THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

A Parent's Guide *to the Curriculum*

Understanding what your child is learning, why they are learning it and how their progress is assessed

2026-27



CHARACTER
OPPORTUNITY
COMMUNITY

A broad, balanced and knowledge-rich education

Academic excellence | curiosity | confidence | resilience | personal responsibility

This guide helps parents understand the journey of learning - and how to support it at home.

NON SIBI SED OMNIBUS | NOT FOR ONESELF, BUT FOR ALL

1 What does the curriculum mean at Blue Coat?

The curriculum is much more than a list of subjects. It sets out what students learn, why it matters, how knowledge and skills build over time, and how teachers check that learning is secure.

Blue Coat aims to provide a broad, balanced and knowledge-rich education with high expectations, academic excellence and independent, reflective learners.

THE CURRICULUM DEVELOPS

- **KN** | Deep subject knowledge
- **IQ** | Intellectual curiosity
- **CT** | Critical thinking
- **IL** | Independent learning
- **LNO** | Literacy, numeracy and oracy
- **CR** | Confidence and resilience

FOUR QUESTIONS THE CURRICULUM SHOULD ANSWER FOR PARENTS

1. What will my child learn?
2. Why are they learning it?
3. How does their learning develop as they move through school?
4. How will the school know whether they are making progress?

A useful shift at home

Instead of only asking "What mark did you get?", ask what your child learned, what they found interesting, what they can now explain, what skills they are developing, what is difficult and what they need to practise.

2 Reading subject pages and curriculum maps

Subject pages give a more detailed picture of learning. They explain the purpose of a subject and, where available, show curriculum maps for different Key Stages.

HISTORY

- People, events and ideas that have shaped society
- Analyse evidence and evaluate sources
- Consider different interpretations
- Construct evidence-based arguments

ART

- Develop technical skills and creativity
- Think independently and reflect
- Develop, test and refine ideas
- Build confidence in visual communication

A curriculum map is not simply saying "Your child is studying History." It helps you ask: What knowledge, concepts and skills is my child developing through this subject?

HOW TO READ A CURRICULUM MAP

WHERE HAVE THEY COME FROM?

Previous knowledge and foundations

→

WHAT ARE THEY LEARNING NOW?

Current knowledge, concepts and skills

→

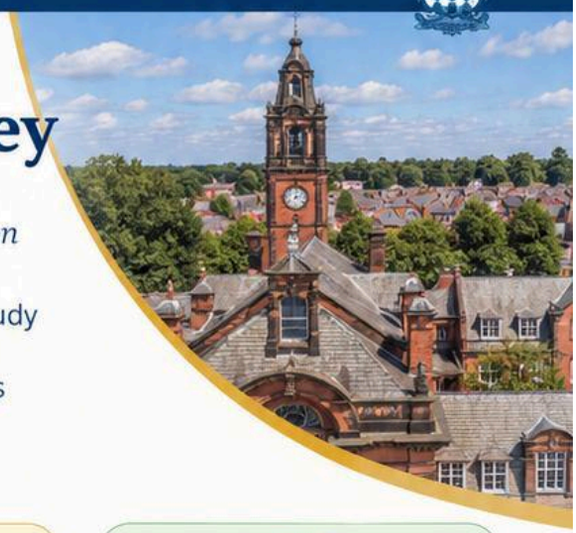
WHERE ARE THEY GOING NEXT?

Progression to greater depth or the next Key Stage

Why sequencing matters

Learning is deliberately revisited and made more challenging over time. A difficult topic in Year 8 may be one step in a sequence that builds towards GCSE or A-level study. Curriculum maps help parents see that larger journey rather than viewing one homework task in isolation.

Note: some published curriculum maps may be under review. Use the current subject page and contact the school if you need clarification.



3 The Key Stage journey

A three-year Key Stage 3 before GCSE specialisation

From 2026, Blue Coat has a three-year Key Stage 3. GCSE study begins in Year 10, giving students more time to build broad subject foundations, vocabulary, skills and intellectual habits before they specialise.

3

KEY STAGE 3

YEARS 7-9

Broad curriculum
Strong subject foundations
Deeper knowledge

4

KEY STAGE 4

YEARS 10-11

GCSE study
Increasing subject depth
Exam preparation

5

KEY STAGE 5

YEARS 12-13

A levels / Sixth Form
Independent scholarship
Preparation for next steps

For parents: Years 7-9 are not simply "the time before GCSEs". They are a significant phase in their own right, designed to create breadth, secure foundations and deeper learning.

WHAT THIS MEANS IN PRACTICE

Expect students to continue studying a wide range of subjects through Years 7-9.

- Focus conversations on knowledge, vocabulary, thinking and habits - not early GCSE grades.
- Use Year 9 options as a point of informed specialisation, not the start of serious learning.
- See each Key Stage as a preparation for the next, with increasing challenge and independence.



4 How is learning assessed?

Assessment is not simply about examinations. It helps teachers understand what students know and can do, identify misconceptions, adapt teaching and plan next steps.

1 FORMATIVE ASSESSMENT

Regular checks during lessons

Questioning | quizzes | retrieval activities | mini-whiteboards | self-assessment | peer assessment

Used to identify understanding and misconceptions so teaching can respond.

2 SUMMATIVE ASSESSMENT

More formal evidence of attainment

End-of-unit tests | topic tests | internal examinations | mock examinations

Helps identify secure learning and areas requiring further support.

3 NATIONAL EXAMINATIONS

Qualifications at the end of a Key Stage

GCSEs at the end of Key Stage 4 | A levels or other relevant qualifications at Key Stage 5

Provide nationally recognised outcomes and progression evidence.

A test score on its own tells you relatively little. The useful question is: what knowledge and skills did the assessment check, what was secure, and what is the next step?

Assessment should be viewed as information about learning - not simply as a score.



5 Understanding assessment at each Key Stage

The way progress is reported changes as students move through the school. The key is to interpret the information in the context of the curriculum and the next stage of learning.

KEY STAGE 3

Years 7-9

ASSESSMENT
Percentage scores

PROGRESS
On track / above track / below track

ALSO REPORTED
Effort and organisation

PARENT FOCUS
What is secure? What needs improvement? How is feedback being used?

KEY STAGE 4

Years 10-11

TARGET
GCSE target grade 9-1

CURRENT PERFORMANCE
Current working grade plus fine grading, e.g. 8-, 8, 8+

IMPORTANT
A current grade is not a guaranteed final result.

PARENT FOCUS
What is the current grade, what is the target, and what needs to happen next?

KEY STAGE 5

Years 12-13

TARGET
Target A-level grade

CURRENT PERFORMANCE
Current grade / grade range with fine grading, e.g. A-, A, A+

PREDICTED GRADE
Professional judgement of the most likely outcome based on evidence

YEAR 12 EVIDENCE
Six predetermined assessments: the summer mock is the final assessment in that evidence base. Coursework is considered where applicable.

i

Current grade ≠ predicted grade ≠ final outcome. Each answers a different question and should be read alongside the curriculum, feedback, effort and organisation.

Useful conversation: "What does this information tell us about the learning that is secure, and what needs to happen next?"



6 Feedback that improves learning

Feedback is intended to help students improve rather than simply tell them a score. On a key piece of work each half term, the school policy requires at least WWW and EBI, followed by an opportunity to respond.

WWW

WHAT WENT WELL

What knowledge, skills or approaches were successful?

EBI

EVEN BETTER IF

What should the student improve, correct or develop next?

DIRT

DIRECTED IMPROVEMENT & REFLECTION TIME

Time to act on feedback and make the work better.

QUESTIONS PARENTS CAN ASK

- **What did your teacher say you did well?**
- **What was your EBI?**
- **What did you do about it?**
- **Can you show me how your work improved?**

The most important question is not "What score did you get?" but "What did you learn from the feedback, and what changed in your work?"

Feedback becomes powerful when students act on it.



7 Using the curriculum website at home

The curriculum website can help parents move from general questions about school to specific, constructive conversations about learning.

1 Find your child's year group

Identify the relevant Key Stage and year.

2 Look at the subjects

Choose one or two subjects your child is studying.

3 Find the curriculum information or map

Look for current topics, key knowledge, skills, important concepts and progression.

4 Ask your child to explain what they are learning

Clear explanation is powerful evidence of understanding.

5 Identify gaps and next steps

If they struggle, encourage use of notes, textbooks, teacher feedback and school resources.

THREE THINGS TO LOOK FOR

KNOWLEDGE
What does my child need to know?

SKILLS
What do they need to be able to do with that knowledge?

PROGRESSION
How does today's learning prepare them for what comes next?

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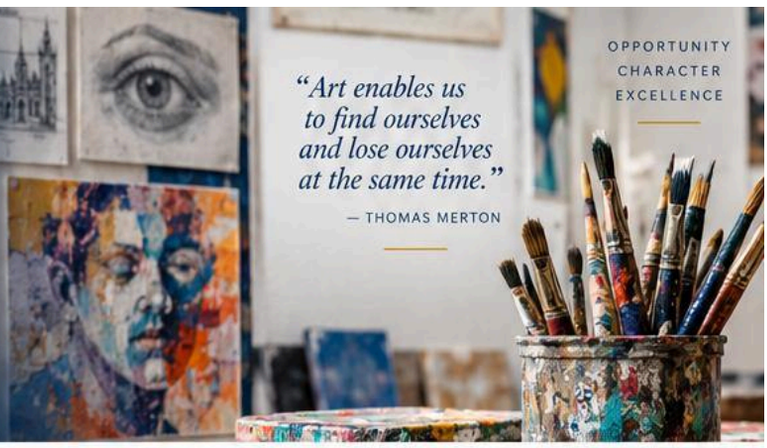
NON SIBI SED OMNIBUS

OPPORTUNITY
CHARACTER
EXCELLENCE

Art

EXPLORE. CREATE. QUESTION. BELONG.

MORE THAN A SUBJECT. A WIDER WORLD.



"Art enables us to find ourselves and lose ourselves at the same time."

— THOMAS MERTON

Overview

Art is the study of the visual world, but it is also a powerful means of exploring ideas, identity, and philosophy. At The Blue Coat School, our Art curriculum is designed to develop students both as skilled practitioners and as independent, reflective thinkers. We aim to equip students with the technical skills needed to communicate their ideas effectively, while also nurturing the ability to generate, refine, and develop those ideas with confidence and originality.

Through sustained engagement with contextual references drawn from across the breadth of art history and contemporary practice, students are encouraged to understand how artists have responded to their cultural, social, and historical contexts. This allows students to situate their own work within a wider artistic tradition, while also developing a personal visual language and a strong sense of creative identity.

Students who study Art at The Blue Coat School leave with more than technical proficiency. They develop confidence in their creative decision-making, an ability to think critically and independently, and the skills necessary to succeed in a wide range of creative pathways, whether within the visual arts or related fields beyond school.

What this subject develops

- Observation
- Creative problem-solving
- Technical control
- Independent reflection

"Creativity takes courage."

— HENRI MATISSE



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing creative, reflective and skilled practitioners who can communicate ideas visually while engaging critically with the work of artists, designers and makers.

Year 7

Imagination and observation

Explore hybrids, animals and mythological creatures, inspired by Thomas Grünfeld. Develop drawing skills, study engineering, flags and geometric abstraction (Sarah Morris), architecture (Picasso and Klee) and nature and humanity (Hundertwasser).

Year 8

Identity and environment

Build skills through typography, logo design and graphic communication. Explore graffiti and street art, perspective and apocalyptic landscapes (Syd Mead), portraiture (Chuck Close) and experimental drawing (Jon Burgerman).

Year 9

Ideas and meaning

Investigate Calavera imagery, natural forms and Memento Mori. Explore appropriation and anatomy (da Vinci), create Alebrije-inspired works and develop experimental approaches using mixed media, fossils and strange skeletons.

Year 10

Surfaces

At GCSE, focus on Surfaces, exploring human presence, the body and the environment. Refine technical skills, develop personal responses and produce a substantial final outcome.

Year 11

Portraiture

Explore portraiture through drawing, colour, movement and personal interpretation. Undertake the externally set assignment, developing independent responses and preparing for further study.

Year 12

Expanding horizons

Engage with typography, colour and emotion, viewpoints and surrealism. Experiment with a broad range of techniques and begin an extended personal investigation supported by contextual study.

Year 13

Developing a creative voice

Complete the personal project and externally set assignment, demonstrating originality, independence and a mature understanding of contemporion and historical art practice. Well prepared for higher education and careers in the creative industries.



Beyond The Classroom Experiences

Art is enriched through a range of opportunities beyond the classroom:

- Weekly Art Lunch Club (all key stages)
- After-school catch-up and intervention sessions
- Sixth Form guidance on work experience, portfolio development and progression routes

These experiences help students build confidence, independence and a deeper appreciation of the creative process.



GCSE and A-Level Specifications

- WJEC/EDUQAS GCSE Art & Design (Fine Art) (C651QS)
- WJEC/EDUQAS A Level Art & Design (Fine Art) (A651QS)

Ideas today. Creative futures tomorrow.



Wider Reading Opportunities

Years 7–8

- *The Art Book for Children* – Phaidon
- *You Are an Artist* – Sarah Urist Green
- *Drawing Projects for Children* – Paula Briggs
- *Art Adventures* – Rosie Dickens

Year 9

- *The Story of Art (Young Readers Edition)* – E.H. Gombrich
- *Steal Like an Artist* – Austin Kleon
- *This Is Not a Book* – Keri Smith
- *The Sketchbook Challenge* – Molly Egan

Years 10–11

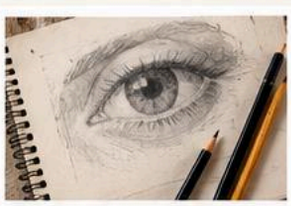
- *Ways of Seeing* – John Berger
- *How to Be an Artist* – Jerry Saltz
- *Vitamin D2: New Perspectives in Drawing* – Phaidon
- *The Artist's Manual* – DK

Years 12–13

- *The Story of Art* – E.H. Gombrich
- *Why Your Five Year Old Could Not Have Done That* – Susie Hodge
- *Art Matters* – Neil Gaiman
- *The Creative Act* – Rick Rubin
- *What Are You Looking At?* – Will Gompertz

Journals, Galleries and Further Reading

- Aesthetica Magazine
- Artist & Illustrators
- Tate Online Resources
- National Gallery Learning Resources
- Royal Academy of Arts Publications
- Articles from Frieze and Apollo magazines



Self-Led Exploration

The Metropoltion Museum of Art
https://www.metmuseum.org/art
- Compare artistic movements across cultures.

FRIEZE **Frieze Magazine**
https://www.frieze.com/
- Read exhibition reviews and evaluate contemporary practice.

For full curriculum maps and the latest subject information, please use the school curriculum website.

Look closer. Think deeper. Create boldly.

CONFIDENT LEARNERS | COMPASSIONATE CITIZENS | BRIGHTER FUTURES

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OPPORTUNITY
CHARACTER
EXCELLENCE

Biology

"In every walk with nature one receives far more than he seeks."
— JOHN MUIR

UNDERSTAND LIFE. SHAPE A BRIGHTER TOMORROW.

MORE THAN A SUBJECT. A WIDER WORLD.

EXPLORE
DISCOVER
INVESTIGATE
MAKE A DIFFERENCE

Overview

Biology is a fascinating and ever-developing science that helps us to understand the living world and our place within it. At The Blue Coat School, the Biology curriculum is designed to spark curiosity about life processes while developing students' scientific knowledge, practical skills, and critical thinking.

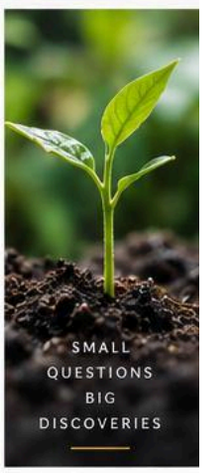
Students explore the structure and function of living organisms, from cells and tissues to whole systems and ecosystems. They learn how to investigate biological questions through observation, experimentation and analysis, developing a secure understanding of key concepts such as genetics, evolution, homeostasis and ecology. Practical work is a central feature of Biology lessons, allowing students to apply theoretical knowledge, collect and interpret data, and develop confidence in using scientific equipment safely and accurately.

Through the study of Biology, students become analytical, reflective and scientifically literate individuals who can evaluate evidence, communicate ideas clearly, and appreciate the ethical and societal implications of biological research. They leave The Blue Coat School well prepared for further study and careers in science, healthcare, environmental fields, and beyond, with a deeper understanding of the natural world and the skills needed to engage thoughtfully with scientific issues.

What this subject develops

- Scientific enquiry
- Data interpretation
- Practical accuracy
- Evidence-based reasoning

"The more we learn about the natural world, the more we realise how much there is still to discover."



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing scientific knowledge, practical skills and critical thinking to inspire curious, confident and environmentally aware citizens.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Cells and living things	*Processes and change*	*Bridging to GCSE*	*Human biology and beyond*	*Global challenges*	*Depth and integration*	*Independent thinking*
Explore cells, body systems, reproduction, food and digestion. Investigate interdependence, variation and classification, building the foundation for future learning.	Study respiration and photosynthesis, variation, inheritance and evolution. Investigate microbes, disease and the impact of lifestyle choices on health and wellbeing.	Extend knowledge of cells, organisation, digestive system and classification. Explore communicable and non-communicable diseases and develop scientific literacy and practical skills.	Study disease, advanced photosynthesis and respiration, the nervous system, hormonal coordination, homeostasis, reproduction, variation and evolution.	Focus on genetics and evolution, adaptations, ecosystems and biodiversity. Apply knowledge to real-world contexts and develop examination and revision skills.	Study biological molecules, cell structure, transport systems, nucleic acids, biodiversity, ecosystems and the immune system. Develop practical skills, statistical analysis and investigative skills.	Explore homeostasis, respiration, photosynthesis, gene expression, recombinant DNA technology, inherited change and nervous coordination. Complete synoptic study and develop independent research skills.



Beyond The Classroom Experiences

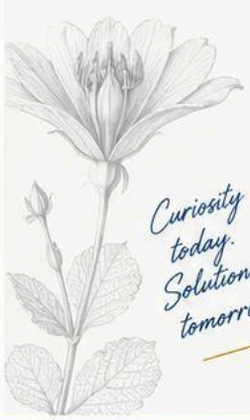
Biology comes to life through a range of enrichment opportunities, including:

- STEM Club and the Flanimals Competition (Years 7–9)
- Activities exploring submarine development and STEM careers
- GCSE Biology clinics
- Photography and scientific drawing competitions
- Sixth Form dissections and Biology clinics
- Science in Medicine School Team Prize
- Old Blues Career Display

These experiences build practical skills, scientific curiosity and awareness of future pathways.

GCSE and A-Level Specifications

- AQA GCSE Biology (AQA 8461)
- AQA A Level Biology (AQA 7402)



Wider Reading Opportunities

Years 7–8
- *Horrible Science* series – Nick Arnold
- *The Usborne Encyclopedia of the Living World*
- *You Are Awesome* – Matthew Syed
- *Kay's Marvellous Medicine* – Adam Kay

Year 9
- *The Selfish Gene (Young Readers Edition)* – Richard Dawkins
- *Do No Harm* – Henry Marsh (selected extracts)
- *The Body* – Bill Bryson
- *Virus Hunter* – Marilyn Roossinck

Years 10–11
- *The Immortal Life of Henrietta Lacks* – Rebecca Skloot
- *Genome* – Matt Ridley
- *Why Evolution is True* – Jerry Coyne
- *This Is Going to Hurt* – Adam Kay

Years 12–13
- *The Epigenetics Revolution* – Nessa Carey
- *Junk DNA* – Nessa Carey
- *Life Ascending* – Nick Lane
- *The Gene* – Siddhartha Mukherjee
- *The Song of the Cell* – Siddhartha Mukherjee
- Articles from *New Scientist*, *Nature* and Biological Sciences Review

Self-Led Exploration

Nature Scitable
https://www.nature.com/scitable
Explore genetics and biotechnology articles.

New Scientist
https://www.newscientist.com/
Create a weekly science news summary.

HHMI BioInteractive
https://www.biointeractive.org/
Analyse real biological datasets.

Wellcome Collection
https://wellcomecollection.org/
Investigate ethical issues in medicine.

Royal Society of Biology
https://www.rsb.org.uk/
Participate in Biology Challenge competitions.

Khan Academy Biology
https://www.khanacademy.org/science/biology
Study university-level biological concepts.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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Business Studies & Economics

IDEAS. ENTERPRISE. A BRIGHTER TOMORROW.

MORE THAN A SUBJECT. A WIDER WORLD.



Overview

Business Studies provides students with a strong foundation in understanding how organisations operate and the key factors that determine business success or failure. At The Blue Coat School, the subject is designed to give students insight into the real-world challenges faced by businesses, while developing a broad awareness of economic, ethical, and strategic decision-making.

Through the study of different business functions and departments, students gain an appreciation of how varied roles within an organisation interconnect. This holistic understanding enables students to view businesses as integrated systems rather than isolated functions, an essential skill in today's complex and fast-moving business environment.

In addition to subject knowledge, Business Studies develops a wide range of transferable skills, including leadership, teamwork, problem-solving, and effective communication. These skills significantly enhance students' employability and prepare them to contribute confidently and creatively in future workplaces, enabling them to bring informed ideas and fresh perspectives that can add value to any organisation.

Economics is the study of human behaviour and decision-making, deepening students' understanding of how individuals, firms, governments, and societies interact in a world of scarce resources. At The Blue Coat School, Economics encourages students to think critically about the forces shaping the world around them and to develop informed, evidence-based arguments.

Students explore how markets operate and why they sometimes fail, examining the role of incentives, competition, and government intervention. The subject develops an understanding of economic change at both a microeconomic level and a macroeconomic level, and the relationships between countries in a globalised world. Contemporary issues such as inequality, inflation, economic growth, and international trade are used to bring theory to life and demonstrate its real-world relevance.

Through the study of Economics, students develop strong analytical, numerical, communication, and problem-solving skills. They learn to interpret data, evaluate different perspectives, and challenge traditional economic theories. Debate and discussion are central to the subject, helping students to broaden their cultural awareness while engaging with some of the most significant economic and social questions facing the world today.

What this subject develops

- Commercial awareness
- Numeracy
- Evaluation
- Decision-making

"Business and economics turn ideas into opportunities and challenges into solutions."





Curriculum Journey

A carefully sequenced journey from Year 9 to Year 13, developing entrepreneurial thinking, commercial awareness and the analytical skills to succeed in a changing world.

Year 9	Year 10	Year 11	Year 12	Year 13
Enterprise and the real world	*Building knowledge*	*Preparation and application*	*Deepening understanding*	*Independent thinking*
Introduction to enterprise and entrepreneurship through an Enterprise Project. Market research, business ideas and the marketing mix. Explore business ownership, aims and objectives, stakeholders, planning, growth, location, technology, ethics, legiisation and globalisation.	Study the functional areas of business: marketing, operations, finance and human resources. Develop an understanding of how businesses grow, manage risk and make strategic decisions in a competitive environment.	Bring together knowledge and skills through more in-depth study and real-world case studies. Develop exam tethnique, problem-solving and evaluation skills in both Business and Economics.	Study business behaviour, markets, marketing, people and global business (Business). Explore microeconomics, macro-economics, government intervention and the global economy (Economics). Develop analytical, numerical and essay skills.	Apply knowledge to new and unfamiliar contexts. Evaluate competing perspectives, debate contemporary issues and develop independent, evidence-based arguments. Prepare for higher education and future careers.

Beyond The Classroom Experiences

Enrichment opportunities include:

- GCSE virtual Stock Market Challenge
- Local business visits and enterprise experiences
- Guest speakers from industry
- Mock interviews and professional role-play
- Enterprise initiatives, including the school Christmas Fair
- Sixth Form engagement with finance, banking and public policy professionals
- Sixth Form academic competitions

Career pathways include entrepreneur, accountant, HR manager, marketing manager, operations manager, economist, financial analyst, civil servant and policy adviser.

GCSE and A-Level Specifications

- AQA GCSE Business (AQA 8132)
- AQA A Level Economics (AQA 7136)



Wider Reading Opportunities

Year 9

- The Teenage Guide to Money — E. Asuquo
- Kid Start-Up — Mark Cuban et al.
- How I Made It — Guy Raz

Years 10–11

- What They Don't Teach You About Money — Claer Barrett
- Business for Beginners — Lara Bryan
- The Undercover Economist — Tim Harford

Year 12

- Freakonomics — Levitt & Dubner
- 23 Things They Don't Tell You About Capitalism — Ha-Joon Chang
- Naked Economics — Charles Wheelan

Year 13

- The Undercover Economist Strikes Back — T. Harford
- Why Nations Fail — Acemoglu & Robinson
- Doughnut Economics — Kate Raworth

ALSO EXPLORE

Financial Times · The Economist · BBC Business
IFS research · More or Less podcast

Self-Led Exploration

1. **Financial Times**
   ft.com
   Track a business or economic story.
2. **The Economist**
   economist.com
   Write a current-affairs commentary.
3. **Bank of England**
   bankofengland.co.uk
   Follow interest-rate decisions.
4. **Institute for Fiscal Studies**
   ifs.org.uk
   Explore budgets and tax choices.
5. **Investopedia**
   investopedia.com
   Learn financial and market terms.
6. **CORE Econ**
   core-econ.org
   Try university-level economics.

More resources on the school curriculum website.

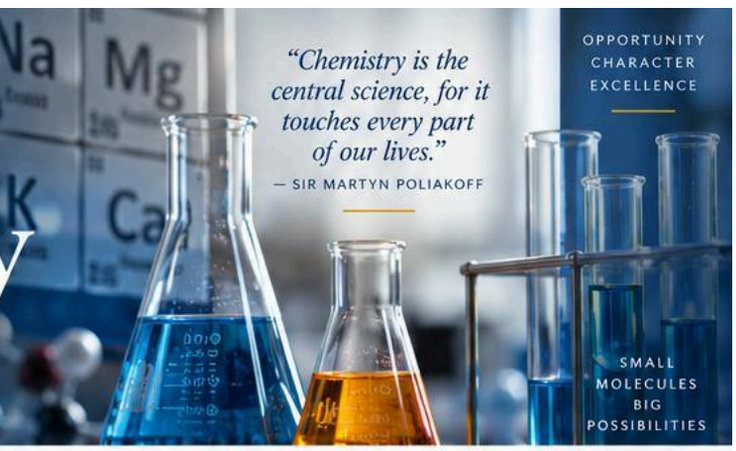
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Chemistry

DISCOVER. INVESTIGATE. MAKE A DIFFERENCE.

MORE THAN A SUBJECT. A WIDER WORLD.



"Chemistry is the central science, for it touches every part of our lives."
— SIR MARTYN POLIAKOFF

Overview

Chemistry helps us to understand the composition, structure and behaviour of matter, and how substances interact to form the world around us. At The Blue Coat School, the Chemistry curriculum is designed to develop students' scientific understanding, practical competence and curiosity about the material world.

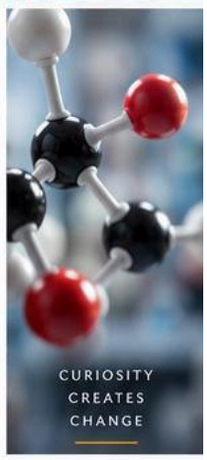
Students study fundamental chemical principles, including atomic structure, the periodic table, bonding and chemical reactions, and learn how these ideas explain everyday phenomena as well as industrial and environmental processes. Through investigative and practical work, students develop essential laboratory skills, learning to plan experiments, make accurate measurements, analyse results and work safely with chemicals.

Through the study of Chemistry, students become analytical and methodical thinkers who can interpret data, evaluate evidence and understand the role of chemistry in addressing global challenges such as energy, sustainability and health. They leave The Blue Coat School well prepared for further study and careers in science, engineering, medicine and a wide range of other fields, equipped with the knowledge and skills to engage with an increasingly scientific and technological society.

What this subject develops

- Quantitative reasoning
- Laboratory technique
- Pattern recognition
- Analytical problem-solving

"The elements of our world are the building blocks of a brighter future."



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing scientific knowledge, practical skills and critical thinking to inspire curious, confident and scientifically literate future citizens.

Year 7
Building foundations

Explore the particle model of matter and changes of state. Investigate solubility and separation techniques. Study chemical changes and the composition of the Earth. Develop practical skills and begin to think and work like chemists.

Year 8
Exploring structure and reactivity

Study atoms, elements, compounds and the periodic table. Learn about conservation of mass, reactivity, acids and alkalis, and material properties. Develop an understanding of how chemistry contributes to modern manufacturing and technology.

Year 9
Connecting ideas

Revisit atomic structure and separation techniques. Study chemical bonding, formulae and equations. Explore periodic trends, collision theory, introductory organic chemistry and the atmosphere. Develop scientific reasoning and analytical skills.

Year 10
Developing application

Study atomic structure, bonding and the periodic table in greater detail. Develop quantitative skills, investigate energetics, chemical changes and analytical techniques. Practical work links theory with real-world applications.

Year 11
Preparing for the future

Explore further quantitative chemistry, rates of reaction and equilibrium. Study organic chemistry, sustainable resource use and the chemistry of the atmosphere. Consolidate knowledge and develop examination technique.

Year 12
Greater depth

Study atomic structure, bonding, energetics, equilibrium and kinetics, redox chemistry and key groups. Explore organic chemistry (alkanes, alkenes, alcohols and haloalkanes). Develop mathematical and practical skills.

Year 13
Independent thinking

Study thermodynamics, acids and bases, electrochemistry, kinetics, transition metals and Period 3 chemistry. Explore carbonyl compounds, organic analysis, synthesis and biochemistry. Develop synoptic understanding and independent research skills.

Beyond The Classroom Experiences



- STEM Club and the NHS Schools Competition (Years 7–9)
- Chemistry Clinics (GCSE)
- Photography and scientific drawing competitions
- Royal Society of Chemistry School Analyst Competition
- Cambridge Chemistry Challenge
- Chemistry Olympiad
- Mentoring by Chemistry Prefects

These experiences build practical skills, scientific curiosity and awareness of future pathways.

GCSE and A-Level Specifications

- AQA GCSE Chemistry (AQA 8462)
- AQA A Level Chemistry (AQA 7405)

"From curiosity to discovery."

Better solutions for a brighter tomorrow.

Wider Reading Opportunities

Years 7–8
- *Horrible Science: Chemical Chaos* – Nick Arnold
- *The Disappearing Spoon (Young Readers Edition)* – Sam Kean
- *Amazing Elements* – DK
- *Science Comics: Chemistry* – Jon Chad

Year 9
- *Stuff Matters* – Mark Miodownik
- *Molecules* – Theodore Gray
- *Why Chemical Reactions Happen* – James Keeler (selected excerpts)
- *Periodic Tales* – Hugh Aldersey-Williams

Years 10–11
- *The Elements* – Theodore Gray
- *Napoleon's Buttons* – Penny Le Couteur and Jay Burreson
- *Stuff Matters* – Mark Miodownik
- *30-Second Chemistry* – N. Winterton

Years 12–13
- *The Disappearing Spoon* – Sam Kean
- *Why Chemical Reactions Happen* – James Keeler and Peter Wothers
- *The Periodic Kingdom* – P.W. Atkins
- *Uncle Tungsten* – Oliver Sacks
- *The Chemistry Book* – DK

Journals and wider reading
- Chemistry Review
- New Scientist
- Royal Society of Chemistry publications and articles
- Nature Chemistry (selected articles)
- University outreach materials from Oxford, Cambridge and Imperial College London

Self-Led Exploration

Royal Society of Chemistry
https://www.rsc.org/
Read Chemistry in Context articles.

Chemguide
https://www.chemguide.co.uk/
Extend understanding beyond A Level.

Compound Interest
https://www.compoundchem.com/
Create posters explaining chemical phenomena.

Nature Chemistry
https://www.nature.com/nchem/
Investigate current chemical research.

Periodic Videos
https://www.periodicvideos.com/
Watch videos and create element profiles.

Khan Academy Chemistry
https://www.khanacademy.org/
Explore higher-level chemical concepts.

For full curriculum maps and the latest subject information, please use the school curriculum website.

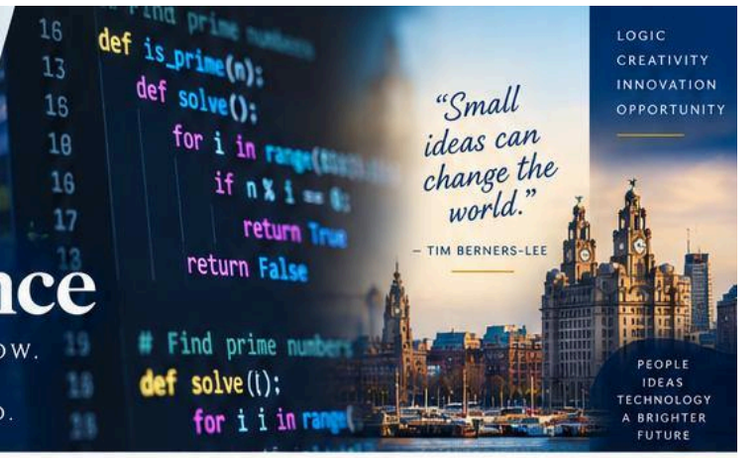
THE BLUE COAT SCHOOL
LIVERPOOL

OPPORTUNITY | CHARACTER | EXCELLENCE

Computer Science

THINK. CREATE. SOLVE. SHAPE TOMORROW.

MORE THAN A SUBJECT. A BRIGHTER WORLD.



Overview

Computer Science is a dynamic and rapidly evolving field that plays an increasingly vital role in modern society. At The Blue Coat School, the Computer Science curriculum is designed to develop students' computational thinking and technical understanding, while also encouraging creativity and innovation in problem-solving.

Students learn to decompose complex problems, recognise patterns, and design efficient algorithms to produce effective solutions. Alongside this, they develop a strong grounding in computational theory, including data representation, algorithms, and systems architecture, as well as an awareness of emerging technologies and their impact on society. Practical programming is a central feature of the course, enabling students to apply theoretical knowledge through hands-on experience and to bring their ideas to life using a range of programming languages and tools.

Through the study of Computer Science, students become confident and digitally literate individuals who are able to think logically, work independently, and adapt to new technologies. They leave The Blue Coat School well prepared to engage with, and thrive in, an ever-changing technological world, whether they choose to pursue further study or careers within the technology sector or beyond.

What this subject develops

- Computational thinking
- Programming
- Logical reasoning
- Digital responsibility

"Computing is not just about what computers can do, but about what we can do with them."

– SIR STEPHEN HAWKING



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing the knowledge, skills and understanding to thrive in an increasingly digital world.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Building foundations	*Developing skills*	*Connecting concepts*	*Applying knowledge*	*Preparing for the future*	*Greater depth*	*Independent thinking*
Digital literacy and e-safety. Computer systems, memory and storage. Algorithms and flowcharts. Micro:Bit programming. Data representation and web development.	Ethical, legal and environmental issues. Boolean logic, logic gates and truth tables. Python programming. Computer networks and cyber security. Understanding the role of technology in society.	Pseudocode, trace tables and structure diagrams. Searching and sorting algorithms. Functions, arrays and file handling. Operating systems and emerging technologies. Data representation and digital media. Creative projects such as video creation.	Networks and network security. System software and Boolean logic. Algorithms and flowcharts. SQL and data handling. Ethical, legal, cultural and environmental impacts of technology. Practical problem-solving.	Advanced programming (arrays, subprograms, file handling), SQL, logic gates, compilers and interpreters. Validation, authentication and testing. Revision and examination preparation.	Processor architecture. Software development. Data exchange. Object-oriented programming. Data structures. Legal, moral, cultural and ethical issues. Computational thinking and problem solving.	Advanced networking and client-server systems. Web technologies. Operating systems. Boolean algebra and algorithm analysis. Big O notation. Contemporary systems and AI. Independent programming and problem solving.

Beyond The Classroom Experiences



- Samsung Solve for Tomorrow competition (Years 7–9)
- Bebras Computational Thinking Challenge (all key stages)
- STEM activities with Liverpool Hope University
- GCSE Computing Clinics
- Raspberry Pi projects (GCSE and Sixth Form)
- Pearse Coding Challenge
- TeenTech events (Sixth Form)
- Chemistry Olympiad and national competitions

These experiences build technical skills, creativity and awareness of future pathways in technology and beyond.

GCSE and A-Level Specifications

- OCR GCSE Computer Science (OCR J277)
- OCR A Level Computer Science (OCR H446)

Create Solve Innovate

Wider Reading Opportunities

Years 7–8
- *Hello World: How to Be Human in the Age of the Machine* – Hannah Fry
- *Cyber Hacker's Handbook* – Ben Hubbard
- *Computing for Beginners* – Rosie Dickins
- *The Boy Who Could Change the World* – Aaron Swartz

Year 9
- *Code: The Hidden Language* – Charles Petzold
- *How Computers Really Work* – Matthew Justice
- *Computer Coding Python Projects for Kids* – Carol Vorderman
- *The Art of Logic* – Eugenia Cheng

Years 10–11
- *Algorithms to Live By* – Brian Christian and Tom Griffiths
- *The Most Human Human* – Brian Christian
- *Launch a Tech Career* – Sean O'Neill
- *Blown to Bits* – Abelson, Ledeen and Lewis

Years 12–13
- *The Pragmatic Programmer* – Andrew Hunt and David Thomas
- *Grokking Algorithms* – Aditya Bhargava
- *Computer Science: An Overview* – J. Glenn Brookshear
- *AI Superpowers* – Kai-Fu Lee
- *The Innovators* – Walter Isaacson

Journals, Websites and Further Reading
- Wired Magazine
- New Scientist (Technology section)
- BBC Technology News
- Raspberry Pi Foundation resources
- Isaac Computer Science
- Computer Science Review Magazine
- Articles from the British Computer Society (BCS) and Computing at School (CAS)

Self-Led Exploration

Isaac Computer Science
https://isaaccomputerscience.org/
Complete challenge sets and coding tasks.

Raspberry Pi Foundation
https://www.raspberrypi.org/
Design hardware and coding projects.

Project Euler
https://projecteuler.net/
Solve mathematical programming problems.

MIT OpenCourseWare
https://ocw.mit.edu/
Explore introductory university courses.

CS Unplugged
https://csunplugged.org/
Investigate computational thinking activities.

Google AI
https://ai.google/
Explore machine learning applications.

For full curriculum maps and the latest subject information, please use the school curriculum website.

CONFIDENT LEARNERS | COMPASSIONATE CITIZENS | BRIGHTER FUTURES

NON SIBI SED OMNIBUS

THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

Design and Technology

CREATE. MAKE. SOLVE. IMPROVE.

MORE THAN A SUBJECT. A WIDER WORLD.



"Design is not just what it looks like and feels like. Design is how it works."

— STEVE JOBS

IDEAS
SKILLS
SUSTAINABILITY
REAL IMPACT

PEOPLE
PRODUCTS
PLANET
POSSIBILITIES

Overview

Design and Technology is a creative and practical subject that encourages students to apply their knowledge and skills to solve real-world problems. At The Blue Coat School, the Design and Technology curriculum develops students' ability to design, make, and evaluate products that meet the needs of users, while considering functionality, aesthetics and sustainability.

Students explore the entire design process, from identifying problems and generating innovative ideas to prototyping, testing and refining solutions. Through hands-on practical work, they develop technical skills using a range of materials, tools and manufacturing techniques, alongside an understanding of modern and emerging technologies. The subject also encourages students to consider wider issues such as environmental impact, ethical production and the role of design in shaping society.

Design and Technology develops key transfareble skills, including creativity, problem-solving, project management and resilience. Students learn to think critically and work iteratively, responding to feedback and adapting their designs to improve outcomes. By the time they leave The Blue Coat School, students are confident, capable designers equipped with the skills and mindset needed to succeed in further study, apprenticeships or careers in design, engineering and related fields.

What this subject develops

- Design thinking
- Making and prototyping
- Project management
- Sustainability

"Good design solves problems, creates opportunities and makes a better world."



DESIGN
INNOVATION
CRAFTSMANSHIP
SUSTAINABILITY
LIFELONG SKILLS

Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing creative, practical and technical skills alongside an understanding of the wider role of design, technology and food in society.

Year 7

Building foundations

Develop practical skills through projects such as the Picture Frame and Trinket Box. Explore digital design (CAD/CAM), textiles, mechanisms, data representation and web development. Learn workshop safety and the principles of designing and making.

Year 8

Expanding skills

Explore materials and cultural influences through projects such as the Clock and Cultural Cushion. Develop textile skills, electronics (Torch project) and Food Preparation and Nutrition. Study design history, smart materials and digital technology, and environmental issues.

Year 9

Making connections

Apply knowledge through the Teal Light and Upcycling Light projects. Explore bonding of materials, biomimicry and sustainable design. Develop food knowledge including labelling, food science and cultural influences. Build skills in preparation for GCSE study.

Year 10

Specialist study

At GCSE, study materials, manufacturing processes, design communication and product development (Design & Technology) or food science, nutrition and practical cookery (Food Preparation and Nutrition). Develop technical skills, creativity and independent project work.

Year 11

Applying and refining

Complete an extensive non-examined assessment project (Design & Technology) or practical food preparation and scientific investigation (Food Preparation and Nutrition). Deepen understanding of materials, nutrition and sustainability. Prepare for final examinations.

Year 12

Greater depth

Study advanced materials, manufacturing processes, design methodologies and emerging technologies (Design & Technology) or (food science, nutrition and product development (Food Preparation and Nutrition). Develop independent design skills and critical analysis.

Year 13

Independent thinking

Undertake a major design project or advanced food study, applying technical expertise and evaluation skills. Explore sustainability, innovation and contenporary challenges. Prepare for higher education, apprenticeships and future careers.

Beyond The Classroom Experiences



- Design competitions (KS3)
- Sewing club and cooking club (KS3)
- Cross-curricular links with Physics
- Chemistry clinics and project support (KS4)
- Visiting chefs and cookery competitions
- Samsung Solve for Tomorrow
- Bebras Computational Thinking Challenge
- Raspberry Pi projects (KS4)
- Pearse Coding Challenge
- TeenTech events (Sixth Form)
- National competitions

Develop practical skills, creativity and real-world experience while exploring future pathways in design, engineering, architecture, food science and more.

GCSE and A-Level Specifications

- OCR GCSE Design & Technology A (OCR J310)
- OCR GCSE Food Preparation and Nutrition (OCR J309)



Design a better tomorrow.

Wider Reading Opportunities

Years 7–8
- *The Design Museum: Fifty Bags That Changed the World* – Design Museum
- *Made by Hand* – Mark Frauenfelder
- *How Things Work* – DK
- *Cookbook for Children* – DK

Year 9
- *Biomimicry: Inventions Inspired by Nature* – Dora Lee
- *The Story of Inventions* – Catherine Barr
- *Eat This Book* – Josie Wakefield
- *Food: A Very Short Introduction* – John Krebs

Years 10–11 (Design & Technology)
- *The Design of Everyday Things* – Don Norman
- *Material World* – Ed Conway
- *100 Ideas That Changed Design* – Peter Fiell and Charlotte Fiell
- *Designed: The Secret Lives of Things* – Chris Lefteri

Years 10–11 (Food Preparation and Nutrition)
- *On Food and Cooking* – Harold McGee
- *The Science of Cooking* – Dr Stuart Farrimond
- *Food Rules* – Michael Pollan
- *How Food Works* – DK

Years 12–13
- *The Pragmatic Programmer* – Andrew Hunt and David Thomas
- *Grokking Algorithms* – Aditya Bhargava
- *Computer Science: An Overview* – J. Glenn Brookshear
- *AI Superpowers* – Kai-Fu Lee
- *The Innovators* – Walter Isaacson

Journals and Further Reading
- Design Council publications
- BBC Good Food resources
- Royal Academy of Engineering resources
- Food Magazine
- National Geographic sustianability articles
- Museum of Design and Innovation online exhibitions

Inspiration today. Innovation tomorrow.

Self-Led Exploration

Design Museum
https://designmuseum.org/
Evaluate iconic product designs.

Autodesk Design Academy
https://www.autodesk.com/education
Learn CAD and design thinking.

BBC Bitesize Engineering
https://www.bbc.co.uk/bitesize
Research engineering case studies.

James Dyson Foundation
https://www.jamesdysonfoundation.co.uk/
Enter design competitions.

Engineering UK
https://www.engineeringuk.com/
Investigate engineering careers.

Design Council
https://www.designcouncil.org.uk/
Explore human-centred design principles.

For full curriculum maps and the latest subject information, please use the school curriculum website.

CONFIDENT LEARNERS | COMPASSIONATE CITIZENS | BRIGHTER FUTURES

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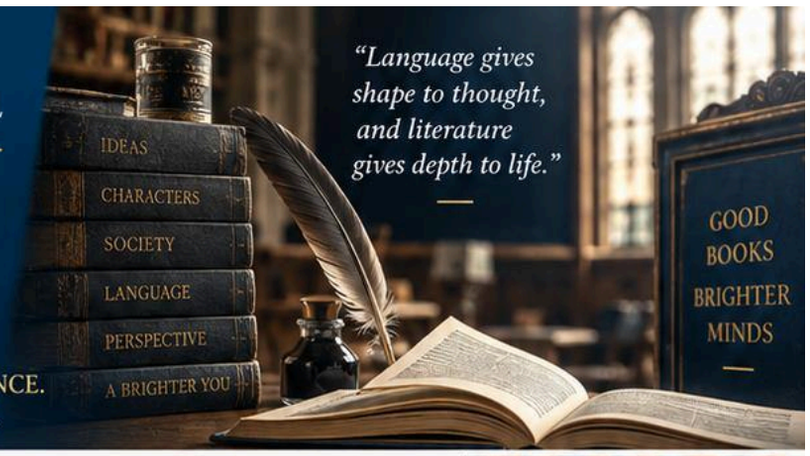
THE BLUE COAT SCHOOL LIVERPOOL

NON SIBI SED OMNIBUS

English

READ. WRITE. THINK. SPEAK WITH CONFIDENCE.

MORE THAN A SUBJECT. A WIDER WORLD.



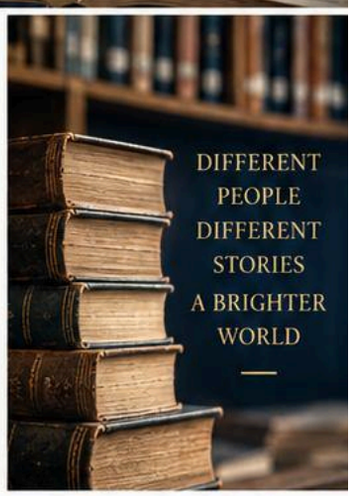
OVERVIEW

English is a rich and diverse subject that develops communication, analytical and creative skills while fostering a lifelong love of reading and literature.
At The Blue Coat School, the curriculum nurtures both English Language and English Literature so that students become confident readers, writers and thinkers. In English Language, students explore the power of words and develop skills in comprehension, analysis and composition, learning how language shapes meaning and influences audiences across a range of texts and contexts. In English Literature, students engage with classic and contemporary texts, poetry and drama, analysing themes, characters and literary methods while developing critical thinking and interpretation.
Through the study of English, students become articulate, reflective and imaginative individuals, well prepared for further study, careers and life beyond school.

WHAT THIS SUBJECT DEVELOPS

- **Close reading**
- **Analytical writing**
- **Creative communication**
- **Oracy and argument**

"Through reading, writing and discussion, students learn to understang texts, ideas and each other more deeply."

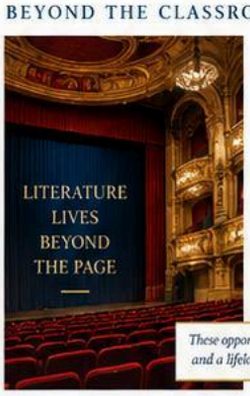


CURRICULUM JOURNEY

A carefully sequenced journey from Year 7 to Year 13, developing confident, analytical and articulate readers, writers and thinkers through a rich range of literary texts, genres and voices.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Foundations in reading and writing: *Sherlock* Holmes, *Dracula*, poetry, *In the Sea There Are Crocodiles*, and *A Midsummer Night's Dream.* Focus on inference, analysis, vocabulary and creative writing.	Literature and social understanding: language as a force for change, *Animal Farm, Romeo and Juliet, Boys Don't Cry,* and war poetry. Focus on social commentary, relationships, prejudice and perspective.	Bridging to GCSE: *I Must Betray You,* narrative and descriptive writing, non-fiction and transactional writing, *An Inspector Calls,* and a war/conflict anthology. Focus on argument, expression and contextual thinking.	GCSE development: *Macbeth, Dr Jekyll and Mr Hyde,* poetry anthology, analytical reading, persuasive writing, speech writing and spoken language. Focus on morality, ambition, identity and style.	Consolidation and mastery: revisit *Macbeth, An Inspector Calls, Dr Jekyll and Mr Hyde,* poetry anthology, unseen poetry and English Language papers. Focus on independence, revision and sophisticated responses.	Key Stage 5 breadth: begin advanced study in English Literature and English Language & Literature. Include *Othello, Death of a Salesman, Keats, Frankenstein, The Kite Runner, A Streetcar Named Desire* and Browning. Emphasise deeper interpretation, comparison and academic writing.	Independence and scholarship: continue advanced text study including *Brighton Rock* and *The Rime of the Ancient Mariner,* alongside Non-Examined Assessment work across KS5. Emphasise research, critical independence and preparation for higher education.

BEYOND THE CLASSROOM EXPERIENCES

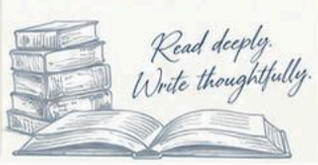


- Reading groups
- Creative writing competitions
- Theatre visits
- Author events
- Public speaking and debating competitions
- School productions and performance opportunities
- Library enrichment and reading challenges

These opportunities build confidence, collaboration, communication and a lifelong appreciation of literature and language.

GCSE AND A-LEVEL SPECIFICATIONS

- AQA GCSE English Language (AQA 8700)
- WJEC/EDUQAS GCSE English Literature (C720QS)
- AQA A Level English Literature B (AQA 7717)
- AQA A Level English Language and Literature (AQA 7707)



WIDER READING OPPORTUNITIES

Year 7
- *The Graveyard Book* – Neil Gaiman
- *The London Eye Mystery* – Siobhan Dowd
- *Coraline* – Neil Gaiman
- *A Monster Calls* – Patrick Ness

Year 8
- *Noughts & Crosses* – Malorie Blackman
- *The Boy in the Striped Pyjamas* – John Boyne
- *Private Peaceful* – Michael Morpurgo
- *The Outsiders* – S.E. Hinton

Year 9
- 1984 – George Orwell
- *The Book Thief* – Markus Zusak
- *Refugee* – Alan Gratz
- *Lord of the Flies* – William Golding

Years 10–11
- *Animal Farm* – George Orwell
- *Never Let Me Go* – Kazuo Ishiguro
- *A Christmas Carol* – Charles Dickens
- *The Strange Case of Dr Jekyll and Mr Hyde* – Robert Louis Stevenson

Years 12–13
- *The Handmaid's Tale* – Margaret Atwood
- *Beloved* – Toni Morrison
- *The Great Gatsby* – F. Scott Fitzgerald
- *The Picture of Dorian Gray* – Oscar Wilde
- Selected poetry by Carol Ann Duffy, Seamus Heaney and Simon Armitage

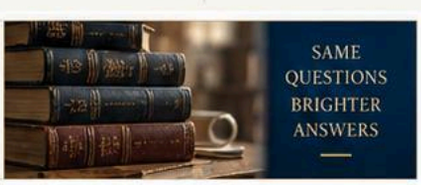
SELF-LED EXPLORATION

Cambridge English Faculty

Open resource: https://www.english.cam.ac.uk/

- Read undergraduate reading lists and explore literary criticism.

For full curriculum maps and the latest subject information, please use the school curriculum website.



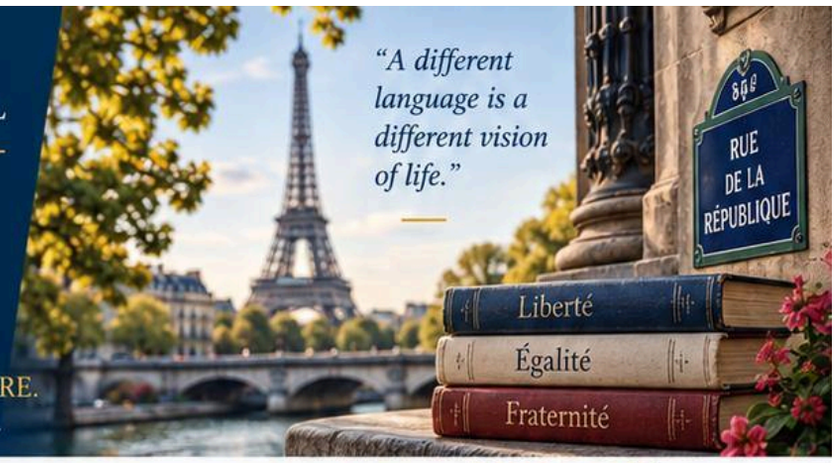
THE BLUE COAT SCHOOL LIVERPOOL

NON SIBI SED OMNIBUS

French

LANGUAGE. CULTURE. A BRIGHTER FUTURE.

MORE THAN A SUBJECT. A WIDER WORLD.



OVERVIEW

French is a powerful and enriching subject that enhances future prospects, builds confidence and deepens understanding of the wider world. At The Blue Coat School, students develop a valuable, transferable skill through immersion in the language and culture of French-speaking countries. Equal emphasis is placed on reading, listening, speaking and writing, supported by strong grammar and vocabulary knowledge. Cultural study helps students appreciate traditions, values and perspectives beyond their own. Learning French develops resilience, perseverance and a willingness to take risks. By the time students leave Blue Coat, they can understand and respond to spoken and written French and communicate effectively for further study, travel and future careers.

WHAT THIS SUBJECT DEVELOPS

- **Communication**
- **Grammar and vocabulary**
- **Listening accuracy**
- **Intercultural understanding**

"Through language, we discover other people, other cultures, and a more open-minded version of ourselves."



CURRICULUM JOURNEY

Our curriculum develops confident, curious and culturally aware linguists from Year 7 to Year 13, progressing from everyday interactions to sophisticated discussion of social, political and cultural issues.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Introduce yourself, family, hobbies and interests; festivals and celebrations; core vocabulary, pronunciation and grammar; confidence in listening, speaking; reading and writing.	Life in a town, holidays, school, leisure activities and food; richer vocabulary; detailed opinions; more complex grammar and different tenses; cultural traditions and daily life.	Lives of young francophones; Paris as a cultural and historical centre; personal interests and future careers; greater accuracy and spontaneity; more authentic language; GCSE preparation.	Identity and relationships, healthy living, free-time activities, technology and travel; grammar and vocabulary deepen; increasing fluency and accuracy; expressing opinions, narrating events, discussing future plans.	Environment, celebrity culture, festivals, education and future aspirations; engaging with real-world issues; analysing, explaining and evaluating ideas in French; refining examination skills across listening, speaking, reading and writing.	Changing family structures, cyber-society, volunteering, contemporary francophone music, cultural heritage and French cinema; explicit grammar teaching; analysis of the film *"La Haine"* and its social, political and historical context.	Diversity, marginalisation, crime, immigration, political engagement and protest movements; detailed study of *"No et Moi"*; Independent Research Project; sophisticated discussion of language, culture and society.

BEYOND THE CLASSROOM EXPERIENCES



- Yes Oui Can Club at KS3
- Support and revision clubs in Years 9 and 11
- Bordeaux Exchange
- Sixth Form Paris Trip

These experiences build authentic communication, cultural immersion, independence, confidence and intercultural understanding.

GCSE AND A-LEVEL SPECIFICATIONS

- AQA GCSE French (8652)
- AQA A Level French (AQA 7652)



WIDER READING OPPORTUNITIES

Years 7 – 8

- *Short Stories in French for Beginners* – Olly Richards
- *Le Petit Nicolas* – René Goscinny
- *French Short Stories for Young Learners* – Frederic Bibard
- Dual-language French readers and comics such as Astérix

Year 9

- *Short Stories in French for Intermediate Learners* – Olly Richards
- *Le Petit Prince* – Antoine de Saint-Exupéry
- *Journal d'un dégonflé* (French edition) – Jeff Kinney
- French news articles from 1jour1actu

Years 10 – 11

- *No et Moi* – Delphine de Vigan (adapted extracts)
- *Un Sac de Billes* – Joseph Joffo
- *L'Étranger* (adapted edition) – Albert Camus
- Articles from *Mon Quotidien* and *Le Monde des Ados*

Years 12 – 13

- *No et Moi* – Delphine de Vigan
- *Kiffe Kiffe Demain* – Faiza Guène
- *L'Étranger* – Albert Camus
- *Ensemble, c'est tout* – Anna Gavalda
- Selected articles from *Le Monde*, *France 24* and *Courrier International*

Additional listening and cultural resources:

- InnerFrench podcasts
- TVSMONDE educational resources
- France 24 en Français
- French-language films including *La Haine*, *Les Choristes* and *Bienvenue chez les Ch'tis*

SELF-LED EXPLORATION

- **Coffee Break** – https://coffeebreaklanguages.com/
- **Duolingo** – https://www.duolingo.com/courses

For full curriculum maps and the latest subject information, please use the school curriculum website.



CURIOSITY CREATES OPPORTUNITY

CONFIDENT LEARNERS | COMPASSIONATE CITIZENS | BRIGHTER FUTURES

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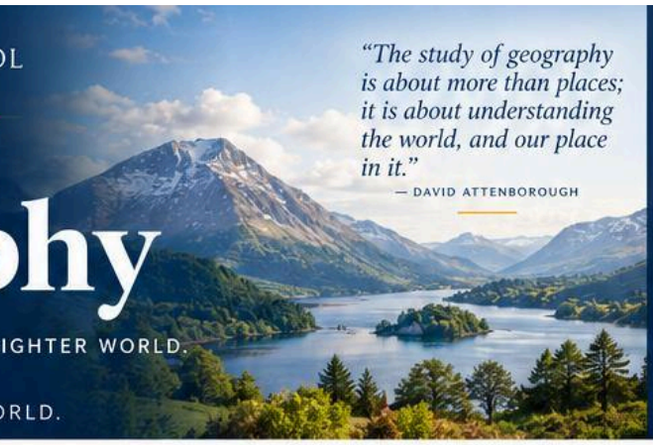
THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

Geography

EXPLORE. UNDERSTAND. ACT FOR A BRIGHTER WORLD.

MORE THAN A SUBJECT. A WIDER WORLD.



"The study of geography is about more than places; it is about understanding the world, and our place in it."

— DAVID ATTENBOROUGH

PEOPLE
PLACES
ENVIRONMENTS
SOLUTIONS



A MORE
SUSTAINABLE
FAIRER
CONNECTED
WORLD

Overview

The Geography curriculum at The Blue Coat School is designed to inspire a sense of wonder and curiosity about the world around us, while fostering a deep and lasting appreciation for the subject. Through the study of both physical and human geography, students develop an understanding of the key principles that underpin geographical enquiry and learn how to apply these concepts to a wide range of global and local issues.

The curriculum is structured around meaningful and thought-provoking questions, encouraging students to investigate geographical phenomena through enquiry-based learning. Students are taught to think, write, and work like geographers, using a variety of sources such as data, maps, graphs, photographs, and fieldwork evidence to analyse patterns, explain processes, and evaluate change.

As students progress, they develop the essential knowledge and skills needed to make sense of the complex interactions between people and the environment. Geography at The Blue Coat School equips students with critical thinking, analytical, and communication skills, enabling them to understand the physical and human world and to engage thoughtfully with the challenges facing our planet today.

What this subject develops

- Fieldwork
- Data and map interpretation
- Systems thinking
- Evaluation

"Geography helps us to make sense of our changing world and inspire positive action for the future."

CURIOSITY
ANALYSIS
PERSPECTIVE
ACTION



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing geographical knowledge, enquiry skills and a global perspective to help our students understand and shape a better future.

Year 7

Exploring the world

Develop map skills and spatial awareness. Study East Africa and how physical geography has shaped the UK. Build core knowledge and enquiry skills through topics that inspire curiosity about people, places and environments.

Year 8

A changing world

Investigate how the UK is changing, the Middle East and China. Explore population change, urbanisation, global development and environmental issues. Develop data interpretation skills and consider the consequences of change at different scales.

Year 9

People, places and futures

Study rivers and their management, coastal geography and the question "Can we ever stop the sea?". Explore the future of geography through emerging environmental, technological and societal challenges. Build independence and prepare for GCSE study.

Year 10

Global challenges

Study natural hazards, urban issues and the changing economic world. Develop understanding of how societies respond to risk, the opportunities and challenges of growing cities and global inequality. Strengthen skills in data analysis, evaluation and decision-making.

Year 11

Resources for the future

Explore resource management, including food, water and energy. Consider the challenges of a growing global population. Consolidate key concepts and complete revision, including unseen fieldwork and pre-release materials, preparing for examinations.

Year 12

Deeper understanding

Study global systems and governance, glacial landscapes, contemporary urban environments and hazards. Develop advanced analytical and evaluative skills and consider how political, environmental and economic processes shape the world.

Year 12

Independent enquiry

Investigate the water and carbon cycles and contemporary global issues. Complete an independent Non-Examined Assessment (NEA) and develop the critical thinking and academic skills needed for higher education and future careers.

Beyond The Classroom Experiences



- Fieldwork at West Kirby (KS3)
- Eco-Club (KS3)
- Visit to Iceland (KS3)
- Fieldwork in New Brighton (GCSE)
- Fieldwork in Llandudno (GCSE)
- Fieldwork in Grasmere (Sixth Form)
- Liverpool's Baltic Triangle (Sixth Form)
- Visit to Freiburg, Germany (Sixth Form)
- Careers education through Unifrog, guest speakers and university pathways

These experiences build independence, leadership, teamwork and a deeper understanding of our world.

GCSE and A-Level Specifications

- AQA GCSE Geography (AQA 8035)
- AQA A Level Geography (AQA 7037)



Real places. Real questions. Brighter futures.

Wider Reading Opportunities

Years 7–8

- *Prisoners of Geography (Young Readers Edition)* – Tim Marshall
- *Horrible Geography* series – Anita Ganeri
- *Geography: A Children's Encyclopedia* – DK
- *The Wonder of Planet Earth* – Tony Mitton

Year 9

- *The Future of Geography* – Tim Marshall
- *Factfulness* – Hans Rosling
- *One Plastic Bag* – Miranda Paul
- *No One Is Too Small to Make a Difference* – Greta Thunberg

Years 10–11

- *Prisoners of Geography* – Tim Marshall
- *How Bad Are Bananas?* – Mike Berners-Lee
- *There Is No Planet B* – Mike Berners-Lee
- Geography GCSE Revision Guide (exam board specific)

Years 12–13

- *The Power of Geography* – Tim Marshall
- *The Water Will Come* – Jeff Goodell
- *Adventures in the Anthropocene* – Gaia Vince
- *This Changes Everything* – Naomi Klein
- *The Uninhabitable Earth* – David Wallace-Wells

Journals and Further Reading

- Geographical magazine
- National Geographic
- Royal Geographical Society resources
- Geography Review
- BBC Environment and Climate News
- Articles from The Economist and New Scientist on global development, sustainability and environmental change

Self-Led Exploration

Royal Geographical Society
https://www.rgs.org/
Explore resources, articles and careers in geography.

National Geographic
https://www.nationalgeographic.com/
Discover inspiring articles, photos and documentaries.

Gapminder
https://www.gapminder.org/
Explore global data and trends.

NASA Earth Observatory
https://earthobservatory.nasa.gov/
Explore our changing planet through satellite imagery.

Google Earth
https://www.google.com/earth/
Explore places, environments and global change.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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NON SIBI SED OMNIBUS

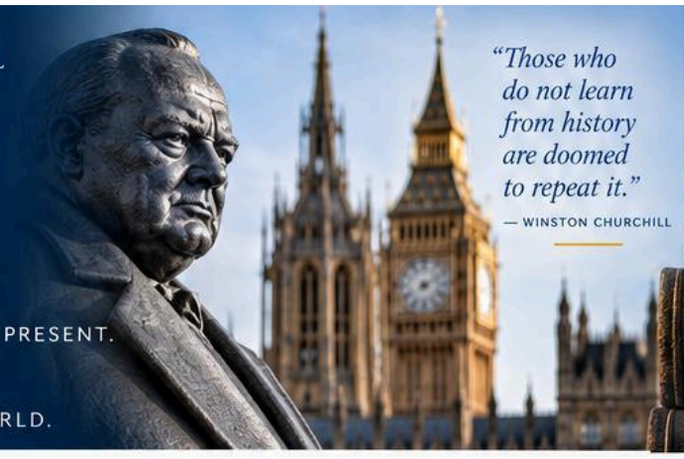
THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

History

EXPLORE THE PAST. UNDERSTAND THE PRESENT.
SHAPE A BRIGHTER TOMORROW.

MORE THAN A SUBJECT. A WIDER WORLD.



"Those who do not learn from history are doomed to repeat it."
— WINSTON CHURCHILL

PEOPLE
IDEAS
POWER
CHANGE

PEOPLES
EVENTS
IDEAS
SOCIETY
LEGACY

Overview

The History curriculum at The Blue Coat School is designed to provide students with a deep and informed understanding of the society in which they live, as well as the people, events and ideas that have shaped it over time. Through the study of a wide range of historical periods and themes, students gain insight into the complexity of the past and its lasting influence on the present.

Students are encouraged to investigate historical debates and unanswered questions, analysing evidence from a variety of sources to explore differing interpretations of the past. Key concepts such as power, democracy, rights and change are examined in context, allowing students to understand how these ideas have evolved and why they continue to matter today. As a result, students develop the ability to construct well-structured, persuasive arguments supported by evidence.

The taught curriculum is enriched through a range of engaging enrichment opportunities led by History Prefects, which further deepen students' interest and enthusiasm for the subject. By the time they leave The Blue Coat School, students are confident, critical thinkers who can communicate complex ideas clearly and thoughtfully, equipped with skills that are valuable far beyond the study of History.

What this subject develops

- Source evaluation
- Argument
- Chronology and causation
- Interpretation

"History gives us a sense of identity, shows us how far we have come, and helps us to shape a better future."



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing historical knowledge, enquiry skills and a global perspective to help our students understand the past and make sense of the present.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
What is History?	**Power and change**	**A changing world**	**Building depth**	**Consolidation and skills**	**Greater complexity**	**Independent thinking**
Develop key enquiry skills and explore the history of Liverpool, the Norman Conquest, medieval England, the Tudors and the lives of women in early English history. Build an understanding of how the past is investigated and why different interpretations exist.	Investigate the Stuarts, Bryan Blundell, the Industrial Revolution, the struggle for democracy and the British Empire. Explore how power, society and individuals have shaped the modern world, and consider how historical narratives are interpreted today.	Study the First World War, the interwar years, the Second World War, the Holocaust and twentieth-century America. Develop the ability to analyse evidence, consider different perspectives and make connections between historical events and their wider impact.	Explore the origins and outbreak of the Second World War and a thematic study of migration, peoples and empire in Britain from c.793 to the modern day. Develop understanding of continuity, change and the experiences of different groups across British history.	Study Edward I and medieval England and revisit migration and empire. Complete structured revision and develop examination skills, strengthening the ability to construct well-supported arguments and make connections across time periods.	Study Tudor England (Henry VII to Elizabeth I) and the United States (Truman to Reagan). Explore key themes such as religion, power, civil rights and social change. Develop advanced analytical skills and begin an independently researched NEA within the Tudor period.	Investigate the United States in depth, complete the Tudor NEA and refine skills in historical analysis and interpretation. By the end of the course, students are confident, sophisticated historians able to evaluate complex debates and communicate insightful judgements with clarity.

Beyond The Classroom Experiences



- Junior History (KS3)
- Junior Debate (KS3)
- History Clinics and intervention (GCSE)
- History and Politics Prefects (Sixth Form)
- Senior Debate (Sixth Form)
- Politics and Democracy Workshop
- Paris Trip
- Trips to historical sites and museums
- Guest speakers and careers talks

These experiences build curiosity, confidence and leadership while bringing history to life beyond the classroom.

GCSE and A-Level Specifications

- **AQA GCSE History (AQA 8145)**
- **AQA A Level History (AQA 7042)**

Different perspectives. A deeper understanding.



Wider Reading Opportunities

Years 7–8
- *The History of the World in 100 Objects* – Neil MacGregor
- *The Time Traveller's Guide to Medieval England (Young Readers Edition)* – Ian Mortimer
- *Norman Conquest* – Marc Morris
- *Horrible Histories* series – Terry Deary

Year 9
- *The First World War* – Martin Gilbert
- *Holocaust: The Facts* – Michael Burleigh
- *The Diary of a Young Girl* – Anne Frank
- *The Boy in the Striped Pyjamas* – John Boyne

Years 10–11
- *Empireland* – Sathnam Sanghera
- *Black and British* – David Olusoga
- *Medieval Horizons* – Ian Mortimer
- AQA GCSE History Revision Guides

Years 12–13
- *The Tudors* – G.J. Meyer
- *The Six Wives of Henry VIII* – Alison Weir
- *The American Century* – Walter LaFeber
- *The Fire Next Time* – James Baldwin
- *A People's History of the United States* – Howard Zinn

Journals, Podcasts and Further Reading
- BBC History Magazine
- History Today
- Modern History Review
- Dan Snow's History Hit podcast
- National Archives educational resources
- Parliament UK historical resources

Self-Led Exploration

National Archives
https://www.nationalarchives.gov.uk/
Explore primary sources and historical documents.

BBC History
https://www.bbc.co.uk/history
Access articles, timelines and features.

History Today
https://www.historytoday.com/
Read historical articles and perspectives.

UK Parliament
https://www.parliament.uk/
Explore the history of parliament and British democracy.

Imperial War Museums
https://www.iwm.org.uk/
Discover collections, exhibitions and learning resources.

History Hit
https://www.historyhit.com/
Listen to podcasts and watch historical documentaries.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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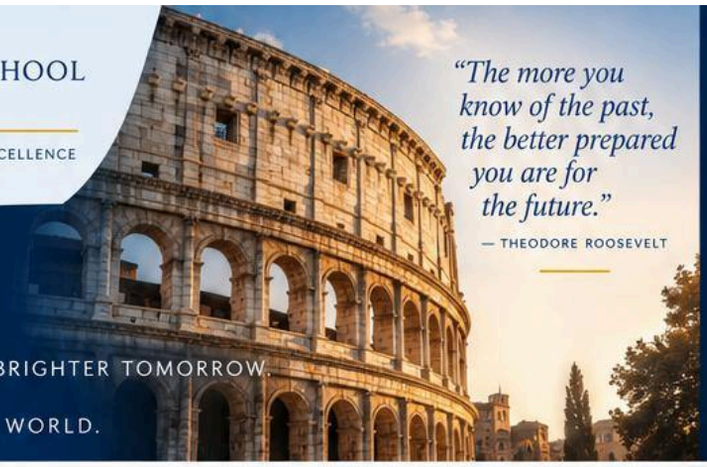
THE BLUE COAT SCHOOL
LIVERPOOL

OPPORTUNITY | CHARACTER | EXCELLENCE

Latin

WORDS. IDEAS. CIVILISATIONS. A BRIGHTER TOMORROW.

MORE THAN A SUBJECT. A WIDER WORLD.



"The more you know of the past, the better prepared you are for the future."

— THEODORE ROOSEVELT

LANGUAGE
CULTURE
LITERATURE
THINKING



ANCIENT
WISDOM
MODERN
PERSPECTIVES
BRIGHTER
FUTURES

Overview

The Latin curriculum at The Blue Coat School offers students the opportunity to explore the language, literature, and culture of the ancient Romans, fostering both intellectual rigour and a lifelong appreciation for language.

Through the systematic study of Latin grammar and vocabulary, students develop advanced literacy skills, gain insight into the roots of words in contemporary European languages, and cultivate precision and analytical thinking when interpreting texts.

Reading Roman literature allows students to engage with themes that remain relevant today, such as power, morality, and human ambition, while appreciating the profound influence Roman writers have had on subsequent literary traditions. In parallel, the study of Roman culture encourages students to situate their own civilisation within a historical continuum, broadening their perspective and deepening their understanding of societal development and philosophy.

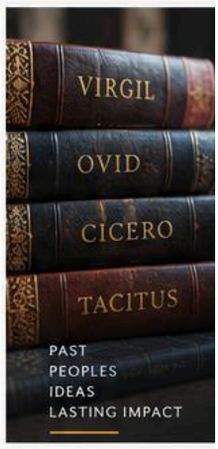
Exploration of Roman mythology stimulates imagination and creativity, inviting students to re-imagine narratives and reflect on how humans interpret the world around them. Latin students relish the intellectual challenge of mastering the language and, in doing so, acquire analytical, linguistic, and literary skills that are highly transferable and valuable across a wide range of academic and professional

What this subject develops

- Linguistic precision
- Translation
- Literary analysis
- Cultural literacy

"A different language is a different vision of life."

— FEDERICO FELLINI



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing linguistic knowledge, analytical skills and a deeper understanding of the ancient world.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
An introduction	**Myth and power**	**The modern world**	**Language and literature**	**Consolidation and depth**	**Greater understanding**	**Independent thinking**
Begin with the Minimus course, learning fundamental Latin grammar and vocabulary through stories of a Roman family in Britain. Explore life in Roman Britain, the Norman Conquest, medieval England, the Tudors and the lives of women in early English history.	Move on to the *De Romanis* course, exploring Roman mythology, the Olympian gods, heroes and belief systems. Study the Stuarts, Bryan Blundell, the Industrial Revolution, the struggle for democracy and the British Empire, considering historical interpretations and enduring legacies.	Continue with *De Romanis*, exploring Roman festivals, games and entertainment including gladiators, theatre and the Circus Maximus. Study the First World War, the interwar years, the Second World War, the Holocaust and twentieth-century America, developing source skills and historical enquiry.	At GCSE, study the origins and outbreak of the Second World War and a thematic study of migration, peoples and empire in Britain from c.793 to the present day. Develop translation skills, including English-to-Latin, and begin the study of Virgil's *Aeneid* and Roman Britain.	Study Edward I and medieval England, and prose set texts by Pliny and Gellius. Continue migration and empire, consolidate grammar and translation skills, and prepare for examinations through focused revision and analytical practice.	Study Virgil's *Aeneid* and Cicero's *Pro Roscio*. Develop advanced grammar, translation and prose composition skills. Explore themes of leadership, justice, rhetoric and identity within their historical contexts.	Study Ovid's *Metamorphoses* and Tacitus' *Annals*. Develop advanced translation and analytical skills, complete prose composition and undertake independent study, preparing for higher education and future careers.

Beyond The Classroom Experiences



- Mythology Club (KS3)
- ARLT Latin Speaking Competition (KS3)
- Intermediate Certificate in Classical Greek (GCSE)
- History and Politics Prefects (Sixth Form)
- Senior Debate (Sixth Form)
- Politics and Democracy Workshop
- Trips to Rome
- Oxbridge essay competitions
- Classical Association lectures

These experiences build confidence, curiosity and cultural understanding while bringing the ancient world to life beyond the classroom.

GCSE and A-Level Specifications

- **OCR GCSE Latin (OCR J282) (Option F)**
- **OCR A Level Latin (OCR H443)**

Disce. Quaere. Cogita. Cresce.

Wider Reading Opportunities

Years 7–8
- *Minimus* – Barbara Bell
- *Roman Diary: The Journal of Iliona of Mytilini* – Richard Platt
- *Tales of the Greek Heroes* – Roger Lancelyn Green
- *Who Let the Gods Out?* – Maz Evans

Year 9
- *The Eagle of the Ninth* – Rosemary Sutcliff
- *Roman Mysteries series* – Caroline Lawrence
- *Black Ships Before Troy* – Rosemary Sutcliff
- *Percy Jackson and the Olympians* – Rick Riordan

Years 10–11
- *The Aeneid* (retold editions) – Virgil
- *SPQR* – Mary Beard
- *Pompeii* – Robert Harris
- *The Classical World* – Robin Lane Fox

Years 12–13
- *The Aeneid* – Virgil
- *Metamorphoses* – Ovid
- *Annals* – Tacitus
- *Rubicon* – Tom Holland
- *The Twelve Caesars* – Suetonius
- *SPQR: A History of Ancient Rome* – Mary Beard

Journals, Podcasts and Further Reading
- Omnibus Magazine (Classical Association)
- Classics for All resources
- Classical Association publications
- History Today (Ancient History features)
- Oxford Classical Dictionary Online (selected articles)
- British Museum resources on Ancient Rome and Classical Civilisation

Self-Led Exploration

Classics for All
https://classicsforall.org.uk/
Explore resources, courses and competitions.

Cambridge Classics
https://www.classics.cam.ac.uk/
Discover articles, lectures and further reading.

Perseus Digital Library
https://www.perseus.tufts.edu/
Access Latin texts, translations and maps.

British Museum
https://www.britishmuseum.org.uk/
Explore the Roman collection and online resources.

Omnibus Magazine
https://www.classicalassociation.org/omnibus
Read articles on the ancient world.

Ancient History Encyclopedia
https://www.ancient.eu/
Explore articles, timelines and historical biographies.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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THE BLUE COAT SCHOOL
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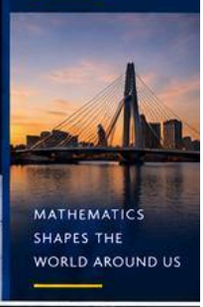
NON SIBI SED OMNIBUS

Mathematics

DISCOVER. REASON. SOLVE. APPLY.

MORE THAN A SUBJECT. A BRIGHTER FUTURE.

LOGIC
PROBLEM-SOLVING
CREATIVITY
PERSEVERANCE



MATHEMATICS SHAPES THE WORLD AROUND US

Overview

Mathematics is the universal language that underpins science, technology, and everyday life. At The Blue Coat School, the Mathematics curriculum is designed to develop students' problem-solving skills, logical reasoning and numerical fluency, while encouraging creativity and perseverance in tackling challenging concepts.

Students explore a wide range of topics, including algebra, geometry, statistics, probability and calculus, learning to identify patterns, make connections and apply mathematical methods to solve real-world problems. They also develop their ability to think critically, reason abstractly and communicate their ideas clearly using precise mathematical language. Practical problem-solving and investigative tasks are central to the curriculum, enabling students to apply their understanding in diverse contexts.

Through the study of Mathematics, students become confident, analytical and independent thinkers who can approach complex problems methodically and with resilience. They leave The Blue Coat School well prepared for further study and careers in science, engineering, finance, computing and many other fields, equipped with the skills to engage logically and creatively with an ever-changing world.

What this subject develops

- Research methods
- Data analysis
- Critical evaluation
- Scientific writing

"Mathematics is the language with which God has written the universe."

— GALILEO GALILEI



FIND PATTERNS
MAKE CONNECTIONS
SOLVE REAL PROBLEMS

Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing mathematical knowledge, skills and thinking to solve problems and understand the world around us.

Year 7

Building foundations

- Place value and calculations
- Negative numbers and fractions
- Indices and introductory algebra
- Measurement, area and shape
- Pythagoras' theorem
- Fractions, decimals and percentages
- Angles and formulae
- Explaining reasoning and problem-solving

Develop confidence. Build key skills.

Year 8

Developing understanding

- Area, volume and 3D shapes
- Algebraic skills and equations
- Sequences and number theory
- Functions, graphs and coordinates
- Data analysis and interpretation
- Transformations
- Ratio and proportion
- Trigonometry

Make connections. See the bigger picture.

Year 9

Preparing for GCSE

- Quadratics and algebraic manipulation
- Transformations and circle theorems
- Non-right-angled trigonometry
- Statistics and probability
- Graphical methods
- Selecting appropriate methods
- Justifying solutions
- Applying knowledge to unfamiliar contexts

Apply knowledge. Develop independence.

Year 10

GCSE development

- Recurring decimals and bounds
- Ratio and algebraic fractions
- Probability and sequences
- Graphs and circle theorems
- Constructions and loci
- Volume and surface area
- Developing reasoning and communication

Investigate, connect. Build confidence.

Year 11

GCSE mastery

- 3D trigonometry
- Direct and inverse proportion
- Vectors and inequalities
- Similar shapes
- Exponentials and iteration
- Trigonometric graphs
- Circles and simultaneous equations
- Revision and examination preparation

Refine your skills. Prepare for the future.

Year 12

A Level Mathematics

- Algebra, functions and coordinate geometry
- Calculus, exponentials and logarithms
- Vectors
- Statistics: sampling, probability and distributions
- Data interpretation
- Mechanics: kinematics and Newton's laws

Think deeper. Explore new ideas.

Year 13

A Level Mathematics

- Advanced calculus
- Proof and trigonometry
- Parametric equations
- Binomial expansion
- Numerical methods
- Statistics: hypothesis testing, correlation and regression
- The normal distribution
- Mechanics: moments and forces

Apply, evaluate, innovate. Be ready for what's next.

Further Mathematics (Years 12–13)

For students who enjoy mathematical challenge and wish to explore concepts beyond the A Level Mathematics specification.

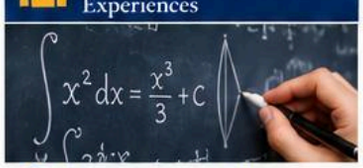
Year 12

- Advanced algebra and functions
- Coordinate geometry
- Differentiation and integration
- Complex numbers and Argand diagrams
- Matrices and linear transformations
- Proof by induction
- Advanced series and roots of polynomials
- Vector geometry

Year 13

- Complex numbers and hyperbolic functions
- Differential equations
- Polar coordinates
- Further calculus and proof techniques
- Further mechanics: momentum, impulse, work, energy and collisions
- Further statistics: Poisson, geometric and negative binomial distributions
- Central Limit Theorem and chi-squared testing
- Probability generating functions

Beyond The Classroom Experiences



- Mathematics enrichment and problem-solving challenges
- Participation in Maths competitions
- Maths clinic and support sessions
- Sixth Form Mathematics societes
- Intervention and stretching opportunities
- Links to universities and careers in STEM

These experiences develop curiosity, resilience and a deeper appreciation of the power and beauty of mathematics.

GCSE and A-Level Specifications

- EDEXCEL GCSE Mathematics (EDEXL 1MA1)
- EDEXCEL A Level Mathematics (EDEXL 9MA0)
- EDEXCEL A Level Further Mathematics (EDEXL 9FM0) (Option E0)

"Pure mathematics is, in its way, the poetry of logical ideas."

— ALBERT EINSTEIN

Wider Reading Opportunities

Years 7–9

- *Alex's Adventures in Numberland* – Alex Bellos
- *How Not to Be Wrong* – Jordan Ellenberg
- *The Maths Book* – DK
- *The Simpsons and Their Mathematical Secrets* – Simon Singh

Years 10–11

- *Mathematics for the Real World* – David Sumpter
- *Humble Pi* – Matt Parker
- *Thing Explainer* – Randall Munroe
- EDEXCEL GCSE revision and support texts

Years 12–13

- *A Mind for Numbers* – Barbara Oakley
- *The Code Book* – Simon Singh
- *Mathematics: A Very Short Introduction* – Timothy Gowers
- A Level Mathematics and Further Mathematics support texts

Journals, Websites and Wider Reading

- Plus Magazine (NRICH)
- Maths World
- The Mathematical Association (ATM)
- Brilliant.org
- Open University Mathematics resources
- NRICH enrichment resources

Self-Led Exploration

NRICH
https://nrich.maths.org/
Open resource.

Brilliant
https://brilliant.org/
Open resource.

The Mathematical Association
https://www.atm.org.uk/
Open resource.

Plus Magazine
https://plus.maths.org/
Open resource.

Open University Mathematics
https://www.open.edu/openlearn/
Open resource.

Khan Academy
https://www.khanacademy.org/
Open resource.

For full curriculum maps and the latest subject information, please use the school curriculum website.

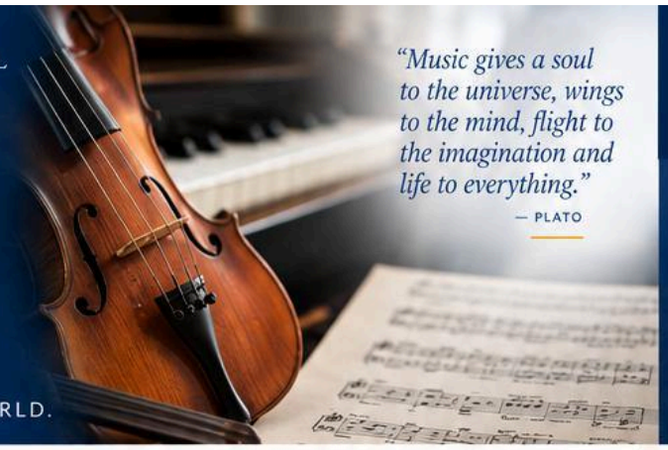
THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

Music

CREATE. PERFORM. LISTEN. BELONG.

MORE THAN A SUBJECT. A WIDER WORLD.



"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."
— PLATO

PERFORMANCE
CREATIVITY
CULTURE
COMMUNITY



MUSIC CONNECTS PEOPLE ACROSS GENERATIONS

Overview

Music enjoys an outstanding reputation at The Blue Coat School, where our aim is to foster a positive, creative environment in which every student can thrive as a musician and make sustained progress. At all Key Stages, lessons encompass the three core musical activities—performing, listening, and composing—delivered in an engaging and stimulating way. Students are eccouraged to develop their musical understanding, express themselves creatively, and communicate ideas effectively both in performance and through written work.

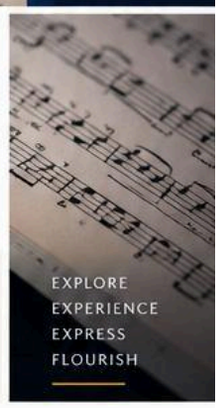
The curriculum is complemented by a wide range of extracurricular opportunities, enabling students to extend their learning beyond the classroom. From choirs and bands to orchestras and the annual school musical, students can participate in vibrant musical communities that build confidence, teamwork, and a lifelong love of music.

Through these experiences, students develop technical skill, creative thinking, and a strong sense of musical identity, preparing them to continue engaging with music in a variety of contexts, both academically and personally.
mopica ercaitoer:radotmrec@tbaaay.

What this subject develops

- Performance
- Composition
- Critical listening
- Collaboration

"Music can change the world because it can change people."
— BONO



EXPLORE
EXPERIENCE
EXPRESS
FLOURISH

Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing creativity, musical understanding and technical skills, while fostering a lifelong appreciation of music.

Year 7
Building foundations

Explore the fundamentals of music through *Don't Worry Be Happy* and *Changing Places*. Develop rhythm, melody, structure and performance skills. Study major and minor tonality, *Tangol*, measurement, area, shape and Pythagoras. Build confidence through singing, keyboard work, group performance and composition.

Year 8
Expanding understanding

Study *Eleanor Rigby*, Three Little Birds and the Blues. Develop melody, harmony and texture. Explore ground bass, compound and irregular metre, and the structure of four-chord pop songs. Strengthen analytical listening and develop composition skills through a wide range

Year 9
The modern world

Explore the development of popular music from the 1950s to the present day. Study *Rock and Roll*, 1970s and 1980s rock anthems and music from the 1990s onwards. Consider how technology, culture and social change have influenced musical styles. Develop performance, composition and analytical listening skills in preparation

Year 10
Global perspectives

Study global musical traditions including Indian Classical Music, Bhangra, Eastern Mediterrannan and Arabic folk, African drumming, Calypso and Samba. Begin composition portfolio and develop solo performance skills. Explore film music and how music can communicate ideas, emotions and narrative.

Year 11
Consolidation and performance

Study *The Concerto through Time and Film Music*. Complete coursework performances and compositions. Develop advanced listening skills, analysing musical structures, contexts and stylistic features. Refine musicianship and build confidence for final assessments.

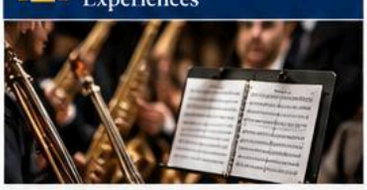
Year 12
Greater depth

Study the Classical and Romantic Symphony and the development of Jazz (from Ragtime to Swing and Big Band). Develop advanced theoretical understanding through Grade 6 ABRSM theory. Undertake substantial solo performance and composition projects.

Year 13
Independent musicianship

Study the instrumental music of Haydn, Mozart and Beethoven. Explore jazz styles including Bebop, Cool Jazz, Afro-Cuban Jazz and Free Jazz. Investigate programme music, nationalism and orchestral repertoire. Complete final recital and composition portfolios, preparing for higher education and future careers.

Beyond The Classroom Experiences



- Year 7 Choir (KS3)
- Key Stage 3 Choir and Band
- Strings groups (KS3)
- Big Band Bash
- Concert Band (KS4 & KS5)
- Jazz Band
- Senior Strings
- Senior Choir and Chamber Choir
- Instrumental lessons
- Concert visits and choir tours
- Biennial school musical
- Leadership opportunities (Sixth Form)
- Organ Scholarships

These experiences build confidence, teamwork and a lifelong love of music.

GCSE and A-Level Specifications

- **OCR GCSE Music (OCR J536)**
- **OCR A Level Music (OCR H543)**

"Music is a higher revelation than all wisdom and philosophy."
— LUDWIG VAN BEETHOVEN

Wider Reading Opportunities

Years 7–8
- *The Story of Music* – Howard Goodall
- *Musical Truth* – Jeffrey Boakye
- *Horrible Histories* (music sections)
- *DK Music: The Definitive Visual History*

Year 9
- *Rock and Roll: A Very Short Introduction* – R. Shuker
- *The Rest Is Noise (Young Readers Edition)* – Alex Ross
- *Music Is History* – Questlove
- *This Is Your Brain on Music* – Daniel Levitin

Years 10–11
- *The Music Book* – DK
- *Film Music: A Very Short Introduction* – Kathryn Kalinak
- *1001 Classical Recordings You Must Hear Before You Die* – Matthew Rye
- OCR GCSE Music support texts and listening guides

Years 12–13
- *The Lives of the Great Composers* – Harold C. Schonberg
- *Jazz* – Geoffrey Ward and Ken Burns
- *How Music Works* – David Byrne
- *The Classical Style* – Charles Rosen
- *The Rest Is Noise* – Alex Ross

Journals and Further Reading
- BBC Music Magazine
- Classical Music Magazine
- Gramophone
- BBC Radio 3 and BBC Proms recordings
- London Symphony Orchestra and Royal Opera House resources
- ABRSM publications and theory materials

Self-Led Exploration

BBC Proms
https://www.bbc.co.uk/proms
Explore concerts, resources and musical strands.

BBC Radio 3
https://www.bbc.co.uk/radio3
Listen to performances and discover new music.

Classics for Kids
https://www.classicsforkids.com
Explore composers, instruments and musical history.

ABRSM
https://www.abrsm.org
Support for theory, performance and musicianship.

Royal Opera House
https://www.roh.org.uk
Explore productions, learning resources and behind the scenes.

New York Philharmonic
https://www.nyphil.org
Watch performances and discover orchestral music.

For full curriculum maps and the latest subject information, please use the school curriculum website.

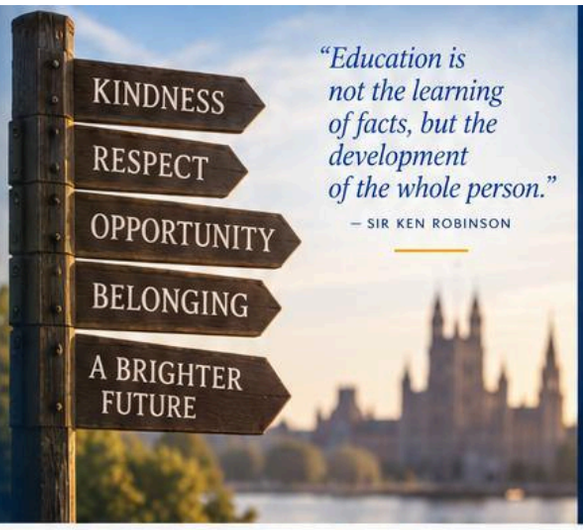
THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

Personal Development & Wellbeing

CHARACTER. COMPASSION. CONFIDENCE.

MORE THAN A SUBJECT. A BRIGHTER FUTURE.

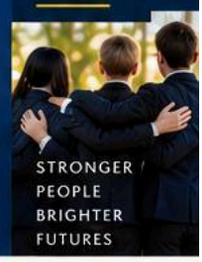


"Education is not the learning of facts, but the development of the whole person."

— SIR KEN ROBINSON

READY
RESPECTFUL
RESPONSIBLE

KINDNESS
CURIOSITY
COURAGE
INCLUSION
COMMUNITY



STRONGER PEOPLE
BRIGHTER FUTURES

Overview

At The Blue Coat School, we are committed to the personal development, wellbeing and character education of every student. Our curriculum equips young people with the knowledge, skills and values they need to become confident, kind, responsible and resilient individuals who make a positive contribution to society.

The curriculum is delivered through two connected strands: a structured form-time programme and taught personal development/RSHE lessons. Together, these provide students with age-appropriate, relevant and thought-provoking learning on a wide range of topics, from health and wellbeing to relationships, online safety, citizenship and future pathways.

As students progress from Year 7 to Year 13, the programme becomes increasingly sophisticated, helping them to understand themselves, make informed choices, navigate challenges and develop the skills to lead healthy, fulfilling and purposeful lives.

Through a supportive community and a wealth of enrichment opportunities, we aim to ensure that every student leaves Blue Coat with the confidence, character and compassion to thrive in an ever-changing world.

What this subject develops

- Self-awareness and wellbeing
- Respectful relationships
- Safety and resilience
- Responsible citizenship

"You are braver than you believe, stronger than you seem, and smarter than you think."

— A. A. MILNE

OPPORTUNITY
CHARACTER
BELONGING



PREPARE
PARTICIPATE
CONTRIBUTE
THRIVE

Curriculum Journey

A carefully sequenced programme from Year 7 to Year 13, developing knowledge, skills and character to help our students navigate life confidently and make a positive contribution to the world.

Year 7

Foundations: self, relationships, safety and belonging

- Community and belonging
- Friendships and respect
- Online safety and digital literacy
- Growing up, puberty and health
- Mental wellbeing and self-esteem
- Introduction to careers and aspiration
- Citizenship: rules, law and society

Building confidence for the journey ahead.

Year 8

Relationships, risk, identity and exploitation

- Healthy relationships and consent
- Digital influence, AI and deepfakes
- Mental health and resilience
- Identity, diversity and inclusion
- Substance misuse and risk
- Challenging prejudice and discrimination
- Careers and future opportunities

Making informed choices in a digital world.

Year 9

Law, consequences, identity and choices

- The law and justice system
- Sexual health and responsibility
- Substances, exploitation and county lines
- Media, body image and self-esteem
- Extremism, ideology and hate
- Financial awareness
- Careers and GCSE choices

Understanding consequences and taking responsibility.

Year 10

Independence, wellbeing and wider society

- Mental health and managing pressure
- Healthy relationships and sexual health
- Drugs, alcohol and peer influence
- Online safety and digital citizenship
- Personal finance and future planning
- Rights, responsibilities and democracy
- Careers, skills and post-16 pathways

Developing resilience and a sense of purpose.

Year 11

Preparation for adult life

- Revision, stress and wellbeing
- Building healthy relationships
- Financial independence
- Employability and next steps
- Staying safe online and offline
- Active citizenship and social responsibility
- Transition to Sixth Form

Ready for the next chapter.

Year 12

Independence and wider perspectives

- Mental health and self-management
- Relationships and respect
- Drugs, alcohol and lifestyle choices
- Politics, democracy and current affairs
- Financial planning and budgeting
- Higher education and career pathways
- Making a positive contribution

Growing independence and global awareness.

Year 13

Leadership, contribution and future pathways

- Health, wellbeing and resilience
- Relationships and personal values
- Life beyond school (university, work, careers)
- Financial independence
- Global citizenship and ethical issues
- Leadership and community action
- Preparing for adulthood

Confident, compassionate and ready for the future.

Beyond The Classroom Experiences



- Enrichment activities and awareness days
- Workshops from external organisations
- Leadership opportunities (e.g. peer mentors)
- Careers and university visits
- House and community initiatives
- Charity and social action projects
- Guest speakers and expert talks

Real experiences. Real impact.

Our Aims

- Empower confident, resilient and respectful individuals
- Provide knowledge and skills for healthy, safe and fulfilling lives
- Develop active and responsible citizens
- Prepare students for future study, work and life
- Foster a culture of kindness, inclusion and community

"Not for oneself, but for all."

NON SIBI SED OMNIBUS

Wider Reading Opportunities

Books for Young People

- *Mind Your Head* – Juno Dawson
- *You Are Awesome* – Matthew Syed
- *The Teenage Guide to Life Online* – Nicola Morgan
- *Humankind* – Rutger Bregman
- *The Happy Mind* – Professor Daniel Freeman

Journals and Online Resources

- BBC Bitesize – Life and Wellbeing
- *Young Minds* – mental health resources
- *The Mix* – support for young people
- *Unifrog* – careers and higher education
- Gov.uk – citizenship and life skills

Podcasts

- *Life Kit* (NPR)
- *Happy Place* – Fearne Cotton
- *The Rest Is Politics* (for older students)
- *On Purpose* – Jay Shetty
- *Anything Goes* with Emma Chamberlain

Self-Led Exploration

BBC Bitesize
https://www.bbc.co.uk/bitesize
Explore resources on wellbeing, relationships and life skills.

Young Minds
https://www.youngminds.org.uk/
Support for mental health and emotional wellbeing.

The Mix
https://www.themix.org.uk/
Advice and support for young people.

Unifrog
https://www.unifrog.org/
Explore careers, university options and personal development.

Gov.uk
https://www.gov.uk/
Information on rights, responsibilities and life in modern Britain.

For full curriculum maps and the latest subject information, please use the school curriculum website.

CONFIDENT LEARNERS | COMPASSIONATE CITIZENS | BRIGHTER FUTURES

NON SIBI SED OMNIBUS

THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

Physical Education

HEALTHY MINDS. ACTIVE LIVES.
BRIGHTER FUTURES.

MORE THAN A SUBJECT. A STRONGER YOU.



"A healthy body fuels a healthy mind."
— ANCIENT PROVERB

PARTICIPATION
CHARACTER
LEADERSHIP
WELLBEING



PLAY
DEVELOP
ACHIEVE
BELONG

Overview

The Physical Education curriculum at The Blue Coat School is designed to create an enjoyable and productive environment where students and staff are fully engaged in learning, improving, and developing together. Our aim is to promote physical, social, and mental well-being through a balanced, active, and healthy lifestyle, ensuring that every student benefits from participation in physical activity.

As a department, we provide a challenging, disciplined, and safe environment that supports high-quality teaching and learning. Students experience a broad and coherent range of activities, enabling them to understand the holistic benefits of physical education, including teamwork, resilience, leadership, and personal development.

Through a high-quality Physical Education curriculum, students develop the knowledge, skills, and understanding to make informed lifestyle choices that positively impact their health and well-being. They leave The Blue Coat School equipped not only to maintain an active lifestyle but also to appreciate the wider physical, social, and mental benefits of lifelong participation in sport and exercise.

What this subject develops

- Physical literacy
- Teamwork
- Leadership
- Performance analysis

"Sport has the power to change the world. It has the power to inspire, to unite and to bring people together."
— NELSON MANDELA



DISCIPLINE
RESILIENCE
CONFIDENCE
FOR LIFE

Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing physical competence, knowledge and character to support a healthy, active and successful future.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Foundations	**Building breadth**	**Developing understanding**	**GCSE PE**	**GCSE PE**	**A Level PE**	**A Level PE**
Develop core skills across a wide range of activities including football, netball, hockey, basketball, handball, badminton, tennis, cricket, rounders, athletics, dance, gymnastics, swimming and fitness. Learn about teamwork, fair play and active lifestyle.	Extend skills and tactical understanding across a range of sports. Explore leadership, officiating and personal fitness. Develop knowledge of health, training and the wider benefits of physical activity.	Refine skills and apply them in competitive and collaborative contexts. Deepen understanding of fitness, training and how sport contributes to physical and mental wellbeing.	Study the body systems, movement analysis, fitness components and training methods. Explore sport psychology, participation, ethics and commercialisation. Develop practical performance and apply theory to real contexts.	Develop knowledge of training, injury prevention, nutrition and performance optimisation. Examine drugs in sport, violence, wellbeing and the psychological factors influencing participation. Complete performance evaluations and action plans.	Study physiological and psychological factors in depth, including musculoskeletal, cardiovascular, respiratory and neuromuscular systems. Explore skill acquisition, learning theories, nutrition and the social development of sport.	Investigate biomechanics, leadership, motivation and technology in sport. Explore contemporary issues such as media influence, sponsorship, commercialisation and global events. Complete performance and evaluative coursework.
Build skills, confidence and a love of physical activity.	*Broaden horizons and take on new challenges.*	*Becoming independent, resilient and reflective learners.*	*Link theory and practice to understand performance.*	*Consolidate knowledge and prepare for future study.*	*Develop analytical thinking and academic depth.*	*Apply knowledge independently and prepare for future*

Beyond The Classroom Experiences



- Inter-form and inter-school fixtures
- House competitions and Sports Day
- Wide range of sports clubs
- Swimming galas
- Leadership and officiating programmes
- Sports science taster sessions
- Work experience and university visits
- Coaching and volunteering
- Biennial school production support
- Organised trips and enrichment events

These experiences build confidence, teamwork and a lifelong commitment to physical activity.

GCSE and A-Level Specifications

- OCR GCSE Physical Education (OCR J587)
- OCR A Level Physical Education (OCR H555)

"Better individuals. Stronger communities."



Wider Reading Opportunities

Years 7–9
- *Sportopedia* – Adam Skinner
- *Guinness World Records: Sports Edition*
- *The Boys in the Boat (Young Readers Edition)* – Daniel James Brown
- *You Are Awesome* – Matthew Syed

Years 10–11 (GCSE PE)
- *Bounce* – Matthew Syed
- *The Sports Gene* – David Epstein
- *How Bad Do You Want It?* – Matt Fitzgerald
- *OCR GCSE PE Revision Guide* (current specification)

Years 12–13 (A Level PE)
- *Peak* – Anders Ericsson
- *Endure* – Alex Hutchinson
- *The Science of Running* – Steve Magness
- *Sport and Exercise Psychology* – Aidan Moran
- *Physiology of Sport and Exercise* – Powers and Howley

Journals, Podcasts and Wider Reading
- BBC Sport analysis features
- The Sports Science Podcast
- British Journal of Sports Medicine (selected articles)
- UK Coaching resources
- Sport England publications
- National Governing Body websites and coaching resources

Self-Led Exploration

UK Coaching
https://www.ukcoaching.org/
Explore coaching resources and development opportunities.

Sport England
https://www.sportengland.org/
Find out more about participation and community sport.

BBC Sport Science
https://www.bbc.co.uk/sport
Research performance analysis and sport science content.

British Journal of Sports Medicine
https://bjsm.bmj.com/
Explore research and evidence-based practice.

The Sports Institute
https://www.thesportsinstitute.com/
Analyse elite athlete preparation and performance.

IOC Olympic Studies Centre
https://olympics.com/ioc/olympic-studies-centre
Explore global sport, history and research resources.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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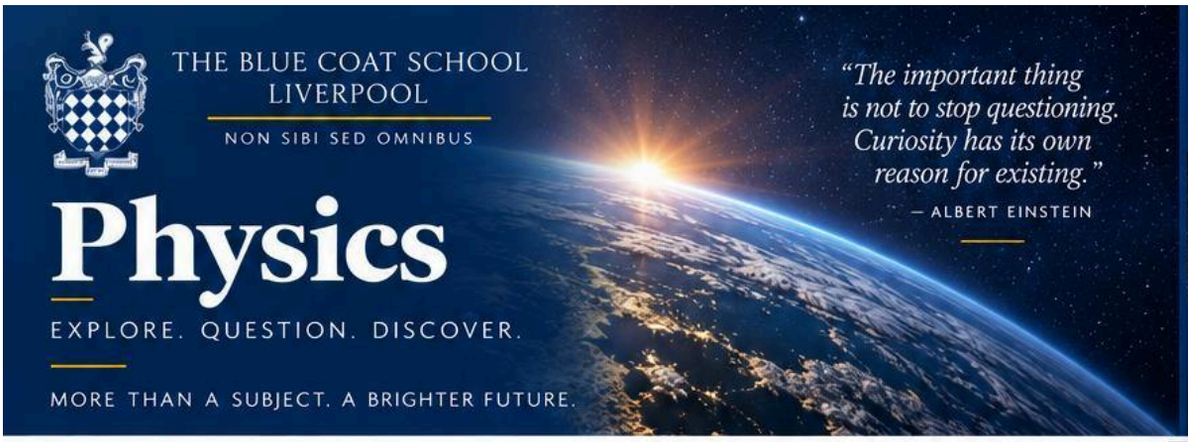
THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

Physics

EXPLORE. QUESTION. DISCOVER.

MORE THAN A SUBJECT. A BRIGHTER FUTURE.



"The important thing is not to stop questioning. Curiosity has its own reason for existing."

— ALBERT EINSTEIN

CURIOSITY
ANALYSIS
DISCOVERY
INNOVATION



FROM
THE SMALLEST
PARTICLES
TO THE LARGEST
COSMIC
STRUCTURES

Overview

Physics seeks to explain how the universe works, from the smallest particles to the largest cosmic structures. At The Blue Coat School, the Physics curriculum is designed to develop students' curiosity about the physical world, alongside strong analytical, mathematical and practical skills.

Students explore key concepts such as forces and motion, energy, waves, electricity and magnetism, and atomic and space physics. They learn to model physical phenomena, apply mathematical techniques and test ideas through experimentation and investigation. Practical work is integral to the study of Physics, enabling students to plan and carry out experiments, analyse data, evaluate uncertainty and draw evidence-based conclusions.

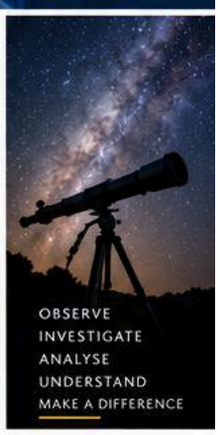
Through the study of Physics, students become logical, resilient and independent thinkers who are able to approach complex problems with confidence and precision. They leave The Blue Coat School well prepared for further study and careers in science, engineering, technology and related fields, with a deep understanding of the principles that underpin modern life and the skills to thrive in an increasingly scientific world.

What this subject develops

- Mathematical modelling
- Experimental analysis
- Logical reasoning
- Problem-solving

"Look deep into nature, and then you will understand everything better."

— ALBERT EINSTEIN



OBSERVE
INVESTIGATE
ANALYSE
UNDERSTAND
MAKE A DIFFERENCE

Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing scientific thinking, practical skills and a deep understanding of the laws that govern the physical world.

Year 7

Building foundations

Develop scientific enquiry skills through Working Scientifically. Study forces, sound, light and space. Learn how forces affect movement, how sound and light travel, and how our understanding of the universe has developed. Practical investigation builds confidence in observatioe and experimentation.

Ask questions. Explore the world around you.

Year 8

Developing understanding

Study electricity and magnetism, energy, motion and pressure. Build quantitative and problem-solving skills, interpret data and make calculations. Project work and introduction to GCSE experimental skills prepare students for Key Stage 4.

Make connections. See the bigger picture.

Year 9

Preparing for GCSE

Explore energy conservation, thermal energy transfer and energy resources. Study electrical circuits, electricity in the home and the particle model of matter (including density). Apply knowledge to real-world contexts and strengthen mathematical reasoning and analytical thinking.

Apply knowledge. Understand real-world challenges.

Year 10

GCSE development

Study molecules and matter, radioactivity and forces. Explore motion, balanced and unbalanced forces, and the relationships between force, movement and energy. Develop understanding of atomic structure and radioactive processes. Practical investigations are central to learning.

Investigate. Analyse. Build scientific confidence.

Year 11

GCSE mastery

Study force and pressure, wave properties, electromagnetic waves, light and electromagnetism. Explore the electromagnetic spectrum and modern technologies. Study space physics and complete revision and examination preparation.

Refine your skills. Prepare for the future.

Year 12

A Level depth

Study matter and radiation, quantum phenomena, waves, optics, radioactivity and particle physics. Explore electricity, circuits, mechanics and materials. Develop understnding of skill acquistion, learning theories and motivation. Practical experiments and data analysis are key.

Think deeper. Explore cutting-edge ideas.

Year 13

A Level expertise

Study nuclear energy, thermal physics, gases, simple harmonic motion, gravitational fields, electric and magnetic fields, capacitors and electromagnetic induction. Optional topics include relativity and wave-particle duality. Complete performance and evaluative coursework, preparing for higher education and careers.

Apply, evaluate, innovate. Be ready for what's next.

Beyond The Classroom Experiences



- Physics Club (KS3 & KS4)
- Year 7/8 Physics Challenge
- Junior Physics Challenge
- Senior Physics Challenge
- Physics Olympiad
- Mentoring from Physics Prefects
- External lectures and workshops
- Work experience opportunities
- University open days
- Enrichment and intervention support

These opportunities develop curiosity, collaboration and leadership, and provide valuable insight into university pathways and careers in physics, engineering, medicine, data science and technology.

GCSE and A-Level Specifications

- AQA GCSE Physics (AQA 8463)
- AQA A Level Physics (AQA 7408)

"Science is a way of thinking much more than it is a body of knowledge."

— CARL SAGAN

Wider Reading Opportunities

Years 7–8

- *Horrible Science: Fatal Forces* – Nick Arnold
- *The Amazing Story of Physics* – Anna Claybourne
- *George's Secret Key to the Universe* – Lucy and Stephen Hawking
- *100 Things to Know About Space* – Alex Frith

Year 9

- *Storm in a Teacup* – Helen Czerski
- *The Mysteries of the Universe* – Will Gater
- *The Knowledge* – Lewis Dartnell
- *Astrophysics for Young People in a Hurry* – Neil deGrasse Tyson

Years 10–11

- *A Brief History of Time* – Stephen Hawking
- *Why Does E=mc²?* – Brian Cox and Jeff Forshaw
- *How to Teach Quantum Physics to Your Dog* – Chad Orzel
- *The Infinite Monkey Cage* (books and podcasts)

Years 12–13

- *Six Easy Pieces* – Richard Feynman
- *The Elegant Universe* – Brian Greene
- *Reality Is Not What It Seems* – Carlo Rovelli
- *Quantum: Einstein, Bohr and the Great Debate* – Manjit Kumar
- *Fundamentals: Ten Keys to Reality* – Frank Wilczek

Journals, Magazines and Wider Reading

- Physics Review
- New Scientist
- Institute of Physics (IOP) publications
- CERN educational resources
- BBC Science Focus
- Articles and lectures from the Royal Institution and Isaac Physics

Self-Led Exploration

Isaac Physics
https://isaacphysics.org/
Open resource.

CERN
https://home.cern/
Open resource.

Institute of Physics
https://www.iop.org/
Open resource.

Royal Institution
https://www.rigb.org/
Open resource.

Physics World
https://physicsworld.com/
Open resource.

Feynman Lectures
https://www.feynmanlectures.caltech.edu/
Open resource.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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Politics

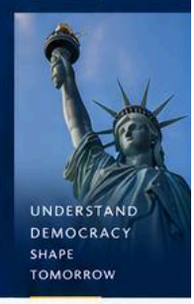
IDEAS. DEBATE. CHANGE.

MORE THAN A SUBJECT. A FAIRER FUTURE.



"Politics is the art of the possible."
— OTTO VON BISMARCK

ANALYSE
QUESTION
DEBATE
INFLUENCE



UNDERSTAND
DEMOCRACY
SHAPE
TOMORROW

Overview

The Key Stage 5 Politics curriculum at The Blue Coat School enables students to understand contemporary political developments in the United Kingdom and the United States, while exploring the mechanisms through which individuals and groups can actively engage with and influence the world around them. By combining theoretical study with ongoing analysis of 'live' political events, students gain a dynamic and relevant perspective on politics that sets the course apart from many other academic subjects.

Students also examine political ideologies, which provide a philosophical framework for understanding the principles, values and beliefs that underpin political systems and debates. This approach helps students connect abstract theories to the practical realities of governance, policy and civic participation.

The taught curriculum is further enriched by a wide range of extracurricular opportunities, led by our Politics Prefects, which allow students to engage in debates, model political processes and explore political issues in greater depth. Through this combination of academic rigour and practical experience, students develop critical thinking, analytical and communication skills, preparing them to be informed and active citizens in an increasingly complex world.

What this subject develops

- Current-affairs analysis
- Comparative evaluation
- Argumentation
- Civic literacy

"An informed citizenry is the vital prerequisite for our democracy."
— THOMAS JEFFERSON



REAL
ISSUES
REAL DEBATES
REAL IMPACT

Curriculum Journey

A carefully sequenced journey through Key Stage 5, developing knowledge, analytical skills and independent thinking to understand and influence the political world.

Year 12

Foundations: UK and US politics

- Introduction to the American political system and the US Constitution
- Parliament, the Prime Minister and Cabinet
- The judiciary and devolution
- How power is structured and distributed in democratic systems
- Analysing political processes and evaluating institutions

Building knowledge. Asking questions.

Year 12

Political ideologies

- Liberalism: freedom, equality, individual rights and the role of the state
- Socialism: economic equality, social justice and collective responsibility
- Key thinkers and traditions
- Connecting ideology to government, society and modern political movements

Exploring ideas. Developing perspective.

Year 12

Developing understanding

- Federalism, Congress and the Presidency
- Checks and balances in the US Constitution
- The role of state governments
- Comparative elements between UK and US politics
- Developing analytical and evaluative skills

Making connections. Seeing the bigger picture.

Year 13

UK politics in depth

- Elections and referendums
- Pressure groups
- Democracy and participation
- The European Union
- The role of the judiciary
- Evaluating the strengths and weaknesses of democratic systems
- Engaging with contemporary political debates

Analysing, evaluating, forming judgements.

Year 13

US politics in depth

- Elections and democracy
- Political parties
- Pressure groups
- The Supreme Court
- Comparative politics
- Analysing similarities, differences and contrasting political traditions

Broadening understanding. Thinking critically.

Year 13

Political ideologies and beyond

- Conservatism: tradition, individual responsibility and the role of the state
- Feminism: equality, rights and social change
- Application of ideological ideas to contemporary issues
- Developing advanced argumentation and evaluation skills
- Preparation for higher education and future careers

Applying knowledge. Shaping the future.

Beyond The Classroom Experiences



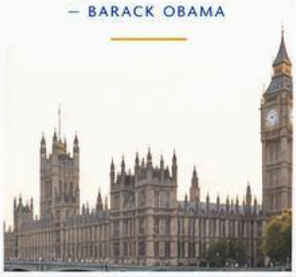
- Senior Debate activities
- History and Politics Prefects
- Politics and Democracy Workshop
- Paris Trip
- Model political processes
- Guest speakers and expert talks
- Visits to Parliament and political institutions
- Current affairs discussions and societies

These experiences build confidence, communication skills and a deeper understanding of citizenship and democracy.

A Level Specification

AQA A Level Politics (AQA 7152)

"Democracy is not a spectator sport."
— BARACK OBAMA



Wider Reading Opportunities

Year 12

- *Politics UK* – Bill Jones, Philip Norton et al.
- *US Government and Politics* – Anthony Bennett
- *Why Politics Matters* – Andrew Gamble
- *The Establishment* – Owen Jones
- *Prisoners of Geography* – Tim Marshall

Year 13

- *Political Ideologies* – Andrew Heywood
- *The Rights of Man* – Thomas Paine
- *The Road to Serfdom* – F.A. Hayek
- *We Should All Be Feminists* – Chimamanda Ngozi Adichie
- *How Democracies Die* – Steven Levitsky and Daniel Ziblatt

Current Affairs and Wider Reading

- The Economist
- The Week
- BBC Politics
- Institute for Government reports
- UK Parliament publications
- Foreign Affairs magazine
- Politics Review
- Podcasts: The Rest is Politics, Talking Politics (archive), BBC Newscast

Self-Led Exploration

Parliament UK
https://www.parliament.uk/
Open resource.

Institute for Government
https://www.instituteforgovernment.org.uk/
Open resource.

Politics Review
https://www.politicsreview.org.uk/
Open resource.

BBC Politics
https://www.bbc.co.uk/news/politics
Open resource.

Brookings Institution
https://www.brookings.edu/
Open resource.

Foreign Affairs
https://www.foreignaffairs.com/
Open resource.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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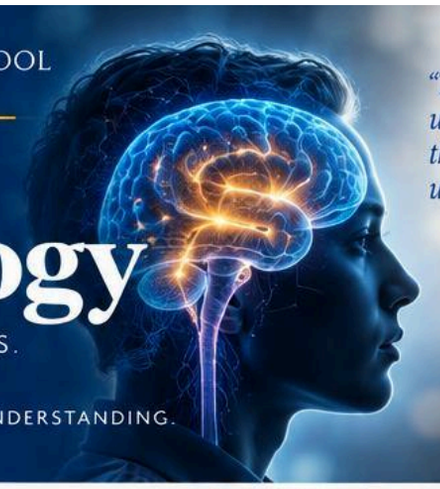
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Psychology

PEOPLE. IDEAS. PERSPECTIVES.

MORE THAN A SUBJECT. A DEEPER UNDERSTANDING.



"The more you understand yourself, the more you understand the world."

— CARL JUNG

CURIOSITY
ANALYSIS
EMPATHY
OPEN-MINDEDNESS



UNDERSTAND
PEOPLE
SHAPE A
BRIGHTER FUTURE

Overview

Psychology is a dynamic and thought-provoking subject that helps us to understand human behaviour, mental processes, and the factors that shape who we are. At The Blue Coat School, Psychology is offered in the Sixth Form at A Level, where students engage in a rigorous and academically challenging course that develops both knowledge and critical thinking skills.

Students explore key areas of psychology such as social influence, memory, attachment, psychopathology, research methods, biopsychology, and issues and debates within the field. They examine a range of theories and studies, learning how psychological knowledge is developed through scientific investigation and how evidence is gathered, analysed, and evaluated.

A central feature of A Level Psychology is the development of strong research and analytical skills. Students learn to design investigations, interpret data, evaluate research methodology, and construct well-reasoned arguments.

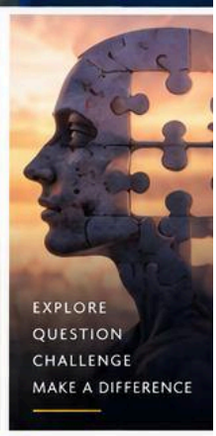
The study of Psychology encourages students to become reflective, open-minded, and scientifically literate individuals. A Level Psychology provides an excellent foundation for further study and careers in psychology, education, healthcare, social work, law, business and many other fields.

What this subject develops

- Research methods
- Data analysis
- Critical evaluation
- Scientific writing

"To understand the mind is to better understand ourselves, our communities and the world around us."

— STEVEN PINKER



EXPLORE
QUESTION
CHALLENGE
MAKE A DIFFERENCE

Curriculum Journey

A carefully sequenced journey through Key Stage 5, developing knowledge, analytical skills and independent thinking to understand and explain human behaviour.

Year 12 — Attachment

- The nature of attachment
- Key theories and studies
- Influence of early relationships
- Long-term impact on behaviour and wellbeing

Building foundations.

Year 12 — Research Methods

- Designing investigations
- Data collection and analysis
- Reliability and validity
- Ethics in psychological research

Developing skills.

Year 12 — Social Influence

- Conformity and obedience
- Group behaviour
- Explanations of social influence
- Real-world applications

Understanding people in context.

Year 12 — Biopsychology

- Nervous system and brain structures
- Biological explanations of behaviour
- Neuroscience and modern developments

The science behind behaviour.

Year 12 — Clinical Psychology and Approaches

- Psychological disorders and treatments
- Behaviourist, cognitive, biological, psychodynamic and humanistic approaches
- Strengths and limitations of each approach
- Memory: encoding, storage and retrieval

Connecting theory and real life.

Year 13 — Gender, Research Methods and Statistics

- Biological, social and cognitive explanations of gender
- Advanced research methods and statistics
- Data interpretation and application

Analysing evidence.

Year 13 — Stress, Issues and Debates and Forensic Psychology

- Causes and effects of stress
- Nature-nurture, free will and determinism
- Application of psychology in society
- Forensic psychology and criminal behaviour
- Comparative and synoptic evaluation

Applying knowledge. Preparing for the future.

Beyond The Classroom Experiences



- Psychology Olympiad
- Write articles for ATP magazine
- Real-life research opportunities
- Talks from visiting speakers
- Psychology enrichment activities
- Mentoring from Psychology Prefects

These experiences develop curiosity, independence and a deeper understanding of psychology in the real world.

A Level Specification

AQA A Level Psychology (AQA 7182)

"Understanding people helps build a kinder, fairer and more connected society."

— MALALA YOUSAFZAI

Wider Reading Opportunities

Year 12

- *The Little Book of Psychology* – Emily Ralls and Caroline Riggs
- *Psychology: The Complete Introduction* – Sandy Mann
- *Opening Skinner's Box* – Lauren Slater
- *The Man Who Mistook His Wife for a Hat* – Oliver Sacks
- *Bad Science* – Ben Goldacre

Year 13

- *Thinking, Fast and Slow* – Daniel Kahneman
- *The Lucifer Effect* – Philip Zimbardo
- *The Psychopath Test* – Jon Ronson
- *Behave* – Robert Sapolsky
- *Why We Sleep* – Matthew Walker

Journals and Wider Reading

- Psychology Review
- The Psychologist (BPS)
- New Scientist (Psychology and Neuroscience)
- BPS resources and Research Digest Blog
- TED Talks on psychology and neuroecience

Podcasts and Media

- *Hidden Brain*
- *All in the Mind* (BBC Radio 4)
- *The Psychology Podcast*
- *In Our Time* (psychology episodes)

Self-Led Exploration

British Psychological Society
https://www.bps.org.uk/
Open resource.

Research Digest
https://digest.bps.org.uk/
Open resource.

Simply Psychology
https://www.simplypsychology.org/
Open resource.

The Psychologist
https://thepsychologist.bps.org.uk/
Open resource.

Hidden Brain
https://hiddenbrain.org/
Open resource.

TED Psychology Talks
https://www.ted.com/topics/psychology
Open resource.

For full curriculum maps and the latest subject information, please use the school curriculum website.

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NON SIBI SED OMNIBUS

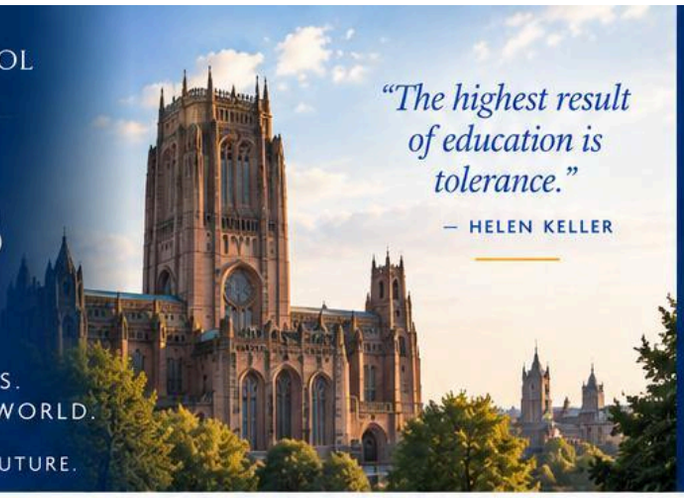
THE BLUE COAT SCHOOL
LIVERPOOL

NON SIBI SED OMNIBUS

Religious Studies

EXPLORE BELIEFS. QUESTION IDEAS.
BUILD A MORE COMPASSIONATE WORLD.

MORE THAN A SUBJECT. A BRIGHTER FUTURE.



"The highest result of education is tolerance."

— HELEN KELLER



Overview

Religious Studies at The Blue Coat School engages students with a wide range of religious and non-religious worldviews, both those represented within our school community and those found in the wider city of Liverpool and beyond. The curriculum encourages students to reflect on their own beliefs and values while developing a deeper understanding of the diversity and complexity of the world around them.

Through the study of substantive knowledge, different ways of knowing and personal reflection, students develop critical thinking, empathy and the ability to evaluate complex moral and ethical questions. The curriculum is enriched by trips, societies, competitions and student leadership, all of which provide practical contexts for learning.

Religious Education is taught inclusively and respectfully, promoting understanding of different beliefs, values and cultures. It plays a vital role in supporting pupils' personal, social and moral development, helping them become thoughtful and responsible global citizens.

What this subject develops

- Philosophical reasoning
- Evaluation
- Empathy
- Evidence-based argument

"Different religions, different languages, different coloured skin, but we all belong to one human race."

— KOFI ANNAN



Curriculum Journey

A carefully sequenced journey through Key Stage 3 and 4, developing knowledge, skills and character to understand and engage with the big questions of life.

Year 7

What difference does it make to believe?

- The nature of belief and worldview
- Arguments for and against the existence of God
- What it means to be a teenage Muslim in Britain
- Should religious buildings be sold to help those in need?
- Religious festivals

Explore. Question. Understand.

Year 8

Religion, morality and meaning

- Buddhism and Humanism
- How beliefs influence behaviour
- Does religion help people to be good?
- The problem of suffering
- Death and the afterlife
- Faith communities in Liverpool

Reflect. Compare. Find perspective.

Year 9

Religion in the modern world

- Judaism and Hinduism
- Religion and conflict
- Is religion a force for peace?
- Contemporary global issues
- Evaluating different viewpoints

Think critically. See different views. Engage with the world.

Year 10

GCSE RS

- Christianity: beliefs and practices
- The Gospel of Mark
- Hindu practices
- Sources of wisdom and authority
- Developing analytical and evaluative skills

Build knowledge. Analyse evidence. Form judgements.

Year 11

GCSE RS

- Christian sources of authority
- Discipleship and forms of expression
- Revision and examination preparation
- Core RS: marriage, family, matters of life and death, Islam and religion in the media

Evaluate. Explain. Prepare for the future.

A broad and thoughtful education

By the end of their Religious Studies journey, students are equipped to think critically about belief and values, understand diverse perspectives and engage thoughtfully with the moral and philosophical questions that shape individual lives and society.

Parents and carers retain the legal right to withdraw their child, either wholly or partly, from Religious Education lessons. Those who wish to exercise this right are asked to contact the school in writing to discuss their request. Alternative arrangements will be provided in line with statutory requirements.

Beyond The Classroom Experiences



- Philosophy Club (KS3)
- GCSE intervention and support
- Visits to places of worship
- Psychology/Philosophy competitions
- Student leadership opportunities
- Real-life research experiences
- Debates and discussion events

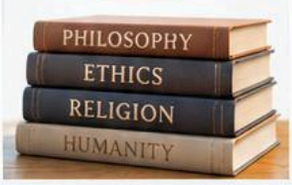
These experiences develop empathy, confidence and a deeper understanding of the world's diverse beliefs and values.

GCSE Specification

EDEXCEL GCSE Religious Studies (EDEXL 1RA0) (Option 2h)

"Education is the most powerful weapon which you can use to change the world."

— NELSON MANDELA



Wider Reading Opportunities

Years 7–8

- *The Pig That Wants to Be Eaten* – Julian Baggini
- *What Do You Believe?* – DK
- *A Little History of Religion* – Richard Holloway
- *The Philosophy Files* – Stephen Law

Year 9

- *Religion for Atheists* – Alain de Botton
- *The Young Person's Guide to Philosophy* – Jeremy Weate
- *Stories from the Hindu and Jewish Traditions*
- *No Matter What You Believe* – Anna Wills

Years 10–11

- *The Case for God* – Karen Armstrong
- *Mere Christianity* – C.S. Lewis
- *The Book of Joy* – Dalai Lama and Desmond Tutu
- *GCSE RS* revision and support texts

Further Reading

- Sophie's *World* – Jostein Gaarder
- *The Religions Book* – DK
- *Ethics for the Real World* – Howard & Korver
- BBC Religion and Ethics resources
- *Philosophy Now* magazine
- RE:ONLINE articles and resources

Self-Led Exploration

Philosophy Now
https://philosophynow.org/
Open resource.

RE:ONLINE
https://www.reonline.org.uk/
Open resource.

BBC Religion and Ethics
https://www.bbc.co.uk/religion
Open resource.

TED Philosophy Talks
https://www.ted.com/topics/philosophy
Open resource.

Stanford Encyclopedia of Philosophy
https://plato.stanford.edu/
Open resource.

Theos Think Tank
https://www.theosthinktank.co.uk/
Open resource.

For full curriculum maps and the latest subject information, please use the school curriculum website.

THE BLUE COAT SCHOOL
LIVERPOOL

OPPORTUNITY | CHARACTER | EXCELLENCE



Spanish

LANGUAGE. CULTURE. A BRIGHTER FUTURE.

Overview

Learning a foreign language is an exciting and valuable opportunity that can enhance students' future prospects, build confidence, and deepen their understanding of the world. At The Blue Coat School, the study of Spanish equips students with a highly transferable and demonstrable skill that is both practical and something to be proud of.

Through our curriculum, students are immersed in the language and culture of Spanish-speaking countries, developing procedural knowledge in grammar and vocabulary while practising the four key skills of reading, listening, speaking and writing. Cultural study is an integral part of the course, allowing students to explore traditions, values and perspectives that differ from their own and to gain a deeper appreciation of the diversity of the global community.

Learning a language is challenging and intellectually demanding, helping students develop resilience, perseverance and a willingness to take risks in their learning. As they progress, students become more confident global citizens, curious about other cultures, and capable of understanding and communicating effectively in both spoken and written Spanish. By the time they leave The Blue Coat School, students are equipped with the skills, knowledge and confidence to continue engaging with the language in further study, travel or future careers.

What this subject develops

- **Communication**
- **Grammar and vocabulary**
- **Cultural interpretation**
- **Spontaneous language use**

"Discover people, places and perspectives through the power of language."



Curriculum Journey

A carefully sequenced journey from Year 7 to Year 13, developing confident, articulate and culturally aware linguists who can communicate effectively while gaining a deep appreciation of the rich diversity of the Spanish-speaking world.

Year 7
Building foundations

Introduce yourself, describe others, school and daily routines. Learn key vocabulary and grammar, express opinions and build confidence in using the language.

Year 8
Expanding horizons

Explore home, city and local environment. Study Antoni Gaudí and Barcelona, free time and technology, food and healthy lifestyles. Use a wider range of tenses and structures and deepen cultural awareness.

Year 9
Broadening perspectives

Investigate holidays, travel and cultural diversity. Discuss past, present and future experiences, studies and career aspirations. Compare your life with young people in the Hispanic world. Complete a project on Spanish architecture.

Year 10
Developing fluency

At GCSE, study identity and relationships, free time activities, healthy living, media and technology, and celebrity culture. Express detailed opinions and justify viewpoints with greater accuracy and fluency across all four skills.

Year 11
Thinking globally

Explore the environment, travel and tourism, customs, festivals, education and future employment. Discuss complex ideas, refine examination techniques and demonstrate cultural awareness and linguistic independence.

Year 12
Going deeper

Study Hispanic society, culture, literature and film. Explore traditional and modern values, regional identity, the influence of idols, cyberspace, cultural heritage and equality. Study Pedro Almodóvar's *Volver* and develop analytical skills.

Year 13
Engaging with the world

Investigate immigration, young people and political participation, monarchies and dictatorships, racism, popular movements and social integration. Study Gabriel García Márquez's *Crónica de una Muerte Anunciada* and become sophisticated linguists capable of engaging with complex contemporary debates.

Beyond The Classroom Experiences



- **Year 8** – Visit to Barcelona
- **Year 9** – Careers presentations
- **GCSE** – Educational visits to Madrid and support & revision clubs in Year 11
- **Sixth Form** – San Sebastián Exchange, cinema workshops and Language Prefects

These experiences help develop cultural understanding, confidence and an appreciation of the many opportunities available to successful linguists.

GCSE and A-Level Specifications

- **AQA GCSE Spanish (8692)**
- **AQA A Level Spanish (AQA 7692)**



Wider Reading Opportunities

Years 7–8
- *Short Stories in Spanish for Beginners* – Olly Richards
- *Spanish for Kids Readers* – Various authors
- *Coco* (Spanish edition) – Disney
- *Manolito Gafotas* – Elvira Lindo

Year 9
- Short Stories in Spanish for Intermediate Learners – Olly Richards
- *El Principito* – Antoine de Saint-Exupéry
- *Diario de Greg* (Spanish edition) – Jeff Kinney
- Articles from *News in Slow Spanish*

Years 10–11
- *Reyes y Guerreros* – Ben Lerwill
- *Cuentos de la Selva* – Horacio Quiroga
- *La Chica de los Sueños* – Easy Spanish Reader Series
- GCSE Spanish revision readers and authentic news articles

Years 12–13
- *Crónica de una Muerte Anunciada* – Gabriel García Márquez
- *La Sombra del Viento* – Carlos Ruiz Zafón
- *Como Agua para Chocolate* – Laura Esquivel
- *Nada* – Carmen Laforet
- Articles from *El País* and BBC Mundo

Further listening and cultural resources
- Coffee Break Spanish | Notes in Spanish | BBC Languages
- RTVE educational content
- Spanish-language films including *Volver*, *Mar Adentro* and *El Laberinto del Fauno*

Self-Led Exploration

Continue your journey:

Coffee Break
https://coffeebreaklanguages.com/

Duolingo
https://www.duolingo.com/courses

For full curriculum maps and the latest subject information, please use the school curriculum website.

Sigue aprendiendo.
Sigue creciendo.

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