# CURRICULUM STATEMENT

**Department:** Art **Key Stage**: KS3

**Scope:**

The aims of the department for KS3 are as follows:

- To develop creative students who show clear knowledge and understanding of the subject across historical and contemporary practices.
- Develop students who are thoughtful and reflective practitioners.
- Provide experiences of a range of techniques, processes and materials, including historical context.
- To challenge preconceived ideas about art practices and artists.
- To develop students who are confident in their own art practice.
- To encourage students to work independently, showing a clear understanding of the work of others.
- To make art accessible to all students and to cultivate a sense of enjoyment and cultural awareness through the study of carefully planned and structured projects.
- To foster the development of every student whilst encouraging and nurturing the desire in our students to produce work of high calibre.
- To develop the technical skills and the ability to organize the visual elements necessary to communicate concepts and experiences across various media.
- To develop Visual Literacy.

As a grammar school, with the majority of students having high prior attainment, all students are taught the entire KS3 curriculum, as well as some GCSE elements for those students who choose to study art in Year 9. The skills required to access GCSE are disseminated throughout KS3, starting from Year 7. For example, students are encouraged to study art context through researching the work of others, annotating their work as well as showing a clear design process. This is further supported by identifying and implementing skills through their art practice which covers a range of techniques, processes and materials, through historic and contemporary practices. This allows for a smooth transition for all students to GCSE. Additional challenge is added through differentiation of key skills. Any students with SEND are supported in a variety of ways, including liaison with teaching assistants, implementation of individual education plans, as well as supporting key skills and concepts through individual tutorials.

Across the key stage, students are given ongoing opportunities to develop skills through discreet and focused schemes of work. Across each year, students will develop a range of disciplines which will allow them access to GCSE.

**Powerful Knowledge & Skills:**

Art is a subject that is predominantly skill based, and therefore prior learning is continually revisited and built upon. However, some aspects do require specific learning of key material, for example:

- Subject specific terminology
- Historical and cultural contexts
- Grammar and spelling

The way in which students are assessed however is predominantly skill based, therefore these are taught from Year 7 and are regularly revisited through schemes of work. This promotes knowledge and understanding of the subject and supports long-term retention. This is done through discreet tasks and also regular assessment. Homework is also set that requires students to practice such skills. The department also use base line assessments throughout the year to re-visit specific skills.

Assessment for KS3 Art provides a summative grade, however it is used in a formative way to inform future learning. Students are taught and encouraged to see how key skills and concepts cross-over between each year as well as impacting on access to GCSE.

The department teaches a wide range of disciplines to students across all key stages which include drawing, painting, printmaking, Photoshop manipulation and 3D. All students are provided with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding.

**Building Links and Connections:**

In Year 7 students will have the opportunity to 'engage confidently with art, craft and design in the contemporary world and from different times and cultures'. They will use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through a variety of art and design activities, they will learn to make informed value judgements and aesthetic and practical decisions. They will also explore ideas and meanings in the work of artists, craftspeople and designers as well as learning about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Teachers will differentiate the work by task, outcome, media, scale, but above all through individual student support using a variety of teaching styles suited to all learners.

In Year 8 students will be given greater challenges to expand their capacity to solve design problems. They will have the opportunity to 'engage confidently with art, craft and design in the contemporary world and from different times and cultures'. They will build on their knowledge and understanding of colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. They will also explore ideas and meanings in more depth of the work of artists, craftspeople and designers.

In Year 9 the emphasis is given to the production of 'units 'of work showing a sustained line of enquiry. Good planning, reference gathering, use of media and presentation is encouraged to further students understanding of the methodology required to access GCSE Art and Design.

The knowledge and understanding of key skills supports student progress in a broad range of subjects. For example, skills such as analysis, evaluation and research tasks are relevant to other subjects such as History and English, etc. Design skills also support other practical subjects such as DT. The study of Art also develops students' life skills: creativity, critical thinking, problem solving, decision-making, communication, research, discussion, etc. Students also engage with a variety of time periods and cultures as well as art practitioners.

# CURRICULUM STATEMENT

**Department:** Computer Science **Key Stage**: 3

**Scope:**

Whilst the vast majority of our pupils have high prior attainment, as a selective school our pupils have a wide and varied education with regard to fundamental IT skills and Computer Science. In order to address this inconsistency, pupils in year 7 follow the Digital Competency framework.

Digital Competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. For example: pupils will learn about health and wellbeing, cyberbullying, digital footprints and how to find credible news sources, allowing them to confidently and competently navigate the digital world around them.

Whilst taught in year 7, pupils are given ongoing opportunities across the key stage to develop their digital competency skills alongside their gains in knowledge. This would include, but not be limited to, the ability to;

- Articulate information needs, to locate and retrieve digital data, information and content.
- Judge the relevance of the source and its content.
- Interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.
- Manage one's digital identity and reputation.
- Protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.

Year 8 & 9 - Computer Science

Computer Science equips pupils to use computational thinking and creativity to understand and change the world. Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to create programs, systems and a range of artefacts.

Pupils are given ongoing opportunities to develop their fundamental Computational skills alongside their gains in knowledge. This would include, but not be limited to, the ability to:

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

**Powerful Knowledge & Skills:**

Digital Competency

Digital competence is a transversal key competence which, as such, enables acquiring other key competences (e.g. language, maths, learning to learn, creativity). It is amongst the so-called 21st Century skills which should be acquired by all citizens, to ensure their active socio-economic participation in society and the economy. Therefore, all knowledge within Digital Competency is considered powerful as it empowers pupils to confidently engage with school related tasks using digital tools, with the skills revisited each day both in and out of school.

Computer Science

Computer Science is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 3 this would include: -

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

Learners are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, low stakes testing takes place at the start of the majority of lessons with summative assessment designed to be cumulative as well as topic focussed.

The Computer Science curriculum is split into 6 distinct topics (1 per term). The prior year's knowledge is revisited at the start of the same term in the subsequent year, ready to build upon those foundations. For example, pupils are taught network topologies, network hardware and the WWW in term 4 of year 8, in preparation to design their own home network using Cisco packet tracer, involving IP addresses and MAC addresses in year 9, which leads into KS4 and beyond.

**Building Links and Connections:**

Computer Science is a quintessential STEM discipline, with deep links in mathematics, science, and design and technology, and provides insights into both natural and artificial systems. It has its own theoretical foundations and mathematical underpinnings, and involves the application of logic and reasoning. It embraces a scientific approach to measurement and experiment, involves the design, construction, and testing of purposeful artefacts. and requires understanding, appreciation, and application of a wide range of technologies. Moreover, Computer Science provides pupils with insights into other STEM disciplines, and with skills and knowledge that can be applied to the solution of problems in those disciplines.

Pupils studying Computer Science gain insight into computational systems of all kinds, whether or not they include computers. Computational thinking influences fields such as biology, chemistry, linguistics, psychology, economics and statistics. It allows us to solve problems, design systems and understand the power and limits of human and machine intelligence. It is a skill that empowers, and that all pupils should be aware of and have some competence in. Furthermore, pupils who can think computationally are better able to conceptualise and understand computer-based technology, and so are better equipped to function in modern society.

# CURRICULUM STATEMENT

**Department:** Design Technology **Key Stage**: 3

**Scope:**

In Design Technology at Marling School, all students are taught across the full range of DT in their first two years. Both Year 7 and Year 8 will study courses in Design Technology and in Food on a rotation carousel. They opt in to study DT or Food (or both) in Year 8 and will then go on to study a full year course in Year 9 in either Design Engineering, Food or Product Design. The aims of the course, no matter what route is chosen, are as follows:

- To teach core knowledge and skills through a mix of both theory and practical lessons
- To build upon aspects of knowledge and key skills taught in each rotation to develop knowledge of design processes, practical activities and skills
- To develop student confidence in the execution and completion of projects, providing the space for students to draw upon previous knowledge and skills, along with creativity, to suggest improvements to their work and develop their projects through support and scaffolding of teachers and other students
- To build upon key concepts and knowledge, using both practical and theory lessons to support knowledge needed for the next rotation
- To inspire, motivate and challenge students and ensure they are working to the best of their ability and are drawing upon support and scaffolding as much as possible to help develop confidence when approaching projects
- To provide the space for students to be creative and work collaboratively with their peers to develop their ideas
- To link cross curricular knowledge such as that from Physics, Maths and Art to help to understand new concepts and theories
- To start to allow students the freedom to design their own products, giving support and guidance to ensure students start to develop the confidence and independence to draw upon skills and knowledge to make informed design decisions

Teachers work with students with additional education needs to help them target essential content and to ensure that they are receiving subject specific support, advice and guidance based on their individual needs.

In Year 7, students study 2 Design and Technology Projects and a short practical Food course. They are introduced to their topic area and will complete both theory and practical work based around the project chosen by teachers. All projects in Year 7 are designed to teach students the base knowledge of some Design Technology and Food concepts and allow them to work on these through practical projects, improving practical skills and confidence with tools and equipment. Examples of projects include an acrylic headphone holder focusing on plastics, a wooden gadget holder focusing on timbers and a food course focusing on basic skills such as chopping and use of kitchen equipment through the creation of fruit smoothies, bread pizza and pineapple upside down cake amongst others (these are subject to change but each project will focus on a different area of knowledge whilst incorporating skills which will be built upon during the year). Going through to Year 8, this base of skills is then drawn upon, with students learning more around each building block of each topic area and building upon this knowledge. They will complete 6 short rotations, one per term, all of which build upon each other to help to ensure students understand why certain materials are used, why certain design processes are used and how design works in theory. Around 2/3 of the way through year 8, students opt to take DT forward or drop the subject. Those taking it forward can choose to take Design Engineering, Product Design or Food (some will take multiple). Design engineering is introduced at this stage as an option and is more focused on electronic and mechanical systems rather than traditional product design. However, this choice does not change the route the students take, it simply directs them into classes which either focus more upon electronics and mechanics (design engineering) or more upon building and working with materials (product design). Students will study all core skills, no matter which subject they choose.

Assessment in KS3 falls under 2 main methods: verbal and written. All work is marked as per the department assessment policy.

**Powerful Knowledge & Skills:**

Design Technology is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 3 this would include: -

- To learn the key building blocks of knowledge needed for Design Technology
- To be able to design and create products with support
- To use creative thinking and collaboration to produce ideas
- To develop confidence with machinery, tools and equipment

Students are supported in their long term retention of such knowledge, through regular re-visiting of topic areas in both the individual rotation and across the subject rotations. They are also given the time and space to develop their practical skills through demonstrations, practice and use of equipment. High frequency, low stakes testing takes place in the department through online platforms such as Google Classroom regularly and end of topic and term tests help to provide formative feedback on what students have learnt. Students receive summative verbal feedback in most lessons and will also take part in self-assessment and peer assessment activities. They will receive individual feedback on their ideas both from the teacher and from regular interaction with peers and are then encouraged to take this feedback and respond creatively with support.

**Building Links and Connections:**

Design Technology is constantly evolving and by its very nature, includes the study of aspects of other areas of the curriculum. Students are asked to use mathematic skills regularly, they draw upon key concepts of science through study of material properties and construction and also draw upon art and design through the use of presentation and drawing skills. As shown, knowledge gained in Design Technology will support student progress in a broad range of other subjects. The DT department therefore works hard to ensure that its curriculum aligns as best as possible with other areas.

Each part of the Design Technology course links to both practical and theory study and provides connections back to key areas learnt in other rotations. The course relies upon students building confidence and individually connecting their previous learning to support the further development of their work. The more the student builds upon these connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work and the curriculum is designed around building these blocks of knowledge so that students are able to draw on previous knowledge, practice and develop skills and independently make informed decisions on their own projects.
An example of this is the use of materials in projects. In KS3, students are taught the properties of a material and are directed to use certain types of material in certain projects. Throughout KS3, students are gradually encouraged to develop their understanding of materials and their properties and understand the relevance of each material to the specific project. In KS4, students then take this knowledge and are expected to question how to work the material, which material would work best when applied to their own ideas and how this material might be relevant to their wider design parameters, making connections with new theory and drawing upon previous experience to confidently and independently assess material use.

# CURRICULUM STATEMENT

**Department:** Drama **Key Stage**: KS3

**Scope:**

The aims of the department for KS3 are as follows:

- To develop pupils' practical understanding of Drama as a performer and designer (lighting, sound, set, and costume).
- To foster pupils' creativity, personal growth, self-confidence, communication and analytical skills.
- To explore how Drama contributes to social and cultural commentary.

Students are prepared for the skills and topics assessed at GCSE in KS3, therefore these are established and built upon from Year 7. Tasks that pupils complete are therefore a mixture of both practical and written activities, with students assessed on both of these. These are introduced in Year 7, whereby students have one lesson per week, and are built upon in Year 8, whereby students have one lesson per fortnight. There is an emphasis on practical over written work in Year 7 and Year 8 due to limited lesson time. Year 9 Drama is an options subject, with students having four lessons per fortnight, and therefore there is a more equal emphasis on practical and written work.

Challenge is provided for more able students through teacher guidance. This is largely done in a verbal capacity for practical work, and in written form for written work. SEND students are equally supported in a variety of ways, including writing frames for written tasks, liaison with teaching assistants, and implementation of individual education plans.

Throughout KS3, students engage in topic-based schemes of work, which establish and build upon skills. There is also an emphasis on covering keys part of Drama history and culture that are still influential today. An overview is outlined below:

**Year 7:**

1. Fairy Tales (an introduction to Drama skills)
2. Commedia dell'Arte (Italian comedy; an introduction to physical theatre and exaggeration)

**Year 8:**

1. Greek Theatre (Greek comedy and tragedy; an introduction to unison and choral work)
2. Melodrama (Victorian drama; an introduction to stock characters; development of physical theatre and exaggeration)

**Year 9:**

1. Power and Conflict (recapping and developing all skills covered in Year 7 and Year 8)
2. Script Exploration (*The Curious Incident of the Dog at Night-Time* script; developing physical theatre work; technical options)
3. Naturalism (post-Melodrama genre; set design)
4. Non-Naturalism (post-Naturalism genre; developing adverts)
5. Script Exploration (*Face* script; building upon non-naturalism genre)

**Powerful Knowledge and Skills:**

Drama is a subject that by nature is predominantly skills-based, and therefore prior learning is continually revisited and built upon. However, some aspects do require specific learning of key material at KS3, for example:

- Subject specific terminology for both acting and design

The way in which students are assessed on the above is within their written and verbal work. In Year 7 and Year 8, this is done through the means of evaluation, whereby after each practical assessment, students watch their piece and produce a written document that evaluates their own performance. Students are therefore assessed in three areas per assessment in Year 7 and Year 8: devising, performing, and evaluating. Each section is weighted equally and students are provided with an overall assessment score based on an average of the three. Students complete two assessments per topic, so four assessments throughout the year. In Year 9, students are assessed for the different aspects separately e.g. design, performing, written work, etc. Students complete approximately two assessments (one practical, one written) per topic.

Skills for both practical and written work are introduced from Year 7 and build upon throughout the Key Stage, both in class work and in homework tasks. Students are provided with regular verbal feedback from teachers, and in Year 9 are also provided with detailed written feedback too. The above assessment in KS3 Drama is summative, however it is used in a formative way to inform future learning. Students are encouraged to see how skills cross-over between topics and assessments.

**Building Links and Connections:**

The focus on developing skills from KS3, through KS4 and into KS5, means that students in Drama are consistently building links and connections. Furthermore, certain genres/styles/practitioners/topics introduced lead to later connections, for example:

- Melodrama (Year 8) → Naturalism (Year 9) → Stanislavski (Year 10/11) → Stanislavski (Year 12/13)
- Commedia Dell'Arte (Year 7) → Non-Naturalism (Year 9) → Brecht (Year 10/11) → Brecht (Year 12/13)
- *The Curious Incident of the Dog in the Night-Time (Play)* (Year 9) → Script Studies (Year 10/11) → Frantic Assembly (Year 12/13).

When teaching topics in KS4, teachers make explicit reference to the relevant topics studied in KS3 to make connections and build knowledge.

Knowledge of both skills and topics in Drama broadens student progress in a multitude of subjects. For example, skills of communication, analysis and evaluation.

The study of Drama also develops students' life skills: creativity, problem solving, decision-making, debating, communication, research, discussion, etc.

Students also engage with a variety of time periods and cultures through the study of various Drama practitioners, styles and plays.

# CURRICULUM STATEMENT

**Department:** English **Key Stage**: KS3

**Scope:**

The aims of the department for KS3 are as follows:

- Developing creative writers who are versatile, thorough and precise.
- Developing understanding in students of literary fiction and non-fiction texts, encouraging thoughtful and reflective learning about our world, the past, and language.
- Providing experience of powerful, challenging and thought-provoking texts: developing empathy, sympathy, and moral integrity in inquisitive learners.
- Developing powerful speakers and writers who convey ideas with confidence, clarity and eloquence in speech and writing; encouraging a confident and flexible style for a range of audiences and purposes.

As a grammar school, with the majority of students having high prior attainment, all students are taught the entire KS3 National Curriculum, as well as elements of GCSE English Language and Literature. The skills required to GCSE are disseminated throughout KS3, starting from Year 7. Such skills, for example analysis of literary quotations, are taught in a more simplified form in Year 7, and built upon as KS3 progresses. This allows for a smooth transition for all students to GCSE. Additional challenge is added through differentiated tasks and texts, and a variety of topics being covered. Any students with SEND are supported in a variety of ways, including liaison with teaching assistants, implementation of individual education plans, and use of writing frames.

Across the key stage, students are given on going opportunities to develop key English Language and Literature skills through topic-based schemes of work. Across each year, students will encounter the type of tasks and texts that they will encounter at GCSE e.g. transactional writing, Shakespeare, etc. An example for Year 7 is provided below:

- Crime and Detention (including 19th and 21st century non-fiction, and transactional writing)
- Myths and Legends (including 19th and 21st century fiction, and creative/narrative writing)
- *A Midsummer Night's Dream* (including comprehension, and literary analysis)
- *Animal Farm* (including 20th century comprehension, and literary analysis)
- Animal and Nature (including 20th and 21st century poetry, and literary analysis)

A similar structure to the above is employed for Year 8 and Year 9, with topics becoming more challenging as the Key Stage progresses. This allows skills to be transferred and developed per year, eventually progressing to KS4.

**Powerful Knowledge and Skills:**

English is a subject that is predominantly skill-based, and therefore prior learning is contunally revisited and built upon. However, some aspects do require specific learning of key material, for example:

- Subject specific terminology
- Context for literature texts
- Spellings

The way in which students are assessed however is predominantly skills-based in terms of analysis of the texts for English Literature, therefore such skills are taught from Year 7 and regularly revisited in each SOW throughout KS3 to enable knowledge and long-term retention. This is done via smaller tasks and also regular assessment. Homework is also set that requires student to practise such skills. Likewise, the skills required for English Language, such as writing and comprehension, are introduced in Year 7 and embedded into all SOW in KS3 through mini-tasks, homework, and assessment. The department also use some low-stakes mastery quizzes throughout the year to re-visit the specific learning of key material outlined above (e.g. subject terminology, etc.).

Assessment for KS3 English provides a summative grade, however it is used in a formative way to inform future learning. Students are taught and encouraged to see how the skills cross-over between texts and topics e.g. an assessment on *A Midsummer Night's Dream* might provide a target of improving language analysis by zooming in on key words/devices; students then apply this in their study of other Literature texts too e.g. *Animal Farm.*

In terms of literacy and reading, students are provided with a programme of study to ensure mastery of knowledge. Throughout KS3, students complete a fortnightly spelling test of 20 words, comprising of 10 words with connected root words, and 10 words that are subject-specific for all subjects across the schools. The pass mark is 15/20, and the literacy co-ordinator monitors this closely. Students who repeatedly fail to achieve the pass mark and provided with intervention, either in the form of lunch time support and resits, or with the AEN department. Students in KS3 also attend one literacy lesson per fortnight that focuses on a myriad of English writing and reading comprehension skills; such skills are embedded into the main English SOW for reinforcement. Students in KS3 also attend one library lesson per fortnight and follow the school's reading programme. Students are expected to read two books per half term, and complete a relevant task to check engagement and understanding. The books on the reading scheme vary per year group, increasing in challenge as the Key Stage progresses. The books in each year group scheme cover a wide variety of genres and forms to ensure students have engaged with a broad variety ahead of KS4, when they will be required to engage in unseen pieces of fiction and non-fiction at GCSE.

**Building Links and Connections:**

The focus on developing skills from KS3, through KS4 and into KS5, means that students in English are consistently building links and connections. Furthermore, certain genres/topics introduced lead to later connections, for example:

- Gothic (Year 9) → A Christmas Carol (Year 10) → Dracula and The Picture of Dorian Gray (Year 12)
- Survival (Year 8) → Lord of the Flies (Year 10)
- Shakespeare (Year 7/8/9) → Romeo and Juliet (Year 11) → Measure for Measure (Year 13)

When teaching topics in KS4, teachers make explicit reference to the relevant topics studied in KS3 to make connections and build knowledge.

Knowledge of both skills and topics in English supports student progress in a broad range of other subjects. For example, skills such as analysis, evaluation, communication, comprehension, and written expression are relevant for other essay-based subjects, such as History, RE, Drama, etc. Furthermore, the context studied for some of the Literature texts is also relevant to other subjects e.g. American History for *Of Mice and Men* (Year 9), and Victorian history for *Gothic* (Year 9). The KS3 fortnightly spelling tests also provide cross-curricular links by testing one 10 subject-specific spellings, covering all subjects throughout the year. These spellings have been provided for each year group by the relevant subjects to ensure links and connections are made.

The study of English also develops students' life skills: creativity, critical thinking, problem solving, decision-making, debating, communication, research, discussion, etc.

Students also engage with a variety of time periods and cultures through the study of Literature texts.

# CURRICULUM STATEMENT

**Department:** Geography **Key Stage**: 3

**Scope:**

We strive to ensure that Geography provides our scholars with a deep and rich understanding of the world in which they live. We do not want them to recognise that it is raining outside. We want them instead to recognise that there is a low-pressure system in the air bringing cumulonimbus clouds and heavy rain. This may lead to flooding because humans have built on floodplains which are formed by successive flooding and deposition of sediment or the migration of meanders. This flooding has significant effects on the people's lives, the economy & environment: temporary homelessness for those whose homes flood; roads may become blocked, isolating communities; farms may need evacuating affecting the livelihoods of farmers and the supply of local produce. If our students recognise this, they may pursue solutions to the problems and become our next wave of town planners, environmental officers or civil engineers.

The geography 'topics' covered each year are designed to continually hit on nine big concepts (see below) but with no repetition of entire topics across the seven years. There are elements of subject content that are continually revisited and deepened each time, but the concepts are an underpinning thread, which ensure coherence across the entire KS3 and indeed seven-year curriculum. This also means that students get a breadth of topics whilst continually revisiting and reusing the key underpinning concepts that thread across the entire curriculum.

We cover the full breadth of the National Curriculum but have chosen to dig down significantly deeper on areas we, as a department feel particularly strongly about. These are topics that have broader implications to the wider world and our students' and planet's future.

Any students with SEND are supported in a variety of ways, including through liaison with teaching assistants and implementation of individual education plans.

**Powerful Knowledge & Skills**:

The nine Key geographical concepts we have identified are those broadly identified at GCS**E** (A - Human and physical processes and their interactions; B- Perspective ; C - Spatial variation, similarities and differences in patterns and how these change over time; D - Synoptic links; E - Sustainability ; F - Location and scale; G- Interdependence and change; H - Development; I - Place ) These are crucial to producing a student that knows their place in and impact on the work. In essence: a future citizen. We have chosen to use these to drive the planning of the KS3 curriculum and feed it forward into the core concepts identified by the GCSE curriculum and A Level Content Advisory Board. We removed the highly conceptual concepts for KS3 and have added some of the concepts identified by other key geographical heavyweights (such as the Geographical Association). These concepts are then mapped across all three key stages. These concepts are also reflected in our Age Related Expectations - our assessment criteria descriptions for geography at KS3

It was important to us to consider the idea of a geographer that, whilst they may finish their academic career in geography in year 9 or Y11, they will continue to be a geographer, using the core concepts to engage with the world around them for the rest of their life.

It is also important that we planned the knowledge in the curriculum to overcome the 'curse of knowledge' that experts (or teachers) can experience, so this is also mapped out. Our lessons begin with a low stakes, high frequency retrieval practice - the 5-a-day are engineered to retrieve information from prior learning that has links to or will be useful in the current teaching unit. Knowledge organisers ensure that key knowledge is targeted and regular knowledge quizzes ensure that teachers can identify and fill gaps.

The assessments in each unit also draw on several of the big concepts each - so students are assessed using these concepts to think about their geography or use them to analyse. This makes sure that progress isn't just about what they know but how they use it and the progress they are making as a geographer.

**Building Links and Connections**:

The overview of the 7-year curriculum is planned identifying the links in terms of both the geography knowledge content and the big conceptual ideas. We build on KS2 and feed on to GCSE and this is considered as part of planning the entire key stage (where connections between subject content and how the big concepts flow through the years, are mapped explicitly) but also individual lessons and series of lessons are designed to build on prior learning, building links and connections between topics. Our teaching often centres around the question "So what?", and "Link your learning" is often a starting point for a sequence of teaching. Identification of links across topics are made explicitly, not least in the 5aday quizzes.

Some examples:

In year 8 we teach tropical storms as an example of extreme weather in the Weather and Climate unit. How Tropical Storms are formed is explained through the concepts of how rain forms, high and low pressure and the Coriolis effect, from early in the unit. Tropical Storms as a hazard links back to the understanding of how hazards impact differently in different parts of the world and what makes a place vulnerable to a hazard – first encountered in Y7 Tectonics. In Year 9, vulnerability to

natural hazards is explored as a reason for lower levels of economic development. Tropical storms are also considered as a push factor in migration – another Y8 unit. All of these then link on to units at GCSE and later.
In Year 7 we teach Earthquakes and Volcanoes as the first topic when students enter the school. We chose this because it is a really exciting 'wow'! topic to engage students with a love of geography. Some may have studied elements of it (rock cycle, volcanoes) at primary school as part of science, and these items are often in the news so they are familiar with it however, the geography of it is new to them. They also cover the rock cycle in KS3 science. They are introduced to the concepts of place and interdependence, of development in High and Low Income Countries, of contrasting location and change over time and, of course, of the physical processes that shape the world. This topic is then revisited again across the year – drawing cross sections of volcanoes in the Map skills unit, considering rock type in the coasts/glaciation unit, and in comparisons of High and Low Income Countries and impact of natural Hazards in Weather and Climate. In individual lessons, for example, when learning atlas and mapping skills, we ensure that places covered over the KS3 topics are mapped by students.

# CURRICULUM STATEMENT

**Department:** History **Key Stage**: 3

**Scope:**

Within KS3 the topics are to be covered in chronological order, allowing for students to see continuity and change across the Key Stage. References are made to previous topics by teachers and a glossary will build to help show the continuity and change too, along with the role of developing British values. Each topic is covered roughly over a term, and the assessments are aimed at developing skills, either source or essay.

Within Key Stage Three the focus in mainly on British History, then exploring the links to European and International History as more content is covered. This starts in 1066 with the creation of the hierarchical Feudal System of government through to the Cold War and British Immigration in the 20th Century. This contents will supply contextual knowledge throughout the later key stages without recovering ground to help encourage interest and future progress.

Throughout Key Stage Three students homework is used to stretch their understanding beyond the classroom, developing research and note taking skills. It is also used to challenge students, such as preparing them for debates, or to check their understanding of the topics and skills that are being used for each particular topic.

**Powerful Knowledge & Skills:**

The key skills that students will be covering in KS3 History are:

- Source evaluation
- Reaching an evaluated judgement on events
- Researching information
- Debating and listening to others views

These skills enable students to become true academic learners and stretch them to question the motives, reasons and context of authors and to be able to evaluate evidence carefully and form their own opinions. This starts in Year Seven with “Why did William at the Battle of Hastings” and gets students to look at the reasons for his success, and then they have to explain what they think the main reason was and why. This then continues to the pinnacle in Year Nine by looking at “Who shot JFK” where with no known answer it’s down to the students debating and then explaining who they think was most responsible.

These skills are then tracked throughout the 3 years, through the front sheets in their books, and the emphasis is always on trying to improve and hone their skills as the year’s progress. The content becomes important to drive the focus of the questions and studies, and allows students to progress and also to challenge them.

**Building Links and Connections:**

Throughout Key Stage Three there are very strong links between the History and English department. One of the main focuses has been through the development of language, especially in terms of contextual words and also debating language. This has led to a combined glossary list for each year group who are then tested on these words in History and English lessons.
There are also very strong links to the library, through the English Department too. Novels and History books have been stocked by age range and suitability of content. This helps to develop further understanding and interest in a period of History a student likes, and also to develop their ability to use more words in their assessments.

# CURRICULUM STATEMENT

**Department:** Foreign Languages and Classics **Key Stage**: KS3 Latin

**Scope:**

The aim of the FLC department is to provide the foundation for learning further languages, equipping students to understand, study and work in other countries and with people of different nationalities and cultures.

As one of the few non-fee paying schools in the area offering this subject, we are proud to give our students the opportunity to learn something new and enrich their academic profiles.

Students are introduced to Latin through a series of off-timetable activities in Y7 and 8 and can then select it to study in timetabled lessons from Y9. We follow the Cambridge Latin Course and adapt it to be FastTrack so students reach the end of Stage 16 of Book 2 (in Aula) by the end of Y9. (We currently have a final cohort of students who have studied Latin from Y7. They will finish Book 2 by the end of Y9. )

Students study a mix of linguistic and cultural topics as the Cambridge Latin Course interweaves language content with history. By the end of Y9, students have a secure knowledge of Book 1 and 2 vocab as well as the present, perfect, imperfect and pluperfect tenses and nominative, accusative, dative and genitive cases.

Students have the opportunity to go on a day trip in Y9 to enhance their knowledge of the life of the Romans in Britain, which feeds in to the Civilisation content of Latin GSCE. We have chosen to use Eduqas as our GCSE board as it follows on well from the CSCP SOW at KS3.

**Powerful Knowledge & Skills:**

Foreign Languages and Classics are subjects that continually build upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. An example of this at KS3 would include:

Y9 students could have a starter activity of a number of sentences from Book 1 on the board using forms of the verb 'esse' in the imperfect tense. Students focus on an accurate and close translation, revising and recognising key grammatical structures and vocab before the new structure of the pluperfect tense is introduced that day. Links can then be made between the formation of structures they know already, and the newly introduced grammatical point to help forge links ie. Endings of eram,eras,erat etc.

Throughout KS3, students are stretched and ready for the challenge of further language learning. All students should leave KS3 with the ability recognise and successfully translate 4 tenses and confidently answer comprehension questions up to and including stage 16 vocabulary. Students will also be able to answer questions about Pompeii and Roman Britain using and analysing primary sources.

SEND students are supported by use of repetition and mastery of tenses and vocab with useful help sheets to refer to regularly. TAs are prepped and know the objectives of the lesson and how to best support students with SEND.

**Building Links and Connections:**

Students' knowledge and skills are regularly assessed to ensure progress is being made. Each term, students complete a minimum of 2 assessed vocab tests as well as regular low stakes vocab testing. These tests include previously learned vocab and key phrases as well as the vocab students are currently studying to ensure that students maintain focus and see the importance of previous knowledge retrieval and retention.

Students also do an NMES assessment per term based upon what they are studying. There assessments are to measure progress and to give students a 'taster' of how work can be assessed at GCSE. The SOW builds in a variety of activities for NMES such as translations, comprehensions and cultural projects.

# CURRICULUM STATEMENT

**Department:** Mathematics **Key Stage**: 3

**Scope:**

As a grammar school, the vast majority of whose learners have high prior attainment, all learners are taught the entire Key Stage 3 National Curriculum, with elements of Higher Tier GCSE content added as appropriate, therefore helping to ensure transition for all learners to the study of Higher Tier GCSE. Additional challenge is added through ongoing development of problem solving skills throughout the key stage. For instance, when all learners are introduced to the fundamental principles of algebraic manipulation in Year 7, higher attaining learners may be further challenged by linking these skills to the concept of algebraic proof. Any learners with SEND are supported in a variety of ways, including through liaison with teaching assistants and implementation of individual education plans.

Across the key stage learners are given ongoing opportunities to develop key mathematical reasoning skills alongside their gains in knowledge. This would include, but not be limited to, the ability to: -

- reason proportionally within a broad range of representations and contexts.
- analyse and interpret information and data in a variety of forms
- reason and visualise geometrically
- generalise by representing different information algebraically, either as formulae, expressions or equations.

**Powerful Knowledge & Skills:**

Mathematics is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 3 this would include: -

- Mental and written calculations with a broad range of numbers.
- Solving linear equations
- Formulae for area, perimeter and volume of a range of shapes and solids

Learners are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed.

As an example, before learners are introduced to simultaneous equations, low stakes testing in the preceding week or two would contain a focus on addition and subtraction of negative numbers, and the teacher may well choose to set a revision homework task on solving linear equations in one unknown, or equations of straight lines. Such strategies would help to secure the enabling knowledge required to be successful in the learning of the new content that is about to be taught.

**Building Links and Connections:**

By its very nature mathematics is a holistic subject with links and connections throughout its fabric. The more a learner sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work. An example of this in Key Stage 3 would be: -

The 'triangular' nature of a multiplicative relationship (i.e. 3x2=6, 6÷2 = 3, 6÷3=2). This relationship permeates many 'topics' in Key Stage 3 mathematics, such as calculating a mean, the circumference of a circle, gradients of lines, trigonometry or compound measures. An understanding of the triangular nature of multiplication, and how the same concept underpins a broad range of seemingly separate topics, can support learners in making better progress.

Knowledge gained in mathematics will also support learner progress in a broad range of other subjects. The mathematics department therefore works hard to ensure that its curriculum aligns as best as possible with other areas. For instance, the Year 8 curriculum was recently modified to bring the introduction of standard form forward, therefore ensuring that learners' learning of this within the context of Key Stage 3 science was more appropriately supported.

# CURRICULUM STATEMENT

## **Department:** Foreign Languages and Classics **Key Stage**: KS3 MFL

**Scope:**
The aim of the FLC department is to provide the foundation for learning further languages, equipping students to understand, study and work in other countries and with people of different nationalities and cultures.

All students study French in Y7 and 8 and then either German or Spanish, often building on the initial experience they have had at primary school.

For all 3 languages, we have developed SOWs in line with the National Curriculum, developing students' LRWS and cultural knowledge whilst providing a foundation for further language learning at GCSE and beyond. The curriculum has been designed in a way to cover all major topics for GCSE at KS3 so that students can build on prior knowledge and recycle vocabulary. A focus has been placed upon mastery of grammar and key phrases, which then act as a scaffold for new vocabulary.

For French, we have created a new SOW from September 2020 which incorporates a range of resources and textbook materials such as Tricolore and Studio as well as a variety of online resources. We have also introduced a focus on phonics to encourage students to learn how to pronounce words in French so less time in spent on repetition of vocab for pronunciation, and more time on meaningful exercises incorporating new language.

In German, our schemes of work throughout KS3 again focus on mastery of language whist preparing for GCSE. We are using the new textbook Echt in Y7 and 8, which we trialed and chose to use because of its well-planned curriculum, up to date cultural references and useful exercises which prep well for similar activities at GCSE. We continue to use Echo Express in Y9, picking out and developing content until Echt 2 is available in late 2021.

In Spanish again, our schemes of work throughout KS3 focus on mastery of language whist preparing for GCSE. Our schemes of work identify key grammar and vocab content to cover which supports learning at GSCE, and we use Mira 1 and 2 as a textbook as well as online resources. We hope to update our textbook in the next few years but at present use Mira alongside our own resources to make learning challenging and an appropriate foundation for GSCE.

Through these KS3 SOWs, students are stretched and ready for the challenge of further language learning. All students should leave KS3 with the ability to hold a conversation about themselves in the TL and recognise and use at least 3 tenses.
SEND students are supported by use of repetition and mastery of tenses and key structures with useful help sheets to refer to regularly. TAs are prepped and know the objectives of the lesson and how to best support students with SEND.
Students have the opportunity to go to Paris for a week in Y9 to have French lessons in the morning an go to visit tourist sites in the afternoon and apply their language learning.
Furthermore, students' language learning is also enriched by activities of European Languages Day and extracurricular events with outside speakers coming in to discuss the importance of language learning.

**Powerful Knowledge & Skills:**
Foreign Languages and Classics are subjects that continually build upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. An example of this at KS3 and 4 MFL would include: when studying School, the curriculum will cover vocabulary for subjects studied, adjectives to describe the subjects and the teachers. It will also include transferable knowledge of opinion phrases and conjunctions. The theme of school is visited in KS3, 4 and 5, continuously recycling vocabulary and interweaving new and previous knowledge.
Students' knowledge and skills are regularly assessed to ensure progress is being made. Each term, students complete a minimum of 2 assessed vocab tests as well as regular low stakes vocab testing. These tests include previously learned vocab and key phrases as well as the vocab students are currently studying to ensure that students maintain focus and see the importance of previous knowledge retrieval and retention.
Students also do an NMES assessment per term based upon what they are studying. There assessments are to measure progress and to give students a 'taster' of how work can be assessed at GCSE. The SOW builds in a variety of activities for NMES such as translations, listening comprehensions, 16 mark writing questions, grammar activities and vocab recall etc.

**Building Links and Connections:**

Students are supported in their long-term retention through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed. Starter activities at the beginning of lessons will often focus on a revision activity and regular testing of vocabulary, often in the form of phrases, helps forge memory links.

SOWs have been thoughtfully developed so that students regularly build on prior learning in a logical and meaningful way, for example in Y9 French: Teach the near future tense, then the simple future so students see the difference between the two futures. Then teach the conditional tense so students use the same stem as the simple future. Then teach the imperfect tense so students use the same endings as the conditional. Links are then forged between these tenses so students can remember all 4.

# CURRICULUM STATEMENT

**Department: Music** **Key Stage**: KS3

**Scope:**

The aim of the department is to offer a broad and coherent course of study that encourages learners to:

- engage actively in the process of practical music making to broaden musical experience and interests, develop imagination, foster creativity and an enjoyment of music
- develop keyboard performing skills individually, in pairs and in whole class ensemble to communicate musically with fluency and control of the instrument
- develop composing skills to demonstrate the organisation/manipulation of musical ideas and the use of musical devices, conventions and appropriate musical sounds
- appraise contrasting genres, styles and traditions of music, and develop some awareness of musical contexts and identify Western and World music instruments

The Music Department has devised an original programme of study based around the classroom keyboard. The objective is to develop students' awareness and understanding of the elements of music, as follows:

**Year 7:**

- *Rhythm*: the fundamental relationship between beat and rhythm / Western drum rhythms & African drum rhythms
- *Bar/beat*: the subdivision of bars into ¼ beats / the subdivision of ¼ beats
- *Notation*: rhythm grid notation and traditional stave notation
- *Melody*: melodic shape, 'scaffolding' a melody and basic melody improvisation
- *Scales*: pentatonic and modal scales
- *Chords*: chord creation, simple two-part chords and basic chord progressions
- *Structure/form*: ground bass, binary (AB) and ternary (ABA) forms

**Year 8:**

- *Rhythm*: quaver triplet, swing quaver and syncopated rhythms
- *Notation*: quaver triplet, swing quaver and dotted rhythms
- *Melody*: improvisation using pentatonic and 'blues' scales
- *Chords*: chord creation, three-part chords, chord inversions and more advanced chord progressions
- *Scales*: riff based composition using modal scales / simple transposition techniques
- *Structure*: 12-bar blues and 32-bar song form (AABA)

**Year 9:**

- Rhythm: off-beat, crotchet triplet, semiquaver and more advanced syncopated rhythms
- Notation: off-beat, crotchet triplet and semiquaver rhythms
- Melody: performing melodies by ear as well as notation
- Chords: seventh chords, added ninth chords and basic suspensions
- Scales: simple major/minor scales and chromatic scales
- Structure: verse/chorus/middle 8 structures in popular music.

The KS3 course is designed primarily to encourage the development of practical skills in performing and composing. By the end of the KS3 course the vast majority of students should be able to:

- perform parts from memory, by ear and from various forms of notation, showing an awareness of tempo, dynamics, phrasing and timbre
- maintain a part accurately (pitch/rhythm) and demonstrate understanding of their role within the ensemble
- make subtle adjustments to fit their part within the ensemble
- improvise rhythmic and melodic phrases within given structures using a variety of different scales/modes
- compose and improvise music in different styles
- develop and sustain musical ideas to achieve different musical effects
- understand and interpret rhythm grid and traditional stave notations
- use appropriate subject specific vocabulary in both oral and written responses
- aurally analyse and critically evaluate the effectiveness of both commercially recorded and student performance work.

Challenge is provided for more able students through differentiated tasks and by providing them with exemplar material that exemplifies student work at the very highest grade. Less able students are supported with differentiated tasks and with individual targets agreed in discussion with the teacher.

**Powerful Knowledge and Skills:**

The KS3 curriculum is designed to encourage students' acquisition of new practical skills and knowledge that will inspire and encourage them to consider pursuing the subject through to GCSE. The acquisition of these new skills is designed in a systematic way to build student confidence and resilience. For example, the introduction of simple two-note chords in Year 7 is followed by three-note chords and chord inversions in Year 8 and progresses onto more difficult added seventh and added ninth chords in Year 9. This systematic approach to the acquisition of new practical skills both reinforces and extends prior learning and develops students' understanding of the theory underpinning the practical work. Appraising skills are taught through listening to commercial recordings of music from different styles/genres and to students' keyboard performances. Listening focusses on classroom discussion of the key musical elements of the recorded music to develop students' aural analysis skills and their understanding of subject specific terminology.

Formal assessment is in line with whole school requirements and student work is assessed using Not Met, Met, Exceeded and Surpassed assessment grades. Assessment objectives and exemplar recordings are used to develop students' understanding of assessment criteria and to encourage them to become critical and reflective learners. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning and to encourage students to set their own HTI comments.

**Building Links and Connections:**

The design of the KS3 curriculum encourages students of all abilities to develop their appreciation and enjoyment of music through an active participation in performing, composing and appraising, underpinned by attentive listening. Through a largely practically based course, students are encouraged to develop and extend their musical skills primarily in the areas of performing and composing, with appropriate reference to music theory where necessary.

The subject encourages the development of students' learning and life skills beyond the sphere of music. For example, the exploration of musical duration and the subdivision of beat has a natural correlation with mathematical division; the jazz project links to 20th century American history; and the study of World music has a natural link to geography. In addition, working with peers, decision-making, the creative process, improvisation, expression and interpretation through performing are skills relevant to a broad range of humanities and other arts subjects.

# CURRICULUM STATEMENT

**Department:** Physical Education **Key Stage**: 3

**Scope:**
As a grammar school, the vast majority of whose students have high prior attainment, all students are taught the majority of the Key Stage 3 National Curriculum, with elements of GCSE content added as appropriate, therefore helping to ensure transition for all students to the study of GCSE, should they want to. Additional challenge is added through ongoing development of problem solving skills throughout the key stage. For instance, when all students are introduced to the Components of Fitness (**CoF**) in Year 7, higher attaining students may be further challenged by being asked to link the **CoF** to the activity/sport being performed. Any students with SEND are supported in a variety of ways, including through liaison with teaching assistants and implementation of individual education plans.

Across the key stage students are given ongoing opportunities to develop key **Physical Literacy** (**Physical literacy** is the motivation, confidence, **physical** competence, knowledge, and understanding to value and take responsibility for engagement in **physical** activities for life.) as well as reasoning skills alongside their gains in **Physical Activity** knowledge and sporting performance.

This would include, but not be limited to, the ability to: -

- Understand & perform in a range of different activities and environments.
- Analyse and interpret information and data in a variety of forms to support their own and others physical development.
- reason and visualise strategies and tactics to ensure positive outcomes

**Powerful Knowledge & Skills:**
Physical Education is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 3 this would include: -

- Development of Oracy skills.
- Problem solving
- Development of Personal, Learning, Social & Thinking Skills

Students are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons

As an example, before students are introduced to new activity areas, low stakes testing in the preceding week or two would contain a focus on Components of Fitness (**CoF**), and the teacher may well choose to set task within the lesson for students to justify which **CoF** is the most important & why for this new activity. Such strategies would help to secure the enabling knowledge required to be successful in the learning of the new content that is about to be taught.

**Building Links and Connections:**
By its very nature Physical Education is a holistic subject with links and connections throughout. The more a student sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work and we relate it to our Head, Heart and Hands themes which are the focus of our assessments. An example of this in Key Stage 3 would be: -

The Components of Fitness which link several aspects of Physical Education. These links permeates many 'topics' in Key Stage 3 Physical Education, such as Outwitting Opponents, Heath Related Fitness, Performing to the Maximum or Accurate Replication. An understanding of how the linking nature of the Components of Fitness, and how the same concept underpins a broad range of seemingly separate topics, can support students in making better progress within the Heads, Heart and hands section of our assessment.

Knowledge gained in Physical Education will also support student progress in a broad range of other subjects. The PE department therefore works hard to ensure that its curriculum aligns as best as possible with other areas. For instance, the Year 7 curriculum was recently modified to bring the introduction Oracy, therefore ensuring that students' learning of this within the context of Key Stage 3 English was more appropriately supported.

# CURRICULUM STATEMENT

**Department:** Religious Education **Key Stage**: 3

**Scope:**

In Religious Education it is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Religious Education enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues.

Pupils will be able to deepen their understanding of religious ideas about questions of origin, meaning, morality, the afterlife and God as encountered and taught by religious and non-religious people including Christians, Muslims, Hindus, Buddhists, Sikhs. The teaching of RE makes links between the beliefs, practices and value systems of a range of faiths and world-views studied. The RE curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare pupils well for life in modern Britain.

Students are taught using the agreed syllabus, which is used by RE departments instead of a National Curriculum. Learning is embedded through the development of knowledge and skills over time. In KS3, the curriculum breadth supports learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Half-termly assessments are given at the end of each topic. Regular exam questions are given from year 7-11.

Throughout each key stage, the learning deepens their understanding of the different religion studied especially in the latter curriculum like Christianity, Islam and Buddhism. Progression is mapped coherently to ensure both support and challenge. This progression allows for effective differentiation, marking and feedback, and stretch for all. To do this pupil have access to key terminology and sources of wisdom. Regular extended writing allows pupils to develop their language and vocabulary.

Across the key stage students are given ongoing opportunities to develop key skills alongside gains in core knowledge. This would include, but not be limited to,

- Foundations of faith, Life after Death, Propethood in Islam
- The Kingdom of God, Trinity, Sin, Jesus, Salvation and Creation in Christianity
- The Dharma, four noble truths, and life of the Buddha in Buddhism

**Powerful Knowledge & Skills:**

RE is planned using the agreed syllabus to continually build on prior learning. Concepts that are introduced in earlier phases are broadened and deepened at secondary school so that core knowledge of specific religious beliefs, practices and forms of expression are considered powerful knowledge.

Students are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed.

As an example, before students are introduced to the first year 7 unit on "Is Happiness the purpose of life" there are 10 lesson starters as high frequency, low stakes testing that are focused on the retrieval of the basic unit knowledge which would include core knowledge on the Beatitudes, 4 Noble Truths, and ideas of wellness thinking from humanism.

**Building Links and Connections:**

RE as is understood through the Gloucestershire Agreed Syllabus and national guidance is a mixture of looking at aspects of religious systems, and themes in philosophy and ethics. The approach of the syllabus and of Marling is to develop a 'flightpath' of key religious, ethical and philosophical beliefs and concepts that builds on the work that students should have done in their primary school. This spiral nature means that concepts and belief are returned to year on year each time adding related ideas and developing the student's depth of knowledge and understanding. An example of this in Key stage 3 -

The Buddhist teaching on the concept of Dukkha, Tanah, and Nibanna comes up in the year 7 'thematic' unit on Happiness, year 8 'thematic' unit on the problem of suffering, and Year 9 'systematic' unit on Buddhism as a living faith. In year seven we cover the basics of the four noble truths, and the idea of the Bodhisattva ideal. Then in year 8 we consider Buddhist wider teaching on the Eightfold path, five precepts, Merit, Rebirth and Nibanna. Then in year 9 religious expressions and practices in Buddhism including puja, meditation, vihara's, stupas, the parimitas or virtues and the great qualities of love, compassion, sympathetic joy and calm. This work lays the foundation for both the two GCSE 'systematic' units on Buddhist Teachings and Practices, and the systematic study of Buddhism as one of the three Alevel topics.

Knowledge gained in religious education will also support student progress in a broad range of other subjects. The religious education department therefore works hard to ensure that its curriculum aligns as best as possible with other areas. For instance, the units on systematic aspects of Christianity supports aspects of the English curriculum when looking middle English and latter Shakespearian literature use of Biblical language. In our creative units on the Trinity and Buddhism as a living faith we have encouraged links with symbolism, iconography and mark making in art e.g. zen doodling. Links with religious history and geography help extend this subjects to for example the middle and far east.

# CURRICULUM STATEMENT

**Department:** Science **Key Stage**: 3

**Scope:**

**Curriculum Rationale**

- A balance of skills and content is delivered to support future learning.
- Practical lessons are used wherever appropriate to produce practically competent students.
- Schemes of learning offer support, flexibility and challenge for all.
- Schemes are designed to lead students towards the next set of learning demands, qualifications and future opportunities

**Yr 7 and 8 Curriculum Overview**

- 9 discrete topics found in each of year 7 and year 8. Those topics with the opportunity for more challenge are purposefully located in year 8.
- The National Curriculum is followed with the following modifications:
  - More emphasis is placed on the heart and circulation as this leads better into KS4 learning
  - The muscles and skeleton are not taught as a topic in their own right, understanding is incorporated into other Human Biology topics so this better matches KS4 learning.
- Schemes of work encourage a high volume of practical activities and skills development.

**Yr 9 Curriculum Overview**

- GCSE Content is included in the year 9 schemes and an emphasis on developing a deeper understanding of the fundamental principles (see below) in order to produce secure foundations for GCSE learning in years 10 and 11.
- Students will be challenged and the department will be ambitious for their progress.
- Skills are developed more specifically to prepare students for the GCSE demand including and introduction to required practicals.

**Assessment Overview**

- Verbal feedback is an important part of every lesson to both support and stretch.
- Low stakes starters incorporated into many lesson resources.
- Skills assessments once every 10 lessons on average will provide detailed feedback for improvement. Skills are revisited.
- Topic tests once every 10 lessons on average provide a checkpoint for understanding and knowledge and encourage independent review of work.
- Educake online quizzes provide low stakes assessment with immediate feedback on an engaging, motivating platform.
- End of year exams are skills based and revisit fundamental principles in order to strengthen understanding.
- Assessment demand gradually increase from year 7 to 9

**Powerful Knowledge & Skills:**

Both learning schemes and assessments focus on the three fundamental principles and the three key skills of science. The fundamental principles are Cells, Particles and Energy. The key skills are; literacy, numeracy and scientific investigations.

- ✓ Fundamental principles are highlighted in schemes of work so that they are routinely revisited and referred to, within all relevant topics.
- ✓ Key skills are also highlighted in schemes of work so that they are routinely revisited and referred to where they can be applied.
- ✓ All year 7 students have an introductory unit on Science skills including the HSW criteria and health and safety.
- ✓ Schemes of work encourage a high volume of practical activities to develop, revisit and build upon practical skills.

**Building Links and Connections:**

Learning schemes and assessments direct teachers and students to revisit and reinforce the three fundamental principles and the three key skills of science. The fundamental principles are Cells, Particles and Energy. The key skills are; literacy, numeracy and scientific investigations.

Specific curriculum links, connections and progressions are outlined below:

- The Science Skills unit is an important introduction in year 7. It sets the scene for all later skills based learning and emphasises the key skills of investigation, numeracy and literacy.
- The Particles unit has specifically been placed in year 7 as it builds on KS2 learning and forms a foundation for the year 8 units of Elements, Compounds and Mixtures and Chemical Reactions. Particles is one of our 3 fundamental principles.
- The Acids and Alkalis unit has specifically been put into year 7 as it allows a revisiting of the key skills taught in the Science Skills unit via relatively safe and simple experiments.
- Cells and Reproduction is taught year 7 as cells is a fundamental principle that underpins further biological understanding. Reproduction forms a foundation for the year 8 unit Inheritance and also complements the work done in the Y7 Life Skills curriculum.
- Plants and Classification is taught in year 7 as this forms a foundation for the year 8 unit Ecology which has a higher cognitive load.
- The Food and Digestion unit is in year 7 as it provides progressive learning from KS2. It offers good opportunities to develop the Science Skills from the start of the year. It has a lower cognitive load than the year 8 unit of Breathing, Circulation and Respiration.
- The Rocks unit is taught in year 7 as the simple practical activities allow continued development of basic Science Skills. Students engage better with this topic in year 7 than in year 8 (student voice showed following the switch from year 8 into year 7) and it complements the teaching in year 7 Geography curriculum.
- The two physics units of Forces and Electricity are taught in year 7 for the same set of reasons. They offer superb opportunities to develop fundamental Science Skills across the full skill spectrum. They allow curriculum links to the fundamental principle of Energy with a lower cognitive load than the year 8 physics topics of light and sound.