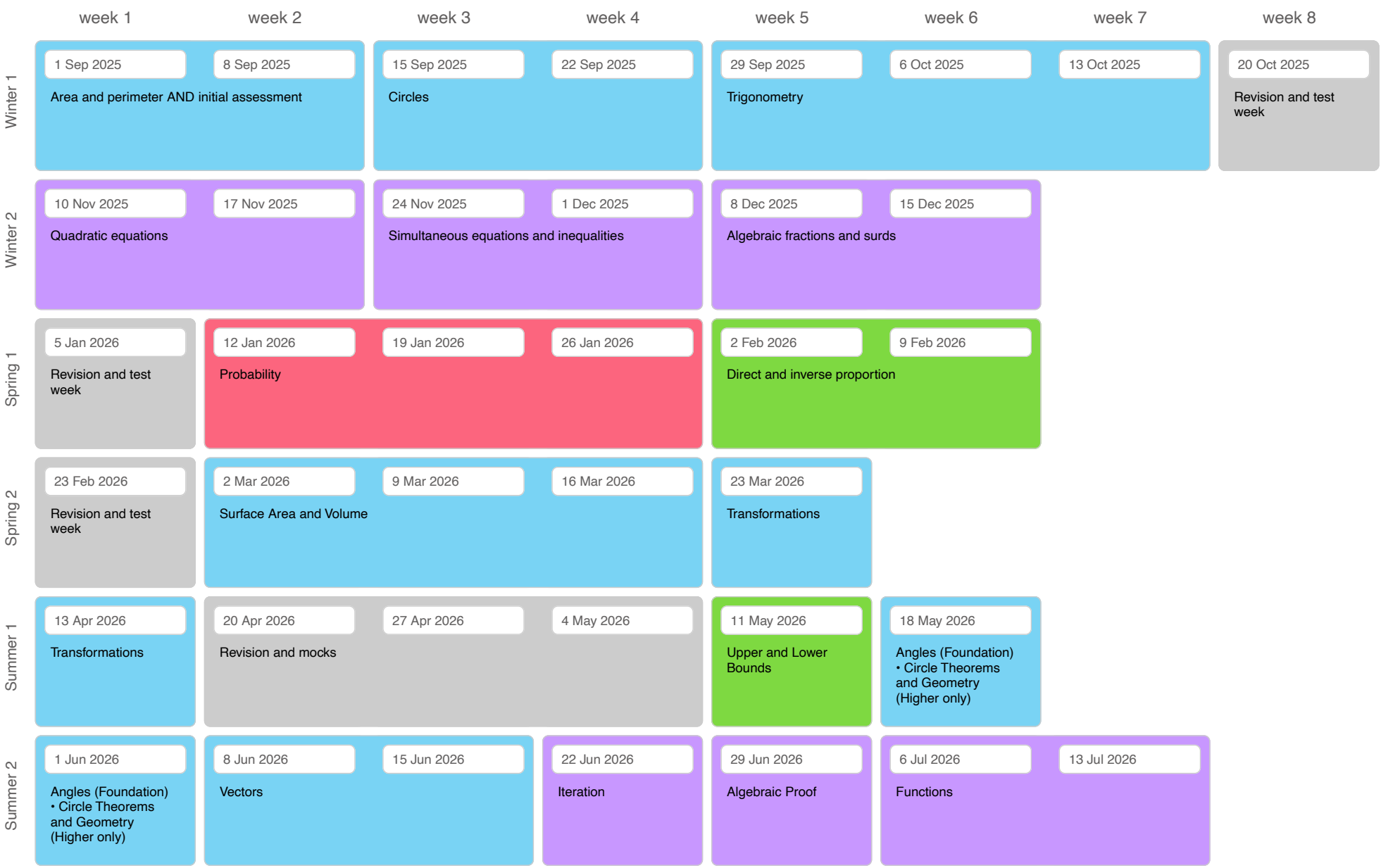
'Why this', 'why now'

The ‘old’ national curriculum classified mathematics into four areas: Number, Algebra, Shape & Space and Handling Data. The revised curriculum further separates Ratio & Proportion and Probability. The significance of Ratio & Proportion in learning and applying mathematics has been recognised and amplified in the formal curriculum and recent GCSE examinations have reflected this priority. In order to provide the necessary base for progression, the KS3 curriculum incorporates a number of topics from the domains listed. The ‘why this’ and ‘why now’ rationale for the chosen units is implicit in the progression map from years 7 to 11. Mathematics is an hierarchical subject, the requirement for progressive learning along each ‘strand’ has driven the ordering which can be seen in the curriculum map. The unit progression is planned to address the specifications of KS3 and KS4 and to provide variety and the opportunity to consolidate when topics are re-visited. It will be obvious that the map is ‘lighter’ in year 11. This permits a substantial period for examination revision and technique preparation and is deliberate.

The Future

Consideration of the value and effect of homework and the most effective and efficient use of marking are on-going considerations together with the virtue and impact of seeing the map as the first step to a five year curriculum plan.

GCSE Mathematics • Year 10



GCSE Combined Science

Key info:

Years: 9, 10 and 11

Exam board: AQA

Qualification: 8464

Specification

Our students will develop the skills and confidence to form ideas and theories of their own to resolve challenges, beyond life at Fortismere. Our alumni will evaluate the evidence and critically challenge the theories and preconceptions presented to them by the media and other sources both reliable and unreliable.

We aim to instil in our students the same passion for science that we as teachers have. Teaching materials are designed to both lay a firm foundation to a lifetime of scientific thinking and to enthuse this passion. We aim to integrate the key concepts in all of the sciences as well as the idea of 'working scientifically' to develop alumni who are: inquisitive; able to balance the strength of evidence and be confident in their scientific guesses.

The Key Stage 3 Science program of study is planned as a spiral curriculum that re-visits Big Ideas in Years 7 and 8: Energy; Forces; Electromagnets; Matter; Earth; Reactions; Organisms; Ecosystems; Genes. Our curriculum is based around these big conceptual ideas that provide an deepening understanding of the sciences; it helps students define the individual disciplines and supports them recognising and understanding their interconnectedness.

Each idea is divided into four smaller topics that are the building blocks of the Big Ideas. Within lessons we will teach knowledge and skills in the context of their application outside the laboratory and with reference to their impact on other subject areas of the school curriculum.

In seeking to transform lives, our curriculum has other aims: to understand and apply the nature of the scientific principle; develop the skills required to engage in scientific activity; appreciate the impact and relationship to other subjects in the curriculum (for example, engineering and mathematics); supporting our students' mastery of debate through the power of accurate scientific vocabulary and application of an evidence based approach.

Scientific Enquiry
The teaching of Scientific Enquiry is integrated into the Big Ideas and sub-topic principles with identified 'key practicals' to ensure equality of opportunity for students.

Working scientifically is broadly categorised as:

Analyse
- Analyse patterns
- Discuss limitations
- Draw conclusions
- Estimate risks
- Examine consequences
- Review theories

Communicate
- Present data
- Communicate ideas
- Construct explanations
-

Critique claims
• Justify opinions

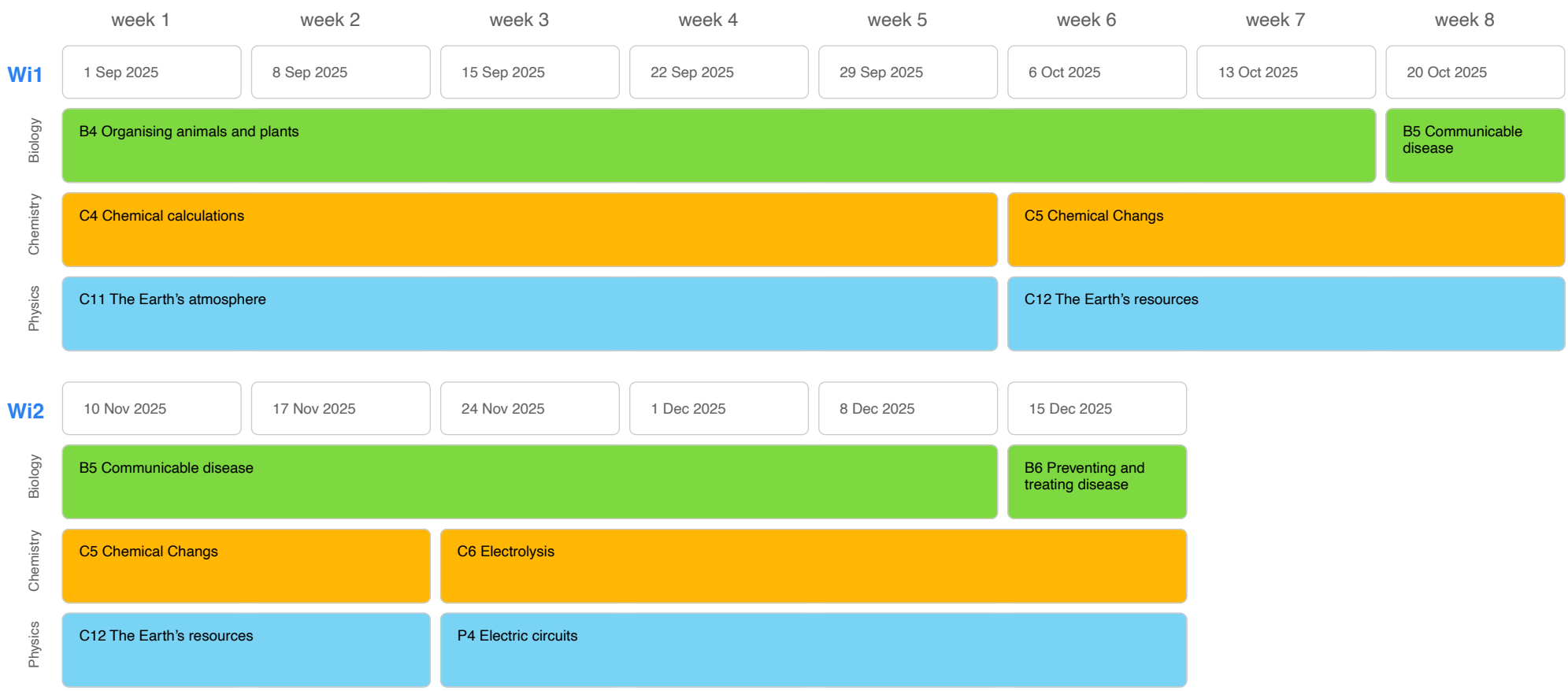
Enquire
• Collect data
• Devise questions
• Plan variables
• Test hypotheses
• Interrogate sources

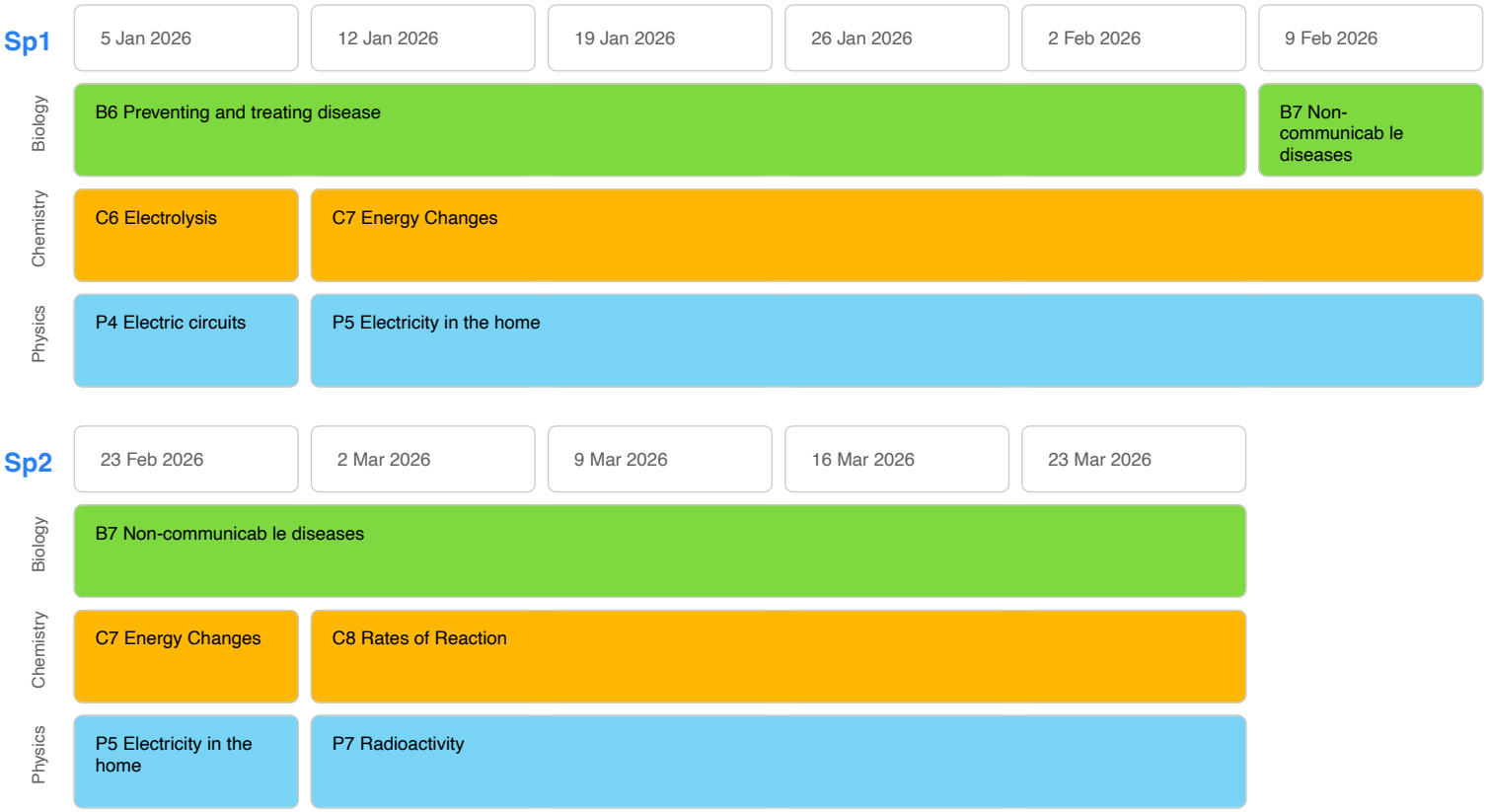
Solve
• Analyse patterns
• Discuss limitations
• Draw conclusions
• Estimate risks
• Examine consequences

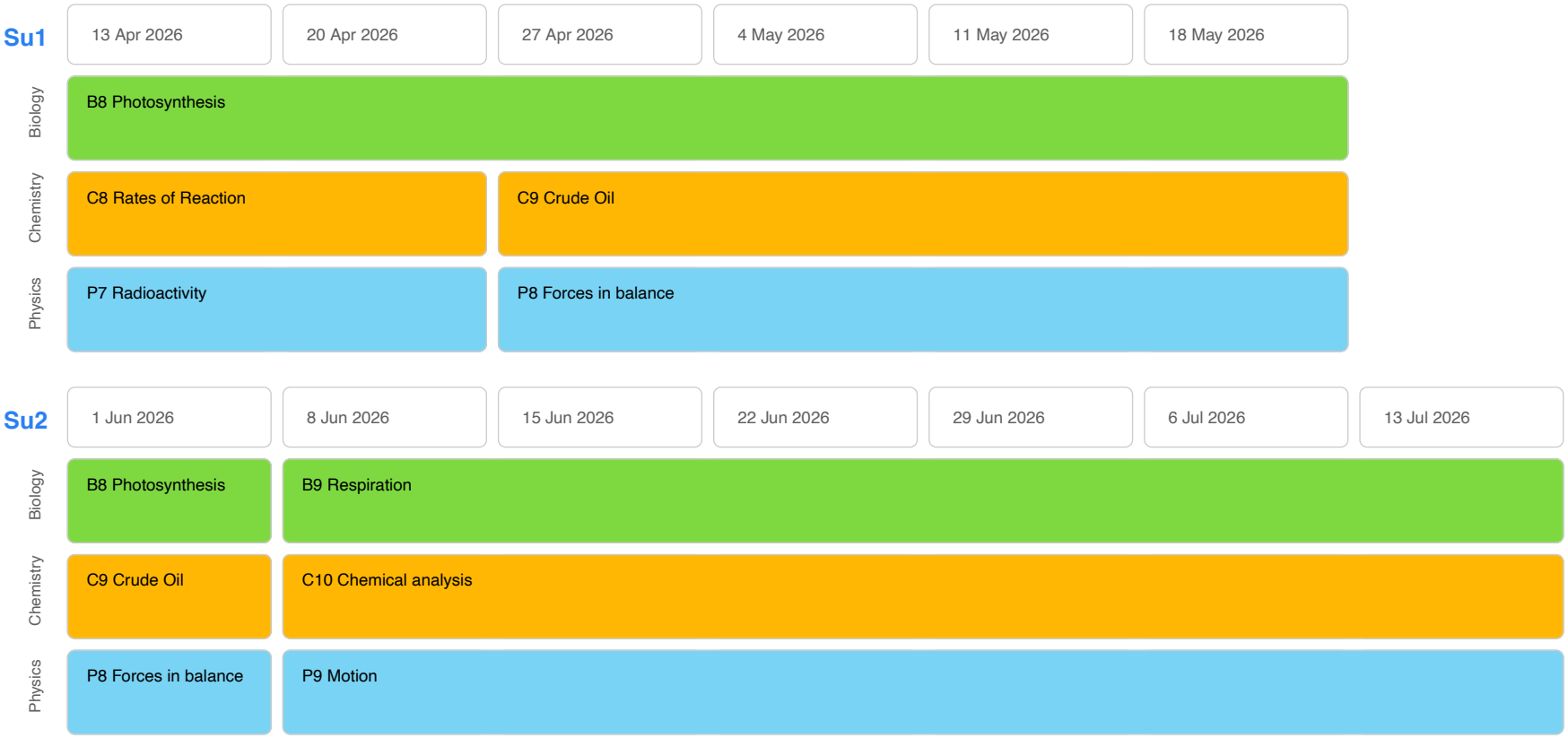
All aspects of scientific enquiry are studied throughout Year 7 & 8 but each half-term has a scientific enquiry theme where key concepts of that enquiry theme are revisited often.

Mastery of Ideas
Mastery is the secure understanding of the Big Ideas. This is not only “Knowledge” of the skills and facts, but also the flexibility to “Apply” the knowledge across different contexts and situations. The power of fluency in scientific vocabulary is a knowledge/skill considered necessary for mastery.

GCSE Combined Science • Year 10




Sp1
5 Jan 2026
12 Jan 2026
19 Jan 2026
26 Jan 2026
2 Feb 2026
9 Feb 2026
Biology
B6 Preventing and treating disease
B7 Non-communicab le diseases
Chemistry
C6 Electrolysis
C7 Energy Changes
Physics
P4 Electric circuits
P5 Electricity in the home
Sp2
23 Feb 2026
2 Mar 2026
9 Mar 2026
16 Mar 2026
23 Mar 2026
Biology
B7 Non-communicab le diseases
Chemistry
C7 Energy Changes
C8 Rates of Reaction
Physics
P5 Electricity in the home
P7 Radioactivity


Su1
13 Apr 2026
20 Apr 2026
27 Apr 2026
4 May 2026
11 May 2026
18 May 2026
Biology
B8 Photosynthesis
Chemistry
C8 Rates of Reaction
C9 Crude Oil
Physics
P7 Radioactivity
P8 Forces in balance
Su2
1 Jun 2026
8 Jun 2026
15 Jun 2026
22 Jun 2026
29 Jun 2026
6 Jul 2026
13 Jul 2026
Biology
B8 Photosynthesis
B9 Respiration
Chemistry
C9 Crude Oil
C10 Chemical analysis
Physics
P8 Forces in balance
P9 Motion

GCSE Geography

Key info:

Years: 10 and 11

Exam board: EDEXCEL

Qualification: 1GBO

Specification

At the end of Year 9 Fortismere students will be able to question, explore and respond to the world in which they live like a Geographer.

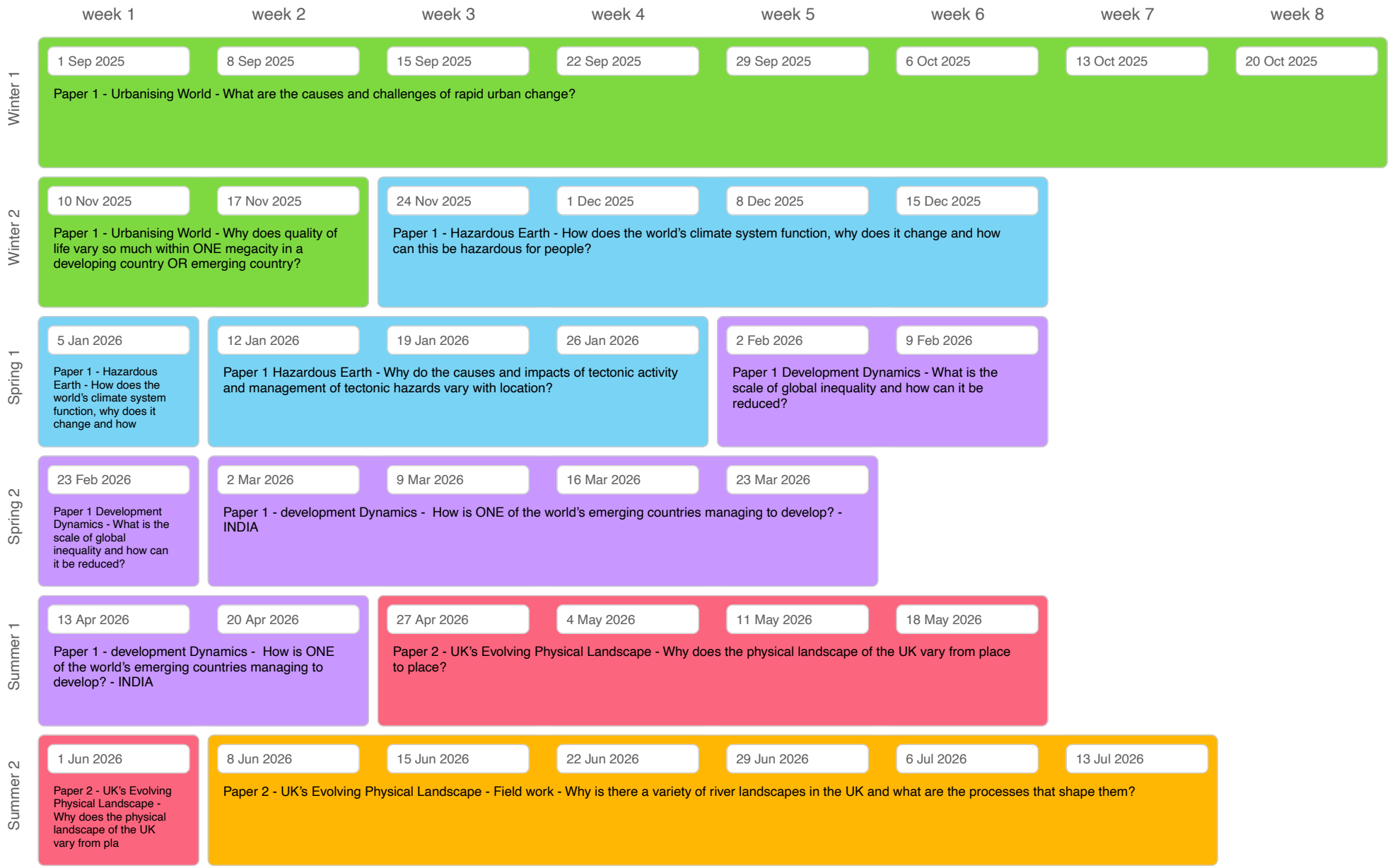
Students will have a core knowledge and understanding of how our world works in relation to its key physical and human processes and the interaction between the two. Using geographical language, they will be able to explain how the natural world impacts on us and how we impact on the natural world. They will be able to recognise and explain the spatial and temporal changes at a variety of scales of these geographical processes and interactions.

Students will learn much about 'place'. Through both small scale and more in depth place examples students will learn: where places are; their key physical and human characteristics; how places interact on the global stage; and some of the key issues these individual places face. Such studies will enable them to transfer these skills of exploration to unknown places they may wish to learn about in the future.

As students progress through our Key Stage 3 Geography curriculum they will also continually build upon the geographical skills of: investigative and field work skills; map skills; graphical skills; numerical skills; and extended writing skills. Such development means that they will become confident in asking suitable enquiry questions which they are able to research and collect data for before presenting and analysing findings. They will become confident in handling data from a variety of sources. This includes being critical of such data as well as being able to draw conclusions from it. They will become increasingly confident interpreting and producing a variety of maps, diagrams, and graphs. They will also to be able to produce balanced and thoughtful arguments which recognise the opinions of others in response to geographical issues before being able to conclude with their own informed opinions supported by evidence.

We believe that with this geographical knowledge, understanding and skill development securely in place, students will understand how the world around them works while continuing to be inquisitive and conscious of their own role in the world in which they live. They will be able to 'think geographically' as they interpret this world and interact with it – recognising that geographers see the world through social, economic, environmental and political eyes, thus recognising the variety of opinions and views different groups of people have on key issues facing the world today. This and the acquisition of geographical skills we have given them will be invaluable for any further study and help prepare them for the world of work.

GCSE Geography • Year 10



GCSE History

Key info:

Years: 10 and 11

Exam board: EDEXCEL

Qualification: 1H10

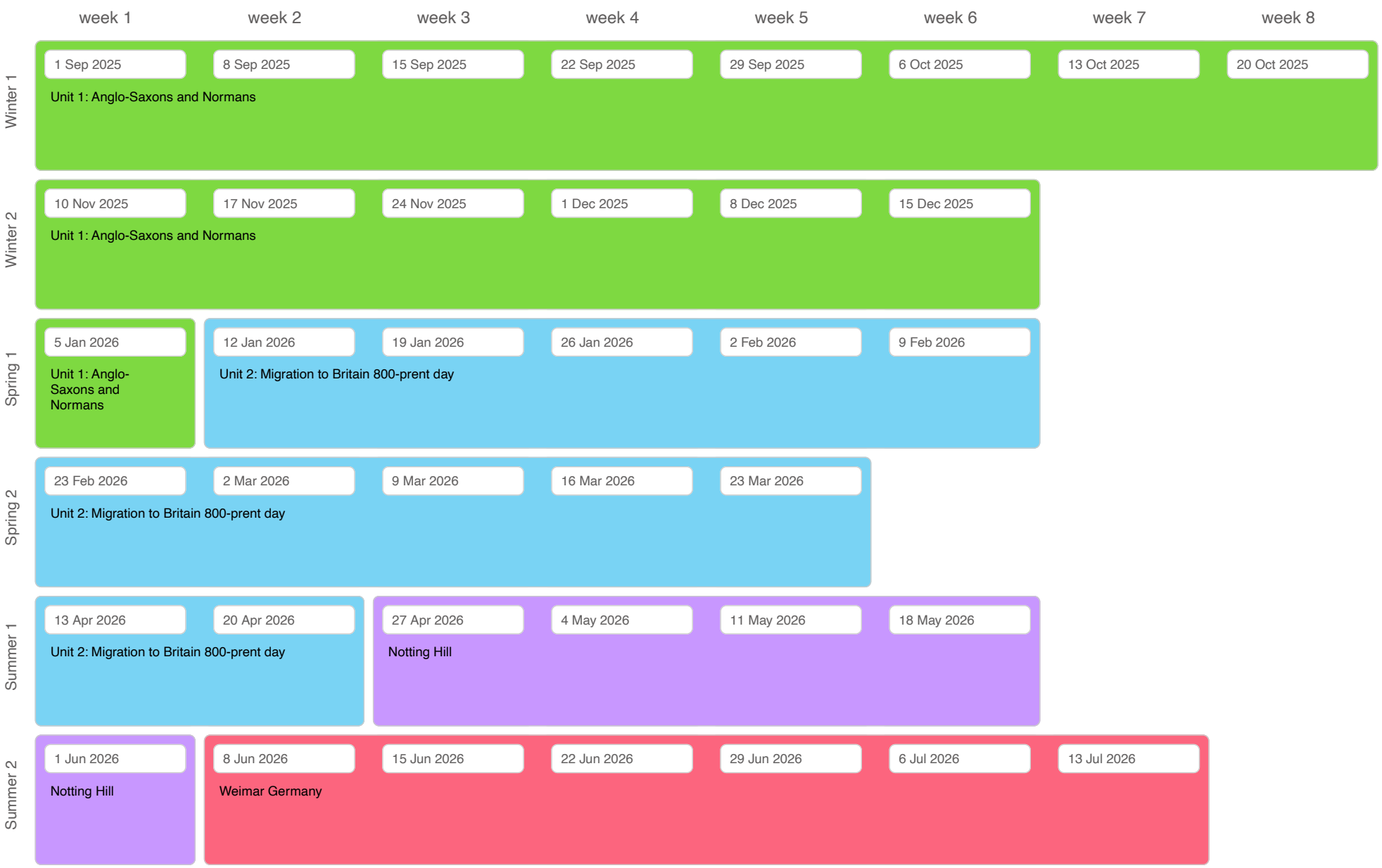
Specification

The study of the past is essential in enabling young people to make sense of their own identity and the world around them today. Through the study of History at Fortismere, students develop an understanding of and respect for the complexity of people's lives, the process of change, and the diversity of experience and views within societies throughout time, both in Britain and the wider world. Furthermore, we equip young people with the powerful knowledge they need to understand and take an active part in society. Finally, our programme of study exposes students to the contributions of ordinary and extraordinary people in exciting times. We aim to foster curiosity in our students and help to inspire in them a life-long love of learning, which allows them to continue to develop long after they've left school.

The study of historical knowledge at Fortismere is underpinned by the development of key skills which will support students to be successful both academically and in their lives in the modern world. In studying History, students learn how to use and analyse evidence. We support students to develop their ability to think critically, understand differing perspective and evaluate arguments with skill and confidence. We also teach students to communicate clearly, formulating their own arguments, presenting them persuasively, and supporting them with evidence. Our passionate team of history specialists take pride in teaching exciting lessons that support and challenge students, enabling them to achieve highly.

At Fortismere, the study of History in the classroom is further complemented by extra-curricular opportunities which make the most of the opportunities in our local community and the wider world. Students are provided the opportunity to see how the world today is a consequence of past decisions and the continued relevance of History through seminars, lectures, projects and local and international school visits.

GCSE History • Year 10



GCSE French

At Fortismere our language department has developed a curriculum that aims to:

1. Foster an interest in and enthusiasm for the culture and customs of the target language country and instil the passion and curiosity which will motivate students to be lifelong language learners.

2. To facilitate students' ability to communicate in the target language, especially focused on key vocabulary and structures which allow students to 'get by' when they are in the target language country.

3. To prepare students for national exams so they have the tools and motivation to either continue with the subject at university or have a strong understanding of the language which they can draw on in later life.

GCSE French • Year 10

GCSE Spanish

Key info:

Years:	10 and 11
Exam board:	Edexcel
Qualification:	GCSE Spanish
Assessment info:	Four components, each worth 25%, all examined at the end of the course Speaking - examined at the end of the course course by the teacher, and sent off to Edexcel for marking Listening - comprehens

Specification

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GCSE Spanish • Year 10

GCSE Art

The Fortismere Art and Photography Department provides a challenging, structured and inclusive context for students' engagement with Art and Photography. Our curriculum presents opportunities that recognise and shape the creative aspirations of our students, building on prior learning and teaching new ways for students to express themselves through visual language. We are dedicated to engendering students' productive and innovative participation in the world of visual arts as concerned and caring citizens of the global community.

Across nine schemes of work, each lasting one term, students are introduced to a breadth of ways to generate ideas and create work. For example responding to social issues, artists, traditional fine art genres and more abstract concepts. Students experience a range of techniques including ceramics, printmaking, painting and mixed media and there are opportunities for group work as well as more independent study.

Each year students also complete a research project. This opportunity allows them to develop their ability to critically analyse sources, synthesise information and present their findings in creative ways that express their understanding about the chosen artist. Students are encouraged to use a sketchbook to present their research as well as the practical tasks set in class and for homework.

The Art and Photography curriculum is designed to enable students to develop new and build upon existing skills through careful department planning, preparation, set tasks, homework and the repetition of technical processes. The department website provides a live resource for parents, teachers and students to support teaching and learning. The curriculum and department is further enriched by a wealth of art practitioners connected to the school via the parent / carer body and Art and Photography alumni.

The Art and Photography Department is inclusive and we have an excellent record of supporting disadvantaged and minority students. Tasks are differentiated appropriately to ensure that all students can access the curriculum and make progress within the subject.

The breadth of the KS3 Art curriculum and the quality of the provision provides a strong foundation for those students who wish to study the subject at GCSE and beyond. Access to art practitioners also gives students insight into further education and careers within the arts, breaking down preconceived ideas about the opportunities available and the economic, social and reputational value the creative industries deliver.

The Art Department also values those students who may not wish to continue with their art studies beyond Year 9 and takes its role in their development as visually literate citizens very seriously. It is our aim that these students have the skills to lead lives that are happier, healthier, more sociable, and enriched through access to culture and creativity.

GCSE Art • Year 10

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
	Protest & Survive: Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry							
Winter 2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
	Protest & Survive: Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry							
Spring 1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
	Protest & Survive: Pupils' work is based around an issue they feel strongly about. The outcome is a	Protest & Survive: Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry						
Spring 2	23 Feb 2026	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
	Protest & Survive: Pupils' work is based around an issue they feel strongly about. The outcome is a	Time and Place: Students work is based around the theme of "Time and Place".						
Summer 1	13 Apr 2026	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
	Time and Place: Students work is based around the theme of "Time and Place".		Time and Place: Students work is based around the theme of "Time and Place".					
Summer 2	1 Jun 2026	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	
	Time and Place: Students work is based around the theme of "Time and Place".	Time and Place: Students work is based around the theme of "Time and Place".						

BTEC PE

At Fortismere pupils enjoy a rich and diverse sports curriculum, where they grasp the opportunities and challenges it offers with commitment, dedication, enthusiasm and perseverance.

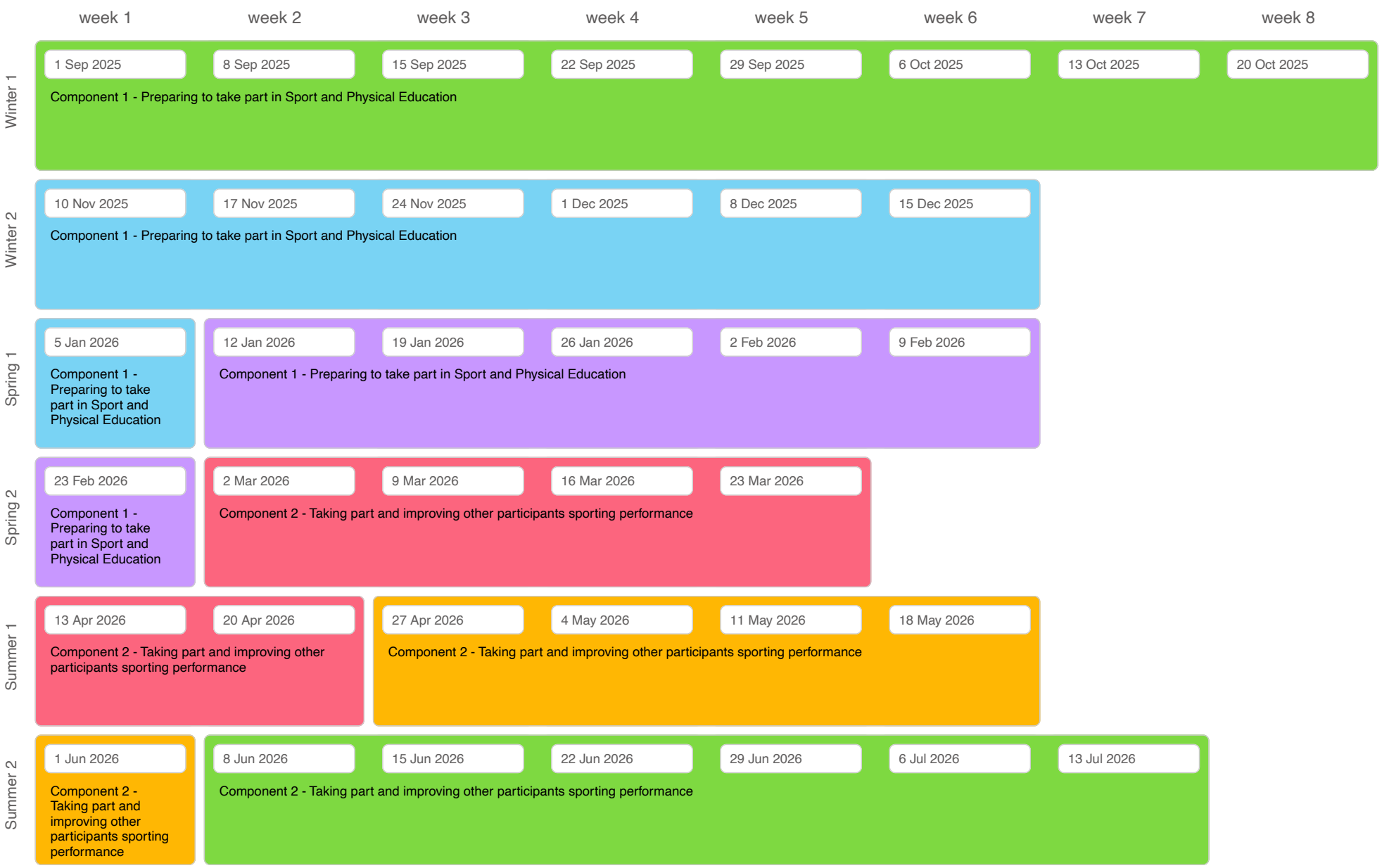
The range of opportunities that the sports department offers to pupils is designed to develop teamwork, self-confidence and resilience and enhances their personal development throughout their academic journey.

Fortismere is fortunate to have 20 acres which provide excellent opportunities for indoor and outdoor sporting endeavours. These include the Paddy Haddow sports centre, netball courts, tennis courts, football pitches and a multi-purpose built indoor gym.

In all our lessons, pupils benefit from the use of outstanding technology to add value to our lessons and assist with the analysis of coaching, conditioning and skills performance.

We believe that all pupils should have the opportunity to participate in competitive sporting opportunities to develop their confidence and self-belief. To facilitate this we have an extensive extra-curricular and competitive fixtures programme across a wide range of sporting disciplines. Our high calibre PE department enables each pupil to follow their sporting ambition and to flourish in their chosen field. Some of our pupils have been selected to play at County, Regional and National Level.

BTEC PE • Year 10



GCSE Business Studies

The Economics and Business Department aims to provide our KS4/KS5 students with the knowledge and the skills needed in an ever changing, dynamic and global business, economic and financial environment. We support our students to become increasingly engaged in the world around them and who can later proceed to the world of work with the attributes needed to be successful as consumers, employees and potential employers. We champion high aspirations and students are encouraged to adopt a growth mindset. Our extra-curricular activities are designed to complement, cement and stretch students' knowledge, by making use of the opportunities provided in the wider world.

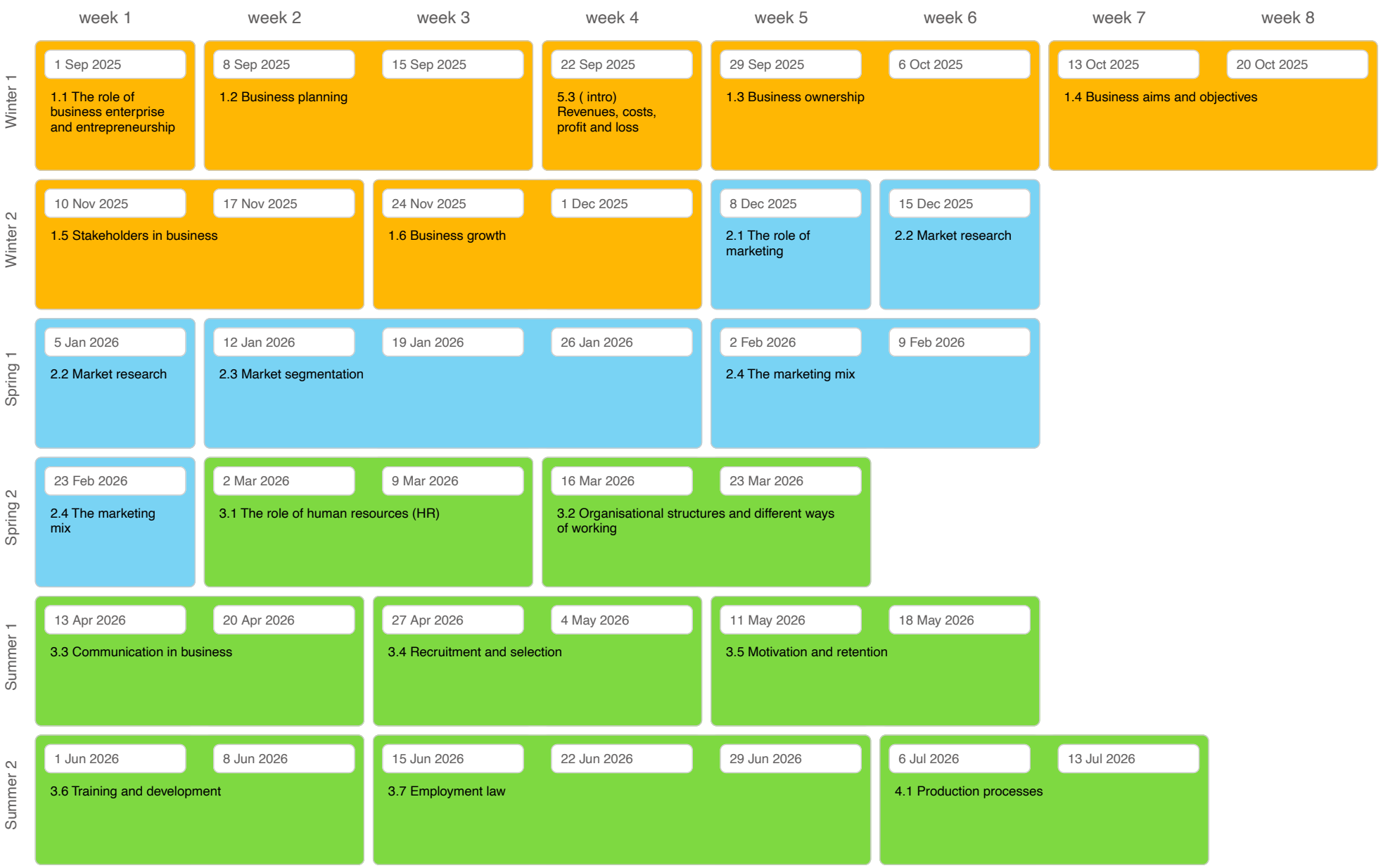
The aims of the department are for students to:

• Develop an understanding of the relevant economic and business concepts and theories and have the ability to apply them to a range of real-world issues – think like an economist / entrepreneur.
• Make informed decisions, by using economic and business concepts and theories to help analyse and evaluate contemporary real world issues.
• Appreciate the value and limitations of economic and business concepts and theories.
• Become economic/business literate in order to become informed consumers, producers and voters during their lives.
• Develop skills of application, analysis and evaluation because these are highly valued by universities and employers, as they highlight students' ability to think critically. Both subjects are useful in a range of careers including banking, finance, industry, management, media and politics.
• Develop a spirit of curiosity that extends into other subject areas including geography, history and politics.
• Read newspapers and watch /listen to news and current events programmes for economics / business developments and to discuss them in the classroom as they occur.

'The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed, the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist.' (John Maynard Keynes, 1936)

At Fortismere, the study of Economics in the classroom is further complimented by extra-curricular opportunities. These include participation in the Student Investor Challenge, ICAEW BASE Competition, the Institute of Economic Affairs Budget Challenge. There is usually also a KS5 trip to the Bank of England Museum, as well as attending Economics Conferences.

GCSE Business Studies • Year 10



GCSE Computing

Key info:

Years: 10 and 11

Exam board: EDEXCEL

Specification

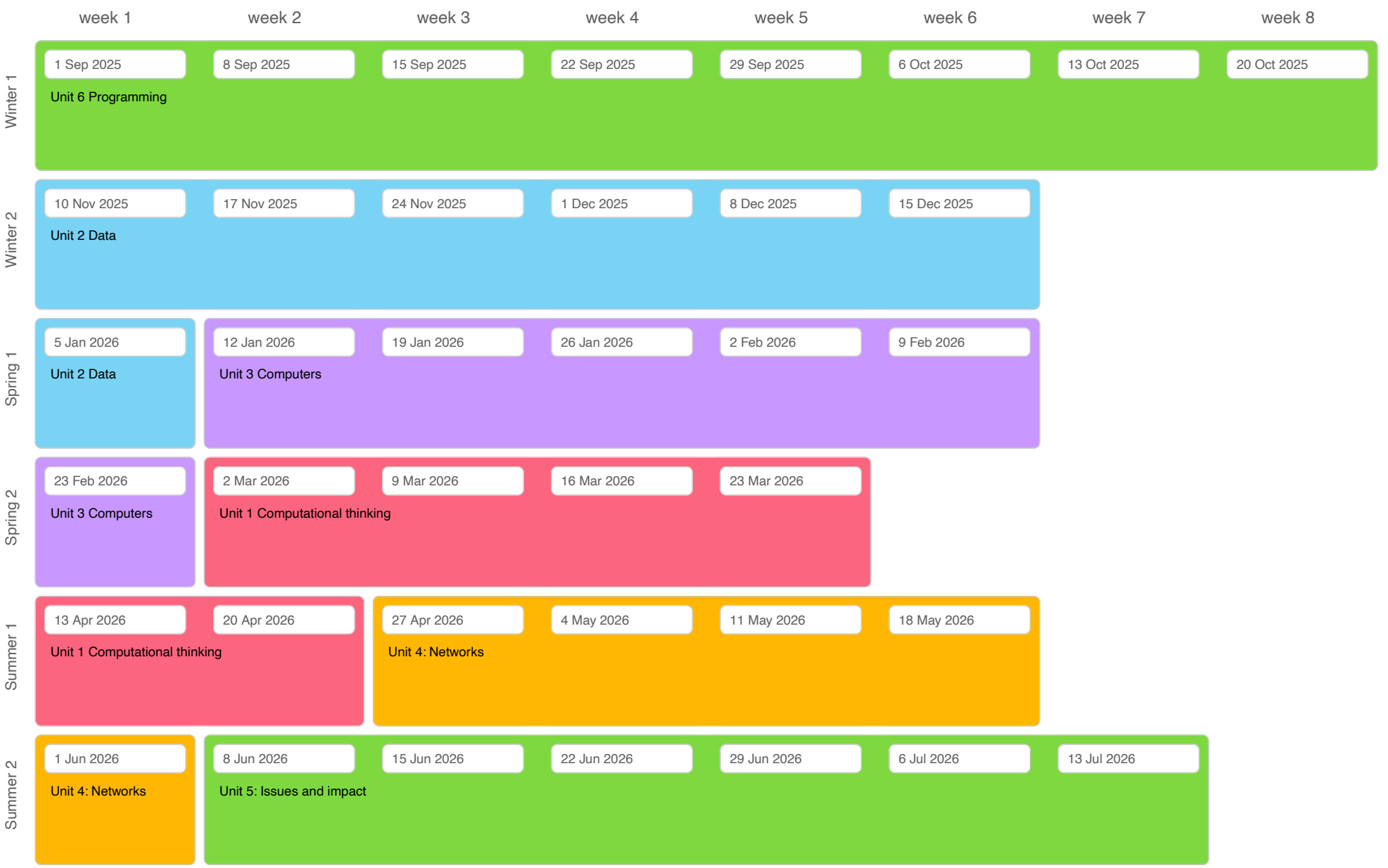
The Computer Science curriculum is ambitious and has been carefully designed to give all pupils the knowledge, skills and cultural capital they need to succeed in life. The Computer Science curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. With ever-changing technology and resources, the curriculum is reviewed constantly; adapted, designed and developed to be ambitious and meet the needs of pupils. Thus developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. The curriculum is broad and we teach an extensive range of concepts at all stages.

At Fortismere the high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programmes, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The curriculum at Fortismere school for computing aims to ensure that all pupils can:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Be responsible, competent, confident and creative users of information and communication technology.

GCSE Computing • Year 10



Key Stage 4 Creative Media Production

Key info:

Years: 10 and 11

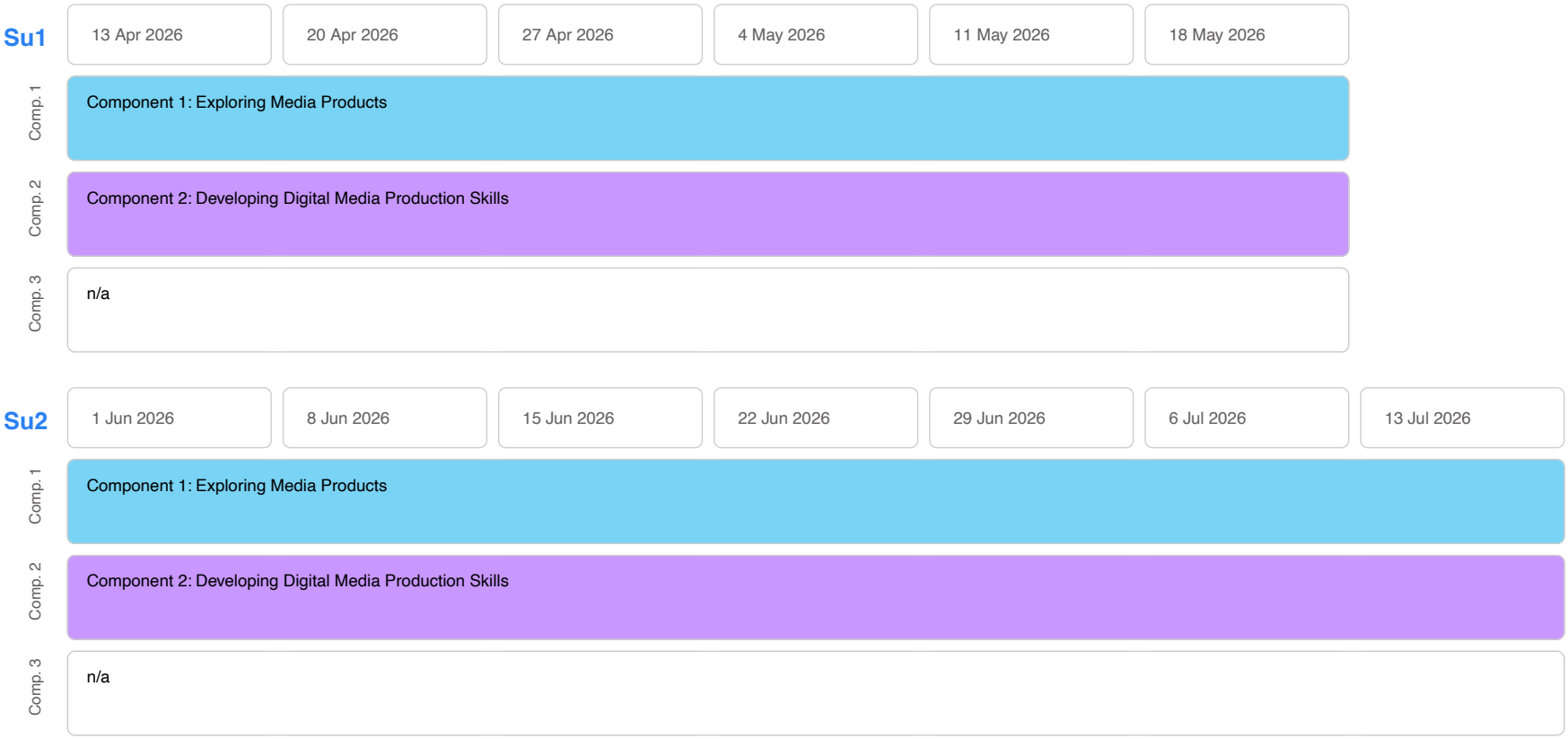
Specification

Key Stage 4 Creative Media Production • Year 10

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Wi1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Comp. 1	Component 1: Exploring Media Products							
Comp. 2	Component 2: Developing Digital Media Production Skills							
Comp. 3	n/a							

	week 1	week 2	week 3	week 4	week 5	week 6
Wi2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025
Comp. 1	Component 1: Exploring Media Products					
Comp. 2	Component 2: Developing Digital Media Production Skills					
Comp. 3	n/a					


Sp1
5 Jan 2026
12 Jan 2026
19 Jan 2026
26 Jan 2026
2 Feb 2026
9 Feb 2026
Comp. 1
Component 1: Exploring Media Products
Comp. 2
Component 2: Developing Digital Media Production Skills
Comp. 3
n/a
Sp2
23 Feb 2026
2 Mar 2026
9 Mar 2026
16 Mar 2026
23 Mar 2026
Comp. 1
Component 1: Exploring Media Products
Comp. 2
Component 2: Developing Digital Media Production Skills
Comp. 3
n/a


Su1
13 Apr 2026
20 Apr 2026
27 Apr 2026
4 May 2026
11 May 2026
18 May 2026
Comp. 1
Component 1: Exploring Media Products
Comp. 2
Component 2: Developing Digital Media Production Skills
Comp. 3
n/a
Su2
1 Jun 2026
8 Jun 2026
15 Jun 2026
22 Jun 2026
29 Jun 2026
6 Jul 2026
13 Jul 2026
Comp. 1
Component 1: Exploring Media Products
Comp. 2
Component 2: Developing Digital Media Production Skills
Comp. 3
n/a

GCSE D&T Engineering

Our vision for D&T is of an inspiring, rigorous curriculum centred around the teaching and learning of technical knowledge and practical competencies in support of the design and realisation of different products in a range of media. Creative thinking and an understanding of the broader design process underpins all. Wherever possible, pupils address 'real life' design problems derived from contextual challenges. Students learn design skills and methods and use an iterative approach to designing.

At KS3, we operate a rotation system whereby students spend each term covering particular subject areas with different specialist teachers. This way, students experience the full range of D&T material areas. We aim to meet all the demands of the National Curriculum for Design & Technology. Our curriculum is accessible to all through provision of a range of opportunities and challenges for students of diverse abilities, talents and backgrounds. Students learn to work both independently and in groups. All are encouraged to be well motivated and confident learners and problem solvers. Projects are based around design & make activities, covering a range of contexts and materials. Each project also aims to build technical knowledge and develop students' ability to analyse and evaluate their own work. We aim to make links to designs and designers throughout history, providing opportunities for children to critically reflect upon and evaluate their designs. We also aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art.

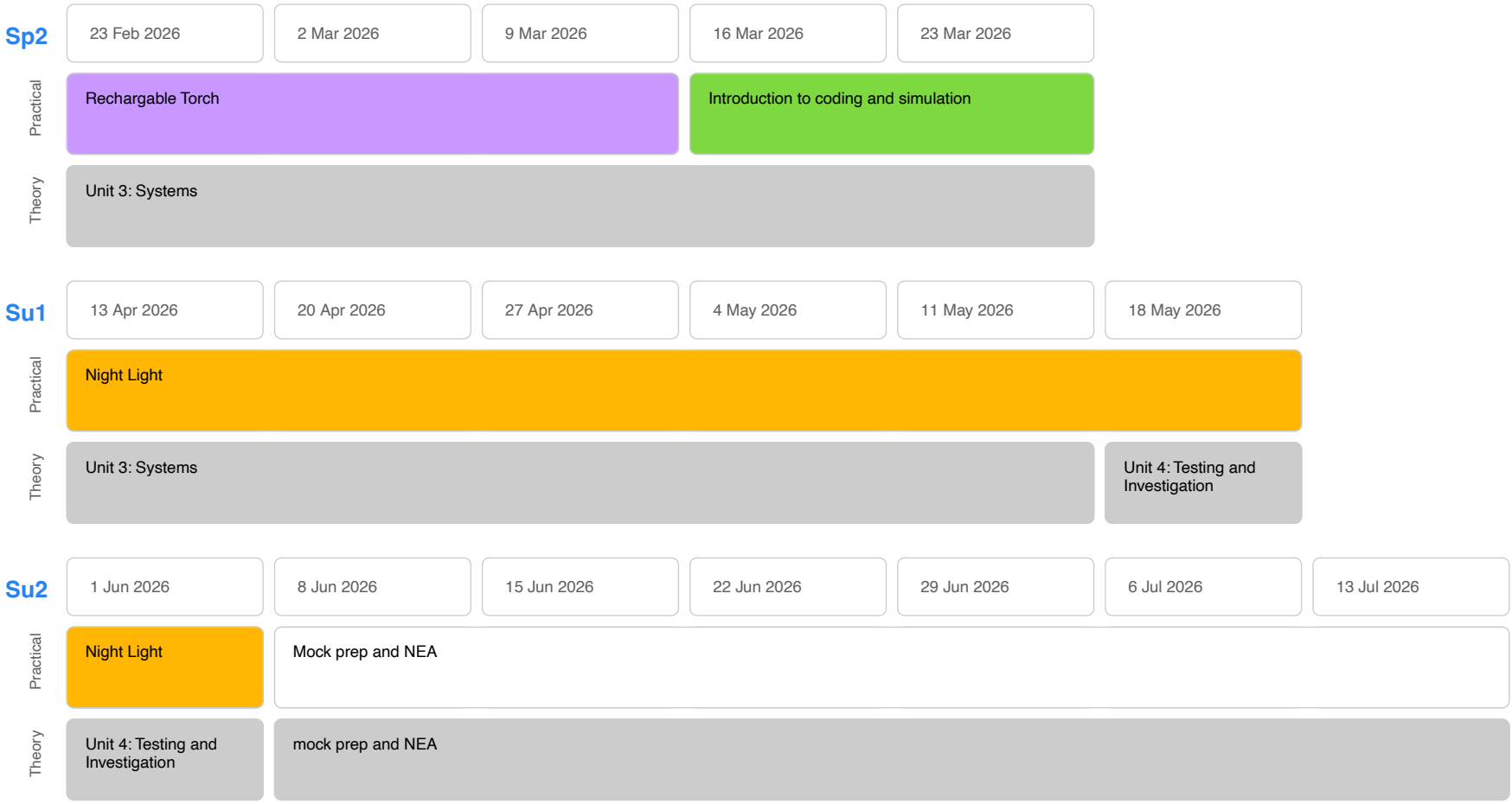
We assess projects termly and monitor progress over time. Ensuring that by the end of the key stage, students have:

• Developed the creative, technical and practical expertise needed to perform everyday tasks confidently.
• The ability to apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others.
• An understanding and ability to apply the principles of nutrition and how to cook. Students will be able to design and make a range of products.
• Developed a critical understanding of the impact of Design & Technology on daily life and the wider world.

At the end of KS3, students are able to progress into a range of D&T specialist areas.

GCSE D&T Engineering • Year 10

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Wi1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Practical	Technical drawing		Toy car project					
Theory	Introduction to engineering		Unit 1: Engineering Materials					
Wi2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Practical	CAD		Jewellery					
Theory	Unit 1: Engineering Materials	Unit 2. Engineering manufacturing processes						
Sp1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Practical	Jewellery			Rechargable Torch				
Theory	Unit 2. Engineering manufacturing processes					Unit 3: Systems		


Sp2
23 Feb 2026
2 Mar 2026
9 Mar 2026
16 Mar 2026
23 Mar 2026
Practical
Rechargable Torch
Introduction to coding and simulation
Theory
Unit 3: Systems
Su1
13 Apr 2026
20 Apr 2026
27 Apr 2026
4 May 2026
11 May 2026
18 May 2026
Practical
Night Light
Theory
Unit 3: Systems
Unit 4: Testing and Investigation
Su2
1 Jun 2026
8 Jun 2026
15 Jun 2026
22 Jun 2026
29 Jun 2026
6 Jul 2026
13 Jul 2026
Practical
Night Light
Mock prep and NEA
Theory
Unit 4: Testing and Investigation
mock prep and NEA

Key Stage 4 Hospitality & Catering

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- Developed the creative, technical and practical expertise needed to perform everyday tasks confidently.
- The ability to apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others.
- An understanding and ability to apply the principles of nutrition and how to cook. Students will be able to design and make a range of products.
- Developed a critical understanding of the impact of Design & Technology on daily life and the wider world.

At the end of KS3, students are able to progress into a range of D&T specialist areas.

Key Stage 4 Hospitality & Catering • Year 10

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Wi1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Practical	Basic H&S of the Food Room / Free Practical	Demo & Practical: Gnocchi & Sausage Bake	Demo/Prac - Carbonara	Demo/Prac - Spanakopita	Demo & Prac Tiramisu	Demo/Prac - Lamb Kebab with a Red Onion Salad	Demo/Prac - Special Fried Rice	Demo/Prac - Cottage Pie
Theory	UNIT 1 - Food Safety		UNIT 1 - Food related ill health			UNIT 2 - Food Safety Practices		UNIT 2 - Nutrition
Wi2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Practical	Demo/Prac - Moroccan Stew	Demo/Prac - Chocolate Brownies	Demo/Prac - Viennese Biscuits	Demo/Prac - Spanakopita	Demo/Prac - Quiche	Demo/Prac - Sausage Rolls		
Theory	UNIT 2 - Nutrition		UNIT 2 - Cooking Methods		UNIT 1 - Food related illness			
Sp1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Practical	Demo/Prac - Sausage Rolls	Demo/Prac - Profiteroles	Demo/Prac - Rock Cakes	Demo/Prac - Soda Bread	Demo/Prac - Focaccia	Demo/Prac - Cinnamon Buns		
Theory	UNIT 1/2 Catch Up session	UNIT 1 - Food related illness	UNIT 2 - Planning for Yr10 Assignment			UNIT 2 - Planning for Yr10 Assignment		

Sp2

	23 Feb 2026	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026
Practical	Demo/Prac - Keema & Naan	Demo/Prac - Prawn Thai Red Curry with fried rice	Demo/Prac - Spatchcock Tandoori Chicken with Cucumber Riata	Demo & Prac: Breaking down a Chicken	Demo/Prac - Greek Lemon & Garlic Chicken with Greek Salad
Theory	UNIT 2 - Planning for Yr10 Assignment	UNIT 2 - Yr10 Assignment Task		UNIT 2 - Yr10 Assignment Task	

Su1

	13 Apr 2026	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026
Practical	Demo/Prac - Chowder	Demo/Prac - Mushroom Risotto	Demo/Prac - Fish Cakes & Tartare Sauce	Demo/Prac - Free Choice Practical	Year 10 Project Practical: Task2 – Design Ideas	Year 10 Project Practical: Final Dish 1 Practical
Theory	UNIT 2 - Yr10 Assignment Task	UNIT 1/2 - Catch Up	UNIT 1 - H&S		UNIT 2 - Food Presentation	

Su2

	1 Jun 2026	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026
Practical	Year 10 Project Practical: Final Dish 2 Practical	Year 10 Project Practical: Catch up.	Year 10 Project Practical: Task 1 - research	Yr 10 Mock - Practical Exam	UNIT 1 - Food Safety		UNIT 1 Food related Ill health
Theory	UNIT 2 - Food Safety	UNIT 2 - Performance Review	UNIT 2 Practical Assessment Exam	UNIT 1/2 Catch Up	UNIT 1 Reveion & Exam Prep		

GCSE D&T Product Design

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• Developed the creative, technical and practical expertise needed to perform everyday tasks confidently.
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• An understanding and ability to apply the principles of nutrition and how to cook. Students will be able to design and make a range of products.
• Developed a critical understanding of the impact of Design & Technology on daily life and the wider world.

At the end of KS3, students are able to progress into a range of D&T specialist areas.

GCSE D&T Product Design • Year 10

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Wi1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Practical	Project 1 Graphic communication				Project 2 Design & make project - Box.			
Theory	Project 1 Theory - Unit 3.5 Graphic communication of design ideas, 1.6 Materials & their working properties (Paper & board), 1.1 New & emerging technologies				Project 2 Theory - 1.6 Materials & working properties (Wood), 2.4 Sources & origins, 2.5, Using & working etc, 2.6 Stock forms, 2.9 Surface finishes, 3.10 Specialst tools etc			
Wi2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
Practical	Project 2 Design & make project - Box.							
Theory	Project 2 Theory - 1.6 Materials & working properties (Wood), 2.4 Sources & origins, 2.5, Using & working etc, 2.6 Stock forms, 2.9 Surface finishes, 3.10 Specialst tools etc							
Sp1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
Practical	Project 3 Design & make activity - Polymers.			Project 4 Design & make activity.				
Theory	Project 3 Theory - Unit 1.6 Materials & working properties (Polymers) 1.2 Energy generation & storage			Project 4 Theory - Unit 1.3 Developments in new materials, 1.4 Undersanding a systems approach when deigning, 1.5 Mechanical devices				

Sp2

23 Feb 2026	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026

Practical

Project 4 Design & make activity.

Theory

Project 4 Theory - Unit 1.3 Developments in new materials, 1.4 Undersanding a systems approach when deigning, 1.5 Mechanical devices

Su1

13 Apr 2026	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026

Practical

Project 5 Design & make activity - Metalwork

Theory

Project 5 - Theory Unit 1.6 Materials & working properties (Metals)

Su2

1 Jun 2026	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026

Practical

GCSE NEA Project: AO1 Section A Identify, investigate & outline design possibilities AO1 Section B Producing a design brief specification Unit 2.1 Selection of materials & components

Theory

GCSE NEA Project: Unit 2.1 Selection of materials & components, Unit 1.3 Investigation, primary & secondary data

GCSE D&T Textiles

Our vision for D&T is of an inspiring, rigorous curriculum centred around the teaching and learning of technical knowledge and practical competencies in support of the design and realisation of different products in a range of media. Creative thinking and an understanding of the broader design process underpins all. Wherever possible, pupils address 'real life' design problems derived from contextual challenges. Students learn design skills and methods and use an iterative approach to designing.

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We assess projects termly and monitor progress over time. Ensuring that by the end of the key stage, students have:

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- An understanding and ability to apply the principles of nutrition and how to cook. Students will be able to design and make a range of products.
- Developed a critical understanding of the impact of Design & Technology on daily life and the wider world.

At the end of KS3, students are able to progress into a range of D&T specialist areas.

GCSE D&T Textiles • Year 10

Wi1

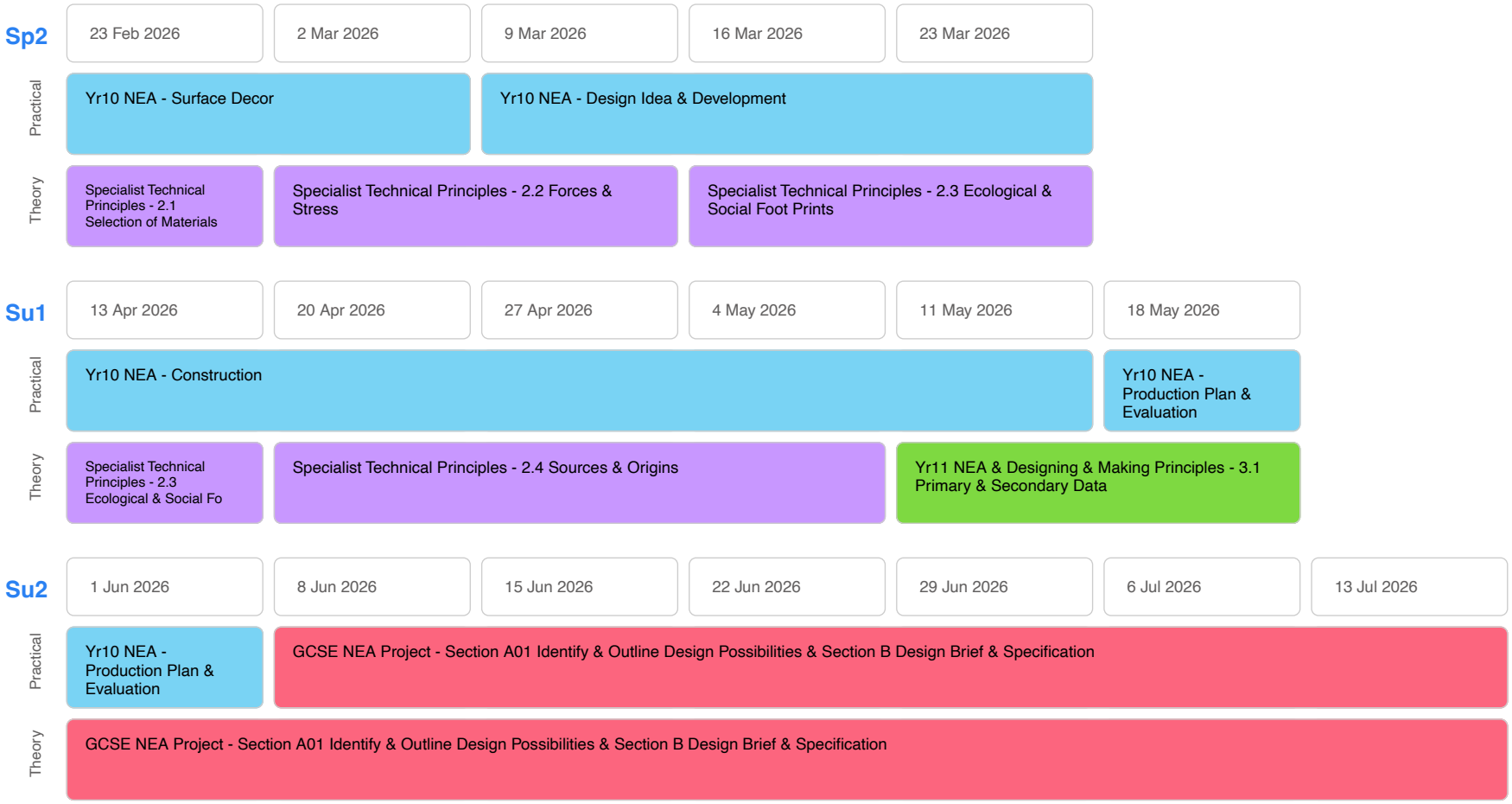
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
Practical	Construction Unit 2.5 Using & Working with Materials - Basic Construction					Garment Construction & 2.5 Using & Working with Materials - Using a Commercial Pattern		
Theory	Core Principles - 1.1 New & Emerging Technologies			Core Principles - 1.2 Energy Generation & Storage			Core Principles - 1.3 Developments in New Materials	

Wi2

	week 1	week 2	week 3	week 4	week 5	week 6
	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025
Practical	Garment Construction & 2.5 Using & Working with Materials - Using a Commercial Pattern					
Theory	Core Principles - 1.3 Developments in New Materials	Core Principles - 1.4 Understanding a Systems approach when designing		Core Principles - 1.5 Mechanical Devices		

Sp1

	week 1	week 2	week 3	week 4	week 5	week 6
	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026
Practical	2.9 Surface Treatments & Finishes - Techniques				Yr10 NEA - Surface Decor	
Theory	Core Principles - 1.6 Materials & their Working Properties				Specialist Technical Principles - 2.1 Selection of Materials/Components	


Sp2
23 Feb 2026
2 Mar 2026
9 Mar 2026
16 Mar 2026
23 Mar 2026
Practical
Yr10 NEA - Surface Decor
Yr10 NEA - Design Idea & Development
Theory
Specialist Technical Principles - 2.1 Selection of Materials
Specialist Technical Principles - 2.2 Forces & Stress
Specialist Technical Principles - 2.3 Ecological & Social Foot Prints
Su1
13 Apr 2026
20 Apr 2026
27 Apr 2026
4 May 2026
11 May 2026
18 May 2026
Practical
Yr10 NEA - Construction
Yr10 NEA - Production Plan & Evaluation
Theory
Specialist Technical Principles - 2.3 Ecological & Social Fo
Specialist Technical Principles - 2.4 Sources & Origins
Yr11 NEA & Designing & Making Principles - 3.1 Primary & Secondary Data
Su2
1 Jun 2026
8 Jun 2026
15 Jun 2026
22 Jun 2026
29 Jun 2026
6 Jul 2026
13 Jul 2026
Practical
Yr10 NEA - Production Plan & Evaluation
GCSE NEA Project - Section A01 Identify & Outline Design Possibilities & Section B Design Brief & Specification
Theory
GCSE NEA Project - Section A01 Identify & Outline Design Possibilities & Section B Design Brief & Specification

GCSE Drama

Enabling Creative Innovation:

Fortismere Drama is dedicated to nurturing imagination and creativity within our students. Our varied provision spans beyond the curriculum, celebrating Drama, Theatre and the arts in all aspects of school life. We are developing innovative cultural global leaders and critical thinkers of the future.

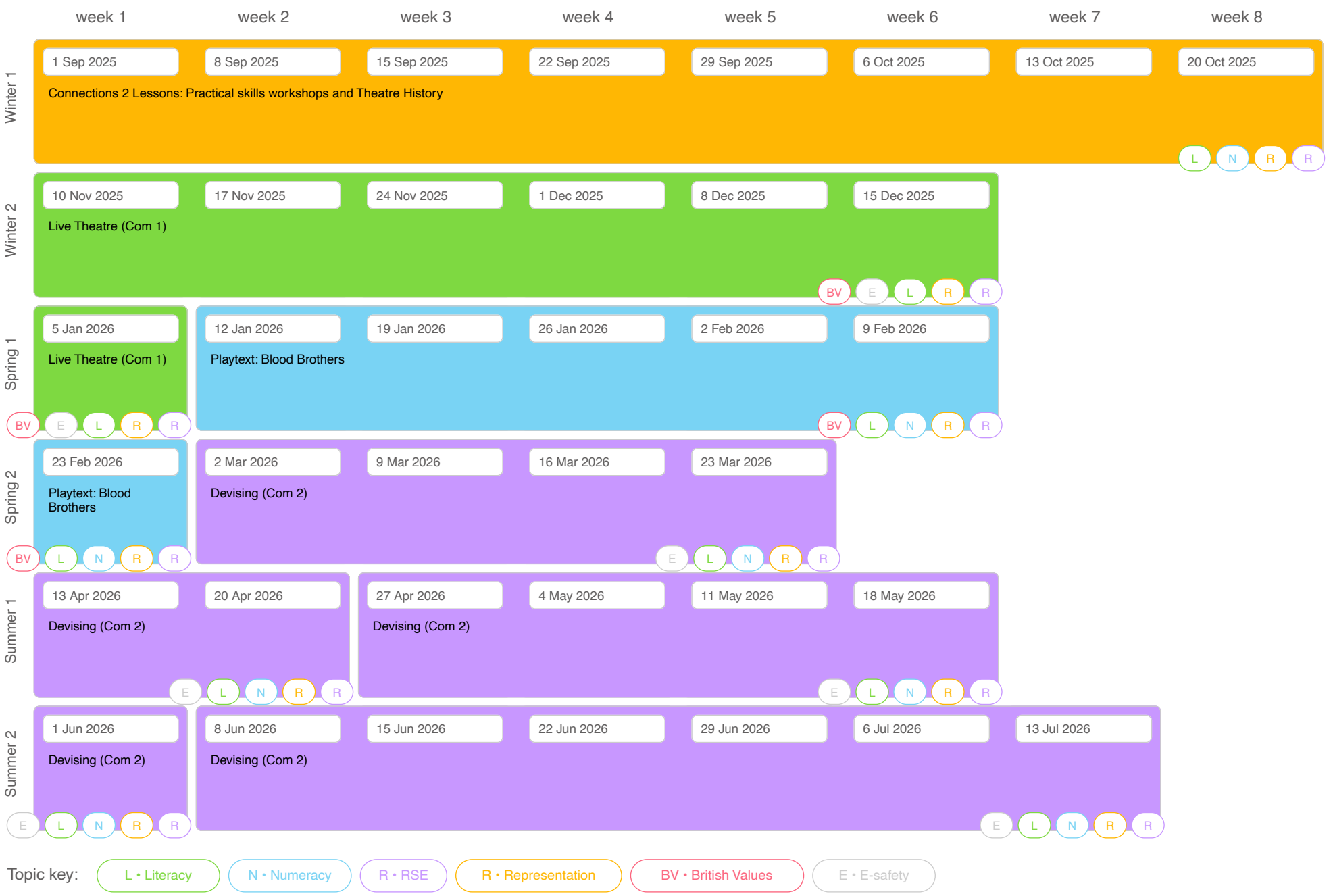
The study of Drama can improve social tolerance, create positive social change, foster emotional intelligence. In creating a safe environment within the classroom, Students are able to explore even the most sensitive or distressing issues with more impact and access to the hinterland of unfamiliar emotions, even more effectively than when reading stories. The study of Drama ultimately leads to documented improved academic performance for all of our students in every other subject (Jægar, M. M., & Møllegarrd, S. 2017). Co-operative learning practices underpin all we do within the Drama department; we believe that the self-awareness, confidence and analytical approach these practices foster, impacts across the curriculum and students' lives.

Innovation is at the heart of what we do in Drama; we believe our students deserve the right to ignite and nurture their talent, confidence and Arts awareness. We are not bound by the constrictions of the National Curriculum as a discrete subject; our curriculum is fluid and adaptable to meet the ever-changing needs of our young people. We focus on both knowledge and skills and our spiral approach means students continuously build on previous knowledge. Themes run through our key stages and you can map the developments below.

Students are provided with a rich and dynamic extra-curricular Drama provision often beyond the confines of the school site. The focus is on providing contemporary, industry-standard opportunities enriching the cultural capital of our students, staff and wider community. We have committed, highly trained staff, many of whom are still engaged professionally within their discipline. Our staff are actively engaged with the Arts and are committed to offering our students up-to-date experiences which reflect UK and Global Arts development. Students can take part in workshops, specialist training, cultural visits and practitioner-led seminars on a regular basis. All opportunities are inclusive and specialist provision is accommodated for where necessary. Students' life aspirations are raised through confidence in their ability, specialist support and access to London's cultural offering.

We celebrate diversity through our Drama provision and seek to close gap and raise attainment of the school's priority groups. We believe that all students should be able to access, engage and create within a safe and exceptional Drama curriculum and we encourage autonomy throughout Drama, encouraging students to be proactive and responsible. We hope they begin to grow into fearless, kind, supportive and independent human beings.

GCSE Drama • Year 10



Topic key: L • Literacy | N • Numeracy | R • RSE | R • Representation | BV • British Values | E • E-safety

GCSE Economics

The Economics and Business Department aims to provide our KS4/KS5 students with the knowledge and the skills needed in an ever changing, dynamic and global business, economic and financial environment. We support our students to become increasingly engaged in the world around them and who can later proceed to the world of work with the attributes needed to be successful as consumers, employees and potential employers. We champion high aspirations and students are encouraged to adopt a growth mindset. Our extra-curricular activities are designed to complement, cement and stretch students' knowledge, by making use of the opportunities provided in the wider world.

The aims of the department are for students to:

• Develop an understanding of the relevant economic and business concepts and theories and have the ability to apply them to a range of real-world issues – think like an economist / entrepreneur.
• Make informed decisions, by using economic and business concepts and theories to help analyse and evaluate contemporary real world issues.
• Appreciate the value and limitations of economic and business concepts and theories.
• Become economic/business literate in order to become informed consumers, producers and voters during their lives.
• Develop skills of application, analysis and evaluation because these are highly valued by universities and employers, as they highlight students' ability to think critically. Both subjects are useful in a range of careers including banking, finance, industry, management, media and politics.
• Develop a spirit of curiosity that extends into other subject areas including geography, history and politics.
• Read newspapers and watch /listen to news and current events programmes for economics / business developments and to discuss them in the classroom as they occur.

'The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed, the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually the slaves of some defunct economist.' (John Maynard Keynes, 1936)

At Fortismere, the study of Economics in the classroom is further complimented by extra-curricular opportunities. These include participation in the Student Investor Challenge, ICAEW BASE Competition, the Institute of Economic Affairs Budget Challenge. There is usually also a KS5 trip to the Bank of England Museum, as well as attending Economics Conferences.

GCSE Economics • Year 10

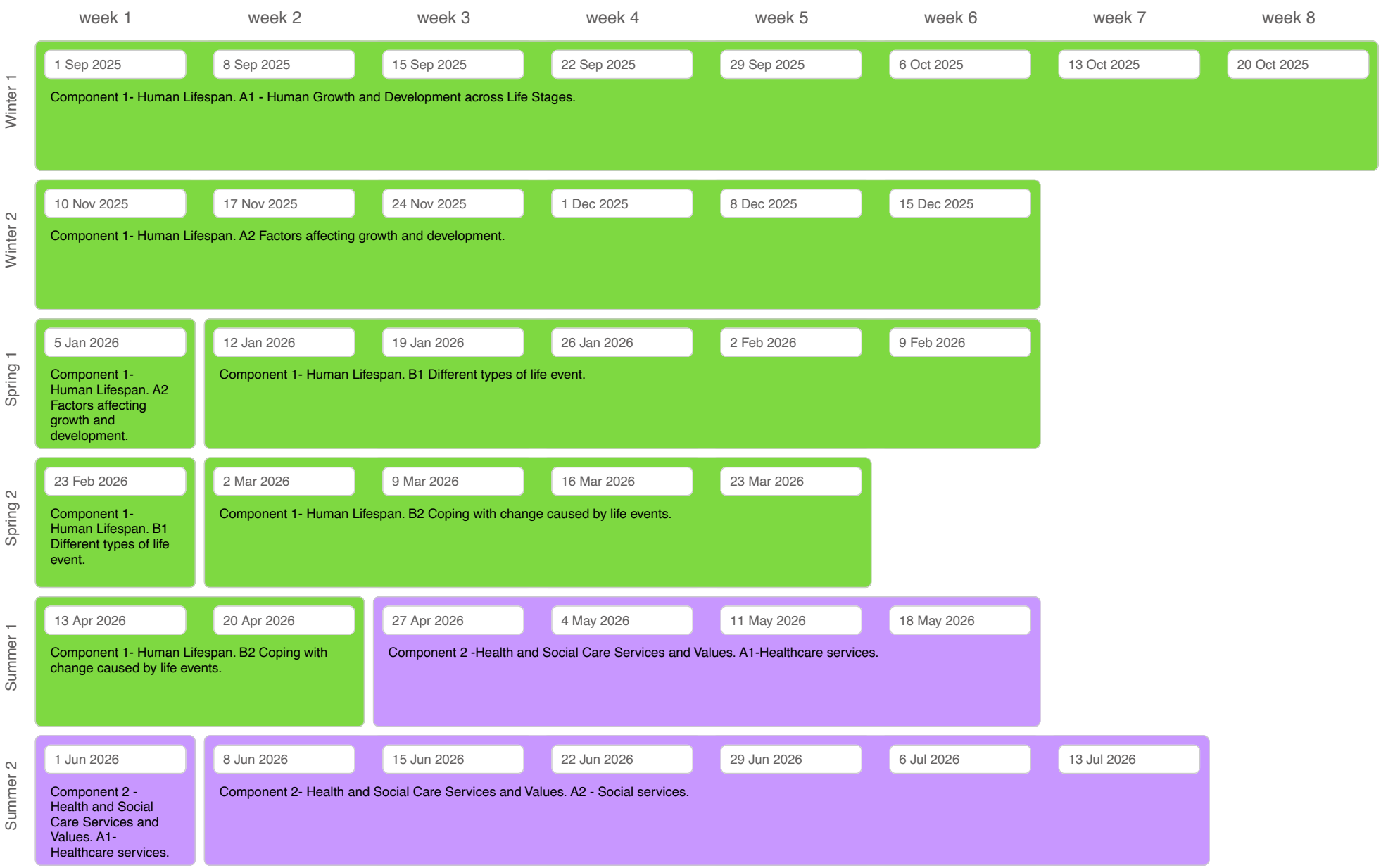
	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
	1.1 Main economic groups and factors of production		1.2 The basic economic problem			2.1 The role of markets		
Winter 2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
	2.2 Demand		2.3 Supply		2.4 Price			
Spring 1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
	2.4 Price	2.5 Competition			2.6 Production			
Spring 2	23 Feb 2026	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
	2.6 Production		2.7 The labour market					
Summer 1	13 Apr 2026	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
	2.7 The labour market		2.8 The role of money and financial markets		3.1 Economic growth			
Summer 2	1 Jun 2026	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	
	3.1 Economic growth	Preparing for Mocks - more exam practice			Revision of Topics 1.1 to 2.8			

KS4 Health & Social Care

This course is for learners who want to acquire sector-specific applied knowledge through vocational contexts by studying human lifespan development, health and social care services and values, and health and wellbeing as part of their Key Stage 4 learning. The Tech Award gives learners the opportunity to develop applied knowledge in the following areas:

- The life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- Different life events and how individuals can adapt or be supported through changes caused by life events
- Health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- The barriers and obstacles an individual may encounter and how these can be overcome
- The skills, attributes and values required to give care and how these benefit the individual
- How factors can affect an individual's current health and wellbeing
- How physiological indicators and an individual's lifestyle choices determine physical health
- The use of the person-centred approach
- Recommendations and actions to improving health and wellbeing and the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

KS4 Health & Social Care • Year 10



GCSE Mandarin

At Fortismere our language department has developed a curriculum that aims to:

1. Foster an interest in and enthusiasm for the culture and customs of the target language country and instil the passion and curiosity which will motivate students to be lifelong language learners.

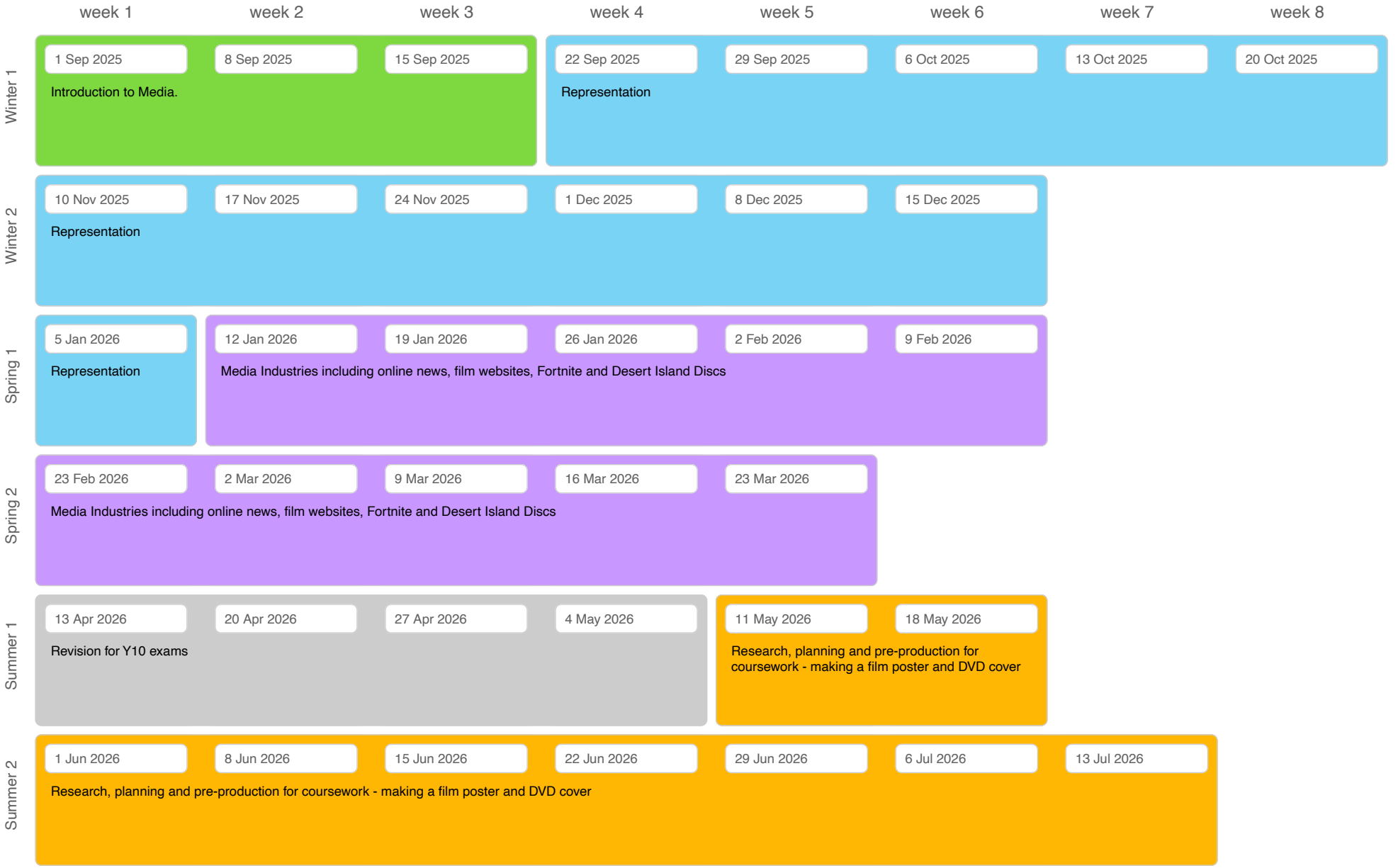
2. To facilitate students' ability to communicate in the target language, especially focused on key vocabulary and structures which allow students to 'get by' when they are in the target language country.

3. To prepare students for national exams so they have the tools and motivation to either continue with the subject at university or have a strong understanding of the language which they can draw on in later life.

GCSE Mandarin • Year 10

GCSE Media Studies

GCSE Media Studies • Year 10



GCSE Music

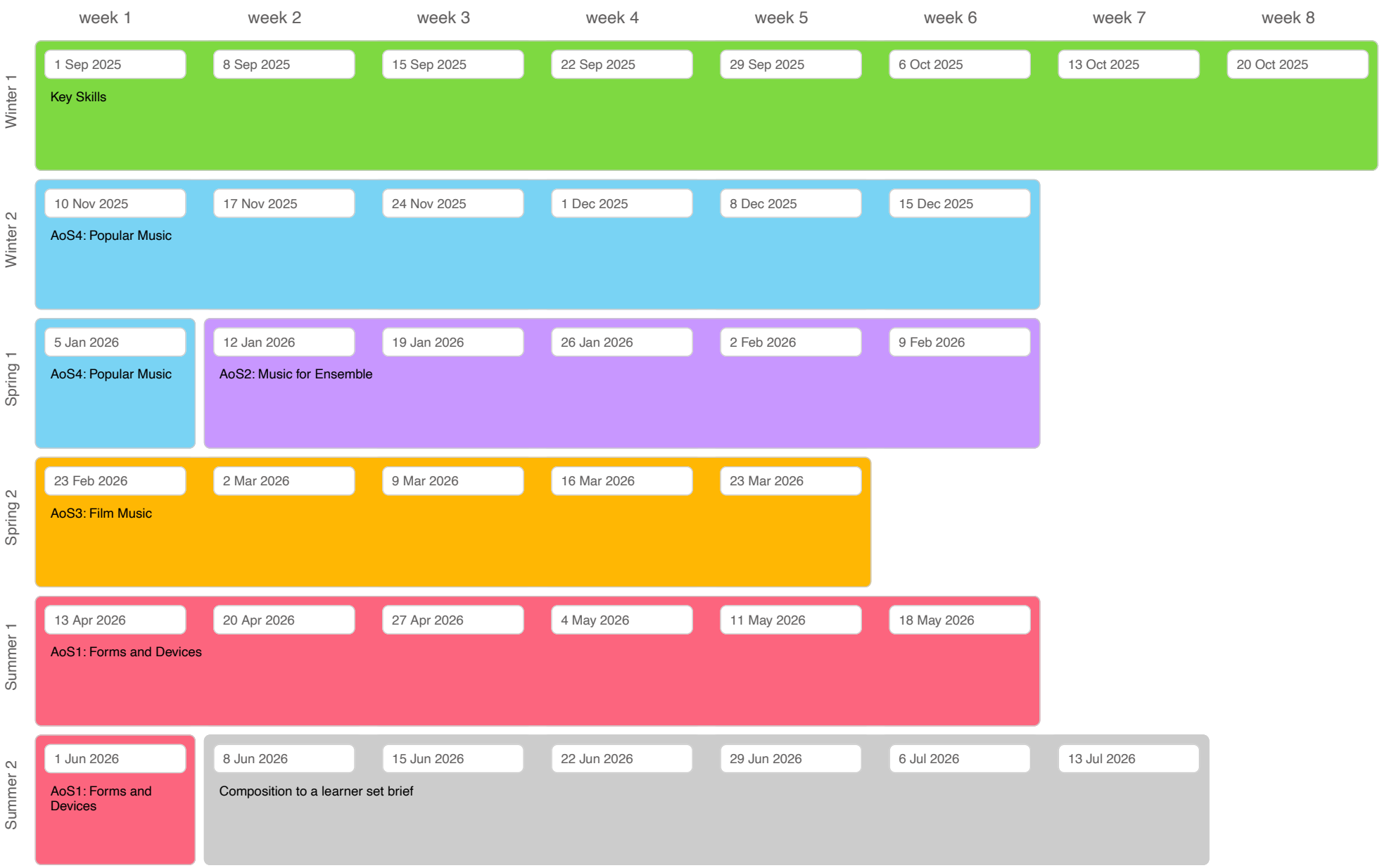
The study of Music is essential to developing a young person's identity and to help them make sense of who they are and how they fit into today's world, its study will develop critical thinking, the skills of evaluation and refining and the ability to work with others. As a truly Universal Language it can unite us, help us to express our emotions and communicate with others either through our listening choices or by making music with others. Through the study of Music at Fortismere, students will develop a better understanding of different cultures, the common threads that tie us together across our global society and how music can be used as a powerful tool for good in the world. Within the Music Department we strive to teach our students how emotions can be expressed, how imagination can be sparked through composition, listening and performing and ultimately to ignite an interest within our young musicians that will inspire a lifelong love of learning which will develop as they go through life beyond these early stages of their journey.

The study of Music at Fortismere is underpinned by the development of key skills which will support our students both academically and emotionally. Our students will learn to analyse the music that they listen to and in doing so become more critical thinkers and active listeners, they will learn to recognise principal themes and how music is used as a way to express Social, Moral, Spiritual and Cultural differences. Through learning how to compose our students will learn to develop their own ideas, begin to express themselves emotionally and use their analysis of key universal themes into practice. These universal themes will include a range of genres, styles and traditions, including our great composers and musicians.

Students will also have the opportunity to perform within groups or individually and in doing so will develop interpersonal, memory and evaluation skills. This will include singing and the use of voices, learning how to use instruments and technology in order to progress toward musical excellence These three areas of study will be evident in lessons and delivered by a team of music specialists dedicated to creating an exciting and challenging environment for all students of all abilities.

At Fortismere, the study of Music in the classroom is further complemented by extra-curricular opportunities which make the most of the opportunities in our local community and the wider world. Students are able to take part in a variety of ensembles both within their own peer groups and as part of cross generational groups such as our Community Choir and Symphony Orchestra. They are also offered the chance to take part in workshops, seminars and concerts throughout the year as well as make music within their local, wider and world community.

GCSE Music • Year 10



BTEC Music Technology

The study of Music is essential to developing a young person's identity and to help them make sense of who they are and how they fit into today's world, its study will develop critical thinking, the skills of evaluation and refining and the ability to work with others. As a truly Universal Language it can unite us, help us to express our emotions and communicate with others either through our listening choices or by making music with others. Through the study of Music at Fortismere, students will develop a better understanding of different cultures, the common threads that tie us together across our global society and how music can be used as a powerful tool for good in the world. Within the Music Department we strive to teach our students how emotions can be expressed, how imagination can be sparked through composition, listening and performing and ultimately to ignite an interest within our young musicians that will inspire a lifelong love of learning which will develop as they go through life beyond these early stages of their journey.

The study of Music at Fortismere is underpinned by the development of key skills which will support our students both academically and emotionally. Our students will learn to analyse the music that they listen to and in doing so become more critical thinkers and active listeners, they will learn to recognise principal themes and how music is used as a way to express Social, Moral, Spiritual and Cultural differences. Through learning how to compose our students will learn to develop their own ideas, begin to express themselves emotionally and use their analysis of key universal themes into practice. These universal themes will include a range of genres, styles and traditions, including our great composers and musicians.

Students will also have the opportunity to perform within groups or individually and in doing so will develop interpersonal, memory and evaluation skills. This will include singing and the use of voices, learning how to use instruments and technology in order to progress toward musical excellence These three areas of study will be evident in lessons and delivered by a team of music specialists dedicated to creating an exciting and challenging environment for all students of all abilities.

At Fortismere, the study of Music in the classroom is further complemented by extra-curricular opportunities which make the most of the opportunities in our local community and the wider world. Students are able to take part in a variety of ensembles both within their own peer groups and as part of cross generational groups such as our Community Choir and Symphony Orchestra. They are also offered the chance to take part in workshops, seminars and concerts throughout the year as well as make music within their local, wider and world community.

BTEC Music Technology • Year 10

GCSE PE

At Fortismere pupils enjoy a rich and diverse sports curriculum, where they grasp the opportunities and challenges it offers with commitment, dedication, enthusiasm and perseverance.

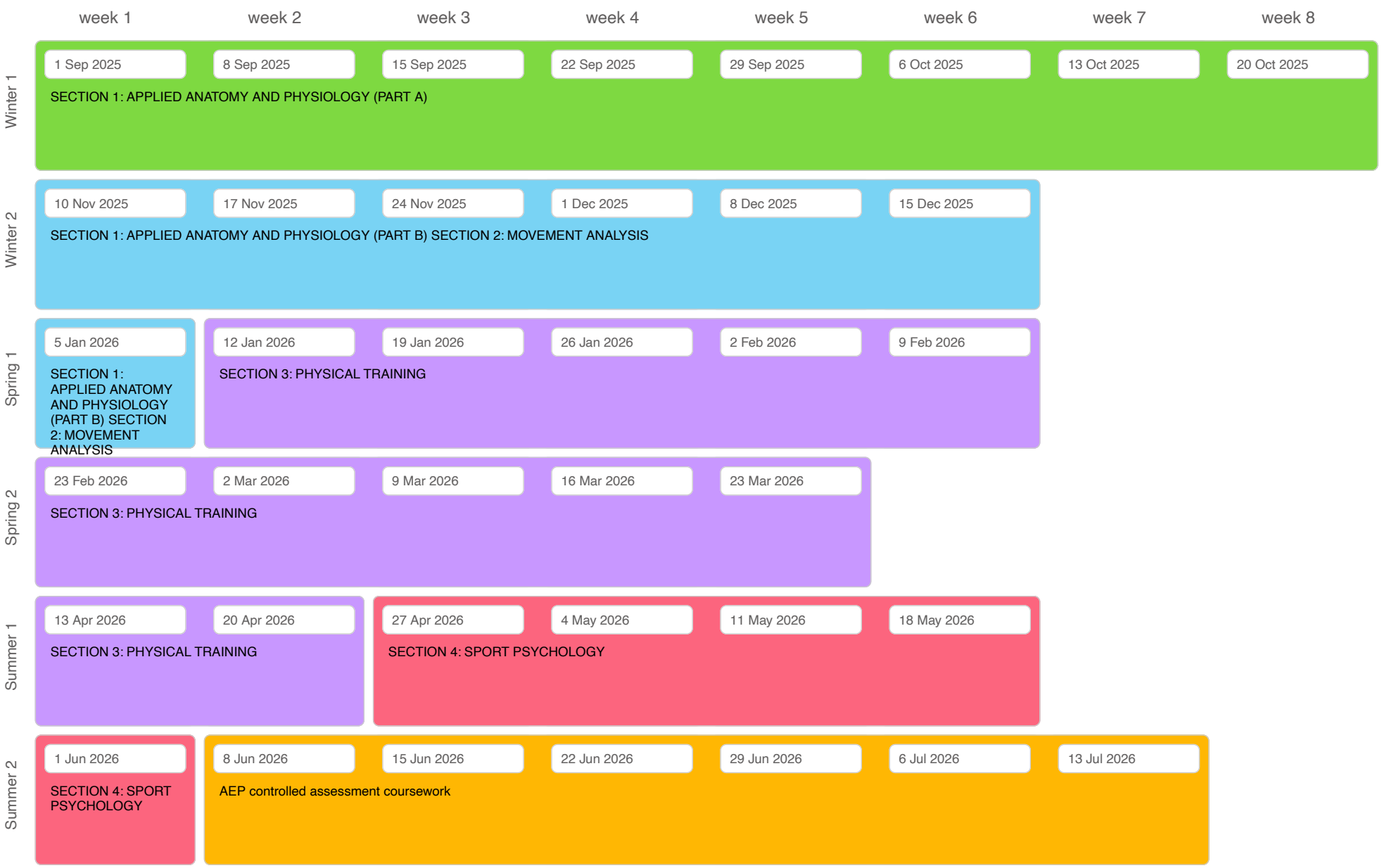
The range of opportunities that the sports department offers to pupils is designed to develop teamwork, self-confidence and resilience and enhances their personal development throughout their academic journey.

Fortismere is fortunate to have 20 acres which provide excellent opportunities for indoor and outdoor sporting endeavours. These include the Paddy Haddow sports centre, netball courts, tennis courts, football pitches and a multi-purpose built indoor gym.

In all our lessons, pupils benefit from the use of outstanding technology to add value to our lessons and assist with the analysis of coaching, conditioning and skills performance.

We believe that all pupils should have the opportunity to participate in competitive sporting opportunities to develop their confidence and self-belief. To facilitate this we have an extensive extra-curricular and competitive fixtures programme across a wide range of sporting disciplines. Our high calibre PE department enables each pupil to follow their sporting ambition and to flourish in their chosen field. Some of our pupils have been selected to play at County, Regional and National Level.

GCSE PE • Year 10



GCSE Religious Studies

Key info:

Years:	10 and 11
Exam board:	AQA
Qualification:	GCSE
Assessment info:	The two exams taken at the end of Yr11 account for 50% of the total marks each. Paper 1 - Religions (1hr 45 mins) Paper 2 - Thematic Studies (1hr 45 mins)

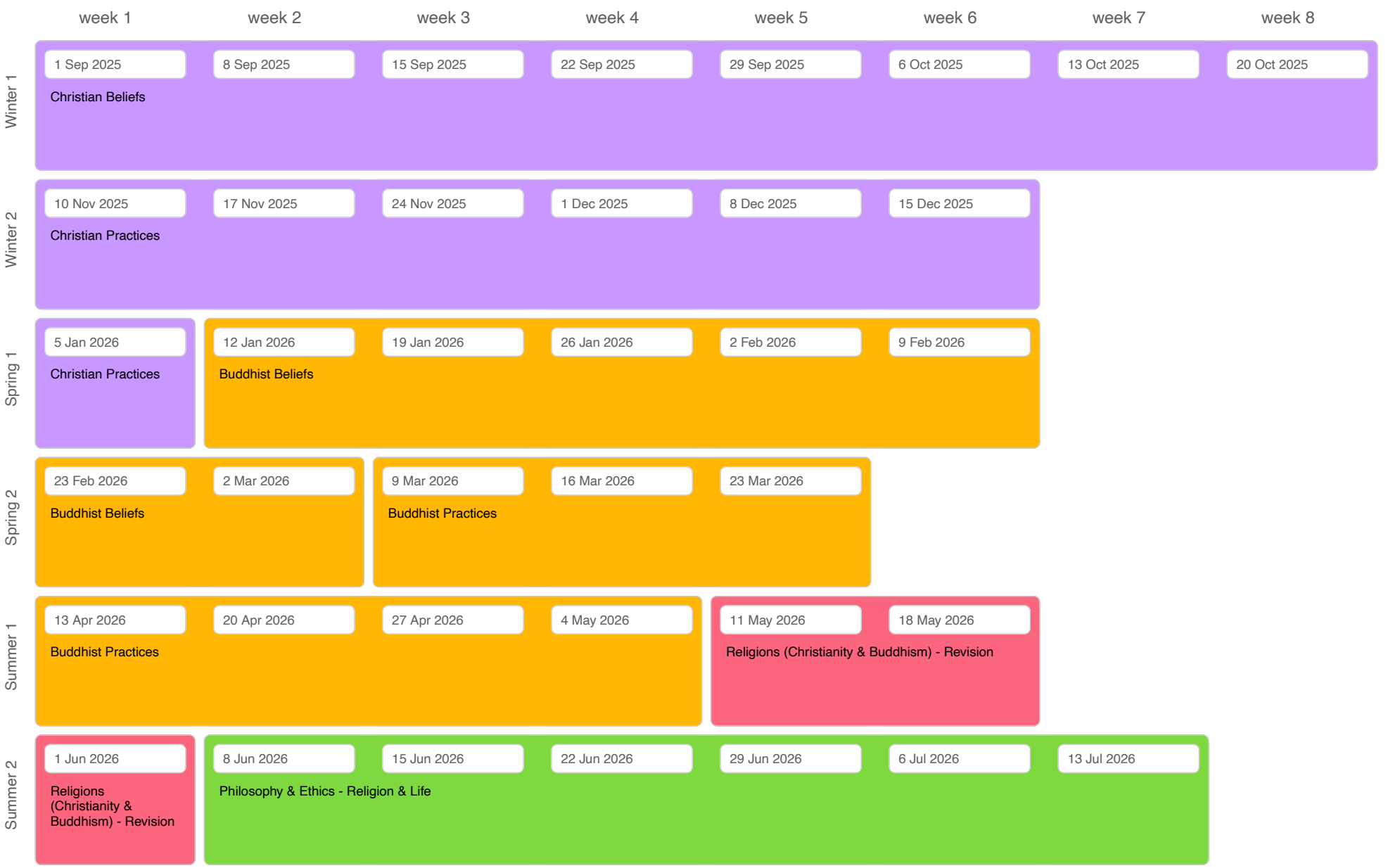
Specification

In Religious Studies GCSE, students study two religions in depth - Christianity and Buddhism. They also consider a range of ideas from Philosophy and Ethics, including medical ethics, arguments for and against the existence of God, crime, punishment, social justice and human rights.

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious and philosophical issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study in a wide variety of fields. This GCSE is an excellent choice for anyone who enjoyed PRE in years 7-9, and might also be of particualr interest to those that wish that go on to study Philsophy at A Level (although it is not a requirement).

GCSE Religious Studies • Year 10



Key Stage 4 PSHE

PSHE is taught to all students in Years 7-11. Our curriculum follows the government guidance on the subject, and it includes the statutory requirements for teaching Relationships and Sex Eduction (RSE).

Parents of students aged 16 and under have the right to withdraw their child from lessons which focus on RSE. Please read the information below to see what is covered in these lessons, and contact us if you wish to discuss this.

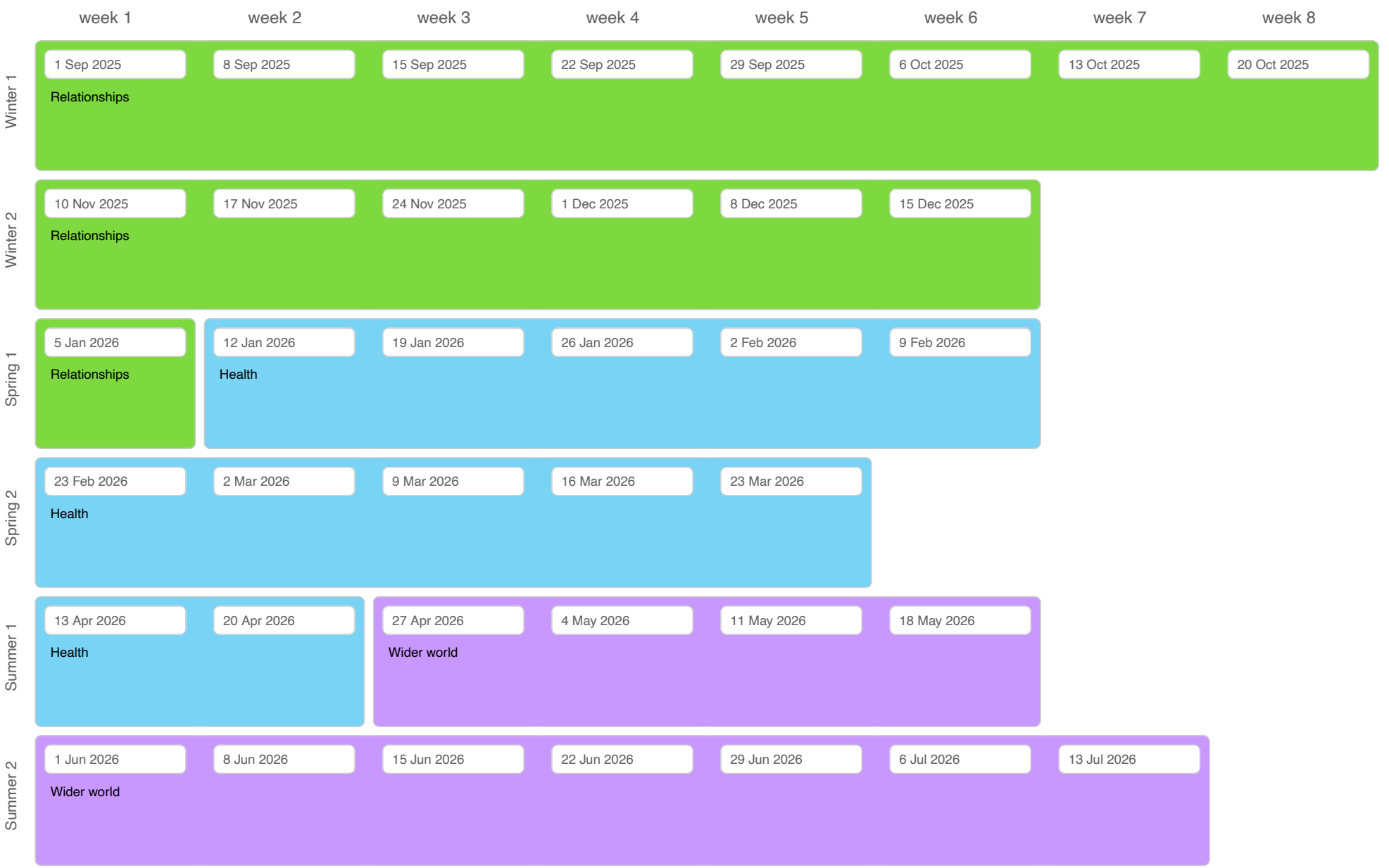
We cover the same three topics every year, building on previous knowledge and introducing new age-appropriate material. There is a link below to the full curriculum, along with links to government guidance and schools' statutory obligations.

Term 1 - Relationships: Students learn about the variety of human relationships, and how to maintain healthy relationships with others both online and in person. This incorporates Relationships and Sex Education (RSE), delivered in an age-appropriate way.

Term 2 - Health: Students learn how to look after their own physical and mental health, and how to maintain a healthy lifestyle. We consider the UK law on drugs and alcohol, and how to make sensible, informed lifestyle choices.

Term 3 - The Wider World: Students learn about finance, work, and their rights and responsibilities as a citizen. This includes careers advice, and practical information such as writing a CV and opening a bank account. We also consider the moral aspect of being a global citizen, and we look at British Values.

Key Stage 4 PSHE • Year 10



GCSE Photography

The Fortismere Art and Photography Department provides a challenging, structured and inclusive context for students' engagement with Art and Photography. Our curriculum presents opportunities that recognise and shape the creative aspirations of our students, building on prior learning and teaching new ways for students to express themselves through visual language. We are dedicated to engendering students' productive and innovative participation in the world of visual arts as concerned and caring citizens of the global community.

Across nine schemes of work, each lasting one term, students are introduced to a breadth of ways to generate ideas and create work. For example responding to social issues, artists, traditional fine art genres and more abstract concepts. Students experience a range of techniques including ceramics, printmaking, painting and mixed media and there are opportunities for group work as well as more independent study.

Each year students also complete a research project. This opportunity allows them to develop their ability to critically analyse sources, synthesise information and present their findings in creative ways that express their understanding about the chosen artist. Students are encouraged to use a sketchbook to present their research as well as the practical tasks set in class and for homework.

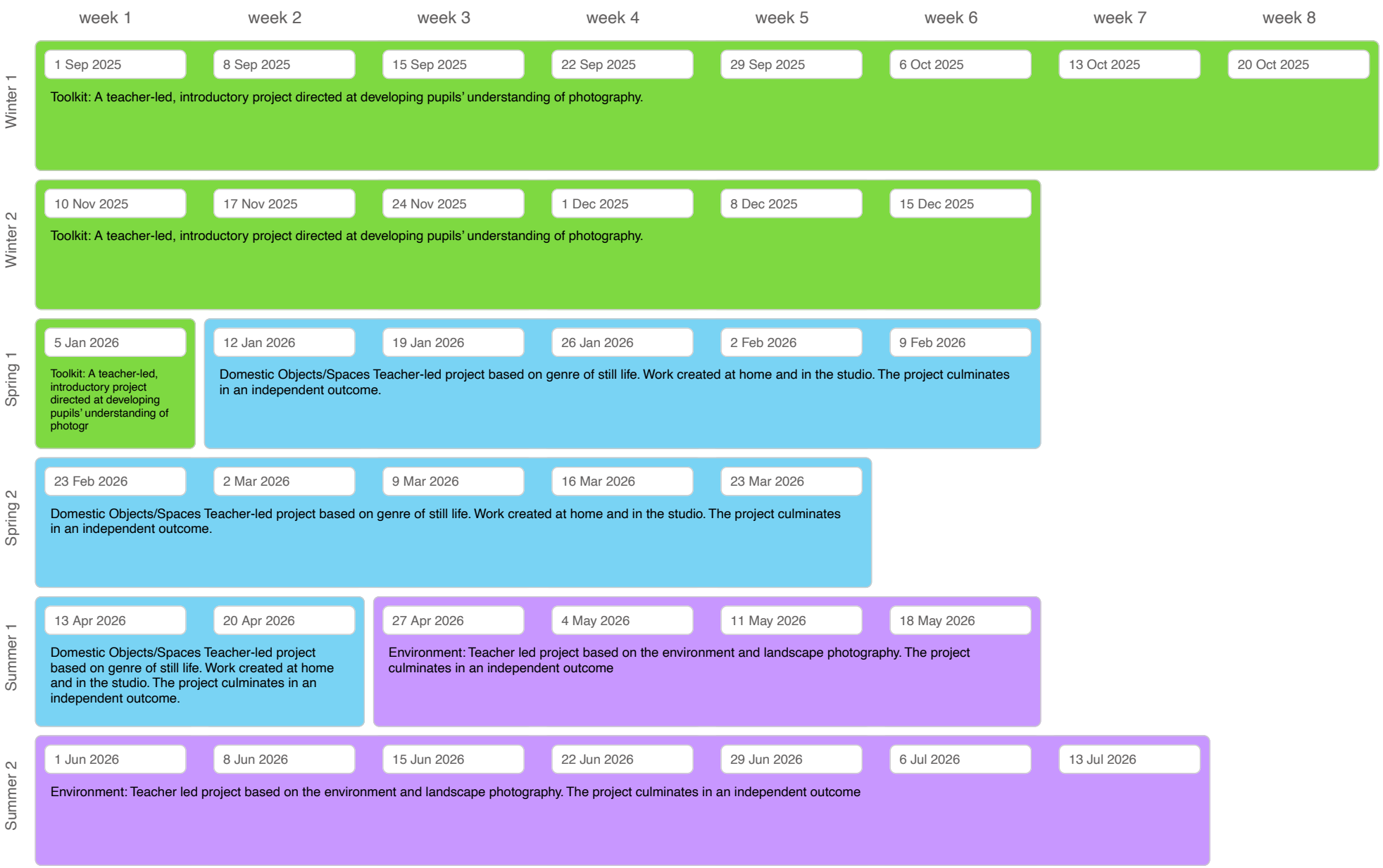
The Art and Photography curriculum is designed to enable students to develop new and build upon existing skills through careful department planning, preparation, set tasks, homework and the repetition of technical processes. The department website provides a live resource for parents, teachers and students to support teaching and learning. The curriculum and department is further enriched by a wealth of art practitioners connected to the school via the parent / carer body and Art and Photography alumni.

The Art and Photography Department is inclusive and we have an excellent record of supporting disadvantaged and minority students. Tasks are differentiated appropriately to ensure that all students can access the curriculum and make progress within the subject.

The breadth of the KS3 Art curriculum and the quality of the provision provides a strong foundation for those students who wish to study the subject at GCSE and beyond. Access to art practitioners also gives students insight into further education and careers within the arts, breaking down preconceived ideas about the opportunities available and the economic, social and reputational value the creative industries deliver.

The Art Department also values those students who may not wish to continue with their art studies beyond Year 9 and takes its role in their development as visually literate citizens very seriously. It is our aim that these students have the skills to lead lives that are happier, healthier, more sociable, and enriched through access to culture and creativity.

GCSE Photography • Year 10



GCSE Sociology

Key info:

Years: 10 and 11

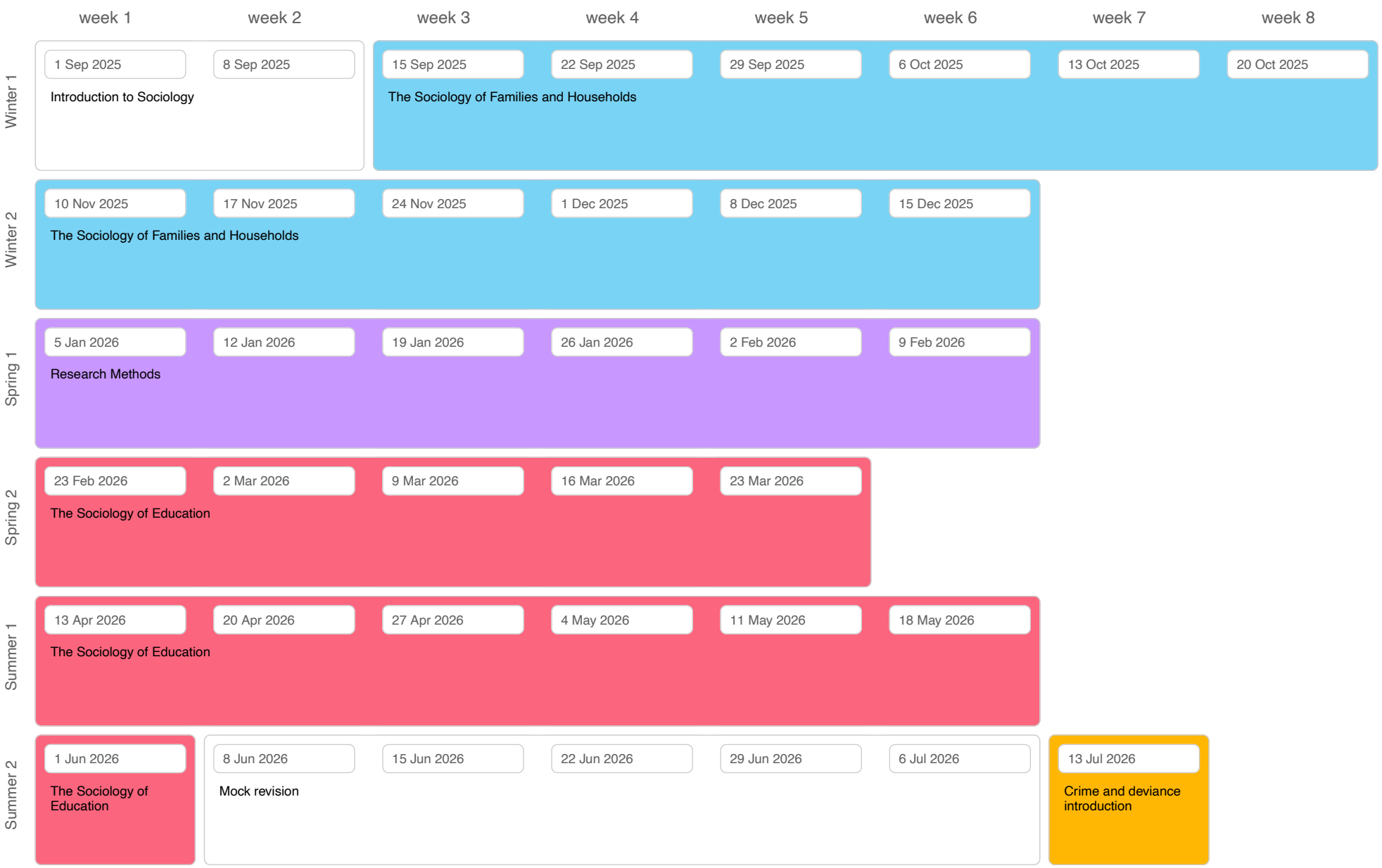
Exam board: AQA

Qualification: 8192

Specification

Sociology is a course that will challenge anyone to think critically, and engage with the society around them in a way that they may not be used to doing. It is a subject that allows students to gain a greater understanding of the complex yet simple nature of humans and their societies. Society as a whole is in a constant state of flux. However, every society has its own norms and values, agencies of socialisation, social structures and subcultures. Within any society, there are always aspects of conflict and consensus within and between these integral components. Just think about the endless public debate there is on issues such as gang violence, 'binge-drinking' teenagers, boys' underachievement in school, the effects of single-parenthood and births outside of marriage, questions of racial and sexual equality, issues of identity, the effect of globalisation on individuals and communities, the impact of new education policies and so many more. They are the subject of countless views and opinions, and through a study of Sociology, a student will be able to position themselves on the broad spectrum of these substantive discussions. Students will learn about the core sociological theories of Functionalism, Feminism and Marxism and The New Right and students will be expected to learn about and evaluate the methods in which sociologists have conducted their research. Sociology at KS4 and KS5 studies and evaluates the role that the family and education have on the individual, and it also looks at the organisation of society in terms of power and status and explores the explanations and responses to crime and deviance. At KS5, students also learn about beliefs and they will study theory and methods in more depth. The central focus of study for Sociology is on UK society today, with consideration given to dimensions within a globalised context.

GCSE Sociology • Year 10



GCSE Biology

Key info:

Years: 10 and 11

Exam board: AQA

Qualification: 8461

Specification

Our students will develop the skills and confidence to form ideas and theories of their own to resolve challenges, beyond life at Fortismere. Our alumni will evaluate the evidence and critically challenge the theories and preconceptions presented to them by the media and other sources both reliable and unreliable.

We aim to instil in our students the same passion for science that we as teachers have. Teaching materials are designed to both lay a firm foundation to a lifetime of scientific thinking and to enthuse this passion. We aim to integrate the key concepts in all of the sciences as well as the idea of 'working scientifically' to develop alumni who are: inquisitive; able to balance the strength of evidence and be confident in their scientific guesses.

The Key Stage 3 Science program of study is planned as a spiral curriculum that re-visits Big Ideas in Years 7 and 8: Energy; Forces; Electromagnets; Matter; Earth; Reactions; Organisms; Ecosystems; Genes. Our curriculum is based around these big conceptual ideas that provide an deepening understanding of the sciences; it helps students define the individual disciplines and supports them recognising and understanding their interconnectedness.

Each idea is divided into four smaller topics that are the building blocks of the Big Ideas. Within lessons we will teach knowledge and skills in the context of their application outside the laboratory and with reference to their impact on other subject areas of the school curriculum.

In seeking to transform lives, our curriculum has other aims: to understand and apply the nature of the scientific principle; develop the skills required to engage in scientific activity; appreciate the impact and relationship to other subjects in the curriculum (for example, engineering and mathematics); supporting our students' mastery of debate through the power of accurate scientific vocabulary and application of an evidence based approach.

Scientific Enquiry
The teaching of Scientific Enquiry is integrated into the Big Ideas and sub-topic principles with identified 'key practicals' to ensure equality of opportunity for students.

Working scientifically is broadly categorised as:

Analyse
- Analyse patterns
- Discuss limitations
- Draw conclusions
- Estimate risks
- Examine consequences
- Review theories

Communicate
- Present data
- Communicate ideas
- Construct explanations
-

Critique claims
• Justify opinions

Enquire
• Collect data
• Devise questions
• Plan variables
• Test hypotheses
• Interrogate sources

Solve
• Analyse patterns
• Discuss limitations
• Draw conclusions
• Estimate risks
• Examine consequences

All aspects of scientific enquiry are studied throughout Year 7 & 8 but each half-term has a scientific enquiry theme where key concepts of that enquiry theme are revisited often.

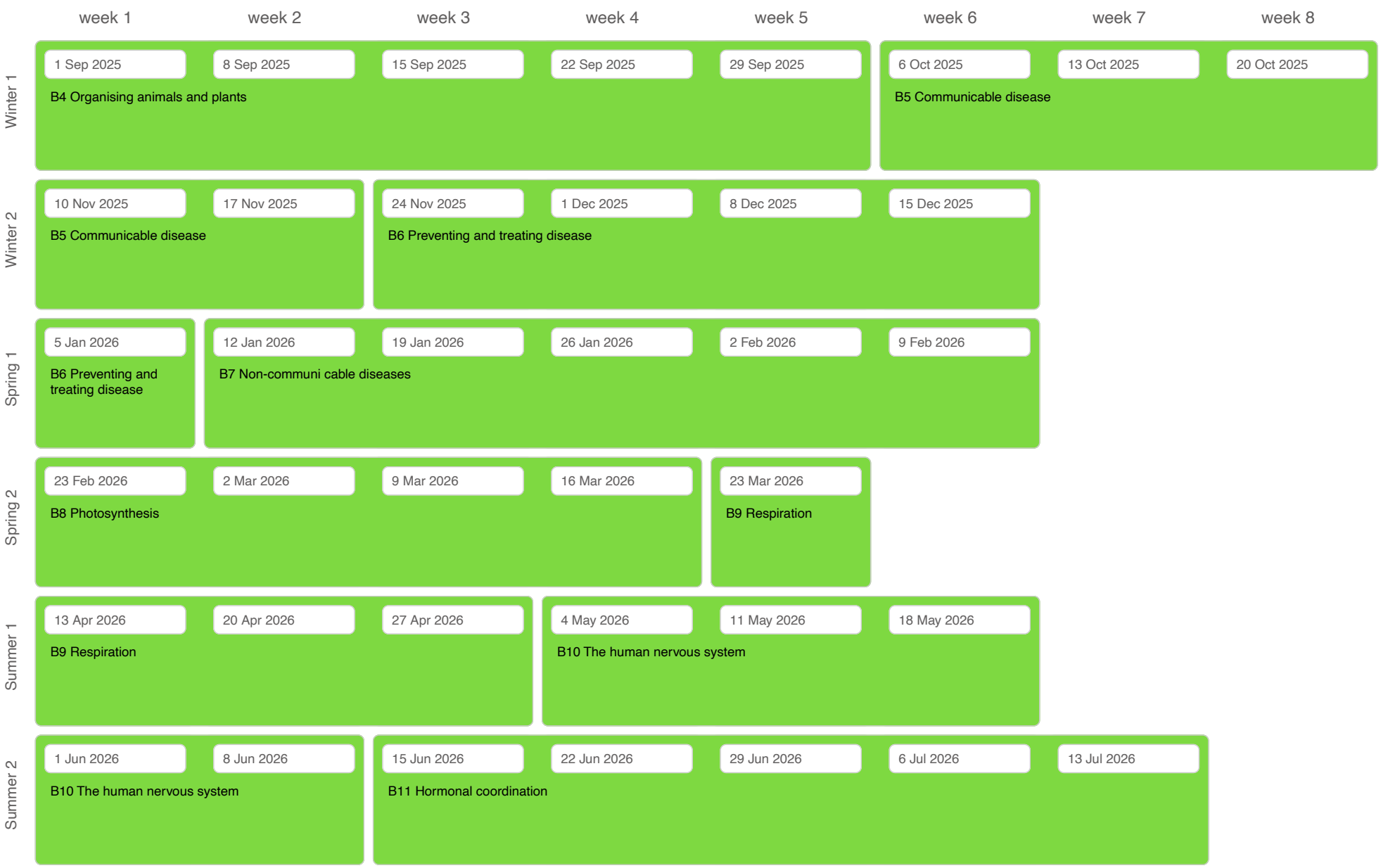
Mastery of Ideas
Mastery is the secure understanding of the Big Ideas. This is not only “Knowledge” of the skills and facts, but also the flexibility to “Apply” the knowledge across different contexts and situations. The power of fluency in scientific vocabulary is a knowledge/skill considered necessary for mastery.

Biology
Our aim is to encourage learning in Biology to be stimulating and exciting for all students. We foster independent study and use exciting cutting edge practical work such as genetic transformation of bacteria. We also provide more well known practical experiences like dissection of mammalian hearts and eyes. We find students are naturally very inquisitive and learn quickly by experiencing at first hand the biology in the world around them.

Chemistry
Practical work underpins learning in the majority of our lessons, whilst thinking skills and application of knowledge are always emphasised. Students graduate from our chemistry courses with a firm grasp of the theory and with confidence in their practical skills. A dynamic subject, Chemistry is very popular in the Sixth Form, with many students going on to pursue related courses at university, particularly Medicine.

Physics
Throughout the key stages we encourage students to develop their knowledge and understanding of Physics through practical experience, observation and data analysis, combined with open-ended investigative approaches. Our GCSE course provides effective support for those students who progress their studies to the AQA A Level Physics course where we also teach the Astrophysics Option Block. This provides a contemporary, dynamic view of the subject with substantial use of ICT resources and modelling software.

GCSE Biology • Year 10



GCSE Chemistry

Key info:

Years: 10 and 11

Exam board: AQA

Qualification: 8462

Specification

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Communicate
- Present data
- Communicate ideas
- Construct explanations
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Critique claims
• Justify opinions

Enquire
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• Test hypotheses
• Interrogate sources

Solve
• Analyse patterns
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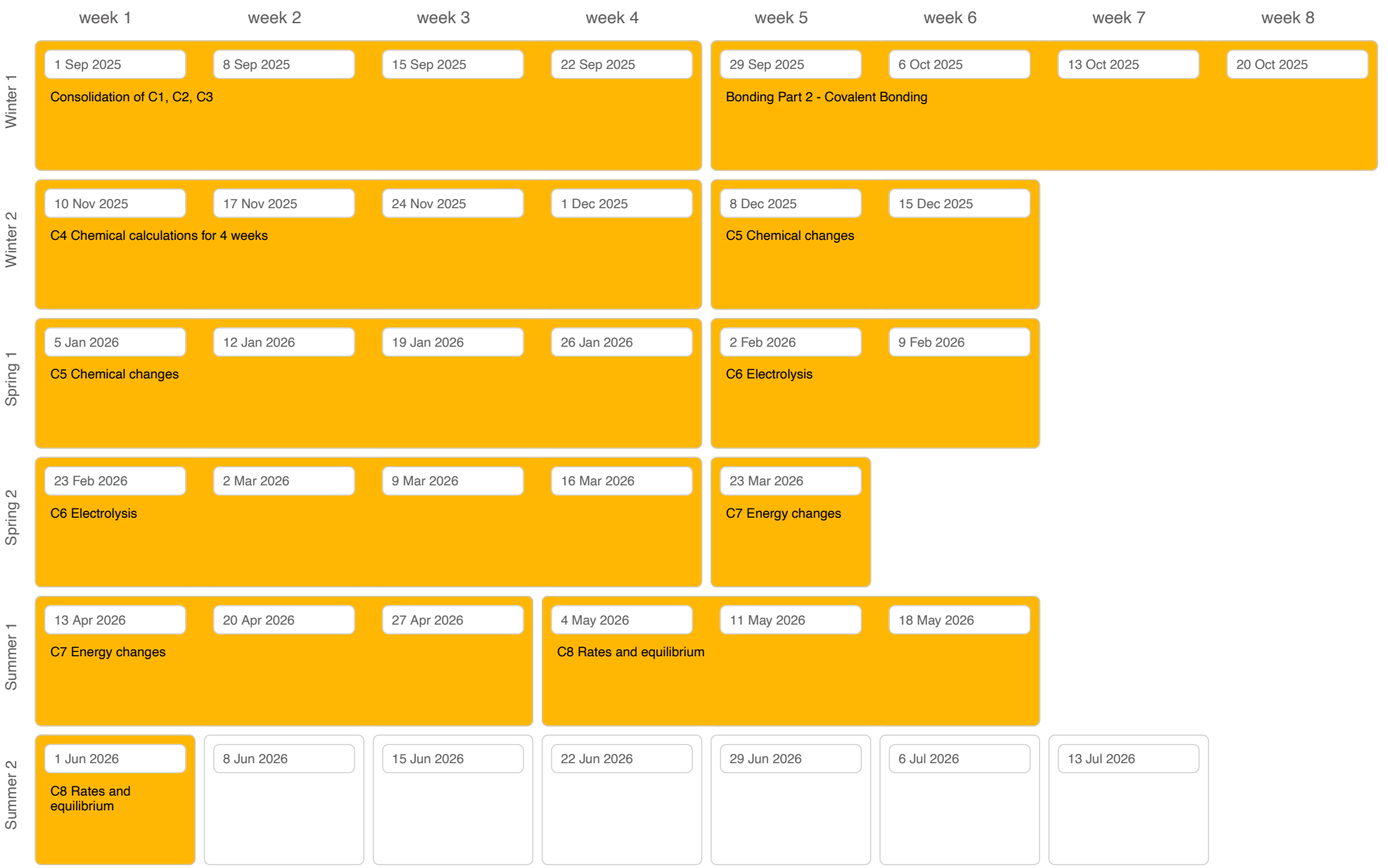
GCSE Chemistry • Year 10



GCSE Physics

Key info:

Years: 10 and 11

Exam board: AQA

Qualification: 8463

Specification

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GCSE Physics • Year 10

	week 1	week 2	week 3	week 4	week 5	week 6	week 7	week 8
Winter 1	1 Sep 2025	8 Sep 2025	15 Sep 2025	22 Sep 2025	29 Sep 2025	6 Oct 2025	13 Oct 2025	20 Oct 2025
	P6 Molecules and matter						P4 Electric circuits	
Winter 2	10 Nov 2025	17 Nov 2025	24 Nov 2025	1 Dec 2025	8 Dec 2025	15 Dec 2025		
	P4 Electric circuits							
Spring 1	5 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	2 Feb 2026	9 Feb 2026		
	P5 Electricity in the home					P7 Radioactivity		
Spring 2	23 Feb 2026	2 Mar 2026	9 Mar 2026	16 Mar 2026	23 Mar 2026			
	P7 Radioactivity							
Summer 1	13 Apr 2026	20 Apr 2026	27 Apr 2026	4 May 2026	11 May 2026	18 May 2026		
	P8 Forces in balance					P9 Motion		
Summer 2	1 Jun 2026	8 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026	6 Jul 2026	13 Jul 2026	
	P9 Motion			P10 Forces and motion				