

North Ridge High
School



KS4 Curriculum 2025-26

Curriculum Overview

Maths

English

Science

Computing

Humanities – Geog/His/RE

PHSCE

PE

Arts Award

Duke of Edinburgh

Creative

LifeSkills

Culture Café



This document is hyperlinked – Enter full screen mode and click on the subject that you wish to access.
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Curriculum Coverage

Maths

5 Lessons per week

English

5 lessons per week

Science

2 Lesson per week

PHSCE

2 Lessons per week

PE and healthy living

3 Lessons per week

LifeSkills

3 Lesson per week

Computing

2 Lessons per week

Humanities – Geog/His/RE

2 Lesson per week

Creative

2 Lessons per week

Duke of Edinburgh

3 Lesson per week

Arts Award

3 Lessons per week

Culture Café

3 Lessons per week

North Ridge High – Mathematics curriculum long term planning Key Stage 4

Where appropriate KS4 pupils access OCR entry level accreditations. This long term plan is intended to support pupils in completing units for submission where appropriate.

Pupil's access 5 maths lessons a week in KS4. Pupils are taught and given opportunities to:

1. become fluent in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate written algorithms and mental methods, underpinned by mathematical concepts
2. can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
3. can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

To support this, lessons are taught in a methodical way using the spiral curriculum approach. Teachers plan and teach for 'mastery' in maths using key C-P-A approaches. Pupils are given time to truly master key skills that they can then apply to high level learning in small steps.

Topic areas: algebra, statistics, ratio and proportion are taught within other topic areas at the level that is most appropriate for the pupil.



Taught on rotation as a spiral curriculum, returning to the last skills and knowledge developed in that topic area.
Teachers are to use the whole school mathematic rubric that covers all levels to select key knowledge and skill targets for the topics below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic area	<u>Prop of Number:</u> Partition, addition and subtraction (inc. algebra) Inc. 2 weeks statistics	<u>Measure:</u> Money Inc. 2 weeks statistics	<u>Measure:</u> Calendar and Time	<u>Geometry & Measure</u> 4 weeks: Shape 2 weeks: Length (link to perimeter of shapes) Statistics within all	<u>Measure</u> 3 weeks: weight 3 weeks: capacity Statistics within all	<u>Number:</u> Multiplication, Division and fractions
Additional areas to cover / link back to	-Early algebra skills e.g. $3 + ? = 7$ -inverse operations -Statistics	-Addition skills -Subtraction skills -functional maths skills (shopping lists & comparing prices) -Statistics (sorting coins / graph to show items purchased)	- Multiplication skills (5 times tables) -Functional skills (schedules & events in the day)	-Position and direction of shapes -patterns (inc. early algebra skills) -Addition skills (calculating perimeter) -Statistics (properties of shape)	-Number skills -Addition skills -Subtraction skills -Functional skills (cooking) -Statistics	-Early ratio skills -Early proportion skills -Early algebra skills -Fractions of shapes



North Ridge High – English curriculum long term planning Key Stage 4

Term	Autumn	Spring	Summer
Text types	Narrative: Character & Setting	Information: persuasion	Information: discussion, presentation
AQA Unit	Science Fiction	Holidays	Component 1 Music -
Outcomes	Students will: ☐ read a selection of science fiction texts ☐ use the text to learn how to: infer, comment on language and structure and compare ideas and perspectives ☐ learn how to plan, write, edit and proofread a story.	Students will: ☐ take part in group discussions and make an individual presentation ☐ read a selection of non-fiction texts ☐ use the texts to learn how to infer, comment on language and structure and to compare ideas and express personal preferences ☐ learn how to plan, write, edit and proof read a piece of informative writing (letter/schedule).	Students will: • take part in group discussions and make an individual presentation • read a selection of non-fiction texts • use the texts to learn how to infer, comment on language and structure and to compare ideas and express personal preferences • learn how to plan, write, edit and proof read a piece of informative writing (application form).
Suggested activities	Read an extract from a chosen science fiction text Text- comprehension – true or false statements. Read as a writer - highlight & discuss choice of all the verbs in the extract Repeat for adverbs, alliteration, similes etc. Use a simple five frame comic strip based on sci fi text - students use inference to fill in speech or thought bubbles Research texts and/or the internet to look at recurring science fiction themes	Examine posters/flyers for holiday /day out destinations Design a poster to promote a holiday provider/ an attraction. Examine and explore websites promoting holidays and destinations. Write a blog or record a vlog to promote a holiday destination. Visit an attraction and write a review	Examine articles, blogs, vlogs about music, identifying key information and analyse features of texts Search online for adverts for musicians, jobs in the music industry Examine how to respond to the different question types eg tick boxes, lists, tables etc Explore personal statements and CVs. Plan and edit a CV / letter of application/ application form to a music company Write scripts for the radio show
Educational Visits	Cinema to see a science fiction film.	Visit local attractions	Visit Media City



North Ridge High – English curriculum long term planning Key Stage 4

Term	Autumn	Spring	Summer
Text types	Information	Narrative:	Information:
AQA Unit	Hobbies	Gothic Horror	Manchester Travel and Tourism
Outcomes	Students will: • take part in group discussions and make an individual presentation • read a selection of non-fiction texts • use the texts to learn how to infer, comment on language and structure and to compare ideas and express personal preferences • learn how to plan, write, edit and proof read a piece of informative writing (letter/schedule).	Students will: • take part in group discussions • read a selection of literary-fiction texts • use the text to learn how to: infer, comment on language and structure and compare ideas and perspectives • learn how to plan, write, edit and proofread a story.	Students will: • read a selection of non-fiction texts (travel brochures related to tourism venues in Manchester) ☐ take part in group discussions and create presentations • use the texts to learn how to inform and persuade using a clear structure. ☐ Understand how to carry out research before creating a travel brochure • learn how to plan, write, edit and proofread a piece of informative writing (persuasion text).
Suggested activities	Explore different hobbies e.g. sports, yoga, martial arts, gardening, cooking, knitting, mountain biking etc Write a blog, film a video log Guess the hobby charades Research different events in the local area and taster sessions of different activities	Look at front cover of a gothic horror and use inference and deduction to predict the theme, the setting and the characters Read an extract from a chosen gothic horror – students respond focusing on the senses – touch, sound, sight and smell. Students hot seat a character etc Read as a writer - highlight & discuss choice of vocabulary. Plan structure of story - focus on punctuation, connectives and adverbs	Research different travel and tourism venues in Manchester Write a brochure, create posters, create presentations Visit different tourist attractions in Manchester to plan and write information texts to persuade a reader Understand and plan the structure of information texts/brochures related to tourism – incl. Pictures, captions, introduction, persuasive language, verbs, adjectives, interesting facts and conclusions.
Educational Visits	Visit local leisure facilities Experience a new hobby	Theatre to watch a gothic horror story Cinema to see a gothic horror film	Visits to several tourist attractions: Manchester United/City Stadium Tours Manchester City Centre Manchester galleries – Salford, Bolton, Whitworth, Manchester Art Gallery, The Lowry <u>Museums – People Museum, Manchester Museum, Science and Industry Museum, Imperial War Museum, National Football Museum</u> Theatres City hall



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North Ridge High –Science curriculum long term planning Key Stage 4

	Autumn	Spring		Summer	
Year 1	The Human Body	Elements, Mixtures and Compounds	Electricity and Magnets	Exploring Space	
Year 2	Environment - Evolution & Inheritance	Chemistry In Our World		Energy & Forces	Plants

North Ridge High – Computing curriculum long term planning Key Stage 4

	Autumn	Spring	Summer
KS4 (Year 1) 2025/2026	ICT/DL - Creating a promotional campaign (Publisher)	ICT/DL - Domestic ICT (PowerPoint)	Computer Science - Coding
KS4 (Year 2) 2026/2027	ICT/DL - Accessing Information (PowerPoint)	ICT/DL - The History of Computing (Word)	Computer Science - Coding
E-Safety		Computing Skills	Topic Knowledge and Skill
There should be a weekly focus on an element of e-safety. This can be shared as knowledge development, active learning or whichever way best suits the learner. See topics below as a guide:		To continue development of computing skills, an element of the lesson should focus on a weekly skills use for keyboard and mouse skills. Links below:	The final element of the lesson should focus on the topic. The first half term focus should be placed on developing the knowledge of how to complete actions and then skills used to practice it. The second half term should make use of these skills to create a project. Where possible use cross curricular links for the project e.g. if covering gothic horror in English, complete a research project on that.

North Ridge High – Humanities curriculum long term planning Key Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 25-26	<u>RE</u> Living: What does it mean to be a Christian, Muslim, Hindu in Britain today?	<u>Geography</u> All around the world A closer look at where the countries of the world are located, and some of the ways geographers describe locations. Latitude, longitude, time zones etc.	<u>History</u> Local Study: History of Manchester	<u>RE</u> Believing: What would Jesus Do? Can we live by the values of Jesus in the twenty-first Century?	<u>Geography</u> Enough for Everyone Think about the needs of a settlement, and the needs of the planet as a whole.	<u>History</u> Crime and punishment
Year 2 26-27	<u>RE</u> Believing: What do different people believe about God? Christians/Hindu's and/or Muslims	<u>Geography</u> Extreme Earth the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes	<u>History</u> Rights & liberty including voting/suffrage	<u>RE</u> Expressing: Why are Festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people.	<u>Geography</u> The UK The geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative.	<u>History</u> Medicines and Health



North Ridge High – PSHCE curriculum long term planning Key Stage 4

	Autumn	Spring	Summer
Year 1 2025-2026	Looking after our school/ Rules of the school – Class Charters Article 12, 28 & 29 The United Nation Convention on the rights of the child – understanding my rights and the rights of others Article 1 & 2 + all others Citizenship – Democracy and Justice & Political system of Democratic government (UK) – Role of citizens, parliament and the monarch. Article 2, 12, 13, 14, 23, 28 & 31	The world's largest lesson – Global Issues (UNICEF) Goal 3 good health and well-being. Article 19 & 24 Medicines and Medication: safe and unsafe drugs Article 3, 6, 17 & 33	RSE – Relationships (different family structures, different relationships, appropriate relationships, appropriate touch, consent) Article 17, 19 & 34 RSE – My Body (Changing bodies, appropriate touch, feelings, emotions and consent.) Article 17, 19 & 34
Year 2 2026-2027	Identities and diversity Article 2, 7, 12 & 13 Prejudice and discrimination Article 2, 8, 12 & 13	Recognising my needs and self-awareness – emotional wellbeing. Article 2, 12, 13, 14, 23, 28 & 31 Citizenship – Financial understanding – budgeting – day to day basis and planning for the future	RSE – Relationships (different family structures, different relationships, appropriate relationships, appropriate touch, consent) Article 17, 19 & 34 RSE – My Body (Changing bodies, appropriate touch, feelings, emotions and consent.) Article 17, 19 & 34



North Ridge High –Physical Education curriculum long term planning Key Stage 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 2025-2026	HEALTH RELATED FITNESS Resistance Training	NET, WALL & RACQUET Table Tennis/Polybat/ Table Cricket	INVASION GAMES Football/Goal Ball	TARGET GAMES Boccia	OAA Orienteering	STRIKING & FIELDING Cricket
Year 2 2026-2027	HEALTH RELATED FITNESS Resistance Training	GYMNASTICS Gymnastics	INVASION GAMES Tag Rugby	NET, WALL & RACQUET Badminton/ sitting volleyball/ Volleyball	TARGET GAMES Tri-Golf	STRIKING & FIELDING Rounders
Pupils in KS4 are accredited in year 11 using the OCR Entry level PE award. They are graded against a set criteria for entry 1,2 and 3. Pupils analyse an activity for additional scores. All work is externally moderated by OCR						



North Ridge High – Arts Award curriculum long term planning Key Stage 4

Arts Award Discover

This is the start of the Arts Award adventure. It takes children and young people on an artistic journey as they explore the arts all around them, investigate different art forms, research an artist, and then share their discoveries with others. As well as developing their knowledge and understanding of the arts, Arts Award Discover boosts children's creativity, curiosity, confidence and communication skills

Arts Award Explore

Arts Award Explore encourages children and young people to experience different art forms and artists, and develop their own creativity. Along the way they record what they've achieved and enjoyed and share it with others.

As they work through Arts Award Explore, young people build their artistic knowledge, creativity and confidence – and gain a recognised qualification in the process. They research a range of genres, creators and arts organisations, and make full use of their imagination and communication skills.

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their arts log
Part A: Discover	- An understanding of how the arts encompass a range of art forms from the familiar to the unfamiliar - Participation in arts activities - An understanding of how art forms connect to their own lives	- At least two art forms identified - Participation in at least one arts activity
Part B: Find out	Knowledge of at least one artist and their work	A record of what they found out about at least one artist and their work
Part C: Share	- What they enjoyed and learnt through the award - How they shared their experience with others	Which parts of their enjoyment and learning were shared and who they shared it with

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their arts logs
Part A: Take part	- Participation in at least two arts activities - What they have learnt about the arts through active participation	- A record of taking part in more than one arts activity - Identification of what they have learnt from taking part in these arts activities
Part B: Explore	- An exploration of the work of at least one artist - An exploration of the work of at least one arts organisation	- A record of what they found out about the work of artists - A record of what they found out about the work of arts organisations
Part C: Create	- Participation in an arts activity, leading to the creation of art work - The application of arts skills through making art work	- A record of the process of creating their art work - A record of their final art work
Part D: Share	- Identification of personal enjoyment and/or achievement(s) - Communication of enjoyment and/or achievement(s) to others	- Identification of what has been enjoyed and/or achieved through completing the award - A record of what was shared and how it was shared with others



North Ridge High – DofE curriculum long term planning Key Stage 4

The Duke of Edinburgh (DofE) Bronze Award at North Ridge High School provides our pupils with a life-changing experience, a fun time with class mates, an opportunity to discover new interests and talents, a tool to develop essential skills for life and is a recognised mark of achievement; respected by employers. There are four sections to complete in the Bronze Award. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition. Pupils gain essential skills and attributes for work and life such as resilience, problem-solving, team-working and communication.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Physical	Skill	Skill	Physical	Physical	Expedition
	Expedition practice walks included at the end of each half term					
	Volunteering element created by lead for DofE					



North Ridge High – Creative curriculum long term planning Key Stage 4

	The Arts	Culture	Creative
Year 1 (25-26)	Graffiti/Sculpture	French culture	Manufacturing
Year 2 (26-27)	Music/Dance	Spanish culture	Manufacturing

Creative subjects are taught on a carousel for classes Ben Nevis, Olympus and Everest. Each class will experience one of the topics each term.

North Ridge High – Vocational Learning curriculum long-term planning Key Stage 4

	Independent Life	Community Life	Sustainable Life
Year 1 (25-26)	Food preparation and home management	Accessing the local and wider community	Recycling and looking after an allotment
Year 2 (26-27)	Food preparation and home management	Accessing the local and wider community	Recycling and looking after an allotment

Life skills will focus on three areas of Home, Community and Sustainability. Each area will focus on specific areas to support pupils' independent life skills and prepare them for adulthood. Each area will be supported by the ASDAN Life Skills Challenge modules to recognise their understanding and achievement for each topic.

[Lifeskills Challenge | Challenges](#)



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