



CHARACTER CURRICULUM

2026

Introduction

Situated in the rural town of Brampton, on the edge of the fells, William Howard is in the ideal position to provide our students with a rich learning programme that embraces our local environment, explores scientific, technological and philosophical concepts and develops their creativity and cultural experience.

We have a duty to offer our students a curriculum that not only prepares them for employment locally, nationally and internationally, but that allows them to explore their passions, discover new skills and embrace creativity. In order to help our students become 'the best they can be' we have developed an exciting, challenging and rewarding Character Curriculum for all Year 8 and 9 students.

We believe that character can be shaped through a well-designed curriculum that emphasises our core values of respect, responsibility, and resilience. The character curriculum aims to develop students' ethical and social skills, attitudes, and behaviours that contribute to their personal and societal wellbeing.

By integrating character education into the curriculum, students learn how to make ethical and responsible decisions, resolve conflicts peacefully, and develop positive relationships with others. Character education is crucial because it helps students to become better citizens who can contribute positively to their communities.

Moreover, it prepares students to face challenges and make choices that align with their values, even in difficult situations. Our well-designed character curriculum can instil these values in students, providing a foundation for their personal and academic growth and success.

When students follow the character curriculum, they will develop the 9 KEY CHARACTER QUALITIES we believe are instrumental in supporting students to be the best they can be:

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Respect

POSITIVITY



EMPATHY



VIRTUE

Resilience

COURAGE



PASSION

CURIOSITY



Responsibility

INDEPENDENCE



COLLABORATION



HONOUR

Options Process

Course information can be found within this booklet, but please ask your subject teacher if you would like further details.

Base your choices on what you want to do.

If any courses are oversubscribed, places will be allocated randomly. Please be aware that some courses may not run due to insufficient numbers.

Please complete the online form on the VLE with your choices by **Friday, 27th March.**

For YEAR 8 ► Choose 2 different options (1 from each column)

You must also choose a reserve from each column.

This copy is for you to keep. Enter a tick for your first choice and 'R' for a reserve:

OPTION 1	✓ R	OPTION 2	✓ R
Agriculture		Business & Enterprise	
Archaeology		Dance	
Business & Enterprise		Dragons' Den	
Drama		Drama	
Drama - Technical Theatre		Language & Culture	
Forensics & Genetics		Media - Video Production	
Outdoor Learning		Philosophy, Politics & Economics	
Psychology		Sports Leaders	
Sports Science			

For YEAR 9 ► Choose 3 different options (1 from each column)

You must also choose a reserve from each column.

- If you choose **DT**, you will have 2 hours a week for this subject. You will therefore choose 2 options, not 3. The second one must be from the Option 3 column only.
- If you took **Archaeology** in Year 8, you cannot choose it for Year 9.
- Although Year 9 options are not directly linked to your GCSE options, we would expect students wanting to study a GCSE in Art, Music, and DT to choose one of these subjects.

This copy is for you to keep. Enter a tick for your first choice and 'R' for a reserve:

OPTION 1	✓ R	OPTION 2	✓ R	OPTION 3	✓ R
Art		Agriculture		Archaeology	
Drama		Business & Enterprise		Art	
Music		Dance		Drama – Technical Theatre	
Musical Theatre		E-Sports		Media - Video Production	
Sports Leaders		Philosophy, Politics & Economics		Music	
				Outdoor Learning	
DT - Design Engineering				Photography	
DT - Fashion				Psychology	
DT - Food				Sports Leaders	
DT - Product Design				Sports Science	



COURSE OPTIONS



AGRICULTURE

8

9



PERSON TO CONTACT

Ms E Booker

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What is it?

Agriculture is an exciting and enriching practical mix of animal care and plant care. Students get to learn about hens, ducks, sheep, rabbits and guinea pigs, bees, and grow crops at WHS. Each year we host a Christmas Fair, visit local farms and even the prestigious Highland Show in Edinburgh in June.

Course structure

Our studies follow the calendar year as closely as we can:

- Winter is clearing, rebuilding, landscaping
- Spring is lambing time, planting seeds
- Summer is growing, harvesting

TERM	YEAR 8	YEAR 9
Autumn 1	Harvesting Preparing the area for winter	Harvesting Preparing the orchard for winter and biodiversity planning
Autumn 2	Winter project: teamwork challenge, critical thinking and environmental protection	Winter project: remodelling, critical thinking, fundraising Repair workshop
Spring 1	Planting herbs and root veg Growing for pollinators	Planting glasshouses and polytunnel Growing cut flowers
Spring 2	Mulching and ground control Soft Fruit care	Brassicas, legumes and bees Orchard care
Summer 1	Beginners' smallholder skills	Intermediate smallholder skills
Summer 2	Herb and Root veg harvest	Glasshouse and polytunnel harvest

Why study this subject?

This subject prepares young people to be leaders in both sustainable living and environmental care. If you want to be hands-on with animals and grow your own food - choose this subject!



Key skills that will be developed

This inspiring and fun subject teaches teamwork, independence, compassion, resilience and environmental stewardship. You will be trusted to care for animals and to grow then harvest your very own crops.

How will I be assessed?

Open Spaces uses a full range of KLI's and will assess holistically in an ongoing pattern. Practical tests will be performed as part of a group.

Additional Information

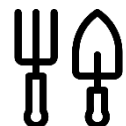
Year 8 are going to be leading on the community garden scheme and the Christmas Fair.

In Year 9 there is a visit to a local dairy farm in Dalston.

We enter the annual National Food in Farming Schools Competition, sponsored by the charity *Leaf*.

Possible career path/next steps for learning

- Agriculture
- Veterinary Science
- Horticulture
- Land Management
- Environmentalism



Beyond the walls of WHS opportunities

- Dobicross Hall Farm Dairy Herd, Dalston
- The Royal Highland Show
- The Open Spaces Awards Ball

ARCHAEOLOGY

8

9



PEOPLE TO CONTACT

Miss N Scullion / Mrs Giecco

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What is it?

Archaeology is the study of human history and pre-history. Archaeologists learn about people in the past by studying things that people made, used, and left behind.

Course structure

You will learn key skills such as research and excavation techniques, stratigraphy and dating, archaeological recording, and the role of museums. We will look at different phases of British and World history and pre-history and gain hands on experience through practical lessons and finds handling. The course covers the earliest humans and the journey of humanity, exploring ancient settlements and objects that help archaeologists tell the stories of people long since lost to history.

Please note: This is a one year **ONLY option. Students can choose this option for Year 8 or Year 9.*

TERM	YEARS 8 & 9*
Au 1	Introduction to Archaeology and the history of it. Archaeological principles, methods and techniques.
Au 2	Developing Fieldwork Skills: archaeological records and finds handling. Environmental and experimental archaeology.
Sp 1	The role of museums and the preservation of archaeological remains. Wider Archaeology: Britain and World Prehistory: The Palaeolithic and Mesolithic eras.
Sp 2	Wider Archaeology: Britain and World Prehistory: The Neolithic, Bronze Age and Iron Age.
Su 1	Wider Archaeology: Britain and World later historical cultures and civilisations: Roman and Anglo-Saxon period archaeology.
Su 2	Wider Archaeology: Britain and World later historical cultures and civilisations: Anglo-Scandinavian and Medieval period archaeology. Fieldwork trips and research project

Why study this subject?

Learning about archaeology, history and past cultures is great for an inquisitive mind! As well as building your interest and understanding of human history, it will develop your skills in research, analysis, and interpretation.

Key skills that will be developed

Problem solving techniques and arriving at sound conclusions will be developed by studying archaeological evidence.

How will I be assessed?

Linking to the KLIs, you will have one written assessment, one group presentation and one independent project.

Possible career path/next steps for learning

If you are interested in archaeology investigate joining the YAC (Young Archaeologists Club). Tullie and Cumbria's Museum of Military Life run history clubs for young people. Studying archaeology or history can lead to many careers: archaeologist, academic researcher, conservator, heritage manager, conservation officer, museum/gallery curator, teaching and education and the Civil Service.



Beyond the walls of WHS opportunities

There will be a trip to Tullie and to a local site of archaeological interest such as Vindolanda. There may be opportunities to gain hands-on fieldwork experience at on the ongoing Carlisle Cricket Club excavations and carry out surveys in the local area (field walking and a churchyard survey).

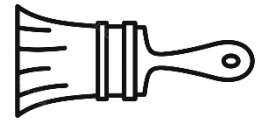
ART 9



PEOPLE TO CONTACT

Mrs c Bertram

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What is it?

This is an Art multi-disciplinary course where students have the opportunity to explore a range of disciplines such as illustration, 3D construction, mixed media drawing, jewellery making, graphics, digital art, painting and textiles to name but a few.

Course structure

The course is structured to cover a range of art-based projects that explore a variety of themes, techniques and processes throughout the year. Students will rotate through the different disciplines each half term, allowing them time to explore and experiment with a range of media in each area.

There are no limits to what they are able to achieve; all they need is an open mind, to have fun and enjoy the world of creativity.

Why study this subject?

Do you love to be creative? Do you have an open mind?

Is solving problems right up your street? Do you like investigating and experimenting with new techniques and materials?

The word ART umbrellas many different disciplines. Here are a few: painting, printing, textiles, sculpture, drawing, digital art, illustration, photography.



How will I be assessed?

Assessment is used to build an understanding of students' prior knowledge and learning, and to help draw out common misconceptions and gaps to support future planning. In Year 9 students make reference to the KLI's within their work, linking it where appropriate to skills, knowledge and understanding.

Formative assessment is timely and takes place through: verbal live feedback, 1-1 dialogue between teacher and student and supported by a range of intervention strategies.

Students respond verbally or through self/peer assessment, questioning and target setting to ensure subject matter and skills learnt are secured.

Possible career path/next steps for learning

You can carry on in school and complete both a GCSE and A Level in Art. There are different routes to go down in further education: Foundation course/BTEC diploma and onto a degree or internship or apprenticeship. This may lead you to a career in architecture – advertising - TV and Film - Make-up artist - Interior designer - Fashion designer - Art therapist - Graphic/digital illustrator – Game designer - Fashion buyer, to name but a few.

Beyond the walls of WHS opportunities

The department offers a number of enrichment activities for students to participate in throughout the academic year. This allows students to engage and demonstrate through the application of their knowledge practically. These take the form of skill-based workshops offered by local artists. Trips and visits to galleries/cities and locations to carry out exciting art-based workshops.

Bringing art to the community through exhibiting work in local businesses/working and supporting feeder/CET schools by offering student led workshops. Opportunities to create themed based murals within designated spaces around our local area to create a more stimulating environment.

Access to a range of art competitions to showcase and celebrate your talents.

BUSINESS & ENTERPRISE



PERSON TO CONTACT

Mrs T Hill

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What is it?

Students plan and investigate the business world and beyond using analytical skills and an interesting grasp of the world around them.

The skills interacted with here are transferable to other subjects, such as Information Technology, Computer Science, Business Studies, Humanities, Philosophy and Personal Development. As well as key skills for life, it also gives students the opportunity to look at the world through a more rigorous lens, via the use of cutting-edge news as this course is based on current unfolding news stories as they happen. The holistic interplay of business, politics and the economy make this relevant for those who engage in it with real life skills and opportunities to open and expand their world view.

Alongside this, students will develop their understanding of world events to help them to look at news and how they have a knock-on effect, not only in their lives but in those around them. The course also looks at local organisations and businesses in Cumbria and beyond and allows students to expand their career aspirations.



Course structure

The course will consist of different theoretical and practical workshops. Lessons will be spent in an IT suite and IT will play a major part in the delivery of the subject.

TERM	YEAR 8	YEAR 9
Autumn	What is business?	How do you finance a business?
Spring	Branding & marketing	Multinational business
Summer	Developing Entrepreneurial Skills & in-school project	Developing Entrepreneurial Skills & out of school project

8 9



Why study this subject?

Study this subject if you have an interest in how the world of money works, current events, politics and how they are all interconnected and affect every aspect of life. Learn about investment, how and why people invest money and what the pros and cons of this are.

Key skills that will be developed

Students on this course learn/develop:

- Problem solving skills.
- Research current events and how the news can be looked at in a more critical way.
- Gain a global world perspective on the interconnectivity of cause and effect of current events research which affects everyone.
- Develop their knowledge of different businesses, current events and financial development.
- The ability to develop and express complex ideas both in business news and verbally within a classroom environment and to be able to tackle complex ideas and think outside of the box with confidence.
- Look at why some businesses are successful and some fail, and why something which is successful in one place isn't successful somewhere else.
- Look at business, news, products, and services and be able to apply a pluralist view of them.
- Look at jobs and careers nationally and aspire to those professions which are not only challenging but highly aspirational.

How will I be assessed?

The course is assessed through 9 KLIs. Assessments are a variety of practical and theoretical assessments with the odd challenge thrown into the mix.

Possible career path/next steps for learning

Possible careers include: Investment management, journalism, business management, market research, advertising, politics, economics, financial management, fundraiser, marketing, finance, stockbroker, researcher, accounting, sales, entrepreneurship, education.

Beyond the walls of WHS opportunities

Working closely with the Careers Lead in school and possible business links where appropriate.

DANCE

8 9



PERSON TO CONTACT

Miss M Serrechia

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What is it?

In Year 8 and 9 Dance, we will be looking at the three main areas which are: performing; choreographing; appreciation.

Students will explore a variety of styles from commercial to contemporary and develop their performance skills alongside their ability to create their own dances. We will watch different types of dance to expand their knowledge on what dance is and discuss how it takes an athlete to dance, but an artist to be a dancer.

Course structure

Different focus each term linking to performing, choreography and appreciation.

TERM	YEAR 8	YEAR 9
Autumn	Dancing through the ages	Dance around the world
Spring	Performance skills in practice - commercial dance	Performance skills - contemporary dance
Summer	Dance appreciation and choreography skills	Dance appreciation and choreography skills

Why study this subject?

This is a highly practical course - if you enjoy dancing and are keen to develop your skills to a higher standard or simply enjoy being creative then you'll thrive in this class.



Key skills that will be developed

- Teamwork
- Presenting skills
- Communication
- Creativity
- Problem solving
- Confidence
- Leadership skills



How will I be assessed?

Students will be assessed on their practical performances using the KLI and their evaluative responses to ensure they can track their progress and set next steps to improve.

Possible career path/next steps for learning

Career pathways could lead down both sports and/or theatrical routes. Some careers include performer, choreographer, movement director, teacher.

Beyond the walls of WHS opportunities

Theatre trips and dance workshops with professional practitioners including our past students working in the industry.

DRAGONS' DEN

8



PERSON TO CONTACT

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What is it?

Students will work in teams to develop new ideas to solve problems. They will present their final idea to a panel of judges, echoing Dragons' Den from TV.

The parents of students may be invited to come and watch the final pitch.

Course structure

A series of classroom sessions with modelling workshops and designer inspiration videos.

There are links to Year 12 Product Design students who will buddy up with the teams.

Why study this subject?

Contextualises DT with real life scenarios and problem solving.

Key skills that will be developed

- Teamwork
- Resilience
- Problem solving
- Passion and love for DT
- Presentation skills



How will I be assessed?

- KLI tracker
- Final presentation

Possible career path/next steps for learning

Ingenuity and the skills developed within this course are highly valuable for a diverse range of career options. The ability to develop ideas and communicate them in an engaging way is sought after in a wide variety of job roles.

Beyond the walls of WHS opportunities

There may be an opportunity to take part in the Cumbria Education Trust innovation competition - The V and A design innovate competition, Dyson challenge tasks.



DRAMA

8

9



PERSON TO CONTACT

Miss M Serrechia

mserrechia@williamhoward.cumbria.sch.uk

What is it?

YEAR 8

Drama is for everyone; drama is everywhere. If you have enjoyed your Year 7 Drama lessons, then make sure to continue your learning into Year 8 where we explore different styles in creating and performing. The Year 8 Drama course looks at non-naturalistic drama, pantomime, devising from a stimulus and looking at the outstanding play 'The Ocean at the End of the Lane'. Don't miss the opportunity to learn more about the impact theatre can have and to develop your skills in fun, practical and collaborative lessons.

YEAR 9

During this course you will explore different styles of performance and different approaches to making Drama and Theatre. If you enjoy any aspect of Drama or Theatre, this is the course for you! We will be developing our skills in: Devising drama - through a range of different games and thought-provoking exercises; Performing drama - in pairs and groups to build on confidence in role and developing a character; and understanding the different roles involved in creating a theatrical performance, such as lighting designers. You will work for some of the time on group projects which require you to make creative choices and justify the intended impact on an audience, thus building on your transferable skills such as working successfully as a team. This is a course that asks you to 'think' rather than 'know'.

Course structure

TERM	YEAR 8	YEAR 9
Autumn 1	Devising from a stimulus	Devising skills
Autumn 2	Pantomime	<i>Game Over</i> by Mark Wheeler - Verbatim Theatre
Spring 1	Non-naturalistic theatre	Analysing Live Theatre
Spring 2	The Ocean at the End of the Lane	Page to stage
Summer 1	Documentary Drama	Teachers by John Godber
Summer 2	Radio Plays	Devising from a stimulus

Why study this subject?

If you enjoy being creative, practical and are curious about the world around you, this is the course for you. Drama is about thinking and asking the big questions.

Key skills that will be developed

- Teamwork
- Presenting skills
- Communication
- Creativity
- Problem solving
- Confidence



How will I be assessed?

Year 8 and 9 follows on from the same KLI skills from Year 7 with a focus on developing these skills to a higher level using more challenging texts. Key assessments will take place for each topic and are mostly practical.

Possible career path/next steps for learning

Any career you can think of! The skills developed in Drama will assist you in any job due to the transferable skills acquired. Subject specific wise, you could be looking at careers in the theatre, tv, film industry and teaching profession.

Beyond the walls of WHS opportunities

Theatre trips and workshops with professional practitioners including our past students working in the industry.



DRAMA – TECHNICAL THEATRE

8 9



PERSON TO CONTACT
 Miss M Serrechia
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What is it?

Want to learn more about how theatre is created? Then this course is for you. Drama and theatre aren't just about the people performing on stage; it's about the people behind the curtain. Without the 'techies', a show would not be possible. This will cover all aspects of what a designer and 'techie' does. From lighting to costume, you will cover the main areas of production in this fun and exciting course.

Course structure

During the first two terms, students will learn the basics of set and prop design, costume, sound and lighting.

In the final term, students will work alongside the Drama students to design the lighting, sound, set, costume and props for their performance.

TERM	YEAR 8	YEAR 9
Autumn	Set design - creating shoe box theatres	Puppet design and creation
Spring	Sound design - creating sound design for a scene from a script	Design project
Summer	Costume design and Lighting design	The performing arts industry



Key skills that will be developed

- Teamwork
- Problem solving
- Leadership skills
- Creativity and innovation



How will I be assessed?

Students will be assessed with quizzes and practical assessments on each of their designs in line with the new KLI framework for Technical Theatre. Students are assessed on each element and for their final production.

Possible career path/next steps for learning

Students can go on to work in theatre, TV and film, even music festivals, as well as a whole host of other pathways due to the transferable skills they will acquire.

Beyond the walls of WHS opportunities

Backstage theatre tours - The Royal Exchange Manchester run a backstage workshop day where students can learn all about how a theatre runs, and Theatre by the Lake has previously offered backstage tours and workshop sessions

Potential workshops with past students who are now working in the industry – stage managers, directors, technicians to name just a few.

Theatre trips to see shows and the production features in action.

DT – DESIGN ENGINEERING / FASHION / FOOD / PRODUCT DESIGN

9



PERSON TO CONTACT

Mrs Y Dixon

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What is it?

Design and Technology (including Food Technology) is an inspiring, rigorous and practical subject.

Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, with specialist workshops considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as maths, science, computing and art.

Students learn how to take risks, becoming resourceful, innovative, enterprising and independent problem solvers. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being on the nation.

At its heart, DT is a subject that teaches students to solve complex problems by using a methodology that can be repeated. Students should have an appreciation of good design and through our curriculum design makes them, at the very least, good consumers.

Course structure

Students will study 2 hours of DT or Food a week, if they take this option. This is taught consistently in specialist rooms with resources.

Why study this subject?

As part of STEM, this subject is valued by employers due to the skill set it teaches, not only practical knowledge but independence, creativity and problem solving.



Key skills that will be developed

- Problem solving
- Creativity
- Practical skills
- Independence



How will I be assessed?

KLI grids are used throughout all areas.

Possible career path/next steps for learning

Careers are wide ranging and sought after. From apprenticeships in the trades to architecture, civil engineering, product design, materials engineering, interior design and nutrition.

As technology continues to evolve, the demand for skilled professionals who can blend creativity with technical expertise is on the rise.



E-SPORTS 9



PERSON TO CONTACT

Mr M McGrath

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What is it?

Over the course of a year, you will explore successful E-sports teams and create branding and marketing material for one of your own.

What will the audience like to see, does your logo reflect your team and how will you get your team to be well known?

You will learn to create effective logos, design your own merchandise to promote your team and research the different tournaments and teams that are already out there.

This course is based around exploring existing teams and designing and marketing your own, rather than playing the games yourselves. If you love the industry, design and making things, this course is for you!

Course structure

Term one is about exploring the most popular E-sports games, teams and competitions.

Term two is about exploring what makes a successful E-sports franchise and learning new design skills.

Term three is about using those skills to create logos and market your own E-sports franchise.

Why study this subject?

You learn how to use industry level design tools; you can draw and develop logos and styles. You can explore the inner workings of marketing and learn more about your favourite teams and competitive games.



Key skills that will be developed

- Problem solving
- Research skills
- Design skills
- Audience understanding
- Photoshop
- Illustrator
- Investigation

How will I be assessed?

All lessons are linked to media KLLs.

Possible career path/next steps for learning

Marketing, creative media, digital media, photography, sports journalism, commentary, social outreach, product design. It also links in well to the Creative Media Tech Award available in Year 10.

Beyond the walls of WHS opportunities

Linking media to the wider world.

FORENSICS & GENETICS

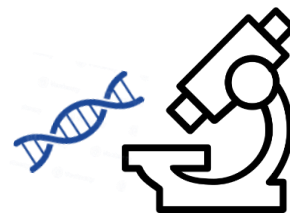
8



PERSON TO CONTACT

Mr C Hayward

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What is it?

A chance to deepen your understanding of how DNA as a chemical molecule enables the variety of life we have across our planet and, more importantly, how your DNA makes you you.

You will learn how scientists are able to read each person's DNA and compare it to other people – a technology that allows us to solve crime and work out whether people are genetically related. By the end of the year, you will have studied a number of techniques that detectives can apply at crime scenes to help solve cases.

You will have the opportunity to complete practical work, such as extracting and visualising DNA, analysing and identifying fibres, separating substances found in evidence and more. There will also be project and group-based tasks which you will take part in to show off the new learning and skills you have gained.

Course structure

Topic 1 – DNA – Structure, Uniqueness and Extraction

Topic 2 – Fingerprinting – How do we read people's DNA and compare it?

Topic 3 – Crime Scene Investigation – Learning and practicing techniques used to solve crime scenes

Topic 4 – Unsolved Crime Project



Why study this subject?

If you enjoy science and wonder what it is that makes all life on earth look different and you are interested in understanding how detectives can solve crimes using forensics – this is the course for you.

If you have a desire to study science when you're older, or perhaps you are considering a career in the police force when you leave school – this course will help you get a head start!

Key skills that will be developed

- Curiosity – Being able to solve problems and find solutions.
- Collaboration – Working together to complete practical work or investigations.
- Independence – Approach challenging scientific information and tasks with resilience.

How will I be assessed?

- KLI Assessments in the form of practical tasks
- Knowledge based tests per topic (multiple choice ending with extended writing task)
- Project based work and collaborative presentations judged by teacher and students.

Possible career path/next steps for learning

- Forensic Scientist
- Police Officer
- Geneticist
- Doctor
- Future Medicines (e.g. Gene Therapy)

Beyond the walls of WHS opportunities

Plans are to have trips/visits to see real world applications, and guest speakers to talk about lived experience in the topic.

LANGUAGE & CULTURE 8



PERSON TO CONTACT

Mrs L Terry

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What is it?

This is an exciting course for young people who would love to enjoy learning about other countries (e.g. Italy, Holland or Germany) and all that it encompasses, from discovering the geography of the country to the traditions and customs and beliefs, whilst also learning to speak to a level where they are able to communicate with confidence. They will work through a series of projects, for example they will design their own town, create their own identity card, discover different regions and their culinary (food) traditions. They will be given the experience of presenting their work in small groups and to the class. They will embrace creating games and resources which encourage others to learn and are engaging and fun.

Course structure

The students will learn to speak in other languages (e.g. German, Dutch or Italian) whilst also discovering something new and exciting about the country's culture and way of life each half term.

Lessons take place in the classroom and lessons are interactive and fun.

Why study this subject?

They will learn aspects of these wonderful languages, which they can then impart to their peers in class and then beyond the classroom. This can be useful for developing skills in business or tourism. They will broaden their knowledge of other countries and embrace discovering interesting facts about the history and ever evolving language. They will enjoy working collaboratively and feel inspired to learn a language for communication purposes and beyond. They will learn through a range of mediums from music to literature and the media.

Key skills that will be developed

Many skills will be developed along this linguistic journey - from courage and confidence to learning and speaking the language, presenting the work that they have



produced with flair and a linguistic confidence, and a deeper understanding of another language and the world around them. Students will develop the confidence to communicate in a new language which could benefit roles in business or tourism.

How will I be assessed?

The KLI's will be assessed at the end of each project, through self-assessment, teacher assessment and peer assessment.

Additional information

Students will be put into contact with native speakers, who will impart their knowledge and experiences of the country.

Possible career path/next steps for learning

This is a great opportunity to enhance business languages and pave the way for a career or work experience linked to the tourism industry. Learning another language is without a doubt a clear pathway to any chosen career. As Languages is a recognised communication skill it also supports other jobs such as social work, immigration, human resources, policing, accountancy, marketing and merchandising.

Beyond the walls of WHS opportunities

The use of these languages and exploration of culture could be linked to the ski trip or potential to go to Italy, visits to Germany or a writing link with Holland to immerse in the culture.

MEDIA - VIDEO PRODUCTION

8 9



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 agregory@williamhoward.cumbria.sch.uk



What is it?

Over the course of the year, you will develop the key skills needed to be a video content producer. This includes scripting, storyboarding, filming and editing. You will work on a series of different projects to build your skills.

Why study this subject?

Whether you want to make your own TikTok videos or be the next Steven Spielberg, you will need the same planning and practical skills. This course will help you understand this process.

You do not need to have any experience with filming or editing to do this course, but you do have to be interested in films, TV drama and online media.

Course structure

TERM	YEAR 8	YEAR 9
Autumn	Radio Drama: recording skills	Introduction to photoshop
Autumn 2	Radio Drama: producing radio drama	Creating fantasy animals and environments
Spring 1	Forced perspective photography	Developing editing skills
Spring 2	Photo manipulation and editing	Developing filming skills and mini filming project
Summer 1	Introduction to shooting video and editing	Investigating special effects in editing
Summer 2	Advertising project	Superheroes filming Project

Key skills that will be developed

- Teamwork
- Leadership
- Managing risk
- Filming
- Planning
- Editing

How will I be assessed?

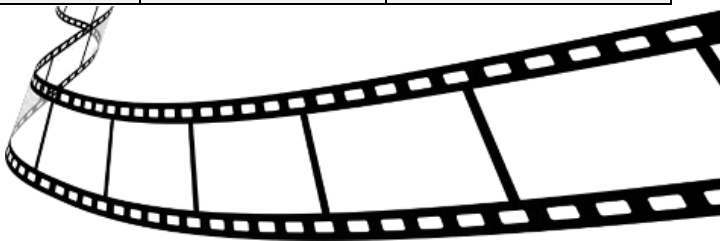
All the lessons are linked to the media KLI.

Possible career path/next steps for learning

This course is the perfect link into the Creative Media Tech Award. It will also give you the toolkit to plan, shoot and edit your own media work outside of school.

Beyond the walls of WHS opportunities

Linking Media to the wider world.



MUSIC 9



PERSON TO CONTACT

Mrs S Cooper

scooper@williamhoward.cumbria.sch.uk

What is it?

The Year 9 Music curriculum encourages students' enjoyment and engagement in music whilst appreciating the relevance it has in our society today.

Students will explore how music works through performance, composition and appraisal activities. This will enable them to gain more confidence in their musical ability which in turn will allow them to develop their creativity and communication skills.

Students will continue to develop a passion for music, which will extend beyond the classroom, where they will be encouraged to take the opportunity of joining extracurricular music activities.

Course structure

Project 1: Explore pop music, comparing and contrasting various styles:

- learning how to play a piece of pop music with their chosen instrument/voice
- studying the main musical elements belonging to pop music through listening and appraising activities.
- composing a piece of music using some of the main elements belonging to pop music.

Project 2: The history and importance of The Musical:

- learning how to play a piece from a musical with their chosen instrument/voice.
- studying The Musical, focussing on how it works and why it was so successful as an art form. This will be done by taking part in listening and appraising activities.

Project 3: The importance of music and the media:

- learning how to play famous leitmotifs on their chosen instrument
- studying commercial music through listening and appraising, composing a short piece of music to fit with a clip for a TV commercial
- learning how to use music technology such as the software 'SoundTrap' This will enable students to compose using functions such as multi tracking and loops.

Why study this subject?

Music:

- enables creative learning
- allows communication in a unique language
- is a varied and interesting journey of discovery
- is fulfilling and challenging
- as a subject is well respected by top universities
- is academically rigorous as well as being a practical subject.

If you enjoy music in Year 8 and already take part in music extra-curricular/instrumental lessons, then this is a course for you!

Key skills that will be developed

Examples of key skills that will be developed are teamwork, communication, creativity, confidence, problem solving, evaluation skills, independent learning.

How will I be assessed?

The Year 9 Music curriculum covers National Curriculum requirements through the 9 Key Learning Indicators. Students are assessed on their appraisal, composition and performance skills for each project. Each practical assignment has a planned mock assessment which then gives students a more focussed opportunity to revisit and make progress. Verbal feedback from staff/peers as well as self-reflection is recorded on students' review/record sheets so that students can refer and remember 'next steps' each week.

Possible career path/next steps for learning

Performer (either as a soloist or part of an ensemble), composer, music producer, sound technician, agent, broadcaster, journalist, teacher/tutor, event coordinator, music therapist, roadie, publicists.

Beyond the walls of WHS opportunities

We have an annual music trip to Spain, where students perform in various venues.

We provide opportunities for students to attend concerts/gigs to experience professional live performances, as well as providing opportunities to perform at venues such as 'The Source' in Carlisle.



MUSICAL THEATRE

9



PERSON TO CONTACT

Miss M Serrechia

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What is it?

Do you enjoy watching and performing in musicals? On this course you will have the opportunity to develop your skills as a triple threat; this means you sing, act and dance all at the same time; all abilities welcome, no matter what your previous experience.

We will develop your skills in:

- **Acting** (Improvisation, group work, pair work, character development, comedy)
- **Dance** (Jazz, Rock and Roll, commercial)
- **Singing** (group singing, harmonies, acting through song)

You will work towards creating a performance from a musical extract, focusing on your favourite skill/s within Performing Arts. This course is highly practical and builds on your transferable skills such as teamwork, problem-solving and resilience.

Course structure

Term 1a – Singing skills

Term 1b – Dancing skills

Term 2a – Acting skills

Term 2b – Performance project

Term 3a – Analysing professional live theatre

Why study this subject?

This is a highly practical course - if you enjoy musical theatre and are keen to develop your skills to a higher standard or simply enjoy being creative then this is the course for you.

Key skills that will be developed

- Teamwork
- Presenting skills
- Communication
- Creativity
- Problem solving
- Confidence
- Leadership skills



How will I be assessed?

Students will be assessed on their practical performances using KLI's and their evaluative responses to ensure they can track their progress and set next steps to improve.

Possible career path/next steps for learning

Career pathways include working in stage, film or tv in a variety of roles from performer to more creative roles such as director. Due to the variety of transferable skills acquired, this would assist with many other career pathways that don't involve performance but require confident and creative problem-solving traits.

Beyond the walls of WHS opportunities

Theatre trips and workshops with professional practitioners including our past students working in the industry.



OUTDOOR LEARNING

8 9



PERSON TO CONTACT

Ms K Pigdon

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What is it?

Students will study different aspects of the outdoor environment, developing character throughout Year 8 and 9 as part of the Character Curriculum. The course will build problem solving and team working skills in addition to exploring creativity. The course teaches key aspects of outdoor learning and throughout the year students will be given the opportunity to take part in a range of outdoor activities. Guest speakers from mountain rescue and the outdoor industry add to the variety of experiences on this course.

Students taking outdoor learning will be given the opportunity to complete their Duke of Edinburgh Bronze Award towards the end of Year 9.

Course structure

The course will consist of different theoretical and practical workshops. Many of the lessons will be spent outdoors and often off school site.

TERM	YEAR 8	YEAR 9
Au 1	Team Building & Problem Solving	Team Building & Communication
Au 2	Emergency Procedures	Search & Rescue
Sp 1	Innovation Project – Developing our School & OL	Leadership & Innovation
Sp 2	Environment	Conservation
Su 1	Technical Skills	Technical Skills
Su 2	Wainwright Challenge	Expedition Planning / DofE Bronze Expedition opportunity

Why study this subject?

Study this subject if you have a passion and love being in the outdoors, if you enjoy a range of different outdoor pursuits and want to learn more about how you can be prepared in a challenging outdoor environment.

How will I be assessed?

The course is assessed through 9 KLI's. Assessments are a variety of practical and theoretical assessments with the odd challenge thrown into the mix.

Key skills that will be developed

Students on this course learn:

- How to work as a team and problem solve.
- How to stay safe and lead others safely in the outdoors.
- Understanding and consideration of weather.
- How to walk safely in the mountains and navigate with map/compass/satellite navigation technology.
- How to use tools and materials for the purposes of conservation and sustainability in the local area.
- How to design and develop an outdoor activity and/or piece of outdoor equipment.
- How to cycle safely and some basic cycle maintenance.
- Campcraft skills.



Additional Information

Students will be expected to bring suitable clothing for the majority of lessons. At times students will be given the opportunity to participate in extra-curricular activities which require a financial contribution including the Duke of Edinburgh Award.

Possible career path/next steps for learning

Outdoor Instructor, Youth work, Forestry Commission, Youth Hostel Management, Conservation, Landscaping, Armed Services, Farming, Tourism, Research.

You will have opportunities to talk to people who work locally and nationally in these fields and ask them questions about their career paths and jobs.

Beyond the walls of WHS opportunities

The course will have trips to the Lake District and Pennine areas. We don't have to travel far as we are lucky to live in such a beautiful rural area.

Students will also have the opportunity to sign up to an Outward Bound residential in Years 8 and 9.



**WILLIAM
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SCHOOL

respect | resilience | responsibility | be the best you can be

PHILOSOPHY, POLITICS & ECONOMICS

8

9



PERSON TO CONTACT

Mr J Connolly

jconnolly@williamhoward.cumbria.sch.uk

What is it?

Do you want to rule the world, but don't know how to go about it? Would you like to know who really holds the power in our country, and how they got there? Would you just like a better idea of what people are talking about when you listen to the news? If so, then Politics, Philosophy and Economics (PPE) is the choice for you.

PPE is a popular degree course, but a subject rarely studied at your age. PPE graduates have gone on to be world leaders and politicians, Nobel Laureates and famous journalists. Perhaps this could be the first step on your path into power and influence!

Course structure

ELEMENT	YEAR 8	YEAR 9
Philosophy	A beginner's guide to Philosophy (Plato, Descartes, de Beauvoir). Developing philosophy skills through P4C.	What are 'good' and 'bad'? An introduction to Moral Philosophy (Kant, Bentham and Aristotle).
Politics	Who runs the world? An introduction to the strange ways different countries are governed	How could I get to run the country? UK Politics and how voting works
Economics	What is the economy?	What is Capitalism, Globalization and Fair Trade?
Taking it further	A chance to complete a self-directed group project to extend your learning	

Why study this subject?

All fascinating in their own right, each subject will allow students to see familiar situations and ideas in a whole new light of understanding. Taken together the subjects will unlock how the world around them functions and allow them to see their own powerful place in it.



Key skills that will be developed

Critical, collaborative, caring and creative thinking skills. Research and presentation skills

How will I be assessed?

We have bespoke KLI's which run through the Year 8 and 9 PPE curriculum. As well as the whole year assessment week, your progress will be assessed through participation in discussions and presentations.

Possible career path/next steps for learning

Within school this can lead onto GCSE Religious Studies and A Level Philosophy.

Careers are many and varied. Many business leaders, politicians and academics have studied PPE at university.

Beyond the walls of WHS opportunities

In the past we have worked with outside speakers and organisations and hope to do so in the future.

We may visit UK parliaments alongside the A Level Politics students.



PHOTOGRAPHY

9



PERSON TO CONTACT

Mrs C Bertram

cbertram@williamhoward.cumbria.sch.uk



Key skills that will be developed

Photography is a great companion to all other subjects as creativity, imagination, problem solving skills, teamwork, independence and thinking outside the box can give you great ideas for other subjects and enable you to realise your full potential.

How will I be assessed?

Assessment is used to build an understanding of students' prior knowledge and learning, and to help draw out common misconceptions and gaps to support future planning. In Year 9, students make reference to the KLIIs within their work linking it where appropriate to skills, knowledge and understanding.

Formative assessment is timely and takes place through verbal live feedback, 1-1 dialogue between teacher and student, supported by a range of intervention strategies.

Students respond verbally or through self/peer assessment, questioning and target setting to ensure subject matter and skills learnt are secured.

Possible career path/next steps for learning

You can carry on in school and complete both a GCSE and A Level in Photography. There are different routes to go down in further education: Foundation course/BTEC diploma and onto a degree or internship or apprenticeship. This may lead you to a career such as: fashion photographer, filmmaker, forensic photography, photojournalist, architecture, advertising, sports photographer, photographic illustration, animation and graphics.

Beyond the walls of WHS opportunities

The department offers a number of enrichment activities. These take the form of skill-based workshops offered by local artists and photographers; and trips and visits to galleries/cities and locations to carry out exciting photographic-based workshops.

Bringing Photography to the community through exhibiting work in local businesses. Working and supporting feeder/CET schools by offering student-led workshops. Working alongside professional photographers out on location.

Access to a range of photographic competitions to showcase and celebrate your talents.

What is it?

The aim of the photography course is to encourage students to develop their understanding of the visual world, learning new practical skills and responding to ideas and issues in ways that are personal to them.

The course gives students the chance to experience a range of photographic processes and techniques which are delivered in the form of practical workshops. They will explore digital processes such as photoshop, as well as touching on some traditional and contemporary methods of experimental photographic manipulation.

There are no limits to what they are able to achieve; all they need is an open mind, to have fun and enjoy the world of creativity.

Course structure

Students will explore a wide range of photographic techniques delivered in the form of workshops, both inside the classroom/studio space and outside on location shoots.

Each workshop will be linked to a specific photographic theme, for example from landscape, illusion, light trails, disguise, miniature-small world to forensic photography - solving a crime scene.

As each set of photos is produced, they will develop these images using a variety of experimental techniques from photoshop, image transfer, photomontage, and darkroom work and many more. They will also have the opportunity to work with specialist photographers linked to different fields within this subject, where they will learn new skills and access more advanced photographic equipment.

Why study this subject?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? Do you enjoy teamwork?

Photography is about looking, learning, thinking, and communicating ideas in ways you did not think were possible.

PSYCHOLOGY



PERSON TO CONTACT
 Mrs L Fitton
 lfitton@williamhoward.cumbria.sch.uk

What is it?

Students will study various aspects of Psychology - the scientific study of the mind and behaviour. Throughout the year, students will be given the opportunity to take part in and conduct a number of psychological investigations and will begin to develop an understanding of a number of areas of psychology such as: group processes, perception, memory, criminal profiling, stress and addiction.

Students taking psychology will have the opportunity to conduct psychological research, and present their findings, and to interact with psychologists working in a number of fields.



Course content

The course will consist of a number of project units where specific psychological theory and research are linked to a practical activity and which students then present. This will include a group project and also the potential for guest speakers such as our local MP or councillors.

YEAR 8	YEAR 9
Psychology of humour Loci method of memory The effects of labelling The psychological need for sleep The psychology of happiness	Social psychology Forensic psychology Paranormal psychology

Why study this subject?

Study this subject if people fascinate you, how they think, how they respond to situations. If you enjoy carrying out scientific experiments and want to see how they can be used to investigate behaviour.

Key skills that will be developed



Students on this course learn:

- How to problem solve
- How to work as a team and
- How to lead others in conducting and presenting research
- How to plan and conduct psychological explanations
- How to communicate findings of research to others

How will I be assessed?

The course is assessed through 9 KLI's. Assessments are a variety of practical and theoretical assessments with the odd challenge thrown into the mix.

Additional information

Students will be expected to prepare experimental materials and at times gather data outside of lessons; they will have a week to do this. This can sometimes mean having access to 6-7 people at home (over the age of 17, in order to comply with the British Psychological Society ethical code of conduct) who are willing to participate in these investigations. However, this shouldn't stop students taking this course if you do indeed have an interest in this subject

Possible career path/next steps for learning

Psychology is the study of mind and behaviour and is both relevant and a frequently valued knowledge base for any job where you are working with people and often animals too. Examples of careers in this field include:

- Clinical psychologist
- Cognitive and perceptual psychologist
- Community psychologist
- Counselling psychologist
- Developmental psychologist
- Sports psychologist
- Forensic psychologist

Beyond the walls of WHS opportunities

The course will open the world beyond the classroom and theory with many opportunities to explore the exciting realm of psychology further.



SPORTS LEADERS

8

9



PERSON TO CONTACT

Mr R Green

rgreen@williamhoward.cumbria.sch.uk

What is it?

Sports Leaders is a great way to improve your skills and knowledge around leading younger students in a variety of sports and activities. You will learn how to structure a session to suit a variety of ages and abilities and then have a chance to deliver some of these to younger students.

Course structure

Most lessons will be delivered through a practical lesson, but we do also sometimes use the classroom to go through ideas and plan sessions on paper. You will have opportunities throughout the course to deliver sessions to other students both in your class and from local primary schools.

TERM	YEAR 8	YEAR 9
Autumn 1	Introduction to officiating	Introduction to skills and behaviours
Autumn 2	Conflict resolution and decision making	Roles & responsibilities of different leaders
Spring 1	Advanced officiating techniques	Introduction to alternative activities
Spring 2	Leadership and teamwork	Experience and evaluate different types of competition structure
Summer 1	Specialization in specific Sports	Why skills, behaviours & teamwork are relevant in different environments
Summer 2	Event management	Practical sport activities

Why study this subject?

This is a great way to push yourself out of your comfort zone and begin to apply sports knowledge in a different way, giving other students chance to participate and ensuring they enjoy sport.

Key skills that will be developed

During Sports Leaders, you will develop confidence, teamwork, leadership skills, empathy, problem solving, organisation and how to adapt to situations under pressure.

How will I be assessed?

Based on KLI, the assessment process will be ongoing, but you will also complete one written session plan and then deliver this session to primary students at the end of the year. This will be done by all students at William Howard School during a Primary Sports Festival.

Possible career path/next steps for learning

Once you have completed the course you have gained skills that will assist you in many different job roles including leading teams, teaching, coaching and any job that requires you to work as part of a team. The skills are suitable for a wide range of jobs and careers.

Beyond the walls of WHS opportunities

We often have opportunities for sports leaders to assist with several primary school events throughout the year, some of these are in school time and some are extracurricular. These opportunities will allow you to see first-hand how to use the skills you have gained.



SPORTS SCIENCE

8 9



PERSON TO CONTACT

Mr R Green

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What is it?

Sport Science is the brains behind the operation. Have you ever used a sports drink, a sports gel? Have you thought about the science behind the importance and the gains they provide?

Throughout this course you will learn about the human body and the effects of exercise.

Course structure

The course will be structured in units exploring:

- The cardiovascular and respiratory system
- The musculoskeletal system
- The basic energy systems
- The effects of sport supplements

You will learn about

- What they are
- The functions/role
- The impact of exercise



Why study this subject?

Because it is interesting! We all have a body, and we can all exercise so we can feel the changes that happen in our body. If you really want to be the best you can be in sport, having the knowledge will help you to reach those goals.

Key skills that will be developed

- Collaborative group work through planning and conducting fitness programmes.
- Inquisition (the desire to learn more)
- Investigation skills

Pupils progress from building secure knowledge of core sports science concepts in Year 8—such as anatomy, movement and basic training methods—to applying these principles with greater independence in Year 9. They begin to use ideas like levers, progressive overload and movement phases to refine technique, interpret performance data and make informed decisions.



How will I be assessed?

Focussing on the KLIs, assessment will include:

- End of topic tests
- Training programme and fitness test results
- Ability to perform practical scientific dissections

Additional information

The course will involve different types of lessons. Classroom based lessons, lab lessons and practical lessons. Be prepared to give everything a go with maximum effort levels.

Possible career path/next steps for learning

This course links well to KS4 and KS5 academic sports courses.

There is a host of careers in this field including: Strength and Conditioning Coach, Sports Coach, Athlete Performance Analyst, Talent Scout, Physiotherapist, Sports Therapist, Rehabilitation Specialist and Occupational Therapist.

Beyond the walls of WHS opportunities

University trips to see sports labs.



Here are a few quotes from last year's students. Their overriding advice is...



Choose something you feel super passionate about!

Musical Theatre

It helps build your confidence and has also gained me lots of friends!

Agriculture

You will get very muddy!

Sports Science

It's really fun overall and very good to get your fitness up.

Art

Don't be worried to make mistakes as it's all part of the learning.

Business & Enterprise

Being resourceful and adaptable is a huge advantage. You'll learn great skills for life.

Outdoor Learning

It's one of the best lessons in my week. I always look forward to it.

Philosophy

I love talking about the news so if you do you will like it.

Dance

There are lots of opportunities to perform throughout the year.

Psychology

It's very interesting and quite different to anything I've studied before.

Sport Leaders

If you love PE and love to work with the younger ones this course is for you.

Be a kind leader that listens to other teammates!

Drama

I loved working with others in my class. It gives you better communication skills and you learn lots about yourself from Drama!

DT - Food

This is a really great and fun way of learning, not just how to cook but what is in each ingredient and if it benefits you.



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