

A photograph of three students in a science laboratory. On the left, a girl with dark hair and safety glasses is smiling. In the center, a girl with blonde braids and safety glasses is looking intently at a Bunsen burner setup. On the right, a boy with safety glasses is looking towards the setup. The setup includes a blue Bunsen burner, a metal stand, and a white evaporating dish. Various glassware like beakers and test tubes are on the table.

PINNER
HIGH SCHOOL

Curriculum Plans

Contents:

Contents Page.....	1	Government and Politics.....	126
Mathematics.....	2	Psychology.....	131
English.....	9	Philosophy, Religion, and Ethics.....	137
Biology.....	14	Sociology.....	141
Chemistry.....	23	Physical Education.....	146
Physics.....	32	PSHE/RSE.....	155
Art.....	41		
Design and Technology.....	46		
Food Preparation and Nutrition.....	51		
Business.....	56		
Economics.....	61		
Computer Science.....	67		
Chinese.....	75		
Spanish.....	79		
Drama.....	83		
Music.....	87		
Geography.....	91		
History.....	120		

Pinner High School: Mathematics

Mathematics GCSE - Edexcel (1MA1)

Mathematics A Level - Edexcel (9MA0)

Further Mathematics A Level - Edexcel (9FM0)

Intent

At Pinner High School the Mathematics curriculum is designed to link prior knowledge from KS2 through to the skills required for A Level Maths. The curriculum is delivered with a focus on problem-solving, logical thinking and decision-making skills alongside the mathematical content. We place a heavy focus on problem solving as this is a skill that helps develop creativity, resilience, imagination and lateral thinking. We strive to challenge all learners to make progress whilst nurturing a passion and curiosity of the subject whatever their ability. Real-life applications of Maths are made explicit to enable students to function with the demands of Maths in everyday life. We aim to support and inspire our students to choose to study A Level Maths and Further Maths.

Implementation

The department follows the Edexcel five-year scheme of work from Year 7 through to Year 11. This enables us to differentiate, make links and connections between topics and also content covered in previous and subsequent years. All year groups have a discrete problem solving lesson once a week. These give students an opportunity to develop the skills required to be able to solve complex problems in KS3. For example, they will carry out investigations, work on rich tasks from NRICH (<https://nrich.maths.org/>) and often work collaboratively. At KS4 the students work on exam technique during these lessons. We offer an option to study for GCSE Further Maths in order for students to experience some of the A level content. In order to make the curriculum more accessible and enjoyable we use a range of additional online resources such as Hegarty Maths, Pearson's Active Learn (for GCSE), Mathswatch and SPARX maths.

Impact

Our results over the past two years have been excellent and the Maths residual continues to be positive indicating the curriculum plan is working well. Students understand the relevance and importance of what they are learning in relation to real world concepts. Learners can resolve mathematical problems in real life situations. The fluidity of working from one scheme of work enables smoother transition from KS3 to GCSE and enables progress to be clearly tracked. Mathematics is a very popular subject at Sixth Form level and the Further Mathematics take-up is high. The teaching, support and guidance provided by the staff has resulted in successful offers at Oxbridge and Russell Group universities.

Career Development

A minimum of GCSE Grade 5 in Maths is required for the majority of Post-16 and Post-19 careers. For students who wish to study mathematics further, career potentials are wide and varied. Here is a list of few careers:

Acoustic Consultant, Actuarial Analyst, Actuary, Astronomer, Chartered Accountant, Data Analyst, Data Scientist, Investment Analyst, Maths Research Scientist, Secondary School Teacher, Software Engineer, Sound Engineer and Statistician. The following websites offer more information about career opportunities with a maths background:

Maths Careers: <https://www.mathscareers.org.uk/careers/>

Institute of Maths: <https://ima.org.uk/support/careers/>

Plus Maths : <https://plus.maths.org/>

Assessment

Alongside summative assessments outlined below, students are assessed formatively in lessons. Teachers use a range of techniques including questioning, mini whiteboards and plenaries to gauge progress within each lesson and over time. This assessment is used to tailor their teaching to the needs of individuals and the whole class. Students are given regular opportunities to self-assess, peer assess and reflect on their learning in all year groups. Whole class assessment and feedback is also given.

KS3/KS4: Termly assessments based on content covered. Individual feedback is given in the form of a question-level analysis and a green box for students to engage with.

Year 11: Mock exams in December and March. These exams are analysed for more detailed feedback per question to aid preparation for the GCSE exam.

KS5: Regular marked unit assessments, feed forwards on topic tests and individual verbal feedback. Mock exam twice a year including unit assessments. Students are expected to have a pass mark of 60% at each unit and 70% for further maths students. Students who do not meet the pass mark will re-sit these tests.

Enrichment Opportunities & Super Curricular

- Pi Day Activities in lessons on the day
- Maths Ambassadors (KS5) helping students in lower years
- UKMT Junior, Intermediate and Senior maths challenge
- Level 2 Further Maths (A Level bridging course for Year 10 and Year 11 top end students)
- Head's Challenge: Financial maths club, Chess club, Strategy club, Sudoku and board games club, Logic puzzles club, STEP and MAT preparation club (KS5 only)

Commitment to Equality, Diversity & Inclusion

Mixed ability KS3 – all follow the same curriculum which supports and challenges all learners. Do not set a ceiling on achievement. KS4 – streamed by tier ensuring all curriculum content is covered by all students.

Maths needed to function in life, made explicit in life, made explicit in curriculum through problem solving lessons, which develop skills required to solve problems in other contexts.

Prominent Mathematicians from diverse backgrounds, and role modelling of the department.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Analysing and displaying data <ul style="list-style-type: none"> - Averages - Frequency tables - Bar charts - Pictograms - Line Graphs - Pie Charts - Scatter graphs and correlation Number Skills <ul style="list-style-type: none"> - Four operations with integers - Time and money - Ordering integers - Rounding - Types of numbers - Powers and roots 	Expressions, functions and formulae <ul style="list-style-type: none"> - Functions - Simplifying expressions - Writing expressions - Brackets and powers - Factorising - Substitution - Writing formulae Decimals and measures <ul style="list-style-type: none"> - Decimals and rounding - Calculations with decimals - Lengths, mass and capacity - Scales and coordinates - Perimeter - Area - Units 	Fractions <ul style="list-style-type: none"> - Comparing fractions - Simplifying fractions - Working with fractions - Fractions and decimals - Understanding percentages - Percentages of amounts Probability <ul style="list-style-type: none"> - The language of probability. - Calculating probabilities - Experimental probabilities - Expected outcomes 	Ratio and proportion <ul style="list-style-type: none"> - Direct proportion - Writing ratios - Using ratios - Scales and measures - Proportion and fractions - Proportion and percentages Equations <ul style="list-style-type: none"> - Solving one-step equations - Solving two-step equations - More complex equations - Trial and improvement 	Lines and angles <ul style="list-style-type: none"> - Lines, angles and triangles - Estimating, drawing and measuring angles - Drawing triangles accurately - Calculating angles - Angles in triangles - Quadrilaterals - Angles and parallel lines - polygons Sequences and graphs <ul style="list-style-type: none"> - Sequences - Pattern sequences - Coordinates - Extending sequences - Straight line graphs - Position to term rule 	Transformations <ul style="list-style-type: none"> - Congruency and enlargement - Symmetry - Reflection - Rotation - Translation - Combined transformations
	Autumn Assessment		Spring Assessment		End of Year Summer Assessment	
Year 8	Number <ul style="list-style-type: none"> - Calculations with positive and negative numbers - Estimating - Powers, roots and brackets - Multiples and factors - Laws of indices - Substitution Area and volume <ul style="list-style-type: none"> - Area of a triangle, parallelogram and trapezium - Volume of cubes and cuboids - 3D shapes - Surface area of cubes and cuboids - Circumference of a circle - Area of a circle 	Expressions and equations <ul style="list-style-type: none"> - Algebraic powers - Expressions and brackets - Factorising expressions - Writing expressions - Solving equations - The balancing method Real life graphs <ul style="list-style-type: none"> - Conversion graphs - Direct proportion - Distance-time graphs - Line graphs - Graphs of functions - Rates of change 	Decimals and ratio <ul style="list-style-type: none"> - Ordering decimals and rounding - Place value calculation - Calculating with decimals - Ratio and proportion with decimals - Using ratios Lines and angles <ul style="list-style-type: none"> - Alternate angles and proof - Geometrical problems - Exterior and interior angles 	Statistics, graphs and charts <ul style="list-style-type: none"> - Planning a survey - Collecting data - Pie charts - Using tables - Stem and leaf diagrams - Comparing data - Scatter graphs - Misleading graphs Straight line graphs <ul style="list-style-type: none"> - Direct proportion on graphs - Gradients - Equations of straight lines - Parallel and perpendicular lines - Direct proportion problems - Equivalent Proportion 	Transformations <ul style="list-style-type: none"> - Reflection and translation - Rotation - Enlargement - More enlargement - Combining transformations - 2D shapes and 3D solids Probability <ul style="list-style-type: none"> - Comparing probabilities - Mutually exclusive events - Estimating probability - Experimental probability - Probability diagrams - Tree diagrams 	Calculating with fractions <ul style="list-style-type: none"> - Adding and subtracting fractions - Multiplying fractions - Fractions, decimals and reciprocals - Dividing fractions - Calculating with mixed numbers Percentages, decimals and fractions <ul style="list-style-type: none"> - Equivalent proportions - Writing percentages - Percentages of amounts - Solving problems using FDP - Percentage change - Repeated percentage change

Year 9	Recap of Fundamental Number Skills <ul style="list-style-type: none"> - Calculations - Decimal numbers - Place value - Factors and multiples - Squares, cubes and roots - Index notation - Prime factors - Number problems and reasoning - Place value and estimating - HCF and LCM - Calculating with powers (indices) - Zero, negative and fractional indices - Powers of 10 and standard form - Surds 	Recap of Algebra <ul style="list-style-type: none"> - Algebraic expressions - Simplifying expressions - Substitution - Formulae - Expanding brackets - Factorising - Using expressions and formulae - Algebraic indices - Expanding and factorising - Equations - Formulae - Linear sequences - Non-linear sequences 	Consolidating Graphs, charts, interpreting and representing data <ul style="list-style-type: none"> - Frequency tables - Two-way tables - Representing data - Time series - Stem and leaf diagrams - Pie charts - Scatter graphs - Line of best fit - Statistical diagrams - Time series - Scatter graphs - Line of best fit - Averages and range Recap of Fractions, ratio and percentages <ul style="list-style-type: none"> - Working with fractions - Operations with fractions - Multiplying fractions - Dividing fractions - Fractions and decimals - Fractions and percentages - Calculating percentages - Fractions - Ratios - Ratio and proportion - Percentages - Fractions, decimals and percentages 	Consolidating Equations, inequalities and sequences <ul style="list-style-type: none"> - Solving equations - Solving equations with brackets - Introducing inequalities - More inequalities - More formulae - Generating sequences - Using the nth term of a sequence Angles and trigonometry <ul style="list-style-type: none"> - Properties of shapes - Angles in parallel lines - Angles in triangles - Exterior and interior angles - Geometrical patterns - Angle properties of triangles and quadrilaterals - Interior angles of a polygon - Exterior angles of a polygon - Pythagoras' theorem - Trigonometry 	Algebraic Graphs <ul style="list-style-type: none"> - Linear graphs - Graphing rates of change - Real-life graphs - Line segments - Quadratic graphs - Cubic and reciprocal graphs Perimeter, area and volume <ul style="list-style-type: none"> - Rectangles, parallelograms and triangles - Trapezia and changing units - Area of compound shapes - Surface area of 3D solids - Volume of prisms - Perimeter and area - Units and accuracy - Prisms - Circles - Sectors of circles - Cylinders and spheres - Pyramids and cones 	Transformations and constructions <ul style="list-style-type: none"> - 3D solids - Reflection and rotation - Enlargement - Transformations and combinations of transformations - Bearings and scale drawings - Constructions - Loci

Year 10	Year 10					
	Graphs Transformations (F)	Ratio and proportion (F)	Right angled triangles Probability (F)	Multiplicative reasoning (F)	Construction, loci and bearings Quadratic equations and graphs (F)	Perimeter, area and volume (2) (F)
	<ul style="list-style-type: none"> - Coordinates - Linear graphs - Gradient - $y=mx+c$ - Real-life graphs - Distance-time graphs - Translation - Reflection - Rotation - Enlargement - Describe enlargements - Combining transformations 	<ul style="list-style-type: none"> - Writing ratios - Using ratios - Ratios and measures - Comparing using ratios - Using proportion - Proportion and graphs - Proportion problems 	<ul style="list-style-type: none"> - Pythagoras' theorem - Trigonometry: the sine ratio - Trigonometry: the cosine ratio - Trigonometry: the tangent ratio - Finding lengths and angles using trigonometry - Calculating probability - Two events - Experimental probability - Venn diagrams - Tree diagrams 	<ul style="list-style-type: none"> - Percentages - Growth and decay - Compound measures - Distance, speed and time - Direct and inverse proportion 	<ul style="list-style-type: none"> - 3D solids - Plans and elevations - Accurate drawings - Scale drawings and maps - Constructions - Loci and regions - Bearings - Expanding double brackets - Plotting quadratic graphs - Using quadratics graphs - Factorising quadratic expressions - Solving quadratic equations algebraically 	<ul style="list-style-type: none"> - Circumference of a circle - Area of a circle - Semicircles and sectors - Composite 2D shapes and cylinders - Pyramids and cones - Spheres and composite solids
	Equations, inequalities Probability (H) <ul style="list-style-type: none"> - Solving quadratics equations - Completing the square - Solving simple simultaneous equations - More simultaneous equations - Solving linear and quadratic simultaneous equations - Solving linear inequalities - Combined events - Mutually exclusive events - Experimental probability - Independent events and tree diagrams - Conditional probability - Venn diagrams and set notation 	Multiplicative reasoning(H) <ul style="list-style-type: none"> - Growth and decay - Compound measures - Ratio and proportion 	Similarity and congruence More trigonometry (H) <ul style="list-style-type: none"> - Congruence - Geometric proof ad congruence - Similarity - Similarity in 3D solids - Accuracy - Graph of sine function - Graph of cosine function - The tangent function - Calculating areas and sine rule - The cosine rule and 2D trigonometric problems - Solving problems in 3D - Transforming trigonometric graphs 	Further statistics (H) <ul style="list-style-type: none"> - Sampling - Cumulative frequency - Box plots - Drawing histograms - Interpreting histograms - Comparing and describing populations 	Equations and graphs Circle theorems (H) <ul style="list-style-type: none"> - Solving simultaneous equations graphically - Representing inequalities graphically - Graphs of quadratic functions - Solving quadratic equations graphically - Graphs of cubic functions - Radii and chords - Tangents - Angles in circles - Applying circle theorems 	More algebra (H) <ul style="list-style-type: none"> - Rearranging formulae - Algebraic fractions - Simplifying algebraic fractions - Surds - Solving algebraic fraction equations - Functions - Proof

Year 11	Fractions, indices and standard form Congruence, similarity and vectors (F) <ul style="list-style-type: none"> - Multiplying and dividing fractions - The laws of indices - Writing large numbers in standard form - Writing small numbers in standard form - Calculating with standard form Similarity and enlargement <ul style="list-style-type: none"> - Using similarity - Congruence - Vectors Vectors & geometric proofs (H) <ul style="list-style-type: none"> - Vectors and vector notation - Vector arithmetic - Parallel vectors and collinear points - Solving geometric problems 	More algebra (F) <ul style="list-style-type: none"> - Graphs of cubic and reciprocal functions - Non-linear graphs - Solving simultaneous equations graphically - Solving simultaneous algebraically - Rearranging formulae - Proof Proportion and graphs (H) <ul style="list-style-type: none"> - Direct proportion - Inverse proportion - Exponential functions - Non-linear graphs - Translating graphs of functions - Reflecting and stretching graphs of functions 	Revision Revisit knowledge of Units 1-20 to ensure all students have the ability to reach their full potential at GCSE	Revision Revisit knowledge of Units 1-20 to ensure all students have the ability to reach their full potential at GCSE	GCSE Examinations	GCSE Examinations
	October Mocks		January Mocks		GCSE Examinations	
Year 12	Pure <ul style="list-style-type: none"> - Algebraic Expressions - Quadratics - Equations and inequalities - Graphs and transformations Applied <ul style="list-style-type: none"> - Data collection - Measures of location and spread - Representations of data Further Maths <ul style="list-style-type: none"> - Pure maths year 1 - Applied maths year 1 	Pure <ul style="list-style-type: none"> - Straight line graphs - Circles - Algebraic methods Applied <ul style="list-style-type: none"> - Modelling in mechanics - Constant acceleration Further Maths <ul style="list-style-type: none"> - Pure maths year 1 - Applied maths year 1 	Pure <ul style="list-style-type: none"> - The binomial expansion - Trigonometric ratios Applied <ul style="list-style-type: none"> - Forces and motion - Forces and friction Further Maths <ul style="list-style-type: none"> - Pure maths year 2 - Applied maths year 2 	Pure <ul style="list-style-type: none"> - Trigonometric identities and equations - Vectors Applied <ul style="list-style-type: none"> - Correlation - Probability - Statistical distribution Further Maths <ul style="list-style-type: none"> - Pure maths year 2 - Applied maths year 2 	Pure <ul style="list-style-type: none"> - Differentiation - Integration Applied <ul style="list-style-type: none"> - Hypothesis testing - Variable acceleration Further Maths <ul style="list-style-type: none"> - Pure maths year 2 - Applied maths year 2 	Pure <ul style="list-style-type: none"> - Exponentials and logarithms - Revision - Exam practice Applied <ul style="list-style-type: none"> - Revision - Exam practice Further Maths <ul style="list-style-type: none"> - Revision - Exam practice
	<ul style="list-style-type: none"> - Unit Assessments at the end of each unit - Two Mock exams during the academic year - Further Maths students sit the external Maths A Level exam in May/June 					

<p>Year 13</p>	<p>Pure</p> <ul style="list-style-type: none"> - Algebraic methods - Functions and graphs - Binomial expansion <p>Applied</p> <ul style="list-style-type: none"> - Regression, correlation and hypothesis testing - Conditional probability <p>Further Maths</p> <ul style="list-style-type: none"> - Core pure 1 	<p>Pure</p> <ul style="list-style-type: none"> - Radians - Trigonometric functions - Trigonometry and modelling <p>Applied</p> <ul style="list-style-type: none"> - The normal distribution - Moments <p>Further Maths</p> <ul style="list-style-type: none"> - Core pure 2 	<p>Pure</p> <ul style="list-style-type: none"> - Parametric equations - Differentiation <p>Applied</p> <ul style="list-style-type: none"> - Projectiles - Application of forces <p>Further Maths</p> <ul style="list-style-type: none"> - Further pure 1 (selected option) 	<p>Pure</p> <ul style="list-style-type: none"> - Integration - Numerical Methods <p>Applied</p> <ul style="list-style-type: none"> - Further kinematics <p>Further Maths</p> <ul style="list-style-type: none"> - Decision maths 1 (selected option) 	<p>Pure</p> <ul style="list-style-type: none"> - Sequence and series - Vectors <p>Applied</p> <ul style="list-style-type: none"> - Revision - Exam practice <p>Further Maths</p> <ul style="list-style-type: none"> - Revision - Exam practice 	<p>Pure</p> <ul style="list-style-type: none"> - Revision - Exam practice <p>Applied</p> <ul style="list-style-type: none"> - Revision - Exam practice <p>Further Maths</p> <ul style="list-style-type: none"> - Revision - Exam practice
	<ul style="list-style-type: none"> - Unit Assessments at the end of each unit - Two Mock exams during the academic year - Maths students sit the external Maths A Level exam in May/June - Further Maths students sit the external Further Maths A Level exam in May/June 					

Pinner High School: English

KS4: GCSE English Language and GCSE English Literature Edexcel

KS5: A Level English Literature B AQA

Intent

- To engage the imagination of every student so that they can enjoy the experience of English at PHS
- To teach the skills of analysis, evaluation, comparison and creative writing
- To encourage every student to express their ideas clearly and with conviction both out loud and in writing, and to be astute listeners
- To experiment with their own creative writing and to be able to analyse its effects
- To ensure that every single student can access the curriculum through challenging and scaffolded tasks
- To ensure that all students can detect assumptions in non-fiction and media texts and to be alert to their cultural contexts

Implementation

We regard the English Department as a place of innovation and we strive to keep our teaching and learning practice up to date, relevant and flexible. We have a diverse and inspiring curriculum which has been adapted to suit the needs of our students to ensure progress and opportunities for independent learning.

We offer challenging texts and explore a range of forms, including poetry, prose and drama. Our sequencing is based on building blocks of learning so that students can develop key skills with confidence.

We take the interleaving approach within our curriculum so that we are continuously revisiting key skills.

We enrich students with vocabulary through Word of the Week, modelling spoken language, and considering subject-specific vocabulary for each scheme of work.

Pupils' learning is enhanced by enrichment activities such as theatre and author visits, reading groups, poetry slams and writing competitions.

Our schemes of work offer opportunities for independent learning and wider reading is well-promoted through staff recommendations, library lessons and reading lists.

We observe each other teach, and focus upon different aspects of the teaching and learning process as we do so. We have begun inter-departmental lesson observations as a way of sharing good practice and fostering interdisciplinary and cross-curricular links, such as our Year 9 Writing for Change unit. Through evaluating our teaching and the quality of learning that takes place in our department, we hope to develop as individuals and as a group. This also enables us to address misconceptions and add to our current schemes of work.

Our combination of different responsibilities and levels of experience makes discussion of what we are doing, and why and how we are doing it, paramount. The ethos of the department is distinctive and induction into its philosophies and methods is a continuing process.

Our homework policy enables our students the opportunity to learn beyond the curriculum through wider reading, research and writing tasks. We use lesson time to consolidate and peer/self assess, as well as reflect and improve work.

As a team, we undertake a range of CPD to continue our practice as subject specialists and to support our delivery of a varied, diverse and relevant curriculum.

Impact

- To make literature a source of pleasure and excitement for all students and to prepare them for a lifetime as readers as well as well-rounded citizens.
- To be aware of the power of images (both moving and still) and to be confident about analysing these.
- To understand how language works so that they can write accurately and adapt their register to suit the situation.
- Through studying literature, pupils' eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Author Study: <i>Explorers</i> by Katherine Rundell</p> <p>Aims: The aim of this author study is to introduce students to literary and rhetorical devices to analyse texts.</p> <p>Implementation: Develop knowledge of literary and rhetorical devices. Recognise how language and structure shapes meaning and characterisation. Identify features of persuasive writing and employ them in creative writing. Explore characterisation, setting and themes.</p> <p>Assessment Outcomes: Analytical and evaluative writing.</p>	<p>Arthurian Legends</p> <p>Aims: The aim of this topic is to study how the English Language has evolved over time and introduce students to challenging texts.</p> <p>Implementation: Consider how the English Language has evolved over time. Identify the origins of the Legend of King Arthur. Identify the features of Arthurian heroes and how they are presented in 'Sir Gawain' and the 'Green Knight'. Consider how writers portray heroic qualities in characters. Use of persuasive writing and rhetorical devices.</p> <p>Assessment Outcomes: Nonfiction writing and using rhetoric.</p>	<p>Trailblazers: Non-fiction texts</p> <p>Aims: The aim of this topic is to introduce students to non-fiction texts that explore a range of social issues within society.</p> <p>Implementation: Identify how non-fiction texts including speeches, letters and autobiographies, are structured to promote change. Identify types of literary techniques used in social activist literature. Produce a non-fiction text that promotes change using appropriate language and structure devices.</p> <p>Assessment Outcomes: Autobiographical writing and adapting language to suit form</p>	<p>Shakespeare: <i>A Midsummer Night's Dream</i></p> <p>Aims: The aim of this topic is to introduce students to Shakespeare's plays and his use of language.</p> <p>Implementation: Students will consider how Shakespeare presents love and conflict in 'A Midsummer Night's Dream'. Analyse the literary and structural techniques Shakespeare uses to fit the genre of comedy. Students will consider how performances and dramatic devices affect the audience's understanding of characters and relationships.</p> <p>Assessment Outcomes: Extract-based analysis of language and structure</p>	<p>Dystopian Fiction</p> <p>Aims: The aim of this topic is to introduce students to a range of Dystopian fiction to develop descriptive and imaginative writing.</p> <p>Implementation: Consider how writers employ imagery for effect in a range of Dystopian fiction extracts. Develop descriptive writing techniques; using a range of sentence structures, vocabulary, and literary techniques to create a dystopian atmosphere.</p> <p>Assessment Outcomes: Creative writing in the style of the dystopian genre</p>	<p>Poetry: Identity</p> <p>Aims: The aim of this topic is to introduce students to poetry focusing on the theme of identity.</p> <p>Implementation: Study an anthology of identity poetry and consider how poetical techniques help promote the different identities.</p> <p>Assessment Outcomes: Creating poetry on the theme of identity and using a range of poetic devices</p>
Year 8	<p>Class Novel: <i>Face</i> by Benjamin Zephaniah</p> <p>Aims: The aim of this author study is to develop students' exposure to fiction texts and develop skills of inference.</p> <p>Implementation: Discuss how social context affects our understanding of the novel. Consider how the author</p>	<p>Shakespeare and Anti-Semitism: <i>The Merchant of Venice</i></p> <p>Aims: The aim of this topic is to enhance students' knowledge of Shakespeare from Year 7 and develop understanding of Shakespearean language alongside analytical skills.</p>	<p>Short Stories</p> <p>Aims: The aim of this topic is to introduce students to the short story format and enhance imaginative writing skills.</p> <p>Implementation: Explore a wide range of fiction and non-fiction texts, including short stories. Identify the features of short</p>	<p>19th-Century Novel: <i>The Invisible Man</i></p> <p>Aims: The aim of this topic is to read and understand a piece of 19th Century fiction and enhance knowledge of language, structure and inference skills.</p> <p>Implementation: Explore the literary conventions of 19th century writing. Consider how</p>	<p>Poetry: Character and Voice (Pre-1914 and Contemporary Poetry)</p> <p>Aims: The aim of this topic is to develop knowledge of poetical devices from Y7. To introduce comparative writing skills whilst continuing to enhance skills of inference and analysis.</p> <p>Implementation: Study a range of high quality poetry from English literature, both</p>	<p>Non-fiction: Speeches</p> <p>Aims: The aim of this topic is to enhance knowledge of speech writing and develop oracy and presentation skills.</p> <p>Implementation: Read and listen to a range of speakers from around the world. Explore techniques speaker's use to</p>

	<p>presents themes of prejudice. Explore the impact of narrative perspective upon the reader. Enhance knowledge of literary and rhetorical devices and develop skills of inference.</p> <p>Assessment Outcomes: Analytical and evaluative writing with a development on themes.</p>	<p>Implementation: Explore the history of anti-Semitism in Europe. Identify the methods Shakespeare uses to introduce characters in the play and the theme of prejudice. Analysis of major themes within key scenes.</p> <p>Assessment Outcomes: Extract-based analysis and focus on characterisation.</p>	<p>stories and consider how they are structured for effect. Examine how writer's use and adapt narrative voice for effect. Enhance knowledge of literary devices and consider how they are used in different short stories.</p> <p>Assessment Outcomes: Write your own short story.</p>	<p>writers alter the structure of a text through flashback. Examine how narrative perspective is used.</p> <p>Assessment Outcomes: Evaluative writing based on characters and themes.</p>	<p>pre-1914 and contemporary. Consider how the form, structure and language of a poem impacts the message. Be introduced to comparative writing techniques and use knowledge to produce an analytical comparison.</p> <p>Assessment Outcomes: Comparison of how language and structure are presented</p>	<p>successfully portray their message. Plan and perform a speech about a topic or idea that is relevant within contemporary society.</p> <p>Assessment Outcomes: Developing oracy and presentational skills through a complex theme or idea</p>
Year 9	<p>WW1 Poetry</p> <p>Aims: The aim of this topic is to build on KS3 knowledge of poetry, students will study an anthology of war poetry and develop skills of comparison whilst continuing to enhance skills of analysis and inference.</p> <p>Implementation: Develop an appreciation of how context impacts meaning. Understand what life was like in the trenches. Consider the methods poets' use to influence and persuade audiences. Explore how a poem's structure can contribute to the presentation of ideas. Compare the difference between how poets' use language and structure for effect within their poems.</p> <p>Assessment Outcomes: Comparison of how language, form and structure are presented.</p>	<p>Gothic Fiction and Imaginative Writing</p> <p>Aims: The aim of this topic is to develop understanding of 19th century fiction and build on KS3 knowledge of imaginative writing.</p> <p>Implementation: Read an anthology of Gothic literature. Understand the main gothic features. Develop analysis of language and structure in a Gothic text. Explore what makes an effective Gothic character and setting. Use knowledge of Gothic features to create creative writing focusing on the Gothic genre.</p> <p>Assessment Outcomes: Creative writing in the style of the Gothic genre.</p>	<p>Shakespeare: <i>Romeo and Juliet</i></p> <p>Aims: The aim of this topic is to build on KS3 knowledge of Shakespeare, students will enhance knowledge of Shakespearean plays alongside skills of analysis and inference.</p> <p>Implementation: Develop knowledge of Shakespearean context. Expose students to the genre of tragedy. Enhance knowledge of subject terminology. Analyse major themes within key scenes of the play.</p> <p>Assessment Outcomes: Extract-based analysis of language, form and structure.</p>	<p>Non-fiction: Writing for Change</p> <p>Aims: The aim of this topic is to build on KS3 knowledge of non-fiction texts, students will read a range of non-fiction texts and experience different forms of protest writing.</p> <p>Implementation: Discover protest writers from around the world. Consider how a range of non-fiction texts, such as: speeches and open letters, are used to promote change. Identify and analyse how each non-fiction text uses language and structural features to persuade an audience.</p> <p>Assessment Outcomes: Writing an open letter on a social issue of your choice.</p>	<p>Modern Fiction: <i>The Hate U Give</i> by Angie Thomas</p> <p>Aims: The aim of this topic is to enhance wider reading of modern prose. Building on KS3 knowledge of analytical and evaluative skills.</p> <p>Implementation: Enhance understanding of how social context affects our interpretation of the novel. Consider how the author presents themes of discrimination. Explore the impact of narrative perspective upon the reader. Enhance knowledge of literary and rhetorical devices and develop ability to evaluate texts critically and develop awareness of themes, characterisation, and context. Develop knowledge of essay-writing skills.</p> <p>Assessment Outcomes: Whole-text essay exploring characterization and themes.</p>	<p>Non-fiction: Travel Writing</p> <p>Aims: The aim of this topic is to develop knowledge of non-fiction texts; focusing on understanding the features and conventions of travel writing.</p> <p>Implementation: Explore historical and contemporary travel writing articles. To identify and interpret explicit and implicit information. Develop comparative skills. Develop knowledge of essay-writing skills.</p> <p>Assessment Outcomes: Creating a persuasive leaflet on a destination of your choice.</p>
Year 10	<p>Shakespeare: <i>Macbeth</i></p> <p>Aims: The aim of this topic is for students to gain familiarity with the whole play and understand themes, characters and context. This will allow students to understand</p>	<p>English Language: Fictional Writing</p> <p>Aims: The aim of this topic is to introduce students to the requirements for English Language Paper 1.</p> <p>Implementation: Analyse and evaluate 19th century texts.</p>	<p>Post-1914 Fiction: Blood Brothers</p> <p>Aims: The aim of this topic is to introduce students to a post-1914 Literature text. Students will gain familiarity with the play and consider how genre and context impact the playwright's purpose.</p>	<p>Language Paper 2 Non-fiction</p> <p>Aims: The aim of this topic is for students to become familiar with the content of English Language Paper 2.</p> <p>Implementation: Develop knowledge of comparative</p>	<p>Conflict Poetry</p> <p>Aims: The aim of this topic is to introduce students to the GCSE Conflict Poetry anthology.</p> <p>Implementation: Develop knowledge of poetical terminology that students can</p>	<p>Spoken Language</p> <p>Aims: The aim of this topic is for students to use KS3 knowledge of rhetoric and speech to write about a topic of their choice. This will be assessed as part of their final GCSE in English Language.</p>

	<p>expectations of the Literature Paper 1 exam.</p> <p>Implementation: Read selected key scenes with a focus on interpretations of characters. Focus on language analysis and building skills of inference. Develop knowledge of subject terminology and apply to analysis of language, structure and form.</p> <p>Assessment Outcomes: Extract-based analysis of language, form and structure Responding to the whole play</p>	<p>Develop awareness of creative writing. Read a variety of literature-based extracts. Build knowledge of subject terminology and skills of inference and evaluation. Creating interesting and imaginative narratives and descriptions. Crafting and using sentence types, punctuation, and vocabulary for effect.</p> <p>Assessment Outcomes: Completing a Language Paper 1</p>	<p>Implementation: Read selected key scenes with a focus on interpretations of characters. Understand the importance of social context and how it impacts the political message. Focus on language analysis and building skills of inference. Develop knowledge of genre specific subject terminology and apply to analysis of language, structure, and form. Introduce essay writing skills, particularly the use of formal register to develop a 'critical style' of writing.</p> <p>Assessment Outcomes: Whole-text essay exploring characterization and themes Understanding the contextual links to the play</p>	<p>evaluation. Read a variety of extracts and identify and interpret explicit and implicit information and ideas. Explain and analyse how writers use language and structure to influence the reader. Evaluate texts critically and support with appropriate textual references. Develop transactional writing skills for writing a letter, review or article.</p> <p>Assessment Outcomes: Completing a Language Paper 2</p>	<p>use when comparing poems. Developing knowledge of poems in the conflict poetry cluster. Comparison and analysis of language, form and structure. Developing exam technique for approaching unseen poetry. Understanding the importance of context and how it impacts the poet's message.</p> <p>Assessment Outcomes: Comparison of how language, form and structure are presented.</p>	<p>Implementation: Plan a speech that includes a range of literary and structural techniques to engage the audience. Deliver the speech to the class to demonstrate well developed oracy skills.</p> <p>Assessment Outcomes: Final assessment for Spoken language certificate.</p>
Year 11	<p>19th-Century Text: <i>Jekyll and Hyde</i></p> <p>Aims: The aim of this topic is to introduce <i>Jekyll and Hyde</i> so that students become familiar with the novella as well as the themes and characters. Students are required to read a 19th Century text as part of their GCSE English Literature.</p> <p>Implementation: Read selected key scenes with a focus on interpretations of characters. Focus on language analysis and building skills of inference. Develop knowledge of subject terminology and apply to analysis of language, structure and genre.</p> <p>Assessment Outcomes: completing an extract-based analysis and whole-text essay</p>	<p>English Language: The Science and Supernatural</p> <p>Aims: The aim of this topic is to prepare students to sit Mock exams for both the Literature and Language GCSE papers. Students will revise analysis, evaluation, and comparison skills.</p> <p>Implementation: Consolidate knowledge of essay writing skills. Consolidate knowledge of key subject terminology and its influence upon texts. Revise key and ambitious vocabulary to enhance written clarity. Revise imaginative and transactional writing structures.</p> <p>Assessment Outcomes: Year 11 mocks</p>	<p>Mock Feedback</p> <p>Aims: Students will be told their strengths and weaknesses from the exam period. Preparation will begin to improve key skills from Literature and Language units.</p> <p>Implementation: <u>Language revision</u></p> <ul style="list-style-type: none"> ● LANG Paper 1 – reading & writing (imaginative writing) ● LANG Paper 2 – reading & writing (transactional writing) <p><u>Literature revision</u></p> <ul style="list-style-type: none"> ● Poetry – Anthology & Unseen ● Post 1914 text - <i>Blood Brothers</i> ● Shakespeare play – <i>Macbeth</i> ● 19th Century text – <i>Jekyll & Hyde</i> <p>Assessment Outcomes: identifying areas for improvement in Literature and Language</p>	<p>English Language/Literature Revision</p> <p>Aims: Students will continue to prepare for their upcoming GCSE English Literature and Language exams. Assessment feedback will provide students with clear areas for improvement.</p> <p>Implementation: <u>Language revision</u></p> <ul style="list-style-type: none"> ● LANG Paper 1 – reading & writing (imaginative writing) ● LANG Paper 2 – reading & writing (transactional writing) <p><u>Literature revision</u></p> <ul style="list-style-type: none"> ● Poetry – Anthology & Unseen ● Post 1914 text - <i>Blood Brothers</i> ● Shakespeare play – <i>Macbeth</i> ● 19th Century text – <i>Jekyll & Hyde</i> <p>Assessment Outcomes: Completing a Language Paper 2 and Literature Paper 1</p>	<p>English Language/Literature Revision</p> <p>Aims: Students will continue to prepare for their upcoming GCSE English Literature and Language exams. Assessment feedback will provide students with clear areas for improvement.</p> <p>Implementation: <u>Language revision</u></p> <ul style="list-style-type: none"> ● LANG Paper 1 – reading & writing (imaginative writing) ● LANG Paper 2 – reading & writing (transactional writing) <p><u>Literature revision</u></p> <ul style="list-style-type: none"> ● Poetry – Anthology & Unseen ● Post 1914 text - <i>Blood Brothers</i> ● Shakespeare play – <i>Macbeth</i> ● 19th Century text – <i>Jekyll & Hyde</i> <p>Assessment Outcomes: Completing a Language Paper 1 and Literature Paper 2</p>	

<p>Year 12</p>	<p>Aspects of Tragedy</p> <p>Aims: The aim of this topic is to introduce the conventions of tragic theory.</p> <p>Implementation: Develop knowledge of the tragic form. Consider the role of the tragic villain in Literature. Consider character traits of tragic heroes.</p> <p>Assessment Outcomes: Extract-based analysis and how tragic elements are presented</p>	<p>Shakespeare: Othello</p> <p>Aims: The aim of this topic is for students to gain familiarity with Shakespeare's <i>Othello</i> and understand the plot, themes, and link play to previously taught tragic elements.</p> <p>Implementation: Identify how Shakespeare uses language to heighten tragedy in the play. Understand the structural patterning of the text as it moves from order to disorder. Develop knowledge of plot and sub-plots. Consider how the tragic form acts as a social commentary.</p> <p>Assessment Outcomes: Completing a Section A and B from Paper 1</p>	<p>Death of a Salesman (DOAS)</p> <p>Aims: The aim of this topic is for students to read and gain familiarity with Arthur Miller's, <i>Death of a Salesman</i>. They will begin to gain an understanding of the plot, themes, and tragic elements of the play.</p> <p>Implementation: Students will develop knowledge of how dramatic techniques build towards tragedy. Exploration of critical perspectives.</p> <p>Assessment Outcomes: Whole-text essay exploring characterization, themes and aspects of tragedy</p>	<p>Poetry: Christina Rossetti</p> <p>Aims: Students will read Christina Rossetti's poetry and develop knowledge of critical theories (prescribed by exam board)</p> <p>Implementation: Introduction to critical theories: -Marxism -Feminism - Post-colonialism Eco-critical theory Literary canon. Students will apply knowledge of critical theories to reading of Rossetti's poetry.</p> <p>Assessment Outcomes: Completing the first draft of the NEA</p>	<p>Poetry: John Keats Assessment Outcomes:</p> <p>Aims: Students will read John Keats' poetry and apply knowledge of tragic and critical theory to their readings.</p> <p>Implementation: Develop understanding of literary canon. Identify Keats' use of language and imagery used to develop tragedy in poetry. Explore conventions of tragedy in Keats' poetry. Compare tragic elements in Keats' poetry. Link concepts of tragedy to study of critical theories.</p> <p>Assessment Outcomes: Completing a Paper 1</p>	<p>Social and Political Protest Writing</p> <p>Aims: Students will read a range of literary extracts across time and explore conventions of social and political protest writing.</p> <p>Implementation: Introduce the elements of social and political protest writing. Consider how elements of social and political protest writing vary depending on the text and its context. Explore how language varies within texts that promote protest.</p> <p>Assessment Outcomes: Completing an unseen essay</p>
<p>Year 13</p>	<p>The Kite Runner</p> <p>Aims: The aim of this topic is for students to apply knowledge of social and political protest writing to <i>The Kite Runner</i>.</p> <p>Implementation: Explore <i>The Kite Runner</i> as an example of social and political protest writing. Link knowledge of critical theories to the study of <i>The Kite Runner</i>.</p> <p>Assessment Outcomes: c Completing 1st draft of NEA 2 Essay on The Kite Runner</p>	<p>A Doll's House</p> <p>Aims: Students will read, <i>A Doll's house</i> and develop knowledge of context, themes and characters of the play.</p> <p>Implementation: Develop knowledge of how a <i>Doll's House</i> is an example of social and political protest writing. Link knowledge of critical theories to the reading of the text.</p> <p>Assessment Outcomes: Essay on A Doll's House Final draft for NEA 2</p>	<p>Poetry: William Blake</p> <p>Aims: The aim of this topic is for students to read William Blake's poetry and link this to their knowledge of social and political protest writing.</p> <p>Implementation: Students will explore the context of the Romantic movement. Explore elements of social and political protest writing in Blake's poetry. Identify Blake's methods of exploring social and political protest writing. Link knowledge of critical theories to Blake's poetry. Developing comparative writing skills.</p> <p>Assessment Outcomes: Essay on Blake and The Kite Runner</p>	<p>Social and Political Protest Revision</p> <p>Aims: The aim of this topic is for students to consolidate knowledge of conventions of social and political protest writing.</p> <p>Implementation: Revise links between social and political protest theory and the studied texts. Consolidate knowledge of critical interpretations to support analysis of themes, characters, and genre.</p> <p>Assessment Outcomes: Final draft for NEA 2 Unseen essay</p>	<p>Exam Revision</p> <p>Aims: The aim of this topic is for students to improve key skills for Language and Literature units. Students will consolidate knowledge of exam expectations, essay writing skills and link to critical theories.</p> <p>Implementation: <u>English Literature B - Paper 1 (Literary Genres - Aspects of tragedy)</u> Revising 'Othello' Revising 'DOAS' Revising Keats' Poetry . <u>English Literature B - Paper 2 (Elements of social and political protest writing)</u> <u>Unseen Texts (Qa)</u> 'The Kite Runner' (Qb/Qc) Blake's Poetry (Qb/Qc) 'A Doll's House' (Qb/Qc)</p> <p>Assessment Outcomes: Completing Paper 1 and 2</p>	

Pinner High School: Biology

Combined Science GCSE - AQA (8464)

Biology GCSE - AQA (8461)

Biology A Level - AQA (7402)

Intent

The biology curriculum at Pinner High School encourages the development of knowledge and understanding in science through opportunities for working scientifically. Students will develop their understanding of fundamental biological principles over the course of a spiral curriculum spanning KS3-5, giving them an in-depth understanding of the natural world. In addition to this, students will learn how to explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make analytical decisions based on the evaluation of evidence.

Scientific understanding is vital for students to understand the world around them and to drive change. We have designed a curriculum that ensures that students learn essential aspects of both scientific knowledge and skills. We aim to inspire students by fostering a sense of curiosity and creativity in the subject. As a Biology department, we aim to deliver a broad and ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. We as a department strive to make Biology accessible to all learners through specific measures including differentiated and scaffolded tasks. We stretch through challenge tasks that are carefully planned into the curriculum within lessons and homework to push our higher attaining students further.

Content knowledge is built upon using a spiral approach, revisiting and building upon key knowledge and skills at each key stage. Fundamentals of scientific understanding are learnt first. Concepts are then revisited and developed with greater detail. New concepts which require foundational understanding are introduced later, and finally concepts requiring linking multiple scientific ideas are introduced. We have designed the curriculum by working backwards from where we want students to be when they leave school.

The following key concepts and skills are interleaved throughout the biology curriculum:

Scientific Knowledge (AO1 & 2):

- Cell biology and transport
- Disease
- Bioenergetics
- Biological responses
- Genetics and reproduction
- Ecology

Scientific skills (AO1, 2 & 3):

- Predicting cause and effect
- Experiment design and risk assessment
- How and why we use scientific equipment
- Presenting, using and manipulating data
- Drawing conclusions
- Changing theories
- Real world use of Science
- Ethics and implications

Implementation

We have designed our curriculum so that both biology-specific and general skills are developed through repeated experience, with each encounter being of increasing complexity (also known as a spiral approach). This spiral approach ensures that key concepts and skills are interleaved throughout the curriculum. For example, cell transport at GCSE builds upon prior knowledge of simple diffusion. This is then explored further at KS5 where students are introduced to facilitate diffusion and co-transport. Skills are also built upon, including practical skills - which are ultimately assessed through required practicals at KS4 and KS5. These interleaved key skills and concepts are assessed through summative and formative assessments throughout the curriculum, allowing us to check and address any misunderstanding or misconceptions.

We aim to go beyond the National Curriculum by linking concepts and skills with real world examples and a variety of extra-curricular and super-curricular activities. The opportunities below are split into two categories: enrichment for all, and stretch for the most able. The opportunities listed below provide a snapshot of the opportunities available to students to further enhance their knowledge and skills:

Enrichment for all:

- KS3: The following are offered as part of the school's extracurricular programme: weekly science club enhancing student knowledge, gardening club, criminal minds club, STEM survival, STEM save the world, STEM in the real world and scientific drawing club. Trips for all students to scientific institutions, e.g London Zoo, Science Museum, Natural History museum. There are also house competitions and Science Week activities including additional talks and whole school activities.
- KS4: Science Week enhancement activities including talks and whole school activities.
- KS5: Science Week enhancement activities including talks and whole school activities, trips including Kew Gardens.

Stretch for the most able:

- KS3: e.g CREST Award club, external competitions, virtual and in person visits from scientists.
- KS4: University visits, university outreach opportunities and competitions, bioengineering taster days, criminal minds club, gardening club, zoology club, science movie makers, virtual and in person visits from scientists, entries to KS4 Biology Olympiads, library resources including scientific subscriptions and recommended reading lists. Enrichment and competition activities shared with students when they become available.
- KS5: Medics society, university visits, virtual and in person visits from scientists, Kew Gardens trip, essay competitions, mentoring opportunities, online webinars, Biology in Action trip, Biology Olympiads, EPQs and independent research projects, biology prefects lead practicals for feeder Primary schools, library resources including Scientific subscriptions and recommended reading lists.

As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through weekly consolidation tasks, flipped learning homework activities, research projects, and encouraging students to explore biology outside of the classroom through our wide range of extra and super curricular activities. Student support outside the classroom is very important and as such students have access to a number of subscription services/websites to support their learning. Student resources are available to all students through Google Classrooms.

Communication of ideas is central to becoming a confident scientist, so our curriculum is designed to develop literacy and oracy through explicit teaching of keywords (in particular root words, prefixes and suffixes), use of key word glossaries, and regular use of connective, discussion, experimental write up and exam command words. Reading

lists are compiled and shared with students, many have been purchased by the library. Further reading material is shared with KS5 students regularly to extend their knowledge beyond the curriculum and our aspiring medics have been encouraged to complete EPQs or independent research projects.

Differentiation is key throughout the delivery of the curriculum. A focus is made on differentiation within lessons. Mathematical skills, including graphing and data interpretation are embedded within the curriculum and revisited when appropriate. At GCSE, students are grouped into three categories: Combined foundation, Combined higher and Separate. We aim to provide support and challenge relative to student ability levels and student groups, including stretching the most able. Department leads have designed schemes of work for teachers to use, with suggested activities and resources, ensuring consistency of delivery.

We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. A focus is placed on revision techniques and time is built into the curriculum to support students with this.

Teacher training is essential to the delivery of the Biology curriculum. Teacher knowledge audits are therefore regularly carried out and CPD sessions are encouraged when appropriate.

Impact

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems. Topic specific content and skills that are assessed in each unit are listed in our curriculum overview document

At the end of each topic, our students are expected to consolidate key knowledge and skills through carefully planned end of topic assessments, which are written into the scheme of work. These summative checkpoints are differentiated to help meet the needs of all learners and challenge all to achieve. This helps to ensure that all students do make sufficient progress. Following each summative checkpoint there is a reflection lesson, allowing students to receive and respond to whole class and individual feedback.

As a department we regularly use formative assessments to check, model and build key knowledge. Students are regularly assessed on how much they know through in class informal assessment, skillful questioning, and reflection tasks. It also allows us to pick up on any misconceptions and ensure lesson objectives are understood.

As a department, we diligently track and monitor student progress, using departmental and whole school data analysis systems and software. This enables us to effectively introduce support measures such as parent communication or targeted intervention where required.

Faculty department meetings ensure that we regularly reflect and engage on how to develop and evolve our curriculum. We also use learning walks, book looks, classroom observations, student feedback and data analysis to inform our immediate goals and long term plans. We aim to maintain high standards within the department through regular sharing of best practice.

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems.

The long term impact of the Biology curriculum will be evident from analysis of the following:

- 1) How many students are continuing to study Biology beyond KS5?
- 2) How many students are selecting Biology at KS5?
- 3) How many students choose to study separate sciences at GCSE
- 4) Grades and progress of all students at KS4

Student success is celebrated by following whole school systems such as star of the lesson, subject prefects and positive feedback with parents. We also use departmental systems such as: polaroid moments within the regular whole class feedback.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>CHEMISTRY</p> <p>Unit Title: 1 – Introduction to Science 2 – States of matter 3 – Separating mixtures</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of the key aspects of science. They will gain a fundamental knowledge of states of matter and separating mixtures</p> <p>Lesson / Content Overview: States of matter: Students will learn the particle model focusing on spacing, movement, and shape. Students will be introduced to a heating and cooling curve. Students will get introduced to the terms melting, cooling,</p>	<p>BIOLOGY</p> <p>Unit Title: 6 – Cells 7 – Movement</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of cells, cell transport and movement in living things</p> <p>Lesson / Content Overview: Cells: This topic will enable students to learn about a variety of different types of cell, how their structure is related to function and how we use microscopes to observe them. Movement: This topic will build upon the students' knowledge of cells and they will be introduced to the</p>	<p>PHYSICS</p> <p>Unit Title: 10 – Forces 19 – Energy stores</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of forces and energy stores and how we use them in the real world.</p> <p>Lesson / Content Overview: Forces: During this topic, students will learn about a variety of different applications of forces. These applications include balanced and unbalanced forces, effect of gravity and then how forces can be used to make objects move. Energy stores: This topic is split into two halves, theory about</p>	<p>CHEMISTRY</p> <p>Unit Title: 4 – Atoms and elements 5 – Periodic table</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of atoms, elements, compounds and the periodic table.</p> <p>Lesson / Content Overview: Atoms and elements: The particle model will first be introduced and the periodic table with the symbols to each element. Periodic table: Students will be given a periodic table to annotate, carry out and watch a series of experiments with Group 1 and 7 elements.</p>	<p>PHYSICS</p> <p>Unit Title: 11 – Waves 12 – Earth and universe</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of waves, the structure of the earth and the universe.</p> <p>Lesson / Content Overview: Waves: This topic is split into two halves, sound waves and light waves. This will therefore enable students to learn about a variety of different types of waves, their properties, how we detect them and how we use them in the real world. Earth and universe: This topic is split into two halves, initially looking at the earth and its</p>	<p>BIOLOGY</p> <p>Unit Title: 9 – Human reproduction 8 – Plant reproduction and ecosystems</p> <p>Aims: The aim of this unit is to make sure students are aware of the changes in the body that happens in puberty and the process of human reproduction. It then looks at plant reproduction and ecology</p> <p>Lesson / Content Overview: Human reproduction: Students learn about the different parts of the male and female reproductive systems, and how these can lead to fertilisation. Plant reproduction and ecosystems: This topic will</p>

	<p>freezing, gas pressure, and diffusion. Students will partake in an investigation based on diffusion.</p> <p>Separating mixtures: Students will explore and apply the experimental methods of filtration, evaporation, distillation and chromatography.</p> <p>Assessment at the end of the unit</p>	<p>hierarchy of organisation in animals. Students will learn about the main parts of the skeleton, the different types of joints and how muscles cause movement.</p> <p>Assessment at the end of the unit</p>	<p>energy and then energy resources. This will therefore enable students to learn about a variety of different types of energy, how we use it and how electricity can be generated.</p> <p>Assessment at the end of the unit</p>	<p>Assessment at the end of the unit</p>	<p>structure, then moving on to knowledge about the universe. This will therefore enable students to learn about what the earth is made from, parts of the solar system and objects in the universe as a whole.</p> <p>Assessment at the end of the unit</p>	<p>build upon the students' knowledge of plant structure and reproduction. They will build an understanding of pollination, fertilisation, germination and seed dispersal, building a bigger picture of how plants reproduce and survive.</p> <p>Assessment at the end of the unit</p>
Year 8	<p>BIOLOGY</p> <p>Unit Title: 13 – Breathing 13 - Digestion</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of breathing and digesting and how they work.</p> <p>Lesson / Content Overview: Breathing: This topic will enable students to learn about the different parts of the gas exchange system, the process of inhaling and exhaling, and also how lifestyle can impact health. Digestion: This topic will enable students to learn about the components of a balanced diet and the food tests of a number of different food groups. The main parts of the digestive system, the need for digestion and its process will be introduced.</p> <p>Assessment at the end of the</p>	<p>PHYSICS</p> <p>Unit Title: 23 – Forces – contact/pressure 20 - Electricity</p> <p>Aims: Building on yr7 knowledge of forces, this unit will further enhance their knowledge of the topic. They will also gain an introductory knowledge of electricity.</p> <p>Lesson / Content Overview: Forces – contact/pressure: During this topic, students will learn more about a variety of different applications of forces. These applications include friction, drag, stretching, turning forces and pressure. Electricity: During this topic, students will learn about a variety of different aspects of electricity. These include different types of circuits, current, voltage and resistance.</p>	<p>CHEMISTRY/BIOLOGY</p> <p>Unit Title: 17 – Types of reaction 16 – Adaptation and inheritance</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of different types of reaction. They will then build on their knowledge from yr7 reproduction to learn about adaptations and inheritance.</p> <p>Lesson / Content Overview: Types of reaction: Students will learn the foundations of chemical reactions: how we express them, what is happening at the particle level, their applications and usefulness. Adaptation and inheritance: This topic will build upon the students' knowledge of how organisms evolve and how characteristics are inherited. They will build an</p>	<p>BIOLOGY</p> <p>Unit Title: 15 – Photosynthesis 14 - Respiration</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of organic energy, focussing on the processes of photosynthesis and respiration.</p> <p>Lesson / Content Overview: Photosynthesis: Students will learn the importance of Photosynthesis and how it helps control the makeup of our atmosphere. Respiration: This topic will build upon the students' knowledge of aerobic respiration, anaerobic respiration and fermentation. They will build an understanding of what respiration is, the importance of respiration and what the requirements of the processes are.</p>	<p>CHEMISTRY</p> <p>Unit Title: 18 – Metals and acids</p> <p>Aims: Students are able to understand how metals react differently with different substances. Students should be confident in hazard awareness of acids and alkalis as well as being able to describe the differences.</p> <p>Lesson / Content Overview: The unit will first focus on the chemical reactions as a whole and then teach acids, alkalis and indicators. The next stage is to teach metals and reactivity with oxygen, water, and acids.</p> <p>Assessment at the end of the unit</p>	<p>PHYSICS</p> <p>Unit Title: 22 – Energy 21 - Electromagnets</p> <p>Aims: The aim of this unit is to give students further knowledge of energy, building on their year 7 energy stores unit. They will then build upon their electricity unit to learn more about electromagnets</p> <p>Lesson / Content Overview: Energy: During this topic, students will learn more about a variety of different applications of energy, in particular linking with objects changing temperature. They will learn about conduction, convection, radiation and how these relate to particles inside substances. Electromagnetism: This topic is split into two halves, magnetism and electromagnetism. This will therefore enable students to</p>

	unit	Assessment at the end of the unit	understanding of genetics and use this to be able to describe natural selection and the evidence for it. Assessment at the end of the unit	Assessment at the end of the unit		learn about magnets, electromagnets and how we use them in the real world. Assessment at the end of the unit
Year 9	<p><i>Cell structure and transport</i></p> <p>Aims: Building on KS3 knowledge of cells to enhance student knowledge of the different types of cells and how substances are transported between them.</p> <p>Lesson / Content Overview: 1 – Microscopes 2 – Animal and plant cells 3 – Eukaryotic and prokaryotic cells 4 – Specialisation in animals 5 – Specialisation in plants 6 – Diffusion 7 – Osmosis 8 – Active transport 9 – Exchanging materials</p> <p>Skills / Concepts on: There are two required practicals in this unit (microscopy and osmosis). There is therefore a focus on practical work. Knowledge of how to convert units is also needed in order to calculate magnification.</p> <p>Assessment at the end of the chapter</p>	<p><i>Cell division</i></p> <p>Aims: Building on KS3 knowledge of cells to enhance student knowledge of how cells divide to allow growth and repair.</p> <p>Lesson / Content Overview: 1 – Cell division 2 – Growth and differentiation 3 – Stem cells 4 – Stem cell dilemmas</p> <p>Skills / Concepts on: Students develop their evaluative skills by considering the advantages and disadvantages of stem cell research. There is a big focus on ethics in this unit.</p> <p>Assessment at the end of the chapter</p>	<p><i>Organisation and the digestive system</i></p> <p>Aims: Building on KS3 knowledge of the digestive system to enhance student knowledge of how our different organs work together to help us break down food.</p> <p>Lesson / Content Overview: 1 – Tissues and organs 2 – The human digestive system 3 – The chemistry of food 4 – Catalysts and enzymes 5 – Factors affecting enzyme action 6 – Making digestion efficient</p> <p>Skills / Concepts on: Focus on graphing skills to analyse rate of reaction.</p> <p>Assessment at the end of the chapter</p>	<p><i>Organising animals and plants</i></p> <p>Aims: Building on KS3 knowledge of the circulatory system to build on knowledge of the blood and the heart.</p> <p>Also builds upon knowledge of changing state to explain the process of transpiration in plants.</p> <p>Lesson / Content Overview: 1 – The blood 2 – The blood vessels 3 – The heart 4 – Helping the heart 5 – Breathing and gas exchange 6 – Tissues and organs in plants 7 – Transport systems in plants 8 – Evaporation and transpiration</p> <p>Skills / Concepts on: Students will observe or complete a heart dissection. There is a focus on how to correctly and safely use dissecting instruments.</p> <p>Assessment at the end of the chapter</p>	<p><i>Communicable disease</i></p> <p>Aims: Applying knowledge of pathogens to understand different types of communicable diseases, caused by a range of pathogens.</p> <p>Lesson / Content Overview: 1 – Pathogens and disease 2 – Preventing infections 3 – Viral and bacterial diseases 4 – Diseases caused by fungi and protists 5 – Human defence responses 6 – Plant diseases and responses</p> <p>Skills / Concepts on: The required practical for this unit focuses on aseptic technique and growing bacteria safely in a lab.</p> <p>Assessment at the end of the chapter</p>	<p><i>Preventing and treating disease</i></p> <p>Aims: Applying knowledge of disease to explain how the spread of disease can be prevented.</p> <p>Lesson / Content Overview: 1 – Vaccination 2 – Antibiotics and painkillers 3 – Developing and discovering drugs 4 – Monoclonal antibodies</p> <p>Skills / Concepts on: This is a particularly relevant topic as a result of Covid-19. Students will be required to analyse data and suggest methods to prevent the spread of disease in the future.</p> <p>Assessment at the end of the chapter</p>
Year 10	<p><i>B7 – Non-communicable disease</i></p> <p>Aims:</p>	<p><i>B8 – Photosynthesis</i></p> <p>Aims: Building on KS3 knowledge of photosynthesis to enhance</p>	<p><i>B9 – Respiration</i></p> <p>Aims: Developing knowledge of respiration from KS3 to include</p>	<p><i>B10 – The human nervous system</i></p> <p>Aims:</p>	<p><i>B11 – Hormonal coordination</i></p> <p>Aims:</p>	<p><i>B12 – Homeostasis in action (separate only)</i></p> <p>Aims:</p>

	<p><i>Building on prior knowledge of cell division to enhance student knowledge of the different types of cancer and the risk factors involved.</i></p> <p>Lesson / Content Overview: 1 – Non-communicable disease 2 – Cancer 3 – Smoking and the risk of disease 4 – Diet, exercise and disease 5 – Alcohol and other carcinogens</p> <p>Skills / Concepts on: <i>Focus on the difference between correlation and causation.</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>student knowledge of the photosynthesis and its limiting factors</i></p> <p>Lesson / Content Overview: 1 – Photosynthesis 2 – Rate of photosynthesis 3 – How plants use glucose 4 – Making the most of photosynthesis</p> <p>Skills / Concepts on: <i>Required practical focuses on identifying independent, dependent and control variables in an investigation.</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>the equations for aerobic, anaerobic respiration in humans and fermentation and the implications of it in the real world.</i></p> <p>Lesson / Content Overview: 1 – Aerobic respiration 2 – The response to exercise 3 – Anaerobic respiration 4 – Metabolism and the liver</p> <p>Skills / Concepts on: <i>Focus on planning investigations and writing a method</i></p>	<p><i>This content is mostly new, therefore knowledge of the nervous system, the eye and brain must be established so students can appreciate how this is relevant in a real life context.</i></p> <p>Lesson / Content Overview: 1 – Principles of homeostasis 2 – The structure and function of the human nervous system 3 – Reflex actions 4 – The brain 5 – The eye 6 – Common problems of the eye</p> <p>Skills / Concepts on: <i>Focus on the required practical which involves students applying their knowledge in order to evaluate data,</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>Building on knowledge from KS3 (reproduction) to enhance knowledge of the hormones involved in the menstrual cycle and their influence in contraception and IVF treatment.</i></p> <p>Lesson / Content Overview: 1 – Principles of hormonal control 2 – The control of blood glucose 3 – Treating diabetes 4 – The role of negative feedback 5 – Human reproduction 6 – Hormones and the menstrual cycle 7 – The artificial control of fertility 8 – Infertility treatments</p> <p>Skills / Concepts on: <i>Focus on applying scientific concepts to the real world</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>Building on B10 knowledge of homeostasis and B1 knowledge of cell transport to develop students' knowledge of how we remove waste from our bodies.</i></p> <p>Lesson / Content Overview: 1 – Controlling body temperature 2 – Removing waste products 3 – The human kidney 4 – Dialysis 5 – Kidney transplants</p> <p>Skills / Concepts on: <i>Focus on applying scientific concepts to the real world and evaluative skills.</i></p> <p><i>Assessment at the end of the chapter</i></p> <p><i>B16 to be set as extended summer homework project</i></p>
Year 11	<p>B13 – Reproduction</p> <p>Aims: <i>Building on knowledge of cell division from B2 to understand more about DNA and the genome.</i></p> <p>Lesson / Content Overview: 1 – Types of reproduction 2 – Cell division in sexual reproduction 3 – DNA and the genome 4 – Protein synthesis 5 – Gene expression and mutation 6 – Inheritance in action 7 – Inherited disorders 8 – Screening for genetic disorders</p> <p>Skills / Concepts on:</p>	<p>B14 - Variation and evolution</p> <p>Aims: <i>Building on knowledge of evolution and natural selection from KS3 to understand more about variation and cloning techniques.</i></p> <p>Lesson / Content Overview: 1 – Variation 2 – Evolution by natural selection 3 – Selective breeding 4 – Genetic engineering 5 – Cloning 6 – Ethics of genetic engineering</p> <p>Skills / Concepts on:</p>	<p>B15 - Genetics and evolution</p> <p>Aims: <i>Building on knowledge from Ks3 to further understand the theory of evolution.</i></p> <p>Lesson / Content Overview: 1 – The history of genetics 2 – Theories of evolution 3 – Accepting Darwin's ideas 4 – Evolution and speciation 5 – Evidence for evolution 6 – Fossils and extinction 7 – Antibiotic resistant bacteria 8 – Classification</p> <p>Skills / Concepts on:</p>	<p>B17 - Organising an ecosystem B18 - Biodiversity</p> <p>Aims: <i>Develop understanding or how materials are cycled in an ecosystem (using knowledge of photosynthesis and respiration)</i></p> <p>Lesson / Content Overview: 1 – Feeding relationships 2 – Materials cycling 3 – The carbon cycle 4 – Rates of decomposition</p> <p>Skills / Concepts on: <i>Focus on the application of biodiversity in the real world.</i></p> <p><i>Assessment at the end of the</i></p>	<p>Study leave</p>	<p>Study leave</p>

	<p><i>Focus on using genetic diagrams to calculate probability of inherited characteristics.</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>Focus on the evaluation of the ethics of genetic technologies and how this could impact our lives in the future.</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>Focus on the use of evidence to see how scientific theories have developed over time</i></p> <p><i>Assessment at the end of the chapter</i></p>	chapter		
Year 12	<p><i>Section 1 - Biological molecules</i> <i>Section 3 - Cell structure</i></p> <p>Aims: <i>Building on KS4 knowledge of carbohydrates, proteins and lipids.</i></p> <p><i>Building on KS4 knowledge of cell structure.</i></p> <p>Lesson / Content Overview: <i>Topic 1 – Biological molecules</i> <i>Topic 3 - Cell structure</i> <i>Topic 4 - Transport across cell membranes</i></p> <p>Skills / Concepts on: <i>Focus on applications of biological molecules in the real world</i></p> <p><i>There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>Section 1 - Biological molecules</i> <i>Section 3 – Cell structure</i></p> <p>Aims: <i>Extend knowledge of DNA structure to include DNA replication and RNA.</i></p> <p><i>Building on KS4 knowledge of pathogens and disease to further understand the workings of the immune response.</i></p> <p>Lesson / Content Overview: <i>Topic 2 - Nucleic acids</i> <i>Topic 5 - Cell recognition and the immune system</i></p> <p>Skills / Concepts on: <i>Focus on the applications of Biology in the real world and applying knowledge to unfamiliar contexts.</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>Section 4 – Genetic information, variation and relationships between organisms</i> <i>Section 3 - Organisms exchange substances with the environment</i></p> <p>Aims: <i>Building on KS4 knowledge of genetics to improve subject knowledge of protein synthesis and variation.</i></p> <p><i>Extent KS4 knowledge of the digestive and respiratory system.</i></p> <p>Lesson / Content Overview: <i>Topic 8 - DNA, genes and protein synthesis</i> <i>Topic 9 - Genetic diversity</i> <i>Topic 6 - Exchange</i></p> <p>Skills / Concepts on: <i>Focus on the applications of Biology in the real world and applying knowledge to unfamiliar contexts.</i></p> <p><i>Assessment at the end of the chapter</i></p>	<p><i>Section 3 - Organisms exchange substances with the environment</i> <i>Section 4 – Genetic information, variation and relationships between organisms</i></p> <p>Aims: <i>Building on KS3 knowledge of transpiration and translocation</i></p> <p><i>Building on KS4 knowledge of classification and biodiversity.</i></p> <p>Lesson / Content Overview: <i>Topic 7 - Mass transport</i> <i>Topic 10 - Biodiversity</i></p> <p>Skills / Concepts on: <i>Students focus on planning quantitative investigations on variation. This will also include a focus on data analysis and statistical calculations.</i></p> <p><i>Assessment at the end of the chapter</i></p>	Mock revision	<p><i>Section 5 – Energy transfer in and between organisms</i></p> <p>Aims: <i>Building on KS4 knowledge of bioenergetics to introduce KS5 photosynthesis and respiration</i></p> <p>Lesson / Content Overview: <i>Topic 11 – Photosynthesis</i> <i>Topic 12 – Respiration</i></p> <p>Skills / Concepts on: <i>There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.</i></p> <p><i>Assessment at the end of the chapter</i></p>
Year 13	<p><i>Section 5 – Energy transfer in and between organisms</i> <i>Section 7 - Genetics, populations, evolution and ecosystems.</i></p> <p>Aims:</p>	<p><i>Section 6 - Organisms respond to changes in their environment</i> <i>Section 8 – The control of gene expression</i></p> <p>Aims:</p>	<p><i>Section 6 - Organisms respond to changes in their environment</i> <i>Section 8 – The control of gene expression</i></p> <p>Aims:</p>	<p><i>Section 6 - Organisms respond to changes in their environment</i> <i>Section 7 - Genetics, populations, evolution and ecosystems.</i></p>	A level examinations	A level examinations

	<p><i>Building on KS4 knowledge of bioenergetics and nutrients cycling.</i></p> <p><i>Building on KS4 knowledge of genetics and inheritance and applying it to real life contexts.</i></p> <p>Lesson / Content Overview: <i>Topic 11 – Photosynthesis Topic 12 – Respiration Topic 13 – Energy and ecosystems Topic 17 - Inherited change</i></p> <p>Skills / Concepts on: <i>There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.</i></p> <p><i>Focus on using genetic diagrams to calculate probability of inherited characteristics. Assessment at the end of the chapter</i></p>	<p><i>Developing knowledge of the human nervous system from KS4.</i></p> <p><i>Build upon knowledge of mutation and gene expression.</i></p> <p>Lesson / Content Overview: <i>Topic 14 - Response to stimuli Topic 20 –Gene expression</i></p> <p>Skills / Concepts on: <i>Focus on the applications of Biology in the real world and applying knowledge to unfamiliar contexts.</i></p>	<p>Build upon knowledge of the nervous system from KS4 and previous topic to include the passage of action potentials</p> <p>Build upon knowledge of stem cells and the human genome project from KS4</p> <p>Lesson / Content Overview: <i>Topic 15 - Nervous coordination and muscles Topic 21 - Recombinant DNA technology</i></p> <p>Skills / Concepts on: <i>Focus on using modelling to describe the passage of an action potential.</i></p> <p><i>Understanding the applications of DNA technologies in the real world.</i></p>	<p>Aims: <i>Extend knowledge of homeostasis from KS4</i></p> <p><i>Building on KS4 knowledge of genetics and inheritance and applying it to real life contexts.</i></p> <p>Lesson / Content Overview: <i>Topic 16 - Homeostasis Topic 18 - Populations and evolution Topic 19 - Populations in ecosystems</i></p> <p>Skills / Concepts on: <i>Understanding the applications of homeostasis in the real world, including unfamiliar contexts.</i></p> <p><i>There is a focus on data analysis and statistical calculations.</i></p>		
--	---	---	--	---	--	--

Pinner High School: Chemistry

Combined Science GCSE - AQA (8464)

Chemistry GCSE - AQA (8462)

Chemistry A Level - AQA (7405)

Intent

Scientific understanding is vital for students to understand the world around them and to drive change in the world. We have designed a curriculum that ensures that students learn essential aspects of both scientific knowledge and skills, as well as fostering a sense of curiosity and creativity in the subject. We aim to inspire students by fostering a sense of curiosity and creativity throughout the curriculum. We aim to develop our students to be scientists who are confident to explore their curiosities, develop their understanding, vocabulary and practical skills.

We as a Chemistry department aim to deliver a broad, ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. Content knowledge is built upon using a spiral approach, revisiting and building upon key knowledge and skills at each key stage. Fundamentals of atomic structure, the building blocks are learnt first. Concepts are then revisited and developed with greater detail. New concepts which require foundational understanding are introduced later, and finally concepts requiring linking multiple scientific ideas are introduced.

These are the key skills which are interleaved throughout the Chemistry curriculum:

Scientific Knowledge (AO1 & 2):

- Atomic structure and the Periodic Table
- Structure, bonding and the properties of matter
- Chemical changes
- Energy changes in chemistry
- Rate and extent of chemical change
- Organic Chemistry and Chemical analysis
- Earth and atmospheric science

Scientific skills (AO1, 2 & 3):

- Predicting cause and effect
- Experiment design and risk assessment
- How and why we use scientific equipment
- Scientific vocabulary, quantities, units, symbols and nomenclature
- Presenting, using and manipulating data
- Drawing conclusions
- Changing theories
- Real world use of Science
- Ethics and implications

Implementation

We have designed our curriculum so that both Chemistry-specific and general skills are developed through repeated experience, with each encounter being of increasing complexity. This spiral approach ensures that key concepts are interleaved throughout the curriculum; in the context of content increasing complexity (also a spiral approach). For example, the concept of electrolysis, separating ionic compounds by electricity, is taught after atomic structure, ions and bonding has been introduced. This is explored further in KS5 with electrode potential of metals. These interleaved key skills and concepts are assessed through formative and summative assessments throughout the curriculum allowing check and address misunderstanding or misconceptions.

As a department we set high expectations for all pupils which creates a culture of exploration and love of learning in our classrooms. Independent learning is emphasised regularly through consolidation tasks, flipped learning homework activities, research projects and encouraging students to explore Chemistry outside the classroom. Student support outside the classroom is very important and as such students have access to a number of websites that we have subscribed to on the students behalf, to support learning. Student resources are available to all students through google classrooms

We aim to go beyond the National Curriculum by linking concepts with real world examples, these are woven throughout the curriculum and a variety of enrichment opportunities listed below in this document. Extra and super curricular offers are a key part of any science department, and that is no different at Pinner High School. The opportunities below are split into two categories: Enrichment for all and stretch for the most able. The opportunities listed below provide a snapshot of the opportunities available to students to further enhance their knowledge and skills:

Enrichment for all:

- KS3: Weekly science club enhancing student knowledge, trips for all students to scientific institutions e.g London Zoo, Science Museum, Natural History Museum, house competitions, Science Week enhancement activities including talks and whole school activities.
- KS4: Science Week enhancement activities including talks and whole school activities.
- KS5: Science Week enhancement activities including talks and whole school activities, trips including the National Physical Laboratory.

Stretch for the most able:

- KS3-KS4: CREST Award club, external competitions, university visits, virtual and in person visits from scientists. Library resources including Scientifica subscriptions are available with enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)
- KS5: KS5 Engineering group, medical group, university visits, virtual and in person visits from scientists, entries to KS5 Chemistry Olympiads, Library resources including Scientifica subscriptions, Nature, Chemistry In Action. Enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)

Communication of ideas is central to becoming a confident scientist, so our curriculum is designed to develop literacy and oracy through explicit teaching of keywords (in particular root words, prefixes and suffixes), use of key word glossaries, and regular use of connective, discussion, experimental write up and exam command words.

Differentiation is key throughout the delivery of the curriculum. A focus is made on differentiation within lessons. Mathematical skills, including graphing and data interpretation are embedded within the curriculum and revisited when appropriate. At GCSE students are grouped into three categories: Combined foundation, Combined higher and Separate.

We aim to provide support and challenge relative to student ability levels and student groups. Specific stretch and challenge activities outside the classroom and are listed below. Department leads have designed schemes of work for teachers to use, with suggested activities and resources, ensuring consistency of delivery. Student support is very important and as such students have access to a number of websites to support their learning (including a Pinner High School science specific site). The Library has key texts and access to online versions. We have placed considerable emphasis on our students building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. A focus is placed on revision techniques and time is built into the curriculum to support students with this. Teacher training is essential to the delivery of the Chemistry curriculum, in particular for non-specialist teachers. Teacher knowledge audits are therefore regularly carried out and CPD sessions run where appropriate.

Impact

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems. Topic specific content and skills that are assessed in each unit are listed further below in this document.

At the end of each topic, our students are expected to independently consolidate key knowledge and skills through carefully planned end of topic assessments which are written into the scheme of work. These summative checkpoints are differentiated to help meet the needs of all learners and challenge all to achieve. This helps to ensure that students make sufficient progress. Following each summative checkpoint there is a reflection lesson, allowing students to receive and respond to whole class and individual feedback. We, as a department, regularly use formative assessment to check, model and build key knowledge. Students regularly assess how much they know through in class informal assessments, skillful questioning and reflections tasks. It also allows us to pick up on any misconceptions and ensure lesson objectives are understood.

As a department, we diligently track and monitor student progress using departmental and whole school data analysis systems and software. This enables us to effectively introduce support measures such as parent communication or targeted intervention where required.

Faculty department meetings ensure that we regularly reflect and engage on how to develop and evolve our curriculum. We also use learning walks, book looks, classroom observations, student feedback and data analysis to inform our immediate goals and long-term plans. We aim to maintain high standards within the department through regular sharing of best practice.

The long-term impact of the Chemistry curriculum will be evidenced by an analysis of the following:

- 1) How many students are continuing to study Chemistry beyond KS5
- 2) How many students are selecting Chemistry at KS5
- 3) Grades and progress of all students at KS4

Student successes are celebrated by following whole school systems, such as star of the lessons, end of year awards, subject prefects and positive feedback with parents. We also use departmental systems such as polaroid moments within the regular whole class feedback following each assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>CHEMISTRY</p> <p>Unit Title: 1 – Introduction to Science 2 – States of matter 3 – Separating mixtures</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of the key aspects of science. They will the gain a fundamental knowledge of states of matter and separating mixtures</p> <p>Lesson / Content Overview: States of matter: Students will learn the particle model focusing on spacing, movement, and shape. Students will be introduced to a heating and cooling curve. Students will get introduced to the terms melting, cooling, freezing, gas pressure, and diffusion. Students will partake in an investigation based on diffusion. Separating mixtures: Students will explore and apply the experimental methods of filtration, evaporation, distillation and chromatography.</p> <p><i>Assessment at the end of the unit</i></p>	<p>BIOLOGY</p> <p>Unit Title: 6 – Cells 7 - Movement</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of cells, cell transport and movement in living things</p> <p>Lesson / Content Overview: Cells: This topic will enable students to learn about a variety of different types of cell, how their structure is related to function and how we use microscopes to observe them. Movement: This topic will build upon the students' knowledge of cells and they will be introduced to the hierarchy of organisation in animals. Students will learn about the main parts of the skeleton, the different types of joints and how muscles cause movement.</p> <p><i>Assessment at the end of the unit</i></p>	<p>PHYSICS</p> <p>Unit Title: 10 – Forces 19 – Energy stores</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of forces and energy stores and how we use them in the real world.</p> <p>Lesson / Content Overview: Forces: During this topic, students will learn about a variety of different applications of forces. These applications include balanced and unbalanced forces, effect of gravity and then how forces can be used to make objects move. Energy stores: This topic is split into two halves, theory about energy and then energy resources. This will therefore enable students to learn about a variety of different types of energy, how we use it and how electricity can be generated.</p> <p><i>Assessment at the end of the unit</i></p>	<p>CHEMISTRY</p> <p>Unit Title: 4 – Atoms and elements 5 – Periodic table</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of atoms, elements, compounds and the periodic table.</p> <p>Lesson / Content Overview: Atoms and elements: The particle model will first be introduced and the periodic table with the symbols to each element. Periodic table: Students will be given a periodic table to annotate, carry out and watch a series of experiments with Group 1 and 7 elements.</p> <p><i>Assessment at the end of the unit</i></p>	<p>PHYSICS</p> <p>Unit Title: 11 – Waves 12 – Earth and universe</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of waves, the structure of the earth and the universe.</p> <p>Lesson / Content Overview: Waves: This topic is split into two halves, sound waves and light waves. This will therefore enable students to learn about a variety of different types of waves, their properties, how we detect them and how we use them in the real world. Earth and universe: This topic is split into two halves, initially looking at the earth and its structure, then moving on to knowledge about the universe. This will therefore enable students to learn about what the earth is made from, parts of the solar system and objects in the universe as a whole.</p> <p><i>Assessment at the end of the unit</i></p>	<p>BIOLOGY</p> <p>Unit Title: 9 – Human reproduction 8 – Plant reproduction and ecosystems</p> <p>Aims: The aim of this unit is to make sure students are aware of the changes in the body that happens in puberty and the process of human reproduction. It then looks at plant reproduction and ecology</p> <p>Lesson / Content Overview: Human reproduction: Students learn about the different parts of the male and female reproductive systems, and how these can lead to fertilisation. Plant reproduction and ecosystems: This topic will build upon the students' knowledge of plant structure and reproduction. They will build an understanding of pollination, fertilisation, germination and seed dispersal, building a bigger picture of how plants reproduce and survive.</p> <p><i>Assessment at the end of the unit</i></p>
Year 8	<p>BIOLOGY</p> <p>Unit Title: 13 – Breathing 13 - Digestion</p>	<p>PHYSICS</p> <p>Unit Title: 23 – Forces – contact/pressure 20 - Electricity</p>	<p>CHEMISTRY/BIOLOGY</p> <p>Unit Title: 17 – Types of reaction 16 – Adaptation and inheritance</p>	<p>BIOLOGY</p> <p>Unit Title: 15 – Photosynthesis 14 - Respiration</p>	<p>CHEMISTRY</p> <p>Unit Title: 18 – Metals and acids</p> <p>Aims:</p>	<p>PHYSICS</p> <p>Unit Title: 22 – Energy 21 - Electromagnets</p>

	<p>Aims: The aim of this unit is to give students an introductory knowledge of breathing and digesting and how they work.</p> <p>Lesson / Content Overview: Breathing: This topic will enable students to learn about the different parts of the gas exchange system, the process of inhaling and exhaling, and also how lifestyle can impact health. Digestion: This topic will enable students to learn about the components of a balanced diet and the food tests of a number of different food groups. The main parts of the digestive system, the need for digestion and its process will be introduced.</p> <p><i>Assessment at the end of the unit</i></p>	<p>Aims: Building on yr7 knowledge of forces, this unit will further enhance their knowledge of the topic. They will also gain an introductory knowledge of electricity.</p> <p>Lesson / Content Overview: Forces – contact/pressure: During this topic, students will learn more about a variety of different applications of forces. These applications include friction, drag, stretching, turning forces and pressure. Electricity: During this topic, students will learn about a variety of different aspects of electricity. These include different types of circuits, current, voltage and resistance.</p> <p><i>Assessment at the end of the unit</i></p>	<p>Aims: The aim of this unit is to give students an introductory knowledge of different types of reaction. They will then build on their knowledge from yr7 reproduction to learn about adaptations and inheritance.</p> <p>Lesson / Content Overview: Types of reaction: Students will learn the foundations of chemical reactions: how we express them, what is happening at the particle level, their applications and usefulness. Adaptation and inheritance: This topic will build upon the students' knowledge of how organisms evolve and how characteristics are inherited. They will build an understanding of genetics and use this to be able to describe natural selection and the evidence for it.</p> <p><i>Assessment at the end of the unit</i></p>	<p>Aims: The aim of this unit is to give students an introductory knowledge of organic energy, focussing on the processes of photosynthesis and respiration.</p> <p>Lesson / Content Overview: Photosynthesis: Students will learn the importance of Photosynthesis and how it helps control the makeup of our atmosphere. Respiration: This topic will build upon the students' knowledge of aerobic respiration, anaerobic respiration and fermentation. They will build an understanding of what respiration is, the importance of respiration and what the requirements of the processes are.</p> <p><i>Assessment at the end of the unit</i></p>	<p>Students are able to understand how metals react differently with different substances. Students should be confident in hazard awareness of acids and alkalis as well as being able to describe the differences.</p> <p>Lesson / Content Overview: The unit will first focus on the chemical reactions as a whole and then teach acids, alkalis and indicators. The next stage is to teach metals and reactivity with oxygen, water, and acids.</p> <p><i>Assessment at the end of the unit</i></p>	<p>Aims: The aim of this unit is to give students further knowledge of energy, building on their year 7 energy stores unit. They will then build upon their electricity unit to learn more about electromagnets</p> <p>Lesson / Content Overview: Energy: During this topic, students will learn more about a variety of different applications of energy, in particular linking with objects changing temperature. They will learn about conduction, convection, radiation and how these relate to particles inside substances. Electromagnetism: This topic is split into two halves, magnetism and electromagnetism. This will therefore enable students to learn about magnets, electromagnets and how we use them in the real world.</p> <p><i>Assessment at the end of the unit</i></p>
Year 9	<p>Atomic structure</p> <p>Aims: Students will develop their understanding of atoms as fundamental chemical building blocks; how to interpret chemical formulae and extend their KS3 knowledge of the law of the conservation of mass, leading them to balance chemical equations.</p> <p>Lesson / Content Overview: 1 – Atoms 2 – Chemical equations</p>	<p>The Periodic table</p> <p>Aims: Students will learn about the development of the periodic table, including the work of Dalton, Newlands, and Mendeleev. Students should understand how each stage in the development of the periodic table was facilitated by new evidence becoming available. They should also be able to identify the importance of an inherent pattern to the</p>	<p>Structure and Bonding</p> <p>Aims: Students will develop their understanding of states of matter, the different types of bonding and how the bonding of a substance affects its bulk properties.</p> <p>Lesson / Content Overview: 1- States of matter 2- Atoms into ions 3- Ionic bonding 4- Giant ionic structures 5 – Covalent Structures</p>	<p>Chemical calculations</p> <p>Aims: Students will build upon their understanding of the structure of atoms and subatomic particles to understand relative atomic mass and relative formula mass, the mole and Avogadro's constant, moles to concentrations.</p> <p>Lesson / Content Overview: 1 – Relative masses and moles 2- Equations and calculations</p>	<p>Chemical changes</p> <p>Aims: Students will revise and develop their understanding of the reactivity series from KS3. They will apply their understanding of the reactivity series to displacement reactions and the extraction of metals, as well as introducing higher-tier students to the concepts of oxidation and reduction as the loss and gain of electrons respectively.</p>	<p>Electrolysis</p> <p>Aims: Students are introduced to electrolysis. They will build upon their knowledge from Chapter C3 to explain why ionic compounds can undergo electrolysis when molten or in solution. They should also be able to explain the movement of particles during electrolysis, and the reactions that occur at the electrodes.</p>

	<p>3 – Separating mixtures 4 – Fractional distillation and Chromatography 5- History of the atom 6- Structure of the atom 7 – Ions, atoms and isotopes 8 – Electronic structures</p> <p><i>Assessment at the end of the unit.</i></p>	<p>elements and how this guided Mendeleev's thinking.</p> <p>Lesson / Content Overview: 1 – Development of the periodic table 2- Electronic structures 3- Group 1 4 – Group 7 5 – Explaining trends 6- The transition metals (Chem only)</p> <p><i>Assessment at the end of the unit.</i></p>	<p>6 – Structure of simple molecules 7 – Giant covalent structures 8- Fullerenes and graphene 9 – Bonding in metals 10- Giant metallic structures 11 – Nanoparticles (Chem only) 12 – Applications of nanoparticles (Chem only)</p> <p><i>Assessment at the end of the unit.</i></p>	<p>3 – From masses to balanced equations 4- The yield of a chemical reaction 5- Atom economy 6 – Expressing concentration 7- Titrations 8 – Titration calculations 9- Volume of gases</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Lesson / Content Overview: 1 – The reactivity series 2 – Displacement reactions 3 – Extracting metals 4 –Salts from metals 5 – Salts from insoluble bases 6- Making more salts 7 – Neutralisation and the pH scale 8- Strong and weak acids.</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Lesson / Content Overview: 1 – Introduction to electrolysis 2 – Changes at the electrodes 3 – The extraction of aluminium 4 –Electrolysis of aqueous solutions</p> <p><i>Assessment at the end of the unit.</i></p>
Year 10	<p>Energy changes</p> <p>Aims: Students will learn about the energy transfers that occur during chemical reactions.</p> <p>Lesson / Content Overview: 1 – exothermic and endothermic reactions 2 – Using energy transfers from reactions 3 –Reaction profile 4 – Bond energy calculations 5 – Chemical cells and batteries 6 – Fuel cells</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Rates and equilibrium</p> <p>Aims: Students will learn about the factors that affect the rate of a reaction and apply their knowledge on endothermic and exothermic reactions to equilibrium reactions and predict position of the equilibrium.</p> <p>Lesson / Content Overview: 1 – Rates of reaction 2 – Collision theory 3 –The effect of temperature 4 – The effect of concentration and pressure 5- The effect of catalysts 6- Reversible reactions 7 – Energy and reversible reactions 8- Dynamic equilibrium 9- Altering conditions</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Crude oil and fuels</p> <p>Aims: Students will learn about hydrocarbons and be introduced to the alkanes, as well as some of the reactions of hydrocarbons, including combustion (both complete and incomplete) and cracking.</p> <p>Lesson / Content Overview: 1 – Hydrocarbons 2 – Fractional distillation of oil 3 – Burning hydrocarbon fuels 4 – Cracking hydrocarbons</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Organic reactions</p> <p>Aims: Students will learn about more organic functional groups – alkenes, alcohols, carboxylic acids, and esters</p> <p>Lesson / Content Overview: 1 – Reactions of the alkenes 2 – Structures of alcohols, carboxylic acids, and esters 3 – Reactions and uses of alcohols 4 – Carboxylic acids and esters</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Polymers</p> <p>Aims: Students will learn different types of manufactured polymers, including addition polymers and condensation polymers.</p> <p>Lesson / Content Overview: 1 – Addition polymerisation 2 – Condensation polymerisation 3 – Natural polymers 4 – DNA</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Chemical analysis</p> <p>Aims: Students about various techniques for analysing substances; tests for gases, chromatography and positive and negative ions.</p> <p>Lesson / Content Overview: 1 – Pure substances and mixtures 2 – Analysing chromatograms 3 – Testing for gases 4 – Tests for positive ions 5 – Tests for negative ions 6 – Instrumental analysis</p> <p><i>Assessment at the end of the unit.</i></p>
Year 11	<p>The Earth's atmosphere</p> <p>Aims:</p>	<p>The Earth's resources</p> <p>Aims:</p>	<p>Using our resources</p> <p>Aims:</p>	<p>Content revision</p> <p>Aims:</p>	<p>GCSE examinations</p>	<p>GCSE examinations</p>

	<p>Students will gain an understanding of the origins of the atmosphere, students should also understand how it has evolved over time.</p> <p>Lesson / Content Overview: 1 – History of our atmosphere 2 – Our evolving atmosphere 3 – Greenhouse gases 4 – Global climate change 5 – Atmospheric pollutants</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Students will learn how the resources that we use, including water and metals (in particular copper); to describe the different ways that water is treated, both to create potable water and to remove waste products so it is safe to release into the environment</p> <p>Lesson / Content Overview: 1 – Finite and renewable resources 2 – Water safe to drink 3 – Treating wastewater 4 – Extracting metals from ores 5 – Life cycle assessments 6 – Reduce, reuse, and recycle</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Students will develop their understanding of rusting from KS3 to understand how both water and air are required for iron to corrode; the Haber process and how it is carried out economically on an industrial scale.</p> <p>Lesson / Content Overview: 1 – Rusting 2 – Useful alloys 3 – The properties of polymers 4 – Glass, ceramics, and composites 5 – Making ammonia- the Haber process 6 – The economics of the Haber process 7 – Making fertilisers in the lab 8 – Making fertilisers in industry</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Revisit knowledge from KS4 to ensure all students have the ability to reach their full potential at GCSE</p> <p>Lesson / Content Overview: Content revision for all topics</p>		
Year 12	<p>Atomic Structure; Bonding</p> <p>Aims: Atomic Structure revises the idea of the atom, looking at evidence for subatomic particles, introducing the mass spectrometer and the arrangement of the electrons. Bonding revisits the three strong types of bonds and introduces the three types of weaker forces that act on molecules and draw shapes of molecules.</p> <p>Lesson / Content Overview: - Fundamental particles - Mass spectrometer - Arrangement of electrons - Covalent, ionic and metallic bonding</p>	<p>Amount of substance; Kinetics; Introduction to organic chemistry</p> <p>Aims: Amount of substance builds on quantitative chemistry, moles are used to compare equal numbers of atoms and molecules of different substances. Balanced equations are used to describe and measure the efficiency of chemical processes. Kinetics shows the rate of reaction with the Maxwell-Boltzmann distribution. Introduction to Organic Chemistry looks at the nature of carbon compounds and the different types of formulae that</p>	<p>Energetics; Alkanes; Halogenoalkanes</p> <p>Aims: Energetics builds upon the concepts of exothermic and endothermic reactions with the different ways of measuring enthalpy changes. Alkanes cover crude oil and the chain length in alkanes can be cracked. Halogenoalkanes looks at how these compounds are formed, react and their role in depletion of the ozone layer.</p> <p>Lesson / Content Overview: - Exothermic and endothermic reactions</p>	<p>Equilibria; Oxidation, reduction and redox equations; Alkenes</p> <p>Aims: Equilibria further covers the study of the equilibrium constant, K_c, considers how the mathematical expression for the equilibrium constant enables us to calculate how an equilibrium yield will be influenced by the concentration of reactants and products Oxidation, reduction and redox equations cover separate half-equations written for the oxidation or reduction processes. These half-equations can then be combined to give an overall equation for any redox reaction.</p>	<p>Group 2, the alkaline earth metals; Alcohols</p> <p>Aims: Group 2 alkaline earth metals covers the trends in the solubilities of the hydroxides and the sulphates of these elements are linked to their use. Barium sulphate, magnesium hydroxide and magnesium sulphate have applications in medicines whilst calcium hydroxide is used in agriculture to change soil pH, which is essential for good crop production and for maintaining the food supply. Alcohols further covers the uses and production, with a particular focus on ethanol.</p>	<p>Periodicity; Group 7, the halogens; Organic analysis</p> <p>Aims: Periodicity covers the structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. Group 7 covers trends in their physical properties that are examined and explained as well as challenges in studying the properties of elements in this group include explaining the trends in ability of the halogens to behave as oxidising agents and the halide ions to behave as reducing agents. Organic analysis considers some of the analytical</p>

	<p>-Electronegativity and forces acting on molecules. -Shapes of molecules.</p> <p><i>Assessment at the end of the unit.</i></p>	<p>can be used to describe organic compounds and IUPAC naming system.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> - Relative atomic mass, the moles and Avogadro constant, balanced equations, atom economies- and percentage yield. - Collision Theory, Maxwell-Boltzmann distribution and catalysts - Carbon compounds, nomenclature and isomerism. <p><i>Assessment at the end of the unit.</i></p>	<p>-Enthalpy, measuring enthalpy, Hess' Law and thermochemical cycles</p> <ul style="list-style-type: none"> - Alkanes, fractional distillation, cracking and formation of halogenoalkanes -Nucleophilic substitution and elimination reactions in halogenoalkanes <p><i>Assessment at the end of the unit.</i></p>	<p>Alkenes further studies the high electron density of the carbon-carbon double bond leads to attack on these molecules by electrophiles.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> -Equilibrium reaction and changing conditions, the equilibrium constant and calculations - Oxidation, reduction and redox equations - Alkenes and its reactions and addition polymers <p><i>Assessment at the end of the unit.</i></p>	<p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> -The physical and chemical properties of Group 2 -Alcohols, ethanol production, reactions of alcohols <p><i>Assessment at the end of the unit.</i></p>	<p>techniques used by chemists, including test-tube reactions and spectroscopic techniques.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> -The Periodic Table and trends in the properties of elements in Period 3 and ionisation energies -Chemical reactions of halogens, reaction of halide ions and uses of chlorine -Test-tube reactions, mass spectroscopy and infrared spectroscopy <p><i>Assessment at the end of the unit.</i></p>
Year 13	<p>Thermodynamics; Acids and bases; Optical isomerism, aldehydes, carboxylic acids and derivatives</p> <p>Aims: Thermodynamics further Hess' Law to investigate the enthalpy changes when an ionic compound is formed. Acids, bases, and buffers further covers the relationship between acids, bases and buffers and the pH scale.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> -Enthalpy change, Born-Haber cycle -Defining acids and pH scale -Weak acids and alkalis, acid-base titrations and buffer solutions <p><i>Assessment at the end of the unit.</i></p>	<p>Electrode potentials and electrochemical cells; Kinetics - Rate equations; Amines and Polymers</p> <p>Aims: Electrode potentials and electrochemical cells covers enthalpy change can be measured accurately and how chemical reactions that are used as a source of heat energy in applications such as domestic boilers and internal combustion engines. Kinetics/Rate equations covers the measurement of reaction rates Amines and Polymerisation covers the derivatives of ammonia and the polymer formation.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> -The electrochemical series, cells and predicting the direction of redox reaction 	<p>Transition metals; Amino acids, proteins and DNA; Equilibrium constant Kp</p> <p>Aims: Transition metals cover the properties and formation of complex ions, transition states and uses of transition metals. Amino acids, proteins and DNA covers the structure of the building blocks of protein and DNA and applications in a chemistry context. Equilibrium constant Kp for homogeneous systems further covers partial pressure and applying the equilibrium law to gaseous equilibria</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> -The general properties of transition elements and complex ion formation -Coloured ions, variable oxidation states and catalysts. 	<p>Reactions of ions in aqueous solutions; Periodicity; Structural determination; Chromatography and Organic synthesis</p> <p>Aims: Reactions of ions in aqueous solutions covers the acid-base reactions and ligand substitution reactions Periodicity further covers the reactions and nature of Period 3 elements Structural determination covers NMR and proton NMR and how to interpret the results to find out a chemical Chromatography further covers the separation of mobile substances Organic synthesis introduces the idea of working out a series of reactions to make a target molecule.</p>	A-level examinations	A-level examinations

		<p>-The rate of chemical reactions, the Arrhenius equations and the rate-determining step</p> <p>- Properties of amines and condensation polymers</p> <p><i>Assessment at the end of the unit.</i></p>	<p>- Amino acids, peptides, proteins, enzymes, DNA</p> <p>-the action of anti-cancer drugs</p> <p>- Equilibrium constant K_p for homogeneous systems</p> <p><i>Assessment at the end of the unit.</i></p>	<p>Lesson / Content Overview:</p> <p>-Acid-base chemistry of aqueous transition metal ions, ligand substitution reactions</p> <p>-Synthetic routes and organic analysis</p> <p>-Nuclear Magnetic Resonance</p> <p>-Chromatography</p> <p><i>Assessment at the end of the unit.</i></p>		
--	--	--	--	---	--	--

Pinner High School: Physics

Combined Science GCSE - AQA (8464)

Physics GCSE - AQA (8461)

Physics A Level - AQA (7402)

Curriculum Intent

Scientific understanding is vital for students to understand the world around them and to drive change. We have designed a curriculum that ensures that students learn essential aspects of both scientific knowledge and skills. We aim to inspire students by fostering a sense of curiosity and creativity in the subject.

We as a Physics department aim to deliver a broad and ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. We as a department strive to make Physics accessible to all learners through specific measures including differentiated and scaffolded tasks. We stretch through challenge tasks that are carefully planned into the curriculum within lessons and homework to push our higher attaining students further.

Content knowledge is built upon using a spiral approach, revisiting, interleaving and building upon key knowledge and skills at each key stage. Fundamentals of scientific understanding are learnt first. Concepts are then revisited and developed with greater detail. New concepts which require foundational understanding are introduced later, and finally concepts requiring linking multiple scientific ideas are introduced. We have designed the curriculum by working backwards from where we want students to be when they leave school.

The following key concepts and skills are interleaved throughout the Physics curriculum:

Scientific Knowledge (AO1 & 2):

- Forces and fields
- Forces and their effects
- Energy stores and energy transfers
- Space

Scientific skills (AO1, 2 & 3):

- Predicting cause and effect
- Experiment design and risk assessment
- How and why we use scientific equipment
- Presenting, using and manipulating data
- Drawing conclusions
- Changing theories
- Real world use of Science
- Ethics and implications

Curriculum Implementation

We have designed our curriculum so that both physics-specific and general skills are developed through repeated experience with each encounter being of increasing complexity. This spiral approach ensures that key concepts and skills are interleaved throughout the curriculum. For example, electromagnetism studied in year 11 builds up an understanding of forces which is studied in year 10 (as well as KS3) and electricity which is studied in year 9 (as well as KS3). This is then explored further at KS5 where students are introduced to electromagnetic fields. Skills are also built upon, including practical skills which are ultimately assessed through required practicals at KS4 and KS5. These interleaved key skills and concepts are assessed through formative and summative assessments throughout the curriculum allowing us to check and address any misunderstanding and misconceptions.

We aim to go beyond the National Curriculum by linking concepts and skills with real world examples and a variety of extra-curricular and super curricular activities. Extra and super curricular opportunities below are split into two categories: Enrichment for all and stretch for the most able. The opportunities listed below provide a snapshot of the opportunities available to students to further enhance their knowledge and skills:

Enrichment for all:

- KS3: The following are offered as part of the science department's extracurricular programme (across all three sciences): Weekly science club enhancing student knowledge, gardening club, criminal minds club, STEM survival, STEM save the world, STEM in the real world and scientific drawing club. Trips for all students to scientific institutions e.g London Zoo, Science Museum, Natural History Museum. There are also house competitions, science week enhancement activities including talks and whole school activities.
- KS4: Science week enhancement activities including talks and whole school activities.
- KS5: Science week enhancement activities including talks and whole school activities, trips including the National Physical Laboratory, CERN in Switzerland.

Stretch for the most able:

- KS3: CREST award club, external competitions, virtual and in person visits from scientists.
- KS4: KS4 Engineering group, university visits, virtual and in person visits from scientists, entries to KS4 Physics Olympiads, Library resources including Scientifica subscriptions. Enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)
- KS5: KS5 Engineering group, medical group (relevant to medical physics units), university visits, virtual and in person visits from scientists, entries to KS5 Physics Olympiads, Library resources including Scientifica subscriptions. Enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)

As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through consolidation tasks, flipped learning homework activities, research projects, and encouraging students to explore Physics outside the classroom through our wide range of extra and super curricular activities (listed in the curriculum overview document). Student support outside the classroom is very important and as such students have access to a number of websites that we have subscribed to on the students behalf, to support their learning. Student resources are available to all students through google classrooms.

Communication of ideas is central to becoming a confident scientist, so our curriculum is designed to develop literacy and oracy through explicit teaching of keywords (in particular root words, prefixes and suffixes), use of key word glossaries, and regular use of connective, discussion, experimental write up and exam command words. Further reading lists are compiled at department level and shared with students. Many of these have been purchased by the library.

Differentiation is key throughout the delivery of the curriculum. A focus is made on differentiation within lessons. Mathematical skills, including graphing and data interpretation are embedded within the curriculum and revisited when appropriate. At GCSE students are grouped into three categories: Combined Foundation, Combined Higher and Separate. We aim to provide support and challenge relative to student ability levels and student groups, including stretching the most able. Specific stretch and challenge activities outside the classroom are listed in the curriculum overview document.

We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. A focus is placed on revision techniques and time is built into the curriculum to support students with this.

Teacher training is essential to the delivery of the Physics curriculum, in particular for non-specialist teachers. Teacher knowledge audits are therefore regularly carried out and CPD sessions run where appropriate. Department leads have designed schemes of work for teachers to use, with suggested activities and resources, ensuring consistency of delivery.

Curriculum Impact

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems.

At the end of each topic, our students are expected to independently consolidate key knowledge and skills through carefully planned end of topic assessments which are written into the scheme of work. These summative checkpoints are differentiated to help meet the needs of all learners and challenge all to achieve. This helps to ensure that students make sufficient progress. Following each summative checkpoint there is a reflection lesson, allowing students to receive and respond to whole class and individual feedback.

We, as a department, regularly use formative assessment to check, model and build key knowledge. Students regularly assess how much they know through in class informal assessments, skilful questioning and reflections tasks. It also allows us to pick up on any misconceptions and ensure lesson objectives are understood.

As a department, we diligently track and monitor student progress using departmental and whole school data analysis systems and software. This enables us to effectively introduce support measures such as parent communication or targeted intervention where required.

Faculty department meetings ensure that we regularly reflect and engage on how to develop and evolve our curriculum. We also use learning walks, book looks, classroom observations, student feedback and data analysis to inform our immediate goals and long term plans. We aim to maintain high standards within the department through regular sharing of best practice.

The following indicators are also used to assess the long term impact of the Physics curriculum:

- 1) How many students are continuing to study Physics beyond KS5

- 2) How many students are selecting Physics at KS5 (14 in 2021 sixth form intake, 17 in 2022 sixth form intake)
- 3) How many students choose to study separate sciences at GCSE
- 4) Grades and progress of all students at KS4 (+0.75 p8 VA in 2022)

Student successes are celebrated by following whole school systems, such as star of the lessons, end of year awards, subject prefects and positive feedback with parents. We also use departmental systems such as polaroid moments within the regular whole class feedback following each assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>CHEMISTRY</p> <p>Unit Title: 1 – Introduction to Science 2 – States of matter 3 – Separating mixtures</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of the key aspects of science. They will then gain a fundamental knowledge of states of matter and separating mixtures</p> <p>Lesson / Content Overview: States of matter: Students will learn the particle model focusing on spacing, movement, and shape. Students will be introduced to a heating and cooling curve. Students will get introduced to the terms melting, cooling, freezing, gas pressure, and diffusion. Students will partake in an investigation based on diffusion. Separating mixtures:</p>	<p>BIOLOGY</p> <p>Unit Title: 6 – Cells 7 – Movement</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of cells, cell transport and movement in living things</p> <p>Lesson / Content Overview: Cells: This topic will enable students to learn about a variety of different types of cell, how their structure is related to function and how we use microscopes to observe them. Movement: This topic will build upon the students' knowledge of cells and they will be introduced to the hierarchy of organisation in animals. Students will learn about the main parts of the skeleton, the different types of joints and how muscles cause movement.</p>	<p>PHYSICS</p> <p>Unit Title: 10 – Forces 19 – Energy stores</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of forces and energy stores and how we use them in the real world.</p> <p>Lesson / Content Overview: Forces: During this topic, students will learn about a variety of different applications of forces. These applications include balanced and unbalanced forces, effect of gravity and then how forces can be used to make objects move. Energy stores: This topic is split into two halves, theory about energy and then energy resources. This will therefore enable students to learn about a variety of different types of energy,</p>	<p>CHEMISTRY</p> <p>Unit Title: 4 – Atoms and elements 5 – Periodic table</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of atoms, elements, compounds and the periodic table.</p> <p>Lesson / Content Overview: Atoms and elements: The particle model will first be introduced and the periodic table with the symbols to each element. Periodic table: Students will be given a periodic table to annotate, carry out and watch a series of experiments with Group 1 and 7 elements. Assessment at the end of the unit</p>	<p>PHYSICS</p> <p>Unit Title: 11 – Waves 12 – Earth and universe</p> <p>Aims: The aim of this unit is to give students an introductory knowledge of waves, the structure of the earth and the universe.</p> <p>Lesson / Content Overview: Waves: This topic is split into two halves, sound waves and light waves. This will therefore enable students to learn about a variety of different types of waves, their properties, how we detect them and how we use them in the real world. Earth and universe: This topic is split into two halves, initially looking at the earth and its structure, then moving on to knowledge about the universe. This will therefore enable students to learn about what the earth is made</p>	<p>BIOLOGY</p> <p>Unit Title: 9 – Human reproduction 8 – Plant reproduction and ecosystems</p> <p>Aims: The aim of this unit is to make sure students are aware of the changes in the body that happens in puberty and the process of human reproduction. It then looks at plant reproduction and ecology</p> <p>Lesson / Content Overview: Human reproduction: Students learn about the different parts of the male and female reproductive systems, and how these can lead to fertilisation. Plant reproduction and ecosystems: This topic will build upon the students' knowledge of plant structure and reproduction. They will build an understanding of pollination, fertilisation,</p>

	<p><i>Students will explore and apply the experimental methods of filtration, evaporation, distillation and chromatography.</i></p> <p><i>Assessment at the end of the unit</i></p>	<p><i>Assessment at the end of the unit</i></p>	<p><i>how we use it and how electricity can be generated.</i></p> <p><i>Assessment at the end of the unit</i></p>		<p><i>from, parts of the solar system and objects in the universe as a whole.</i></p> <p><i>Assessment at the end of the unit</i></p>	<p><i>germination and seed dispersal, building a bigger picture of how plants reproduce and survive.</i></p> <p><i>Assessment at the end of the unit</i></p>
Year 8	<p>BIOLOGY</p> <p>Unit Title: 13 – Breathing 13 - Digestion</p> <p>Aims: <i>The aim of this unit is to give students an introductory knowledge of breathing and digesting and how they work.</i></p> <p>Lesson / Content Overview: <i>Breathing: This topic will enable students to learn about the different parts of the gas exchange system, the process of inhaling and exhaling, and also how lifestyle can impact health. Digestion: This topic will enable students to learn about the components of a balanced diet and the food tests of a number of different food groups. The main parts of the digestive system, the need for digestion and its process will be introduced.</i></p> <p><i>Assessment at the end of</i></p>	<p>PHYSICS</p> <p>Unit Title: 23 – Forces – contact/pressure 20 - Electricity</p> <p>Aims: <i>Building on yr7 knowledge of forces, this unit will further enhance their knowledge of the topic. They will also gain an introductory knowledge of electricity.</i></p> <p>Lesson / Content Overview: <i>Forces – contact/pressure: During this topic, students will learn more about a variety of different applications of forces. These applications include friction, drag, stretching, turning forces and pressure. Electricity: During this topic, students will learn about a variety of different aspects of electricity. These include different types of circuits, current, voltage and resistance.</i></p>	<p>CHEMISTRY/BIOLOGY</p> <p>Unit Title: 17 – Types of reaction 16 – Adaptation and inheritance</p> <p>Aims: <i>The aim of this unit is to give students an introductory knowledge of different types of reaction. They will then build on their knowledge from yr7 reproduction to learn about adaptations and inheritance.</i></p> <p>Lesson / Content Overview: <i>Types of reaction: Students will learn the foundations of chemical reactions: how we express them, what is happening at the particle level, their applications and usefulness. Adaptation and inheritance: This topic will build upon the students' knowledge of how organisms evolve and how characteristics are inherited. They will build an understanding of genetics</i></p>	<p>BIOLOGY</p> <p>Unit Title: 15 – Photosynthesis 14 - Respiration</p> <p>Aims: <i>The aim of this unit is to give students an introductory knowledge of organic energy, focussing on the processes of photosynthesis and respiration.</i></p> <p>Lesson / Content Overview: <i>Photosynthesis: Students will learn the importance of Photosynthesis and how it helps control the makeup of our atmosphere. Respiration: This topic will build upon the students' knowledge of aerobic respiration, anaerobic respiration and fermentation. They will build an understanding of what respiration is, the importance of respiration and what the requirements of the processes are.</i></p>	<p>CHEMISTRY</p> <p>Unit Title: 18 – Metals and acids</p> <p>Aims: <i>Students are able to understand how metals react differently with different substances. Students should be confident in hazard awareness of acids and alkalis as well as being able to describe the differences.</i></p> <p>Lesson / Content Overview: <i>The unit will first focus on the chemical reactions as a whole and then teach acids, alkalis and indicators. The next stage is to teach metals and reactivity with oxygen, water, and acids.</i></p> <p><i>Assessment at the end of the unit</i></p>	<p>PHYSICS</p> <p>Unit Title: 22 – Energy 21 - Electromagnets</p> <p>Aims: <i>The aim of this unit is to give students further knowledge of energy, building on their year 7 energy stores unit. They will then build upon their electricity unit to learn more about electromagnets</i></p> <p>Lesson / Content Overview: <i>Energy: During this topic, students will learn more about a variety of different applications of energy, in particular linking with objects changing temperature. They will learn about conduction, convection, radiation and how these relate to particles inside substances. Electromagnetism: This topic is split into two halves, magnetism and electromagnetism. This will therefore enable students to</i></p>

	the unit	Assessment at the end of the unit	and use this to be able to describe natural selection and the evidence for it. Assessment at the end of the unit	Assessment at the end of the unit		learn about magnets, electromagnets and how we use them in the real world. Assessment at the end of the unit
Year 9	<p>Conservation and dissipation of energy</p> <p>Aims: Building on KS3 knowledge of energy to enhance student knowledge of the different types of energy and how we use them in the real world.</p> <p>Lesson / Content Overview: 1 – Types of energy 2 – Conservation of energy 3 – Energy and work 4 – Power 5 – Gravitational energy 6 – Kinetic energy 7 – Elastic energy 8 – Energy dissipation 9 – Efficiency</p> <p>Skills / Concepts on: Focus on using and manipulating equations</p> <p>Assessment at the end of the unit</p>	<p>Energy transfer by heating</p> <p>Aims: Building on KS3 knowledge of heat to enhance student knowledge of how thermal energy is transferred and the applications of it.</p> <p>Lesson / Content Overview: 1 – Conduction 2 – Infrared radiation 3 – Specific heat capacity 4 – Heating and insulating</p> <p>Skills / Concepts on: There are two required practicals in this unit. Therefore there is a focus on practical skills, especially hazard awareness.</p> <p>Assessment at the end of the unit</p>	<p>Energy resources</p> <p>Aims: Building on KS3 knowledge of energy resources to enhance student knowledge of how we generate electricity and the challenges associated with this</p> <p>Lesson / Content Overview: 1 – Non-renewable energy 2 – Renewable energy</p> <p>Skills / Concepts on: Focus on the local and global citizenship issues associated with different ways of generating electricity.</p> <p>Assessment at the end of the unit</p>	<p>Electric circuits</p> <p>Aims: Building on KS3 knowledge of electricity to enhance student knowledge of electricity.</p> <p>Lesson / Content Overview: 1 – Current and charge 2 – Potential difference 3 – Resistance 4 – Component characteristics 5 – Electric charge</p> <p>Skills / Concepts on: Students focus on different models of electricity, creating analogies between electricity and the real world.</p> <p>Assessment at the end of the unit</p>	<p>Electricity in the home</p> <p>Aims: Applying knowledge of electricity to understand how it is used in the real world.</p> <p>Lesson / Content Overview: 1 – Alternating currents 2 – Cables and plugs 3 – Electrical energy 4 – Electrical power 5 – Appliances and efficiency</p> <p>Skills / Concepts on: Focus on electrical safety.</p> <p>Assessment at the end of the unit</p>	<p>Molecules and matter</p> <p>Aims: Applying knowledge of particles and heating to enhance knowledge of particles and how they are linked with pressure and temperature.</p> <p>Lesson / Content Overview: 1 – Density 2 – States of matter 3 – Changes of state and latent heat 4 – Internal energy 5 – Gas pressure, temperature and volume</p> <p>Skills / Concepts on: The required practical for this unit focuses on method writing skills.</p> <p>Assessment at the end of the unit</p>
Year 10	<p>P7 – Radioactivity</p> <p>Aims: Developing knowledge of radioactivity and applying it</p>	<p>P8 – Forces in balance</p> <p>Aims: Building on KS3 knowledge of forces to enhance student knowledge of the different</p>	<p>P9 – Motion</p> <p>Aims: Developing knowledge of forces and relating it to speed and acceleration.</p>	<p>P10 – Force and motion</p> <p>Aims: Developing knowledge of forces and applying it to how objects move.</p>	<p>P11 – Force and pressure</p> <p>Aims: Building on knowledge from P6 (molecules and matter) to enhance knowledge of</p>	<p>P12 – Waves</p> <p>Aims: Building on KS3 knowledge of waves to enhance student knowledge of the</p>

	<p>to how it is used in the real world.</p> <p>Lesson / Content Overview: 1 – Atoms and radiation 2 – Comparing radiation 3 – The discovery of the nucleus 4 – Activity and half-life 5 – Uses and dangers of radiation 6 – Nuclear fission 7 – Nuclear fusion 8 – Issues associated with nuclear power</p> <p>Skills / Concepts on: Focus on analysing the use of radiation in the world</p> <p>Assessment at the end of the unit</p>	<p>types of force and their applications in the real world.</p> <p>Lesson / Content Overview: 1 – Scalars and vectors 2 – Centre of mass 3 – Moments 4 – Levers and gears</p> <p>Skills / Concepts on: Focus on using and manipulating equations</p> <p>Assessment at the end of the unit</p>	<p>Lesson / Content Overview: 1 – Distance time graphs 2 – Velocity and acceleration 3 – Velocity time graphs</p> <p>Skills / Concepts on: Focus on graphing skills</p> <p>Assessment at the end of the unit</p>	<p>Lesson / Content Overview: 1 – Force and acceleration 2 – Weight and terminal velocity 3 – Forces and braking 4 – Momentum 5 – Conservation of momentum 6 – Impact forces 7 – Newton's laws 8 – Car safety 9 – Forces and elasticity</p> <p>Skills / Concepts on: Focus on the citizenship issues associated with car safety.</p> <p>Assessment at the end of the unit</p>	<p>pressure and the implications of it in the real world.</p> <p>Lesson / Content Overview: 1 – Pressure and surfaces 2 – Pressure in a liquid at rest 3 – Atmospheric pressure 4 – Upthrust and floatation</p> <p>Skills / Concepts on: Focus on applying scientific concepts to the real world</p> <p>Assessment at the end of the unit</p>	<p>different types of waves and their applications in the real world.</p> <p>Lesson / Content Overview: 1 – Properties of waves 2 – Transverse and longitudinal 3 – Wave velocity 4 – Reflection 5 – Refraction 6 – Sound waves 7 – Seismic waves</p> <p>Skills / Concepts on: Focus on unit prefixes and standard form</p> <p>Assessment at the end of the unit</p>
Year 11	<p>P13 – Electromagnetic waves P14 – Light (separate only)</p> <p>Aims: Building on knowledge of waves from P12 to understand more about electromagnetic waves and how we use them.</p> <p>Lesson / Content Overview: 1 – Electromagnetic spectrum 2 – Different EM waves 3 – Communicating with waves 4 – Medical uses of EM waves</p>	<p>P15 - Electromagnetism</p> <p>Aims: Building on knowledge of electricity and KS3 magnetism to understand more about electromagnetism and its uses.</p> <p>Lesson / Content Overview: 1 – Magnetism basics 2 – Magnetic fields 3 – Electromagnetism in devices 4 – Magnetic fields of electric currents 5 – Motor effect 6 – Generator effect</p>	<p>Content revision P16 - Space</p> <p>Aims: Building on knowledge from Ks3 to further understand about the solar system and beyond.</p> <p>Lesson / Content Overview: 1 – Solar system 2 – Life cycle of a star 3 – Planets, satellites and orbits 4 – The expanding universe 5 – The beginning and future of the universe</p> <p>Skills / Concepts on:</p>	<p>Content revision</p> <p>Aims: Revisit knowledge from KS4 to ensure all students have the ability to reach their full potential at GCSE</p> <p>Lesson / Content Overview: Content revision for all topics</p> <p>Skills / Concepts on: Focus on examination specific skills</p> <p>Assessment at the end of the unit</p>	Study leave	Study leave

	<p>5 – Colour (separate only) 6 – Lenses (separate only)</p> <p>Skills / Concepts on: Focus on the application of waves in the real world</p> <p>Assessment at the end of the unit</p>	<p>7 – Transformers 8 – The national grid</p> <p>Skills / Concepts on: Focus on the application of electromagnetism to the real world.</p> <p>Assessment at the end of the unit</p>	<p>Focus on the use of evidence to see how scientific theories have developed over time</p> <p>Assessment at the end of the unit</p>			
Year 12	<p>Intro – Measurements and their errors Section 3 – Mechanics and materials</p> <p>Aims: Building on KS4 knowledge of forces and the applications of them to understand how objects move.</p> <p>Lesson / Content Overview: Topic 6 – Forces in equilibrium Topic 7 – On the move Topic 8 – Newton’s laws of motion Topic 9 – Force and momentum</p> <p>Skills / Concepts on: Focus on using and manipulating equations.</p> <p>Assessment at the end of the unit</p>	<p>Section 3 – Mechanics and materials</p> <p>Aims: Building on KS4 knowledge of energy and materials to further understand how materials act in the real world.</p> <p>Lesson / Content Overview: Topic 10 – Work, energy and power Topic 11 - Materials</p> <p>Skills / Concepts on: Focus on the applications of Physics in the real world.</p> <p>Assessment at the end of the unit</p>	<p>Section 2 – Waves and optics</p> <p>Aims: Building on KS4 knowledge of waves to further understand waves, light and real world applications.</p> <p>Lesson / Content Overview: Topic 4 – Waves Topic 5 - Optics</p> <p>Skills / Concepts on: There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.</p> <p>Assessment at the end of the unit</p>	<p>Section 4 – Electricity</p> <p>Aims: Building on KS4 knowledge of electricity to enhance student knowledge of the subject and how we can use it in the real world.</p> <p>Lesson / Content Overview: Topic 12 – Electric current Topic 13 – Direct current circuits</p> <p>Skills / Concepts on: Students focus on different models of electricity, creating analogies between electricity and the real world.</p> <p>Assessment at the end of the unit</p>	<p>Section 1 – Particles and radiation</p> <p>Aims: Building on KS4 knowledge of radiation to enhance student knowledge of the subject and how we can use it in the real world.</p> <p>Lesson / Content Overview: Topic 1 – Matter and radiation Topic 2 – Quarks and leptons Topic 3 – Quantum phenomena</p> <p>Skills / Concepts on: Focus on the use of evidence to see how scientific theories have developed over time</p> <p>Assessment at the end of the unit</p>	<p>Section 6 – Further mechanics and thermal physics</p> <p>Aims: Building on yr12 knowledge of mechanics to enhance student knowledge of the subject and how we can use it in the real world.</p> <p>Lesson / Content Overview: Topic 17 – Circular motion Topic 18 – Simple harmonic motion Topic 19 – Thermal physics Topic 20 – Gases</p> <p>Skills / Concepts on: Focus on using and manipulating equations.</p> <p>Assessment at the end of the unit</p>
Year 13	<p>Section 7 – Fields</p> <p>Aims:</p>	<p>Section 8 – Nuclear physics</p> <p>Aims:</p>	<p>Section 9 – Options topic</p> <p>Aims:</p>	<p>Content revision</p> <p>Aims:</p>	<p>Study leave</p>	<p>Study leave</p>

	<p><i>Building on KS4 knowledge of magnetism, electricity and gravity to enhance student knowledge of fields and their applications in the real world.</i></p> <p>Lesson / Content Overview: <i>Topic 21 – Gravitational fields Topic 22 – Electric fields Topic 23 – Capacitors Topic 24 – Magnetic fields Topic 25 – Electromagnetic induction</i></p> <p>Skills / Concepts on: <i>There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.</i></p> <p><i>Assessment at the end of the unit</i></p>	<p><i>Developing knowledge of radioactivity and applying it to how it is used in the real world.</i></p> <p>Lesson / Content Overview: <i>Topic 26 – Radioactivity Topic 27 – Nuclear energy</i></p> <p>Skills / Concepts on: <i>Focus on analysing the use of radiation in the world</i></p> <p><i>Assessment at the end of the unit</i></p>	<p><i>Focusing on the optional topic that students would like to study</i></p> <p>Lesson / Content Overview: <i>Students will study one of the following optional topics:</i></p> <ul style="list-style-type: none"> • <i>Astrophysics</i> • <i>Medical Physics</i> • <i>Electronics</i> • <i>Turning points in Physics</i> • <i>Engineering</i> <p>Skills / Concepts on: <i>Skills dependent on topic chosen</i></p> <p><i>Assessment at the end of the unit</i></p>	<p><i>Revisit knowledge from KS5 to ensure all students have the ability to reach their full potential at A-level.</i></p> <p>Lesson / Content Overview: <i>Content revision for all topics</i></p> <p>Skills / Concepts on: <i>Focus on examination specific skills</i></p> <p><i>Assessment at the end of the unit</i></p>		
--	--	--	--	--	--	--

Pinner High School: Art

KS3: Art and Design

KS4: Fine Art GCSE - AQA (8202)

KS5: Fine Art A Level - AQA (7202)

Intent

- In Art lessons we aim to build confidence, encourage students to take ownership of their work and to develop their own creative thinking. Young people should enjoy their learning and be proud of the work they have produced. We aim for all students to find an aspect of Art they can engage with and enjoy, in an environment where they feel safe and supported in their learning.
- Art has an important role to play in children's learning and is an essential form of communication and expression. The PHS Art department aims to support and collaborate with students as they express themselves and explore their visual environment.
- Our belief is that Art is for everyone, we wish to encourage young people to challenge preconceptions, to take risks and to show resilience. We want to build our student's self-esteem and develop their confidence so that they are able to take ownership of their learning and celebrate their successes.
- A key ambition for the Art curriculum is to boost student's creative confidence whilst building on Art skills and techniques as they progress through each year. Lessons are planned and sequenced to allow students to experience a range of approaches to making Art. Pupils are given regular opportunities to explore a variety of art-based skills including drawing, painting, printing, mixed-media, collage, 3D, ceramic, photography and digital art.
- Each Art unit allows students opportunities to explore a diverse range of artists, contexts and references as they develop their own response.
- We aspire for every young person to be reflective in their practice. We would like students to consider ways in which creative skills are transferable across disciplines and are useful across their education and personal development.
- Art units are planned to give students an insight into the overarching ideas, skills, techniques and visual literacy used by artists and designers as part of a creative cycle. We aim to give students an increasing awareness of the opportunities available within Art and Design - an understanding that there are many varied approaches and forms of Art, leading to different skills and career pathways.
- The Key Stage 3 Art Curriculum follows the national curriculum and is designed to allow students to work towards key areas of further study in Art and Design: Research and Develop, Explore and Refine, Observe and Record, Respond and Present. Each Art unit is planned to give students opportunities to work from first hand observation in a variety of ways, for example by looking at real objects, drawing outside, and taking photographs for their own reference.
- The PHS Art curriculum aims to be ambitious for all pupils by having open-ended areas of challenge at various points throughout students' Art experience; Staff are well trained and able to support young people in their creative journey at the appropriate moment. An increasing emphasis is placed on students' ability to learn and solve problems independently as they progress through the art curriculum.
- Students have the opportunity to explore a range of ideas leading to a personalised outcome. As students progress towards Key Stage 4 and 5, the department aims to offer activities that encourage self-directed learning. Students develop their technical ability alongside working in an experiential and imaginative way by responding to individualised subject matter.

Implementation

- We provide a safe environment with high expectations of behaviour and learning, with close monitoring of equipment and modelling safe practice. Students learn to reflect on their experiences and learn to use materials safely and appropriately.
- As a department we plan collaboratively, committed to creating relevant resource material and content across our department that reflects current thinking in Art and Design and broader society. Regular art-based training opportunities are provided for staff.
- Specialist Art teachers are able to recognise students' existing areas of strength and aim to set appropriate activities to extend each student's progress, with consideration to their initial starting points and special educational needs. The PHS Art curriculum uses adapted learning strategies and tailored resources to promote progress for all individuals and lessons are designed to stretch and challenge learners appropriately.
- We take into account the importance of building student confidence and recognise the various ways in which different students can be successful in this subject.
- The Art curriculum allows opportunities for key skills, knowledge and techniques to be explored in a variety of ways, to build upon what has been learnt previously and to ensure this is embedded as far as possible for all learners.
- A variety of formative assessment opportunities are used as part of the planned learning activities at Key Stage 3 and tutorial style discussions are used at Key stage 4 and 5 to encourage appropriate working practice.
- We have a multi-disciplined and appropriately resourced curriculum including computer access with specialist Art software e.g Photoshop.
- A broad GCSE Fine Art course offers students the opportunity to explore a full range of techniques and processes before working using their preferred methods to create personalised outcomes as the course progresses.
- We provide opportunities for self-directed learning particularly at Key 4 and 5. We support students to select contexts that are relevant and take into account their particular needs and interests to enhance their experience.
- After-school Art studio time and additional practical workshops are made available in cases where students need further access to materials and teacher guidance.
- We provide appropriate opportunities to Visit museums and galleries or take part in visiting artist workshops. We devise opportunities to establish cross-curricular and literacy links, support and promote whole school initiatives such as Pinnfest, school magazine, house events, club activities, school production.
- We regularly celebrate student creative outcomes using opportunities to display and share artwork.

Impact

- Confidence and Well-being: Students should enjoy their learning and be proud of the work they have produced. Individual enjoyment of activities and the therapeutic qualities of the subject are key to the wellbeing of students in our school community.
- Inclusivity: Students are encouraged to explore and celebrate similarities and differences between people, places and cultures.
- Students learn to be understanding and respectful of others' work, opinions and abilities. Students have the opportunity to work collaboratively, share ideas, engage in class critique and discussions as they become aware of artists, art periods, art styles and develop visual communication skills. We would hope to build confidence and encourage students to take ownership of their work and to develop their own creative thinking.
- SMSC (Spiritual, Moral, Social and Cultural): Students learn to communicate and develop ideas, meaning and feelings and have the opportunity for independent thought and personal responses.
- At KS3, the majority of students show sustained progress across the Art modules in Year 7 and Year 8. They have Art lessons for 2 lessons a week for their Art rotation term, giving them a condensed but high quality experience in the subject allowing them to experience the creative process across a full range of art media. Students also have a period of Art and Design once a fortnight every term.
- The Year 7 and 8 curriculum is delivered through a series of mini projects developing visual analysis and understanding of a diverse range of Artists. The KS3 curriculum is planned to support students in developing skills, knowledge and techniques, enabling them to make the necessary progress towards KS4. It is important for our Art curriculum to take into account students 'varying previous primary experiences in the subject.

- Our KS3 Clubs give access to a range of supplementary art activities throughout the year, including drawing, painting, digital art and tactile activities such as knitting and embroidery.

Key Stage 3 Art Practical (Double Lessons) Termly Carousel	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7 INSPIRED BY NATURE	Observation Explore observational drawing techniques inspired by 3d natural forms.(Skulls, shells) <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Clay Relief Explore texture and relief through the medium of clay sculpture . <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Textiles Based Design Explore tactile and adventurous drawing techniques and materials. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Relief Printmaking Explore mark-making and pattern through relief printmaking. (poly-tile) <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Digital Art and Collage Introduction to Photoshop Focus on Composition , and development of Pattern. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Experiments with Media Trials with paint and other experimental media. (Science/ Petri Dish Inspired) <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>
Year 8 OUR SURROUNDINGS	Observation Exploration of Observational Drawing techniques inspired by the built environment. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Printmaking Develop Relief Printmaking: Collagraph Compositions inspired by architecture. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Clay Sculpture Students Develop layered Clay Relief Sculptures in response to their understanding of perspective. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Composition Collage - Develop an Understanding of Composition inspired by structures. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Digital Drawing Explore using digital drawing tablets. Editing and Experiment using Photoshop layers. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Exploring Materials Paper and card based sculptural experimentation. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>
Key Stage 3 Fortnightly Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 INSPIRED BY NATURE	Observation An Introduction to Observational Drawing methods. (Explore Shapes and Forms from Plant Life) <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Artist Investigations Artists in Context An investigation into ways that artists are inspired by nature. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Paint Experimentation Colour theory and Watercolor Painting practice techniques. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Painting Development Individual Watercolour Painting Outcome : Application of painting technique. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Tactile Experiments Use of varied materials to create a response inspired by science and Cells <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Adventurous Drawing Exploring unconventional methods of drawing e.g sgraffito. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>
Year 8 OUR SURROUNDINGS	Observation Develop Observation and Drawing Technique -(3d shapes e.g Lego)	Perspective Technique Drawing Perspective, Imaginary architecture, 3D digital modelling -e.g Sketchup	Painting Technique Application of Painting technique, personal outcome (atmospheric perspective)	Artist Investigations Contextual Studies- Street Art and Public Art	Digital - Ideas and concepts Issues based ideas -Develop individual concepts relating to street art and public Art through experiments with	Exploring Materials Artist Inspiration and experimental paint techniques. Use of mixed media in layers. Creating and Working into

	<i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	<i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	<i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	<i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	media digital design techniques. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	background surfaces. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>
Year 9, 10 and 11 3 periods a week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 IDENTITY	Introduction to Identity Theme and Portraiture. Drawing skills and technique workshops. e.g observation, proportion, experimental methods. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Introduction to Sketchbook Development Work. Students learn how to document and annotate development drawings and ideas. Text Portrait - digital editing. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point. (Portfolio/sketchbook)</i>	Artist Investigations Contextual studies and planning towards a final portrait personal outcome. Including photography and composition. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Large Scale Portrait Create a final personal response based on experiments and planning. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Still Life - Drawing Skill Workshops Develop composition through observational drawing and Photography. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Identity Still Life Outcome Contextual studies and development planning towards a final personal outcome (Large scale work) <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>
Year 10 ABSTRACT	Drawing Technique and Media Workshops Investigate abstract themes. Abstract paper and rope sculpture. Sketchbook documentation, Students take inspiration from a series of relevant artists - Mark-making, clay, relief printmaking. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Acrylic Painting Skill Building Task Photography challenge - students capture a series of photographic images and develop successful compositions into a large scale painted outcome. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Component 1: Introduction to Student Led Topic. Introduction to thematic work, mind-mapping, artist research, image collection and observational drawing. Sketchbook expectations. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Component 1: Project Development Digital editing, Photoshop ideas, experimentation, creating a personal response. Thematic fabric transfer painting. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Component 1: SUSTAINED PHASE Students move towards personalised project direction. Development of ideas towards a large scale. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Component 1: SUSTAINED PHASE Reflection on project direction, refined media experiments. Evidence of Each AO provided for chosen areas of interest. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>
Year 11 GCSE FINE ART	Component 1: SUSTAINED PHASE Experimental Techniques, Visual response to artists., Photography and Image selection	Component 1: SUSTAINED PHASE Students prepare ideas for the final outcome to be completed in mock practical time (10 hours)	Component 2- Externally Set Assignment Students select a topic from the paper provided by AQA Mind mapping, investigating artists, exploring materials.	Component 2- Externally Set Assignment Students refine their use of materials and techniques. Record and document project ideas.	Component 2- Externally Set Assignment (NEA) 10 hours of sustained studio time to produce final outcome under controlled conditions.	Evidence Presented for Assessment Component 1 and 2 - evidence is selected and presented as evidence for the final assessment process.

	<i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	<i>Assessment: Student self-evaluation and formal teacher assessment point.</i>	<i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	<i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	<i>(All Component 2 work submitted for assessment)</i>	<i>(Internal standardisation and external moderation process)</i>
Key Stage 5 A-Level 6 periods per week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 A- LEVEL FINE ART	Thematic Investigation Skills materials and technique workshops, Ideas development Composition, Image Selection, Artist reference, Experimental Drawing techniques <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Thematic Investigation Printmaking: Lino, Mono and Screenprint, Digital Editing. Exploration of painting techniques. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Thematic Investigation Individual planning towards a final outcome (AO4) Students Refine their use of materials and techniques. Record project ideas. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Large Scale Sustained Outcome Students work on a final large scale outcome in response to the theme. Create a final piece alongside sketchbook documentation of ideas and processes. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>	Personal investigation - Component 1 Students will select their own topic theme based on a series of suggested titles. Students map out initial ideas and begin investigating the chosen theme. <i>Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.</i>	Personal Investigation - Component 1 Students work towards a large scale outcome in response to their chosen theme so far during a sustained period of time. <i>Assessment: Student Self-Evaluation and Formal Teacher Assessment point.</i>
Year 13 A- LEVEL FINE ART	Personal Investigation - Component 1 Practical and written elements of Coursework. Skills and technique workshops. Generation of Ideas Contextual studies. <i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	Personal Investigation - Component 1 Leading up to Final Piece created during Sustained 15 hours (Mock Practical time) Create Sketchbook evidence to support the making process. <i>Assessment: Student self-Evaluation and Formal Teacher Assessment point.</i>	Component 2- Externally Set Assignment Students select a topic from the paper provided by AQA Mind Mapping, Investigating Artists and contexts, Exploring materials. <i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	Component 2- Externally Set Assignment Students Refine their use of materials and techniques. Record and document project ideas. <i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	Component 2- Externally Set Assignment (NEA) 15 hours Sustained Studio Time to produce final outcome under controlled conditions. <i>(All component 2 work submitted for assessment)</i>	Evidence Presented for Assessment Component 1 and 2 - Evidence is selected and presented as evidence for the final assessment process. <i>(Internal standardisation and external moderation process)</i>

Pinner High School: Design & Technology

Intent

Design and Technology is an inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. Cultural capital is explored across the key stages by appreciation of the work of others locally, nationally and internationally, the subject identifies and relates schemes of learning to real contextual challenges focussing upon people, communities or businesses.

Design and Technology builds on the skills and knowledge pupils have already learnt at primary school as a result of baseline testing and transition work staff are well informed of the pupils starting point as they commence KS3.

The DT curriculum is collaboratively and coherently planned and sequenced across KS3, KS4 & KS5 to ensure that pupils build on all aspects of prior learning and stretches and challenges all pupils regardless of starting point. All teachers are made aware of any disadvantaged pupils on the D&T department tracking sheets and class lists, all teachers are reminded of their responsibility to ensure that any obstacles to learning are removed. The department supports the needs of all pupils regardless of any potential barriers as we believe in 'success for all'.

Close tracking of all pupils continues to be an intrinsic part of our monitoring in D&T to ensure all pupils' progress is regularly reviewed and intervened/supported where appropriate.

Design and Technology at Pinner High School has a significant impact on students' education and future careers. It promotes critical thinking, problem-solving, and creativity, while bridging the gap between theory and practice. The subject fosters an entrepreneurial mindset, introduces career pathways, and prepares students for the demands of the modern workforce, ultimately empowering them to contribute meaningfully to society.

Implementation

The Design & Technology provision at Pinner High is delivered over 2x 50-minute sessions a week at KS3 for 1 term, 3x 50-minute sessions a week for KS4 and 6x 50-minute sessions a week for KS5.

The department's schemes of learning are based upon the national curriculum for Design and Technology which lead on to a GCSE in Design & Technology. KS4 work is evidenced even in year 7 as we instil in all our pupil's high academic rigour and challenge from the outset.

Teachers are enthusiastic about their subjects and share this passion with all our pupils. As a result, the vast majority enjoy and achieve in Design & Technology with many pupils choosing to study beyond KS3. D&T staff use academic language consistently and appropriately in their subject specific teaching and learning. Pupils are encouraged to use tier 2 & 3 language in lessons both verbally and in extended written work for example in evaluations.

At the heart of our creative curriculum is the engagement of pupils with practical tasks. These tasks specifically serve identified needs, solve problems, and function. It is considered essential that these learning activities reflect the nature of the subject within a range of contexts. These include the world of work, the development of communities and society, the environment (sustainability impact) and the ways in which technologies or technological solutions address or affect these. Pupils are encouraged to make, share, justify and discuss value judgements with respect to their own design decisions.

Impact

Design and technology plays a significant role in the Pinner High School curriculum, providing students with valuable skills and knowledge that can have a lasting impact on their education and future careers. Here are some of the key impacts:

1. We encourage students to think **critically** and develop **problem-solving skills**. We teach them to **analyse** challenges, **identify** potential solutions, and work through the design process to create innovative **solutions**.
2. We foster **creativity** and encourage students to think outside the box. We allow them to **explore** their imagination, **generate** new ideas, and develop **innovative** designs. These skills are valuable not only in the field of design but also in various other areas where creative thinking is required.
3. We provide students with the opportunity to apply **theoretical** knowledge to practical projects. The subject bridges the gap between theory and practice by allowing students to **design, create, and test** their ideas, which enhances their understanding of **concepts** and promotes a deeper level of learning.
4. We encourage an entrepreneurial mindset by fostering **creativity, problem-solving, and innovation**. Our subject inspires students to identify opportunities, take risks, and develop a proactive approach to designing and creating products or solutions.
5. Design and technology can introduce students to potential career paths in design, engineering, architecture, product development, and other related fields. It provides a foundation for further study and can inspire students to pursue careers in areas where they can apply their skills and interests.

Overall, Design and Technology in our school curriculum has a **transformative** impact on students' education by fostering **creativity, critical thinking, problem-solving, and technological literacy**. These skills and knowledge prepare students for future challenges, equip them for the workforce, and empower them to contribute to society in meaningful ways.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Introduction to the workshop as well as Health & Safety rules within the workshop environment. Using the design process to design and make a key ring including going through research, design and development</p> <p>Introduction to tools and machines in the workshop. Learning basic skills of how to use materials (Acrylic) with the consideration of their characteristics.</p> <p>Skills / Concepts on:</p>	<p>Introduction to designers, Design Brief, Specification and product analysis. Completing. Zaha Hadid, Gerrit Rietveld, Charles Rennie Mackintosh, Ettore Sottsass, Raymond Templier.</p> <p>Design Ideas & Design Development</p> <p>Prototype & Final Design.</p> <p>How to draw a clock face and steps for plan of manufacture</p> <p>Skills / Concepts on:</p> <ul style="list-style-type: none"> Investigating designers 	<p>Introduction to the workshop as well as Health & Safety rules within the workshop environment. Using the design process to design and make a key ring including going through research, design and development.</p> <p>As well as this students will be introduced to tools and machines in the workshop. Learning basic skills of how to use materials (Acrylic) with the consideration of there characteristics.</p> <p>Skills / Concepts on:</p>	<p>An introduction to designers, Design Brief, Specification and product analysis. Completing. Zaha Hadid, Gerrit Rietveld, Charles Rennie Mackintosh, Ettore Sottsass, Raymond Templier.</p> <p>Design Ideas & Design Development</p> <p>Prototype & Final Design.</p> <p>How to draw a clock face and steps for plan of manufacture</p> <p>Skills / Concepts on:</p> <ul style="list-style-type: none"> Investigating designers 	<p>Introduction to the workshop as well as Health & Safety rules within the workshop environment. Using the design process to design and make a key ring including going through research, design and development.</p> <p>As well as this students will be introduced to tools and machines in the workshop. Learning basic skills of how to use materials (Acrylic) with the consideration of there characteristics.</p> <p>Skills / Concepts on:</p>	<p>An introduction to designers, design brief, specification , product analysis and making. Conducting research on the following designers: Zaha Hadid, Gerrit Rietveld, Charles Rennie Mackintosh, Ettore Sottsass, Raymond Templier.</p> <p>Design Ideas & Design Development</p> <p>Prototype & Final Design.</p> <p>How to draw a clock face and steps for plan of manufacture</p> <p>Skills / Concepts on:</p>

	<ul style="list-style-type: none"> Health & Safety in the workshop The Design Process Plan of Manufacture Key Ring Project - Practical Skills <ul style="list-style-type: none"> Coping Saw Scroll Saw Filing Pillar Drill <p>Assessment is at the end of the unit.</p>	<ul style="list-style-type: none"> Product analysis Ideas Development Prototyping Plastics and their properties Sustainability Clock Project – Practical Skills: <ul style="list-style-type: none"> Coping Saw Scroll Saw Filing Pillar Drill Sanders <p>Assessment is at the end of the unit.</p>	<ul style="list-style-type: none"> Health & Safety in the workshop The Design Process Plan of Manufacture Key Ring Project - Practical Skills <ul style="list-style-type: none"> Coping Saw Scroll Saw Filing Pillar Drill <p>Assessment is at the end of the unit.</p>	<ul style="list-style-type: none"> Product analysis Ideas Development Prototyping Plastics and their properties Sustainability Clock Project – Practical Skills: <ul style="list-style-type: none"> Coping Saw Scroll Saw Filing Pillar Drill Sanders <p>Assessment is at the end of the unit.</p>	<ul style="list-style-type: none"> Health & Safety in the workshop The Design Process Plan of Manufacture Key Ring Project - Practical Skills <ul style="list-style-type: none"> Coping Saw Scroll Saw Filing Pillar Drill <p>Assessment is at the end of the unit.</p>	<ul style="list-style-type: none"> Investigating designers Product analysis Ideas Development Prototyping Plastics and their properties Sustainability Clock Project – Practical Skills: <ul style="list-style-type: none"> Coping Saw Scroll Saw Filing Pillar Drill Sanders <p>Assessment is at the end of the unit.</p>
Year 8	<p>Introduction to Night Light Project including CAD/CAM. Students focus on the design process, Designing, Manufacturing and to recap health and safety in the workshop. Students will learn how to make a box for their base using wood joints, as well as making a circuit for their light. Students will develop their skills using specialised hand tools and machinery.</p> <p>Assessment is at the end of the unit.</p>	<p>Working with Computer aided designing and manufacturing through 2D design followed by using the laser cutter to manufacture. This will allow students to be given the opportunity to work with a range of materials as well as prepare them for their GCSEs. Students will develop skills, knowledge and understanding through multiple tasks, developing and refining their skills throughout the unit.</p> <p>Assessment is at the end of the unit.</p>	<p>Introduction to Night Light Project including CAD/CAM. Students focus on the design process, Designing, Manufacturing and to recap health and safety in the workshop. Students will learn how to make a box for their base using wood joints, as well as making a circuit for their light. Students will develop their skills using specialised hand tools and machinery.</p> <p>Assessment is at the end of the unit.</p>	<p>Working with Computer aided designing and manufacturing through 2D design followed by using the laser cutter to manufacture. This will allow students to be given the opportunity to work with a range of materials as well as prepare them for their GCSEs. Students will develop skills, knowledge and understanding through multiple tasks, developing and refining their skills throughout the unit.</p> <p>Assessment is at the end of the unit.</p>	<p>Introduction to Night Light Project including CAD/CAM. Students focus on the design process, Designing, Manufacturing and to recap health and safety in the workshop. Students will learn how to make a box for their base using wood joints, as well as making a circuit for their light. Students will develop their skills using specialised hand tools and machinery.</p> <p>Assessment is at the end of the unit.</p>	<p>Working with Computer aided designing and manufacturing through 2D design followed by using the laser cutter to manufacture. This will allow students to be given the opportunity to work with a range of materials as well as prepare them for their GCSEs. Students will develop skills, knowledge and understanding through multiple tasks, developing and refining their skills throughout the unit.</p> <p>Assessment is at the end of the unit.</p>
Year 9	<p>Introduction to practical tasks following health and safety workshop rules. Students will be working with polymers this term. Focusing on the characteristics of polymers as well as uses and also the specialised processes.</p>	<p>Introduction to working with wood this term. Focusing on the characteristics of hardwoods and softwoods as well as manufactured and natural woods. Students will also get the opportunity to manufacture wooden products including</p>	<p>Students will apply a breadth of technical knowledge and understanding of characteristics, advantages, disadvantages, of new and emerging technologies. They will recognise the importance of the evaluative process and</p>	<p>Students will learn the processes, applications, characteristics, advantages and disadvantages of different sources of power systems such as batteries, cells, solar cells, mains electricity and wind power. Students will explore developments in modern</p>	<p>Students will develop understanding and apply knowledge of how electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs.</p>	<p>Students will apply knowledge and understanding of working properties, characteristics, applications, advantages and disadvantages of ferrous and non ferrous metals in order to be able to discriminate between</p>

	<p>Students will learn to make a range of objects including a mobile phone holder, garden ornaments and many more.</p> <p>Students will develop their skills using specialised hand tools and machinery and will do this following health and safety regulations.</p> <p>Students will work to enhance presentation skills using specialised drawing skills including isometric drawings and orthographic projections as well as many more.</p> <p>Assessment is at the end of the unit.</p>	<p>a pencil box and storage using specialised processes.</p> <p>Students will develop their skills using specialised hand tools and machinery and will do this following health and safety regulations.</p> <p>Students will work to enhance presentation skills using specialised drawing skills including isometric drawings and orthographic projections as well as many more.</p> <p>Assessment is at the end of the unit.</p>	<p>respective criteria when considering the impact of new and emerging technologies to a range of scenarios.</p> <p>Assessment is at the end of the unit.</p>	<p>and smart materials, composite materials and technical textiles.</p> <p>Students will develop their knowledge and understanding of the performance, principles, applications and the influence on the design of products of the following:</p> <p>Types of movement, types of levers, linkages, cams, followers, pulleys and belts, cranks and sliders and gears.</p> <p>Assessment is at the end of the unit.</p>	<p>Students will explore the use of programmable components to embed functionality into products in order to enhance and customise their operation.</p> <p>Assessment is at the end of the unit.</p>	<p>them and select appropriately.</p> <p>Students will also apply the knowledge and understanding of types, properties and structure of natural, synthetic, blended and mixed fibres, woven and non-woven and knitted textiles.</p> <p>Assessment is at the end of the unit.</p>
Year 10	<p>Lighting Project - practice NEA</p> <p>Designer Research- Students will carry out research to investigate the work of a number of designers. They will use the knowledge gained to create their own design ideas.</p> <p>Design Ideas- Students will develop ideas through investigations demonstrating critical understanding of sources.</p> <p>Development</p> <p>Assessment is at the end of the unit.</p>	<p>Lighting Project - practice NEA</p> <p>Prototyping- Students will refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Final Design</p> <p>Assessment is at the end of the unit.</p>	<p>Lighting Project - practice NEA</p> <p>Product Manufacture- Students will demonstrate safe working practices in realising their final design.</p> <p>Students will record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Evaluation- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Assessment is at the end of the unit.</p>	<p>Introduction to Component 1 NEA</p> <p>Designer Research- Students will develop ideas through investigations demonstrating critical understanding of sources.</p> <p>Students will participate in an education visit to Warner Bros Studio Design Ideas</p> <p>Assessment is at the end of the unit.</p>	<p>Component 1 NEA</p> <p>Design Development Testing & Experimenting <i>5hr Practical Mock Exam</i></p> <p>Assessment is at the end of the unit.</p>	<p>Component 1 NEA</p> <p>Prototyping Development Final Design</p> <p>Assessment is at the end of the unit.</p>
Year 11	<p>Component 1 NEA</p> <p>Product Manufacture</p>	<p>Component 1 NEA</p> <p>Product Manufacture <i>5hr Practical Mock Exam</i> Evaluation</p>	<p>Component 2 - Exam</p> <p>Analysis of exam theme Designer Research Design Ideas</p>	<p>Component 2 - Exam</p> <p>Prototyping Final Design Exam preparation</p>	<p>Component 2</p> <p>Final Exam 10hr Supervised Practical</p>	<p>Study Leave</p>

	Assessment is at the end of the unit.	Assessment is at the end of the unit.	Development Assessment is at the end of the unit.	Assessment is at the end of the unit.	Assessment is at the end of the unit.	
Year 12	Intro to A Level Health & Safety Focused practical tasks Developing skills using new machinery. Assessment is at the end of the unit.	Furniture Project - Design & Make Task Design Museum Trip Design Ideas Product Manufacture Assessment is at the end of the unit.	Architecture project - Practice NEA Designer Research Design Ideas Development Prototyping Final Design Assessment is at the end of the unit.	Architecture project - Practice NEA Product Manufacture Evaluation Assessment is at the end of the unit.	Introduction to Component 1 NEA Designer Research Assessment is at the end of the unit.	Component 1 NEA Design Ideas Assessment is at the end of the unit.
Year 13	Component 1 NEA Design Ideas Written component Design Development Assessment is at the end of the unit.	Component 1 NEA Written component Prototyping Testing & Experimenting Final Design Product Manufacture Assessment is at the end of the unit.	Component 1 NEA Product Manufacture <i>10hr Practical Mock Exam</i> Evaluation Component 2 - Exam Analysis of exam theme Designer Research Assessment is at the end of the unit.	Component 2 - Exam Design Ideas Development Prototyping Final Design Exam preparation Assessment is at the end of the unit.	Component 2 Final Exam 15hr Supervised Practical Assessment is at the end of the unit.	Study Leave

Pinner High School: Food Preparation and Nutrition

Food Preparation and Nutrition GCSE - Eduqas

Intent

We provide a **broad, balanced, inspiring** and **relevant** Food Preparation and Nutrition curriculum for our students at Pinner High School. It aims to develop **passion, independence, resilience, creativity and instil a love of learning** in our students from their very first encounter with the subject, in year 7. The Food Preparation and Nutrition curriculum aims to provide students with **invaluable life skills** and **knowledge required** to cook nutritious and healthy dishes for themselves and others. It will also enable students to make **informed choices** about their future in particular **further studies** and wider **career opportunities**. The Food Preparation and Nutrition curriculum is not only planned for students to achieve top grades in examinations, but also to equip them to become **well rounded, confident, life-long learners** with effective **transferable skills** who will make valuable contributions to the society in which they live.

What are the key subject specific skills or knowledge students must acquire through the key stage journeys of our curriculum?

Food Preparation and Nutrition is an **inspiring, rigorous** and **practical subject**. Students **develop** an **understanding of** and **apply** the **principles of health and nutrition**. They **learn** to **cook a variety of dishes, predominantly** savoury dishes to **feed themselves and others** in a **healthy and varied way**. Students **develop competence** in using a range of cooking techniques, utensils and electrical equipment, different methods of heat transfer and awareness of how to use their senses to season dishes well and combine ingredients. They also learn to adapt recipes to meet the nutritional needs of different groups of people. They understand the source, seasonality and characteristics of a broad range of ingredients.

Why is our curriculum designed the way it is?

The Food Preparation and Nutrition curriculum is delivered on a carousel with Art and Design and Technology at key stage 3. This means that each year group from years 7 to 8 studies the subject for a duration of 12 weeks per year while at key stage 4 (years 9-11) students have 3 lessons of Food each week for a whole year. Students are taught the technical knowledge, understanding and skills of Food Preparation and Nutrition through a variety of creative and practical approaches. Lessons are structured successively and take into account students' prior learning while developing a deeper understanding of challenge, new knowledge and skills in our students.

At key stage 3 due to the fact that we rotate each term and only see students for 12 double lessons, there are three practical lessons to every theory lesson. Hence, students are set a variety of relevant weekly home learning tasks that will promote greater independence, consolidate their learning and stimulate creativity as they continue to engage with the subject outside the classroom. At key stage 4 double lessons are used for delivering the practical elements of the course while theory is delivered in single lessons. Students are also expected to spend at least one hour completing a variety of home learning tasks each week.

Implementation

How are lessons structured?

Lessons are divided into three main parts: a "Do Now" activity, main and plenary. A 10 minute "Do Now" is given to focus students on their learning once they enter the room. Lessons are designed with the needs and abilities of the students in mind. Lessons are sequenced progressively and build on prior learning, starting with the least difficult to the

most advanced knowledge, skills and techniques or from concrete to more abstract concepts. Lessons are engaging, interactive, meaningful and challenging and links are made to real life situations so that students can make connections and deepen their understanding of the subject. Students understand the significance of what they are learning and are able to determine how Food Preparation and Nutrition relates to the wider scheme of things.

Department strategies: What are the important features of lessons and why?

Lessons are differentiated to ensure that all learners are challenged and that they make the expected level of progress in line with their abilities. **Key words** are taught and are often displayed on the slide with the lesson objectives and success criteria. Key words are taught as matching items, card sorting activities and fill in the blank spaces in most lessons. **Assessment** is built into lessons to check students' understanding and to correct misconceptions. Questions are also targeted at specific students to stretch and challenge them. Students often **evaluate and analyse** their product at the end of each practical as a home learning task so that they know what they have done well and where they have gone wrong to avoid making the same mistakes in the future. Home learning tasks are also set to reinforce what they have learnt in theory and practical lessons and allow for deeper understanding of the subject.

Adult guides and **accurate subject knowledge** are provided so that non-specialists and support staff can **feel confident** and supported with their subject knowledge and skills. With regards to practical lessons, recipe cards with step by step instructions, as well as images to match each step, are produced for students and adults to use in preparing and cooking each dish. Each recipe card has a set of reflective questions at the back for those students who have completed their making and washing up before the lesson ends. Students are often provided with video links to watch on recipes they will be preparing in the next lesson in order to develop independence.

What does a typical lesson look like? What would you see?

Food Preparation and Nutrition is an inspiring, rigorous and practical subject. Students who study Food Preparation and Nutrition enjoy the subject and are usually fully engaged with their learning. Lessons are often student centred and designed to meet the needs of all learners. Students are encouraged to ask and answer questions in order to deepen their understanding and clarify misconceptions. Students will complete both practical and written work that will help to enhance and deepen their thinking on food, nutrition and food science.

Impact

Success factor: What does student success look like? What can the students now do & demonstrate as a result of our curriculum implementation?

Students have been able to demonstrate independence and creativity in their learning. Students enjoy the study of Food Preparation and Nutrition and are very passionate about the subject. Students' knowledge, understanding and skills have heightened. Food Preparation and Nutrition is a very popular subject at key stage 4, as we currently have a healthy number of students studying Food Preparation and Nutrition in years 9-11. In addition, a number of students who studied GCSE Food Preparation and Nutrition at the end of the course in year 11, have gone on to pursue a Food Preparation and Nutrition related course at post 16 level at other institutions. In addition, Food Preparation and Nutrition is among the top performing subjects at Pinner High school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Students are taught the importance of health and safety and how to use equipment safely and with precision to cook a wide range of cross-cultural dishes to feed themselves and others in a healthy and varied way. Some of these dishes include: sweet and savoury salads, Fruit Crumble, Spaghetti Bolognese and Ratatouille. Students also demonstrate their knowledge in using sensory testing vocabulary to evaluate and analyse the food they have made in detail while considering the views of the users.</p> <p>Assessment is at the end of the unit.</p>	<p>Students develop their understanding of nutrients and their relationship to the body. They learn to use the information on food labels to make informed food choices. They continue to demonstrate a range of cooking skills, techniques and methods of cooking in preparing dishes to include Thai Green Curry, Vegetable Pasta Bake, Bread Rolls, Pizza, Cheese Cake, and Fairy Cakes.</p> <p>Assessment is at the end of the unit.</p>	<p>Students are taught the importance of health and safety and how to use equipment safely and with precision to cook a wide range of cross-cultural dishes to feed themselves and others in a healthy and varied way. Some of these dishes include: sweet and savoury salads, Fruit Crumble, Spaghetti Bolognese and Ratatouille. Students also demonstrate their knowledge in using sensory testing vocabulary to evaluate and analyse the food they have made in detail while considering the views of the users.</p> <p>Assessment is at the end of the unit.</p>	<p>Students develop their understanding of nutrients and their relationship to the body. They learn to use the information on food labels to make informed food choices. They continue to demonstrate a range of cooking skills, techniques and methods of cooking in preparing dishes to include Thai Green Curry, Vegetable Pasta Bake, Bread Rolls, Pizza, Cheese Cake, and Fairy Cakes.</p> <p>Assessment is at the end of the unit.</p>	<p>Students are taught the importance of health and safety and how to use equipment safely and with precision to cook a wide range of cross-cultural dishes to feed themselves and others in a healthy and varied way. Some of these dishes include: sweet and savoury salads, Fruit Crumble, Spaghetti Bolognese and Ratatouille. Students also demonstrate their knowledge in using sensory testing vocabulary to evaluate and analyse the food they have made in detail while considering the views of the users.</p> <p>Assessment is at the end of the unit.</p>	<p>Students develop their understanding of nutrients and their relationship to the body. They learn to use the information on food labels to make informed food choices. They continue to demonstrate a range of cooking skills, techniques and methods of cooking in preparing dishes to include Thai Green Curry, Vegetable Pasta Bake, Bread Rolls, Pizza, Cheese Cake, and Fairy Cakes.</p> <p>Assessment is at the end of the unit.</p>
Year 8	<p>Students develop an understanding of and apply the principles of health and nutrition. They learn to feed themselves and others in a variety of ways. They also revise health and safety and knife skills. Students learn to cook a number of dishes to include Pineapple Upside Down Cake, Fajitas, Fruit Pie and Lemon Drizzle Traybake.</p> <p>Assessment is at the end of the unit.</p>	<p>Students continue to develop their knowledge, skills and competencies in the making of food as they learn to feed themselves and others. They learn how to make a plan of work and follow it to prepare and cook a variety of dishes. Students also evaluate their dishes, reflect on the skills learnt and know how to improve their work based on feedback given.</p> <p>Assessment is at the end of the unit.</p>	<p>Students develop an understanding of and apply the principles of health and nutrition. They learn to feed themselves and others in a variety of ways. They also revise health and safety and knife skills. Students learn to cook a number of dishes to include Pineapple Upside Down Cake, Fajitas, Fruit Pie and Lemon Drizzle Traybake.</p> <p>Assessment is at the end of the unit.</p>	<p>Students continue to develop their knowledge, skills and competencies in the making of food as they learn to feed themselves and others. They learn how to make a plan of work and follow it to prepare and cook a variety of dishes. Students also evaluate their dishes, reflect on the skills learnt and know how to improve their work based on feedback given.</p> <p>Assessment is at the end of the unit.</p>	<p>Students develop an understanding of and apply the principles of health and nutrition. They learn to feed themselves and others in a variety of ways. They also revise health and safety and knife skills. Students learn to cook a number of dishes to include Pineapple Upside Down Cake, Fajitas, Fruit Pie and Lemon Drizzle Traybake.</p> <p>Assessment is at the end of the unit.</p>	<p>Students continue to develop their knowledge, skills and competencies in the making of food as they learn to feed themselves and others. They learn how to make a plan of work and follow it to prepare and cook a variety of dishes. Students also evaluate their dishes, reflect on the skills learnt and know how to improve their work based on feedback given.</p> <p>Assessment is at the end of the unit.</p>
Year 9	<p>Students are introduced to a more in depth study of Food to develop their</p>	<p>Students continue to develop their knowledge of food commodities such as</p>	<p>Students continue to develop their knowledge of food commodities focussing</p>	<p>Students continue to develop their knowledge of food commodities focussing</p>	<p>Students continue to develop their knowledge of food commodities focussing</p>	<p>Students are introduced to the macronutrients , their sources, functions in the</p>

	<p>understanding of food commodities. They build upon their knowledge gained in years 7 and 8 to make a range of high quality products using a range of cooking methods, techniques, electrical appliances and different methods of heat transfer. They also use their senses to season food well.</p> <p>Assessment is at the end of the unit.</p>	<p>fruit and vegetables , cereals and other starchy carbohydrates. Students learn to cook a variety of dishes from a range of cuisines to reflect the food commodities. .</p>	<p>on milk, cheese and yogurt and meat, fish, poultry and eggs. They also cook a range of dishes to reflect the commodities. For each commodity learners develop their understanding of the value within the diet, features and characteristics with reference to the correct storage in order to prevent contamination.</p> <p>Assessment is at the end of the unit.</p>	<p>on milk, cheese and yogurt and meat, fish, poultry and eggs. They also cook a range of dishes to reflect the commodities. For each commodity learners develop their understanding of the value within the diet, features and characteristics with reference to the correct storage in order to prevent contamination.</p> <p>Assessment is at the end of the unit.</p>	<p>on soya, tofu, nuts and seeds and butter oil, margarine and syrup. . They also cook a range of dishes to reflect the commodities. For each commodity learners develop their understanding of the value within the diet, features and characteristics with reference to the correct storage in order to prevent contamination.</p> <p>Assessment is at the end of the unit.</p>	<p>diet, excess and deficiencies. Students also demonstrate their skills and competencies in preparing, cooking and serving a range of high quality products suitable to be served at different occasions. They get people to taste and evaluate their food and provide them with evaluative feedback. They also use nutritional analysis software to analyse their dishes and consider suitable modifications to make their dishes healthier. Students also learn about the scientific principles of each transfer making links to what they have studied in Science.</p> <p>Assessment is at the end of the unit.</p>
Year 10	<p>Students develop an understanding of the role of micronutrients in the body. Their specific functions, main sources, dietary reference values, the consequences of malnutrition and their complementary actions. Students also learn about the dietary value of water and dietary fibre. Students continue to cook a variety of dishes to develop their practical skills.</p> <p>Assessment is at the end of the unit.</p>	<p>Students explore the unit on “ Diet and Good Health”. They look at the energy requirements for individuals with specific dietary needs and different life stages.</p> <p>Assessment is at the end of the unit.</p>	<p>Students use their knowledge of nutrition to plan and prepare balanced meals for individuals in the different life stages. Students also focus on food styling and presentation skills to ensure that dishes look appetising and are presented to high standards. They also learn to use nutritional software to plan and calculate recipes and meals for different individuals with special dietary needs.</p> <p>Assessment is at the end of the unit.</p>	<p>In this unit, “The Science of Food” students develop a theoretical and practical working knowledge and understanding of how preparation and cooking affects the sensory and nutritional properties of food. Students undertake experimental work and produce dishes by modifying recipes to develop and apply knowledge and understanding of working properties and chemical characteristics of food.</p> <p>Assessment is at the end of the unit.</p>	<p>Students develop knowledge and understanding of food spoilage and food preservation. They learn about the correct conditions for storing food safely and the consequences of inadequate food hygiene practices.</p> <p>Assessment is at the end of the unit.</p>	<p>Students gain knowledge and understanding of food provenance, and food manufacturing. Students explore the unit on, “ Cooking and Food Preparation” They learn to plan, prepare, cook and serve a number of recipes to restaurant standards.</p> <p>Assessment is at the end of the unit.</p>

Year 11	Students start their first of two NEAs. They make a plan of action, conduct research and carry out experiments in order to prove their hypothesis and make conclusions based on their findings.	Students start their second NEA task designing and preparing a full three course meal and accompaniments based on the brief. They draft a plan of action, carry out research both primary and secondary and trial a number of recipes to meet the brief. Students also sit a mock exam to reflect component 2 of the course.	Students continue to work on their NEA2 and document their findings. They prepare, cook and serve a three course meal within a three hour time slot.	Students start to revise in preparing for their written examination .	Students continue to revise in preparation for the written exam.	Study leave
	Assessment is at the end of the unit.	Assessment is at the end of the unit.	Assessment is at the end of the unit.	Assessment is at the end of the unit.	Assessment is at the end of the unit.	

Pinner High School: Business

Business GCSE - Pearson Edexcel

Business A Level - Pearson Edexcel (9BS0)

Intent

- Business at Pinner High School aims to inspire students to understand the importance of the business world and equip them with the knowledge and skills to prepare them for all aspects of working life. Studying Business will allow students to think commercially and creatively, to understand the dynamics of business as well as develop decision making, problem solving, quantitative and analytical skills. At both GCSE and A Level, students are introduced to business models, theories and techniques which they apply to real life business case studies.
- Our intent is for students to learn essential business concepts, terminology, and principles, including areas such as marketing, finance, operations, and entrepreneurship. By studying business, students gain valuable knowledge and skills related to different parts of the business world, equipping them with the foundations necessary to navigate and contribute to the broader economy.
- We aim to meet the diverse needs of all our students, including those with special educational needs (SEND), PP (pupil premium) as well as HAP (our high ability pupils) to have equal opportunities to reach their full potential.

Implementation

- Lessons are organised to ensure a logical progression of topics, with opportunities for revision, consolidation of learning, and effective retrieval practice.
- Clear learning outcomes and objectives are shared at the beginning of each lesson. These outcomes focus on knowledge of key concepts and skills that students should learn and understand by the end of the lesson. This helps students to understand what they will be learning and what success looks like.
- In order to engage our students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating business concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills.
- We regularly employ various assessment methods such as end-of-topic tests, exam practice questions, and effective teacher questioning to gauge students' comprehension and identify any misconceptions. This allows us to provide constructive feedback to students to help them improve and reflect on their learning.
- We place great emphasis on the continuous development of key skills within our Business curriculum. Through an interleaving approach, these skills are revisited and reinforced regularly, ensuring students' proficiency and retention.
- To support individual student progress, we maintain records of their performance through shared data tracking sheets which are updated after each assessment and half termly. This enables us to see progress and identify students in need of early intervention who may require additional support.
- SEND students are supported to achieve their potential through differentiated worksheets, printing of lesson resources and the use of laptops. PP students are provided with revision textbooks and supported to access the learning materials.
- In Business we contribute to supporting and promoting literacy skills among our students through critical reading of business texts, case studies and news articles, which enhances their comprehension and analysis abilities. Key terms and business vocabulary are explicitly taught at both KS4 and KS5, encouraging students to utilise these terms in their discussions and written work. We also develop their mathematical skills through the analysis and interpretation of a range of data, using diagrammatic representations, using formulas and calculations.

- Students are provided with opportunities to track their learning and progress through RAG rated personal learning checklists. These are completed at the end of each topic, allowing students to reflect on their learning, evaluate their understanding of topics and identify areas for further development.
- Independent learning skills are built into lessons including research tasks, case study analysis, collaborative group work, presentations, and peer and self-assessment. These activities empower students to take ownership of their learning and develop valuable skills for lifelong learning.
- Teachers in the department employ a range of effective teaching and learning methods, including modelling, scaffolding, high order questioning, differentiation, and the use of exam technique writing frames, with a particular focus on the students' needs and abilities in each of their classes.
- To ensure the highest standards of teaching, our staff are encouraged to participate in relevant CPD (Continuing Professional Development) opportunities. This enhances their subject knowledge and keeps them up to date with changes in specifications. We promote the sharing of high-quality teaching pedagogy through department meetings and whole-school training. We regularly update our teaching and learning resources to take account of changes in the economy and these are shared through our department Google Drive.

Impact

- At Pinner High School, our curriculum has a positive impact on students interested in pursuing higher education in business or related fields. The GCSE course provides a strong foundation by providing students with comprehensive knowledge that enables them to study the subject further at A Level. The successful completion of the A Level course ensures students have a solid grounding for university-level business courses. A significant number of our students have chosen to study the subject further at University.
- Regular assessments inform teachers of student understanding and identify misconceptions. This can be measured through end of topic tests, mock exams as well as teacher Q&A. Regular use of timed exam responses allows us to monitor student progress effectively.
- To measure student progress, we use evidence from mock exam results as an objective measure of academic achievement, while half-termly data analysis provides a comprehensive view of each students' progress over time. Furthermore, judgements and feedback on business research tasks and presentations at A Level are directly linked to assessment objectives (AO1-AO4).
- To ensure quality assurance teachers are observed each term to maintain high standards of teaching, while student focus group discussions allow us to gather valuable feedback in order to make necessary improvements. Regular checks of books at KS4 and folders at KS5 help to monitor assessment feedback, peer/self-assessment, the quality of student work and their engagement. Additionally, moderation of student work and mock exam scripts ensures consistency and fairness in the assessment process.

Careers

Our hope is for Pinner High School Business students to become informed consumers, employees, managers, and entrepreneurs of the future. The transferable skills gained through studying business would equip them to enter a wide range of careers. Studying business will lead to students becoming more informed citizens, consumers, employees, future employers and entrepreneurs. Studying Business can lead to specific job roles in:

- Business Development
- Marketing
- Recruitment
- Banking and finance

- Administration
- Accounting and Finance
- Business Management

Recommended Textbook: Pearson Edexcel A level Business by Ian Marcouse

Reading and Podcasts:

How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions - Rachel Bridge,

The Tipping Point: How Little Things Can Make a Big Difference - Malcolm Gladwell,

The Google Story - The definitive account of one of the most remarkable organisations of our time by David A. Wise

The Lean Startup: How Constant Innovation Creates Radically Successful Businesses by Eric Ries

Grinding It Out: The Making of McDonald's - by Ray Kroc

One Click, Jeff Bezos and the Rise of Amazon.com by Richard L Brandt

No Filter: The inside story of how Instagram transformed Business by Sarah Frier

Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not! By Robert Kiyosaki

Newspapers & magazines: The Independent, The Financial Times, The Guardian, Business Review, The Economist, The Grocer

Podcasts: Revise GCSE Business Seneca, Podbean, How I Built This, Entrepreneur on Fire, BBC Business Daily

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Investigating small businesses	Enterprise and entrepreneurship - The dynamic nature of business - Risk and reward - The role of business enterprise <i>Assessment: Topic test 1.1</i>	Spotting a business opportunity - Customer needs - Market research - Market segmentation - The competitive environment <i>Assessment: Topic test 1.2</i>	Putting a business idea into practice - Business aims and objectives - Business revenues, costs and profits - Cash and cash flow - Sources of business finance <i>Assessment: Calculations questions and key terms Topic test 1.3</i>	Making the business effective - The options for start-up and small businesses - Business location - The marketing mix - Business plans <i>Assessment: Topic test 1.4</i>	Understanding external influences on business Business stakeholders - Technology and business - Legislation and business <i>Assessment: Key terms and knowledge test</i>	Understanding external influences on business The economy and business - External influences - Revision & recap <i>Assessment: Topic test 1.5 & end of year mock</i>

Year 10 Building a business	Recap of year 9 topics - Growing the business - Business growth - Changes in business aims and objectives <i>Assessment: Key terms and knowledge test from year 9 topics</i>	Growing the business - Business and globalisation - Ethics, the environment and business <i>Assessment: Topic test 2.1</i>	Making marketing decisions Product - Price - Promotion <i>Assessment: Questions on topics covered (exam questions)</i>	Making marketing decisions Place - Using the marketing mix to make business decisions <i>Assessment: Topic 2.2 test and exam questions</i>	Making operational decisions - Business operations - Working with suppliers <i>Assessment: Topic test 2.3</i>	Revision and recap of year 10 topics <i>Assessment: End of year mocks</i>
	Recap Year 10 content - Making financial decisions - Business calculations - Understanding business performance <i>Assessment: Calculations test & topic test 2.4</i>	Making human resource decisions - Organisational structures - Effective recruitment <i>Assessment: Exam questions</i>	Making human resource decisions (continued) - Effective training and development - Motivation <i>Assessment: Topic test 2.5</i>	Exam prep and revision	Exam prep and revision	Exam season
Year 12 Theme 1 & 2	1.1 Meeting customer needs 1.1.1 The market 1.1.2 Market research 1.1.3 Market positioning 1.2 Market 1.2.1 Demand 1.2.2 Supply 1.2.3 Markets 1.2.4 Price elasticity of demand 1.2.5 Income elasticity of demand <i>Assessment: Knowledge test on 1.1 and 1.2 & exam questions</i>	1.3 Marketing mix and strategy 1.3.3 Pricing strategies 1.3.4 Distribution 1.3.5 Marketing strategy 1.4 Managing people 1.4.1 Approaches to staffing 1.4.2 Recruitment, selection and training 1.4.3 Organisational design 1.4.4 Motivation in theory and practice 1.4.5 Leadership <i>Assessment: Knowledge test on 1.3 and 1.4 & exam questions</i>	1.5 Entrepreneurs and leaders 1.5.1 Role of an entrepreneur 1.5.2 Entrepreneurial motives and characteristics 1.5.3 Business objectives 1.5.4 Forms of business 1.5.5 Business choices 1.5.6 Moving from entrepreneur to leader <i>Assessment: Knowledge test on 1.5 and & exam questions</i>	2.1 Raising finance 2.1.1 Internal finance 2.1.2 External finance 2.1.3 Liability 2.1.4 Planning 2.2 Financial planning 2.2.1 Sales forecasting 2.2.2 Sales, revenue and costs 2.2.3 Break-even 2.2.4 Budgets <i>Assessment: Knowledge test on 2.1 and 2.2 & exam questions</i>	2.3 Managing finance 2.3.1 Profit 2.3.2 Liquidity 2.3.3 Business failure 2.4 Resource management 2.4.1 Production, productivity and efficiency 2.4.2 Capacity utilisation 2.4.3 Stock control 2.4.4 Quality management <i>Assessment: Knowledge test on 2.3 and 2.4 & exam questions</i>	2.5 External influences 2.5.1 Economic influences 2.5.2 Legislation 2.5.3 The competitive environment <i>Assessment: End of years 12 mock exam</i> Depending on number of lessons available - start some year 13 content & set over holidays
Year 13 Theme 3 & 4	3.1 Business objectives and strategy 3.1.1 Corporate objectives	3.4 Influences on business decisions 3.4.1 Corporate influences 3.4.2 Corporate culture	4.1 Globalisation 4.1.1 Growing economies 4.1.2 International trade and business growth	4.3 Global marketing 4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factors	Revision and exam practice Exams	Exams

	<p>3.1.2 Theories of corporate strategy</p> <p>3.1.3 SWOT analysis</p> <p>3.1.4 Impact of external influences</p> <p>3.2 Business growth</p> <p>3.2.1 Growth</p> <p>3.2.2 Mergers and takeovers</p> <p>3.2.3 Organic growth</p> <p>3.2.4 Reasons for staying small</p> <p>3.3 Decision-making techniques</p> <p>3.3.1 Quantitative sales forecasting</p> <p>3.3.2 Investment appraisal</p> <p>3.3.3 Decision trees</p> <p>3.3.4 Critical Path Analysis</p> <p><i>Assessment: Knowledge test on 3.2 and 3.3 & exam questions</i></p>	<p>3.4.3 Shareholders versus stakeholders</p> <p>3.4.4 Business ethics</p> <p>3.5 Assessing competitiveness</p> <p>3.5.1 Interpretation of financial statements</p> <p>3.5.2 Ratio analysis</p> <p>3.5.3 Human resources</p> <p>3.6 Managing change</p> <p>3.6.1 Causes and effects of change</p> <p>3.6.2 Key factors in change</p> <p>3.6.3 Scenario planning</p> <p><i>Assessment: Knowledge test on 3.5 and 3.6 & exam questions</i></p>	<p>4.1.3 Factors contributing to increased globalisation</p> <p>4.1.4 Protectionism</p> <p>4.1.5 Trading blocs</p> <p>4.2 Global markets and business expansion</p> <p>4.2.1 Conditions that prompt trade</p> <p>4.2.2 Assessment of a country as a market</p> <p>4.2.3 Assessment of a country as a production location</p> <p>4.2.4 Reasons for global mergers or joint ventures</p> <p>4.2.5 Global competitiveness</p> <p><i>Assessment: Knowledge test on 4.1 and 4.2 & exam questions</i></p>	<p>4.4 Global industries and companies</p> <p>4.4.1 The impact of MNCs</p> <p>4.4.2 Ethics</p> <p>4.4.3 Controlling MNCs</p> <p><i>Assessment: Knowledge test on 4.3 and 4.4 & exam questions</i></p>		
--	---	---	--	--	--	--

Pinner High School: Economics

Economics GCSE - OCR (J205)

A Level Economics A - Pearson Edexcel (9EC0)

Intent

- To stimulate a passion and love for Economics at Pinner High School, we aim to promote the ability to think like economists, enabling students to develop logical arguments and make sound economic judgments.
- We emphasise the importance of understanding fundamental economic concepts and their application in real-world situations. Students will gain knowledge about how markets work, comprehend the dynamics of supply and demand, explore economic efficiency, and address crucial economic challenges such as poverty, inequality, and environmental sustainability. Through this understanding, they will be equipped to evaluate the impact of policies and decisions on a national and global scale.
- We strive to empower students to justify economic arguments with rigour. By critically analysing economic events, they will be able to scrutinise these arguments and strengthen their economic reasoning skills. We also want our students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy.
- To develop fluency in the use of the economic toolkit, which involves the use of diagrammatic analysis in both micro-economics and macro-economics which will enable them to apply economic principles effectively. We aim to encourage the development of enquiry and analytical skills through data analysis and applying economic theories and models to economic problems.
- Our curriculum fosters a holistic understanding of economics by encouraging students to make connections across themes and topics covered in the specification. This approach supports synoptic learners to see the interconnectedness of various economic concepts.
- We aim to meet the diverse needs of all our students, including those with special educational needs (SEND), PP (pupil premium) as well as HAP (our high ability pupils) to have equal opportunities to reach their full potential.
- We recognise the importance of developing transferable skills that go beyond economics. Our students will enhance their quantitative and qualitative skills, improve their communication abilities, develop critical thinking, and strengthen problem-solving capabilities. These skills will equip them for success in various academic and professional pursuits.

Implementation

- Lessons are thoughtfully organised to ensure a logical progression of topics, with opportunities for revision, consolidation of learning, and effective retrieval practice.
- Clear learning outcomes and objectives are shared at the beginning of each lesson. These outcomes focus on knowledge of key concepts and skills that students should learn and understand by the end of the lesson. This helps students to understand what they will be learning and what success looks like.
- In order to engage students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating economic concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills. In order to inspire our students, we invite expert speakers and encourage them to enter national competitions linked to the subject.

- We regularly employ various assessment methods such as end-of-topic tests, exam practice questions, and effective teacher questioning to gauge students' comprehension and identify any misconceptions. This allows us to provide constructive feedback to students to help them improve and reflect on their learning.
- We place great emphasis on the continuous development of key skills within our Economics curriculum. Through an interleaving approach, these skills are revisited and reinforced regularly, ensuring students' proficiency and retention.
- To support individual student progress, we maintain records of their performance through shared data tracking sheets which are updated after each assessment and half termly. This enables us to see progress and identify students in need of early intervention who may require additional support.
- SEND students are supported to achieve their potential through differentiated worksheets, printing of lesson resources and the use of laptops. PP students are provided with revision textbooks and supported to access the learning materials.
- In Economics we contribute to supporting and promoting literacy skills among our students through critical reading of economics texts, case studies and news articles, which enhances their comprehension and analysis abilities. Key terms and economics vocabulary are explicitly taught at both KS4 and KS5, encouraging students to utilise these terms in their discussions and written work. We also develop their mathematical skills through the analysis and interpretation of a range of data, using diagrammatic representations to illustrate economic concepts and the use of formulas and calculations.
- Students are provided with opportunities to track their learning and progress through RAG rated personal learning checklists. These are completed at the end of each topic, allowing students to reflect on their learning, evaluate their understanding of topics and identify areas for further development.
- Independent learning skills are built into lessons including research tasks, case study analysis, collaborative group work, presentations, and peer and self-assessment. These activities empower students to take ownership of their learning and develop valuable skills for lifelong learning.
- Teachers in the department employ a range of effective teaching and learning methods, including modelling, scaffolding, high order questioning, differentiation, and the use of exam technique writing frames, with a particular focus on the students' needs and abilities in each of their classes.
- To ensure the highest standards of teaching, our staff are encouraged to participate in relevant CPD (Continuing Professional Development) opportunities. This enhances their subject knowledge and keeps them up to date with changes in specifications. We promote the sharing of high-quality teaching pedagogy through department meetings and whole-school training. We regularly update our teaching and learning resources to take account of changes in the economy and these are shared through our department Google Drive.

Impact

- At Pinner High School, our curriculum has a positive impact on students interested in pursuing higher education in Economics or related fields. The GCSE course provides a strong foundation by providing students with comprehensive knowledge that enables them to study the subject further at A Level. The successful completion of the A Level course ensures students have a solid grounding for university level Economics courses. A significant number of our students have chosen to study the subject further at University.
- Regular assessments inform teachers of student understanding and identify misconceptions. This can be measured through end of topic tests, mock exams as well as teacher Q&A. Regular use of timed exam responses allows us to monitor student progress effectively.
- To measure student progress, we use evidence from mock exam results as an objective measure of academic achievement, while half-termly data analysis provides a comprehensive view of each students' progress over time. Furthermore, judgements and feedback on Economics research tasks and presentations at A Level are directly linked to assessment objectives (AO1-AO4).
- To ensure quality assurance teachers are observed each term to maintain high standards of teaching, while student focus group discussions allow us to gather valuable feedback in order to make necessary improvements. Regular checks of books at KS4 and folders at KS5 help to monitor assessment feedback, peer/self-assessment, the

quality of student work and their engagement. Additionally, moderation of student work and mock exam scripts ensures consistency and fairness in the assessment process.

Careers

Our hope is for Pinner High School Economics students to become informed consumers, employees, managers, and entrepreneurs of the future. The transferable skills gained through studying business would equip them to enter a wide range of careers. Studying Economics can lead to future employment in a variety of settings in both the public and private sectors. The largest employer of economists is the Civil Service. The Bank of England also provides vacancies through its graduate development programme. Studying economics allows you to find employment in areas such as charitable and not-for-profit organisations, consultancies, insurance and accountancy firms as well as government departments. Specific job roles include: Economist, Data Analyst, Accountant, Investment Banker, Financial Risk Analyst, Stockbroker, Researcher.

Recommended Textbook: Pearson Edexcel A level Economics A Fourth Edition, Publisher: Hodder Education, Author: Peter Smith

Recommended reading & podcasts

Doughnut Economics (Kate Raworth) – challenges orthodox thinking in Economics. An economics for wellbeing and the future.

Alibaba: The House that Jack Ma Built (Duncan Clark) – The rise of the Chinese corporate giant.

Economics for the Common Good (Jean Tirole) – applied microeconomics from a Nobel prize winner.

Inequality (Anthony Atkinson) – a superb book on one of the defining economic/political issues of the age

Poor Economics: Rethinking Ways to Fight Global Poverty (Banerjee & Duflo) – development economics

The Box - How the Shipping Container Made the World Smaller and the World Economy Bigger, (Levinson)

The Everything Store: Jeff Bezos and the Age of Amazon (Brad Stone) – a great business page turner

The Great Divide (Professor Joseph Stiglitz) – one of the classic critiques of globalisation

Newspapers: The Financial Times, The Independent, The Guardian

Magazines: The Economist, Economic Review, Economics Today

Podcasts: Economics in Ten Podcast, Planet Money Podcast

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Introduction to Economics	Main economic groups and factors of production - The basic economic problem - Scarce resources, unlimited wants and the economic problem - Opportunity cost - Economic choices and sustainability - The role of markets - Market; sectors; product and factor markets - Specialisation and exchange Assessment: Test on 1.1 topics	Demand - Demand curves - shifts and movements - Causes and consequences of shifts and movements - Price elasticity of demand - Importance of PED for consumers/producers Assessment: Demand knowledge test 2.2	Supply - Supply curve - shifts and movements - Causes and consequences of shifts and movements - Price elasticity of supply - Importance of PES for consumers/producers - Price - Equilibrium price and quantity - Interaction of demand and supply - Determination of price - Allocation of resources - Market forces, equilibrium price and quantity Assessment: Drawing supply curves and PES calculations test 2.3	Competition and market economy - Competition and price - Impact of competition on producers and consumers - Monopoly and oligopoly - Role of producers - Production - Production and productivity - Cost, Revenue, profit and loss calculations Assessment: Questions on the market forces of S & D	Production - Importance of cost, revenue, profit and loss - Economies of scale - The labour market - Determination of wages - Gross and net pay calculations Assessment: Calculations test	The role of money and the financial markets - Importance of financial sector - Effect of changes in interest rates - Interest rate calculations Assessment: Questions on the financial sector and calculations End of year mock
Year 10 National & International Economics	Recap of year 9 topics - Government objectives - Economic growth - GDP and GDP per capita - Recent and historical GDP data - Determinants of economic growth - Costs and benefits of economic growth Assessment: Questions on economic growth and calculating GDP/GDP per capita	Unemployment - Employment and unemployment, types of unemployment - Claimant Count - Unemployment rate calculations - Recent and historical unemployment data - Causes and consequences of unemployment Assessment: Knowledge test on key terms and data questions	Fair distribution of income & wealth - Distribution of income and wealth - Income and wealth calculations - Causes and consequences of differences in income and wealth - Price stability and inflation - Real and nominal values - Consumer price index Assessment: Exam practice Questions on calculating income/wealth and CPI	Price stability and inflation - Recent and historical data on inflation - Causes and consequences of inflation - Fiscal policy - Sources of Government spending & revenue - Government budget – surplus, balanced, deficit - Effects of fiscal policy - Costs and benefits of fiscal policy - Measures to redistribute income and wealth - taxation Assessment: Exam practice questions on inflation and fiscal policy.	Monetary policy - How monetary policy affects growth, employment and price stability - Effects of monetary policy - Supply side policy - Costs and benefits of supply side policies Assessment: Knowledge test on policies	Limitation of markets - Externalities - Government policies to correct externalities - Impact of policies to correct externalities - Cost and benefits of policies to correct externalities Assessment: Exam questions on market failure End of year mock

<p>Year 11</p> <p>National & International Economics</p>	<p>Recap year 10 topics</p> <ul style="list-style-type: none"> - Importance of international trade - International trade - Free trade agreements - Balance of Payments - BOP surpluses and deficits <p>Assessment: Exam questions on free trade and knowledge test</p>	<p>Balance of Payments</p> <ul style="list-style-type: none"> - Recent and historical international trade data - The importance of BOP for the UK economy - Exchange rates - Exchange Rates & currency conversion - Recent and historical exchange rate data <p>Assessment: Calculations and exam practice questions</p>	<p>Exchange rates</p> <ul style="list-style-type: none"> - Effect of changes in exchange rate - Globalisation - Development measures - Costs and benefits of Globalisation in developed countries - Costs and benefits of globalisation in less developed countries. <p>Assessment: Exam practice questions</p>	<p>REVISION & EXAM PRACTICE</p>	<p>REVISION & EXAM PRACTICE</p>	<p>EXAM SEASON</p>
<p>Year 12</p> <p>Theme 1 & 2</p>	<p>1.1 The nature of Economics Economics as a social science</p> <ul style="list-style-type: none"> - Positive and normative economic statements - The economic problem - Production possibility frontiers - Specialisation and the division of labour - Free market economies, mixed economy and command economy <p>1.2 How markets work</p> <ul style="list-style-type: none"> - Rational decision making <p>Assessment: Section A questions on 1.1/1.2 (SAQS and MCQs)</p>	<p>1.2 How markets work</p> <ul style="list-style-type: none"> - Demand + Price, income and cross elasticities of demand - Supply + Elasticity of supply - Price determination & Price mechanism - Consumer and producer surplus - Indirect taxes and subsidies - Alternative views of consumer behaviour <p>Assessment: Data Response exam Questions (DRQs) on 1.2 emphasis on D/S diagrams</p> <p>D/S diagram test</p> <p>Section A questions (SAQS and MCQs)</p>	<p>1.3 Market failure</p> <ul style="list-style-type: none"> - Types of market failure Externalities - Public goods - Information gaps <p>1.4 Government intervention Assessment</p> <ul style="list-style-type: none"> - Government intervention in markets - Government failure <p>Assessment: DRQs on 1.3/1.4 - emphasis on externality and intervention diagrams</p> <p>Focus on 12/15 marker 'Discuss' questions on micro-interventions</p> <p>Section A questions (SAQS and MCQs)</p>	<p>2.1 Measures of Economic performance</p> <ul style="list-style-type: none"> - Economic growth - Inflation - Employment and unemployment - Balance of Payments <p>2.2 Aggregate Demand</p> <ul style="list-style-type: none"> - The characteristics of AD Consumption (c), Investment (I), Government expenditure (G) Net trade (X-M) <p>Assessment: DRQs on 2.1/2.2 – emphasis on interpreting macroeconomic data</p> <p>12/15 marker 'Discuss' questions relating to macro-economic variables and/or AD</p> <p>Section A questions (SAQS and MCQs)</p>	<p>2.3 Aggregate Supply</p> <ul style="list-style-type: none"> - The characteristics of AS - Short-run AS - Long-run AS <p>2.4 National Income</p> <ul style="list-style-type: none"> - National income - Injections and withdrawals - Equilibrium levels of real national output - The multiplier <p>2.5 Economic Growth</p> <ul style="list-style-type: none"> - Causes of growth - Output gaps - Trade (business cycle) - The impact of economic growth <p>Assessment: DRQs on 2.4/2.5 – emphasis on AD/AS analysis</p> <p>Section A questions (SAQS and MCQs)</p>	<p>2.6 Macro Economic objectives & policies</p> <ul style="list-style-type: none"> - Possible macroeconomic objectives - Demand-side policies - Supply-side policies - Conflicts and trade offs between objectives and policies <p>Assessment: End of year 12 mock</p>

				and MCQs)		
Year 13 Theme 3 & 4	3.1 Business growth - Sizes and types of firms Business growth - Demergers 3.2 Business objectives Business objectives 3.3 Revenues, costs and profits - Revenue, Costs Economies & diseconomies of scale - Normal profits, supernormal profits and losses 3.4 Market structures - Efficiency - Perfect competition - Monopolistic competition Oligopoly, Monopoly, - Monopsony - Contestability Assessment: DRQs on 3.1-3.4 <i>emphasis on market structure diagrams and efficiency</i> <i>Section A questions (SAQS and MCQs)</i>	3.5 Labour market - Demand for labour - Supply of labour - Wage determination in competitive and non-competitive markets 3.6 Government intervention - Government intervention - The impact of government intervention 4.1 International economics - Globalisation - Specialisation and trade - Pattern of trade - Terms of trade - Trading blocs and the World - Trade Organisation (WTO) - Restrictions on free trade Assessment: 25 mark essay – <i>international trade / Trade Blocs</i> <i>DRQs on 3.5-3.6 and 4.1 emphasis on contestability, labour market failure and the tariff diagram.</i>	4.1 International economics - Balance of payments - Exchange rates - International competitiveness 4.2 Poverty and inequality - Absolute and relative poverty - Inequality 4.3 Emerging and developing economies - Measures of development - Factors influencing growth and development - Strategies influencing growth and development Assessment: 25 mark essay – <i>international competitiveness / factors and strategies for development</i> <i>DRQs on 4.1-4.3.</i>	4.4 The financial sector - The role of the financial markets - Market failure in the financial sector - Role of central banks 4.5 Role of the state in the macroeconomy - Public expenditure - Taxation - Public sector finances - Macroeconomic policies in a global context Assessment: 25 mark essay – <i>macroeconomic policy responses / global financial crisis</i> <i>DRQs on 4.4-4.5 and 4.1 emphasis on financial market failure – factors and policies.</i>	REVISION & EXAM PREPARATION	EXAM SEASON

Pinner High School: Computer Science

KS3: Computing

KS4: Computer Science GCSE - OCR (J277)

KS5: Computer Science A Level - OCR (H446)

Intent

The Computer Science curriculum is designed to help students learn about three main areas in Computing: Information Technology, Digital Literacy, and Computer Science. They gain skills to use computers effectively, create digital products, and be responsible digital citizens. They also learn about staying safe online, understanding the impact of technology, and important moments in our digital world. Additionally, they study Computer Science, which involves how computers work, global communication, problem-solving using computational thinking, and creating algorithms and programs.

Throughout the curriculum, students are encouraged to work independently, think deeply, and write effectively about what they learn. There are various opportunities for extra learning, such as competitions and programs like Bebras, CyberFirst Girls, App Development, and the Inspiring Digital Enterprise Award. We also plan to organise a trip to Bletchley Park, the first computer's home.

For students with special educational needs, we provide appropriate support and adjustments so they are not disadvantaged. Enrichment opportunities are available for high-achieving pupils. They can explore advanced topics, participate in coding competitions, and engage in research projects to foster their curiosity, creativity, and deeper understanding of the subject. We want to challenge and stimulate their abilities, allowing them to reach their full potential and develop their skills and passion for computer science.

We regularly assess students' progress using various methods such as practical projects, presentations, and written assignments. We provide constructive feedback to help students understand their strengths and areas for improvement. This ongoing assessment and feedback process guides their learning journey and ensures they receive appropriate support when needed.

The curriculum is differentiated by outcome so that resources, approaches and outcomes are open to all students of all abilities. The curriculum is delivered and brought to life by a specialist and experienced team of dedicated staff. The team of specialist, enthusiast staff ensure that high expectations are set and the Pinner High Values are embedded throughout.

The essential aim of the curriculum is to prepare students for the digital world through a broad, balanced, and challenging curriculum that promotes technology, creativity, and global citizenship, encouraging them to think big and succeed in the field of computer science

Implementation

In Years 7-8, students engage in the study of KS3 Computing, encompassing all aspects of the National Curriculum. The curriculum focuses on imparting knowledge of computer science, information technology, and digital literacy. A significant emphasis is placed on fostering deep understanding and broadening knowledge through diverse questioning, problem-solving activities, as well as formal interim and end-of-unit tests to assess comprehension and retention of the curriculum content.

The KS3 course is thoughtfully designed to be both challenging and captivating. Students learn the art of designing, utilising, and evaluating computational abstractions, while grasping essential algorithms that embody computational thinking. They also develop logical reasoning skills to compare various alternative algorithms for solving similar problems. Through the utilisation of both text and non-text based programming languages, students engage in designing and constructing modular programs to tackle a wide array of computational problems.

Furthermore, students grasp the fundamentals of basic logic and its applications in circuits and programming. They acquire an understanding of binary representation for numbers and perform operations on binary numbers. In addition, students comprehend the hardware and software components that constitute computer systems, including their communication methods, as well as the storage and execution of instructions.

Students delve into the realm of digital manipulation and representation of diverse types of data. They undertake creative projects that involve the selection, utilisation, and integration of multiple applications across various devices to accomplish challenging objectives. Throughout these endeavours, students demonstrate their ability to create, reuse, revise, and repurpose digital artefacts, paying attention to factors such as trustworthiness, design, and usability.

Moreover, students are educated on the safe, respectful, responsible, and secure usage of technology. This encompasses safeguarding their online identity and privacy, recognizing inappropriate content, contacts, and behaviour, as well as understanding the procedure for reporting concerns.

The beginning of KS4 marks the students beginning their GCSE Computer Science journey with a focus on computer systems. They revise binary and learn about the HEX number system. They explore computer system architecture, memory types, communication processes in networks, data security, software types, and the broader impact of technology, including legislation, ethics, and environmental considerations.

In Year 10, students further develop their programming skills while applying their knowledge to theoretical exams. They cover advanced topics such as computational thinking, algorithms, programming techniques, robust systems, boolean logic, programming languages, and integrated development environments. These units equip students with the skills needed to tackle programming challenges and apply theoretical knowledge effectively in exams.

Year 11 is a crucial year where students deepen their understanding of Computer Science. The curriculum addresses any knowledge gaps identified from Year 10 assessments and focuses on challenging topics. Students are provided with resources from subscription platforms like Craig and Dave, Computer Science UK, and Smart Revise to support their learning. These platforms offer educational materials, interactive tutorials, and practice resources for independent study. This personalised approach encourages self-directed learning, allowing students to strengthen their knowledge, understanding, and skills.

The KS5 curriculum aims to equip students with a comprehensive understanding of the principles and concepts that underpin the field of computer science. Through this curriculum students will develop the essential knowledge, skills, and understanding required to pursue further studies or careers in this dynamic discipline. They will delve into the realm of computational thinking and problem-solving, honing their abilities to analyse problems, design algorithms, and implement solutions using appropriate programming languages. In doing so they will gain proficiency in programming, exploring different paradigms and mastering program structure, data types, control flow, and modularization. The curriculum will also delve into algorithms and data structures, providing students with a toolbox of sorting and searching algorithms, as well as an understanding of linked lists, stacks, queues, trees, and graphs. Students will gain insight into computer systems, unravelling the intricacies of binary representation, Boolean logic, computer components, operating systems, networks, and security. Moreover, they will study the principles and protocols that underpin computer networks, including the Internet, while also delving into database systems and software development methodologies. The curriculum will shed light on the social, legal, ethical, and security aspects of computing, fostering an awareness of the impact of computer science on society and the ethical responsibilities of computer scientists. Throughout the curriculum, students will engage in practical programming projects, problem-solving tasks, and investigative work, ensuring they develop their computational thinking, programming skills, and ability to critically evaluate the implications of computer science in the wider world.

Impact

By implementing our comprehensive and ambitious Computer Systems curriculum, we anticipate a significant impact on the technical proficiency, problem-solving abilities, and critical thinking skills of our students. Throughout the curriculum, individuals will develop a deep understanding of computer systems, including hardware, software, and networks, as well as the broader impact of technology on society.

Through our curriculum, students will gain the knowledge and skills to analyse complex computer-related issues, evaluate evidence, and make informed judgments. They will be able to understand the interconnected nature of computer systems and their role in various domains, such as communication, data storage, and security. By fostering their critical thinking and problem-solving abilities, we aim to equip students with the capacity to address real-world challenges and adapt to the rapidly evolving field of computer systems. Moreover, our curriculum aims to inspire a sense of digital citizenship and ethical responsibility. Students will develop an understanding of the social, legal, and ethical implications of computer systems, including issues related to privacy, security, and the ethical use of technology. By promoting discussions and activities centred around responsible digital behaviour, we aim to cultivate a generation of technologically literate individuals who value privacy, respect intellectual property, and are mindful of the ethical considerations in the use of computer systems.

Through their engagement with the curriculum, students will also develop a broader awareness of the societal and global impact of computer systems. They will gain insight into the environmental considerations of technology, including energy consumption and electronic waste management. Furthermore, they will understand the implications of technology on various aspects of society, such as employment, education, healthcare, and communication.

This comprehensive understanding of computer systems and their impact will empower our students to make informed decisions and contribute positively to the digital world. They will possess the knowledge, skills, and attitudes necessary to navigate the complexities of computer systems responsibly and ethically. By nurturing a generation of technologically proficient and socially conscious individuals, our curriculum seeks to shape a future where technology is harnessed for the benefit of all, fostering inclusivity, cooperation, and sustainability in the digital era.

Beyond the Curriculum

- **Coding in Different Languages:**

Our curriculum goes beyond focusing on a specific programming language, such as Python. We believe in exposing students to a variety of programming languages to broaden their horizons and enhance their skill set. Throughout their journey, students will explore block-based languages like Java, visual programming tools like App Lab for game development, as well as web development languages like HTML, CSS, and JavaScript. By learning different languages, students can grasp diverse programming paradigms and problem-solving approaches.

- **Emerging Technologies:**

In line with the rapidly evolving tech landscape, our curriculum introduces students to emerging technologies such as artificial intelligence (AI), machine learning, and data science. Students will dive into the applications of these technologies, analyse their societal impact, and consider ethical considerations. By exploring these cutting-edge fields, students will be prepared for the future and equipped with the skills necessary to navigate the ever-changing technological landscape.

- **Coding Competitions and Hackathons:**

We strongly encourage students to participate in coding competitions and hackathons as part of our curriculum. These events provide opportunities for students to challenge themselves, collaborate with peers, and showcase their coding abilities. By engaging in these activities, students can cultivate essential skills like teamwork, creativity, and problem-solving. Additionally, participating in coding competitions and hackathons allows students to connect with a wider community of computer science enthusiasts, fostering a sense of camaraderie and providing avenues for continued growth and learning.

By incorporating a comprehensive curriculum that covers various programming languages, explores emerging technologies, and encourages participation in coding competitions and hackathons, we aim to provide our students with a well-rounded and practical education in computer science. Through these experiences, they will develop the necessary skills, knowledge, and mindset to thrive in the dynamic and ever-expanding field of technology.

Enrichment opportunities

KS3 Two clubs: Inspiring Digital Enterprise Award and Cyber Explorers

KS4 Web development using HTML, CSS and JavaScript

KS5 Game Development using Defold and PyGame

Recommended reading and viewing

The Computer Science reading and watching list provided encompasses a wide range of topics within the field of computer science, artificial intelligence, and related areas. It includes both historical accounts and future-oriented perspectives, providing readers with a comprehensive understanding of the subject. From "A Brief History of Artificial Intelligence" by Michael Wooldridge to "The Atlas of AI" by Kate Crawford, these works explore the origins, current state, and potential future developments of artificial intelligence. Books like "The Alignment Problem" by Brian Christian and "Artificial You" by Susan Schneider delve into the ethical and philosophical implications of AI, while "Understanding the Digital World" by Brian W. Kernighan provides essential knowledge about computers, the internet, privacy, and security. The list also covers various aspects of coding and programming, including "Essential Computational Thinking" by Ricky J. Sethi and "Software Engineering at Google" by Titus Winters. Furthermore, it includes works that shed light on the historical context of computing, such as "The Codebreakers of Bletchley Park" by Christopher Andrew and "Ada Lovelace Cracks the Code" by Rebel Girls. Movies like "Hidden Figures," "The Imitation Game," and "Coded Bias" offer cinematic portrayals of significant events and issues in computer science and AI. Overall, this reading and watching list provides a comprehensive and diverse collection of resources to explore and deepen one's understanding of computer science and its impact on society.

Careers

Students with a Computer Science GCSE and A-Level qualification have a solid foundation in computer science principles and programming skills, which can open up a range of career opportunities in the field. Here are some potential career paths for students with these qualifications:

- Software Developer/Engineer
- Web Developer
- Data Analyst/Scientist
- Systems Analyst
- Network Administrator
- Cybersecurity Analyst
- IT Consultant
- Database Administrator
- Game Developer
- Machine Learning Engineer

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	E-Safety and Computational Thinking <ul style="list-style-type: none"> • Cyberbullying • Privacy and Security • Digital Footprint • Computational Thinking • Representing Algorithms Assessments End of unit assessment at the end of half term	Computer Systems <ul style="list-style-type: none"> • Input, Output and Storage • Computer Components • The CPU & FDE • Software (OS and Utility) • Binary conversion • Text Representation Assessments End of unit assessment at the end of half term	Blocks to Python with Micro:Bits <ul style="list-style-type: none"> • Sequence • Selection • Iteration • Ping Pong Assessments End of unit assessment at the end of half term	Spreadsheet Modelling <ul style="list-style-type: none"> • Cell Referencing, formatting tables, basic arithmetic. • Sources of information & data gathering • Setting the spreadsheet (SUM, MIN and MAX) • Advanced formulas (IF, Count IF) • Representing the data (Graphs) • Present your findings Assessments End of unit assessment at the end of half term	Introduction to Python Script <ul style="list-style-type: none"> • Python turtle (Sequence) • Python turtle (Iteration) • Python script introduction • Python quiz (Selection) • Python quiz (variables and formulas) Assessments End of unit assessment at the end of half term	Digital Project <ul style="list-style-type: none"> • Introduction and research • Create a logo • Letter to parents/businesses • Consumer Research • Spreadsheet Analysis • Digital advert Assessments End of unit assessment at the end of half term
Year 8	Data Representation and Circuits <ul style="list-style-type: none"> • Recap of Binary • Binary Addition 	Python Chatbot <ul style="list-style-type: none"> • Input, Variables, Output and Data Types • Selection Recap 	Computer Networks and Network Security <ul style="list-style-type: none"> • The Internet • Connectivity 	Artificial Intelligence and Machine Learning <ul style="list-style-type: none"> • What is AI • Machine Learning 	Web Technologies <ul style="list-style-type: none"> • Introduction to HTML and formatting text • Images and Hyperlinks 	Application Development <ul style="list-style-type: none"> • App for that • Tappy Tap App • School Lab Solutions

	<ul style="list-style-type: none"> Image Rep Sound Rep Boolean Logic (AND, OR, NOT) & Trace Tables <p>Assessments End of unit assessment at the end of half term</p>	<ul style="list-style-type: none"> While Loops For Loops <p>Assessments End of unit assessment at the end of half term</p>	<ul style="list-style-type: none"> Topologies Encryption Threats & Preventions Legislations <p>Assessments End of unit assessment at the end of half term</p>	<ul style="list-style-type: none"> Ethics of AI Image Recognition Turing Tests and Chatbots Rate my Review <p>Assessments End of unit assessment at the end of half term</p>	<ul style="list-style-type: none"> Introduction to CSS DIV and Classes Layouts and CSS Box Model JavaScript - Inputs and Outputs <p>Assessments End of unit assessment at the end of half term</p>	<ul style="list-style-type: none"> User Input App Development <p>Assessments End of unit assessment at the end of half term</p>
Year 9	<p>CPU and Memory</p> <ul style="list-style-type: none"> The CPU Primary and secondary memory <p>Assessments Students are assessed every two weeks and sit an overall assessment at the end of each half term.</p>	<p>Data Representation</p> <ul style="list-style-type: none"> Units of data storage Data representation Compression <p>Assessments Students are assessed every two weeks and sit an overall assessment at the end of each half term.</p>	<p>Computer Networks</p> <ul style="list-style-type: none"> Wired and Wireless networks The Internet Network Topologies <p>Assessments Students are assessed every two weeks and sit an overall assessment at the end of each half term.</p>	<p>Network Security</p> <ul style="list-style-type: none"> Threats to networks Network Prevention methods <p>Assessments Students are assessed every two weeks and sit an overall assessment at the end of each half term.</p>	<p>Computer Software</p> <ul style="list-style-type: none"> Operating systems Utility software <p>Impact of Technology</p> <ul style="list-style-type: none"> Privacy Cultural Environmental Legislations <p>Assessments Students are assessed every two weeks and sit an overall assessment at the end of each half term.</p>	<p>Yr 9 Revision</p> <p>Assessments End of year assessment covering all topics.</p> <p>Programming Project Students undertake a mini programming project based on a scenario to develop their programming skills.</p>
	<p style="text-align: center;">Python programming skills building</p> <p style="text-align: center;">Assessments Students complete programming challenges every three lessons to assess their programming skills.</p>					
Year 10	<p>Component 2 - 2.1 Algorithms</p> <ul style="list-style-type: none"> Computational Thinking Input, Process and Outputs Structured diagrams Searching and Sorting algorithms <p>Assessments Students are assessed every two weeks and sit a 2.1 assessment at the end of each term.</p>	<p>Component 2 - 2.2 Programming Fundamentals</p> <ul style="list-style-type: none"> Programming fundamentals Advanced programming techniques <p>Assessments Students are assessed every two weeks and sit a 2.2 assessment at the end of each term.</p>	<p>Component 2 - 2.3 Robust Systems</p> <ul style="list-style-type: none"> Defensive design Maintainability Testing and error detection <p>Assessments Students are assessed every two weeks and sit a 2.3 assessment at the end of each term.</p>	<p>Component 2 - 2.4 Boolean Logic & 2.5 Programming Languages and IDE</p> <ul style="list-style-type: none"> Logic diagrams Truth tables Programming languages Translators Compilers and Interpreters IDE <p>Assessments Students are assessed every two weeks and sit an overall assessment for 2.4 and 2.5 at the end of this term.</p>	<p>Component 1 - 1.1 Systems Architecture and 1.2 Memory</p> <ul style="list-style-type: none"> Von neumann architecture CPU components and functions Primary and secondary storage Units of data Data representation Compression <p>Assessments Students start the term with an end of component</p>	<p>Component 1 - 1.3 Networks and 1.4 Network Security</p> <p>Assessments Students are assessed every two weeks and sit an overall assessment for 1.3 and 1.4 at the end of this term.</p>

					assessment assessing all topics of Component 2. Students are assessed every two weeks and sit an overall assessment for 1.1 and 1.2 at the end of this term.	
	<p style="text-align: center;">Python programming skills building</p> <p style="text-align: center;"><i>Assessments</i></p> <p style="text-align: center;">Students complete programming challenges every three lessons to assess their programming skills.</p>					
Year 11	<p>Component 1 - 1.5 Systems Software</p> <p>Component 2 - 2.1 Algorithms</p> <p><i>Assessments</i> Students are assessed every two weeks and sit an overall assessment for 1.5 and 2.1 at the end of this term.</p>	<p>Component 1 - 1.6 Impact of Technology</p> <p>Component 2 - 2.2 Programming Fundamentals and 2.3 Robust Systems</p> <p><i>Assessments</i> Students are assessed every two weeks. Year 11 mocks will consist of two full papers assessing all areas of the specification for both units.</p>	<p>Component 2 - 2.4 Boolean Logic and 2.5 Programming Languages and IDE</p> <p><i>Assessments</i> Students are assessed every two weeks and sit an overall assessment for 2.4 and 2.5 at the end of this term.</p>	<p>Component 1 and Component 2 recap</p> <p>Topics for this term are recapped following the question level analysis from the mocks.</p> <p><i>Assessments</i> Students sit another two full papers this term during their double lessons.</p>	Prepare for Summer Exams	
Year 12	<p>1.4 Data types, data structures and algorithms Data Types</p> <p>2.1 Elements of computational thinking</p> <ul style="list-style-type: none"> Thinking abstractly Thinking ahead Thinking procedurally Thinking logically Thinking concurrently <p><i>Assessments</i> Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p>	<p>1.1 Components of a computer and their uses</p> <ul style="list-style-type: none"> CPU, Registers and Buses FDE CPU Architecture Types of processors Input, Output and Storage <p>2.2 Problem solving and programming Programming Techniques C# Programming Skills</p> <p><i>Assessments</i> Students are assessed every two weeks in each unit with an overall end of term assessment covering the</p>	<p>1.2 Software and software development</p> <ul style="list-style-type: none"> Systems Software Application Generation Software Development Types of programming languages <p>2.2 Problem solving and programming Computational methods</p> <p><i>Assessments</i> Students are assessed every two weeks in each unit with an overall end of term assessment covering</p>	<p>1.3 Exchanging Data</p> <ul style="list-style-type: none"> Compression, Encryption and Hashing Databases <p>1.4 Data types, data structures and algorithms Data Structures</p> <p><i>Assessments</i> Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p>	<p>1.3 Exchanging Data</p> <ul style="list-style-type: none"> Networks Web technologies <p>1.4 Data types, data structures and algorithms</p> <ul style="list-style-type: none"> Boolean Algebra <p><i>Assessments</i> Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p>	<p>3.1. Analysis of the problem</p> <ul style="list-style-type: none"> Problem identification Stakeholders Research the problem Specify the proposed solution <p><i>Assessments</i> Yr 12 Mocks will consist of two papers covering all topics taught in Year 12.</p>

		whole unit.	the whole unit.			
	<p style="text-align: center;">Consolidation Tasks</p> <p style="text-align: center;">In Year 12 consolidation tasks will consist of students developing their programming and scripting language skills in Python, C#, HTML, CSS, JavaScript, SQL and PHP The skills learnt throughout the year will build the foundations required to complete the programming project in Year 13</p>					
Year 13	<p>1.5 Legal, moral, cultural and ethical issues</p> <ul style="list-style-type: none"> Computer related legislations Moral and ethical issues <p>2.3 Algorithms Algorithms</p> <p>Assessments Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p> <p>3.2 Programming Project Design of the solution</p>	<p>1.1 and 1.2 Revision</p> <p>2.1 Revision</p> <p>Assessments Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p> <p>3.3 Developing the solution Iterative development process</p>	<p>1.3 and 1.4 Revision</p> <p>2.2 Revision</p> <p>Assessments Students are assessed every two weeks.</p> <p>Year 13 mocks will consist of two full papers assessing all areas of the specification for both units.</p> <p>3.3 Developing the solution Testing to inform development</p>	<p>1.5 Revision</p> <p>2.3 Revision</p> <p>Assessments Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p> <p>3.4 Evaluation Testing to inform evaluation Success of the solution Describe the final product Maintenance and development</p>	Prepare for Summer Exams	
	<p style="text-align: center;">Homework and Consolidation</p> <p style="text-align: center;">Year 13 students are required to work on their programming project independently throughout the year ensuring they meet the interim deadlines at the end of each term. Students are also expected to complete set homework and continue with revision throughout the year.</p>					

Pinner High School: Chinese

Intent

- By the end of Key Stage 3, students should have an awareness of the distinctive linguistic features of Chinese, such as characters and tones. Students should be able to talk and write simply about themselves and their likes and dislikes.
- By the end of Key Stage 4, students should be able to give and justify opinions, and to use all three time frames. Students should be able to talk and write paragraphs about themselves and the world around them.
- By the end of Key Stage 5, students should be able to talk and write at length about a number of topics, including social issues and aspects of Chinese culture. Students should be familiar with a range of sayings and sentence structures, and should be able to use these devices in the correct contexts.

Implementation

Literacy: Students are introduced to techniques which enable them to recognise the Chinese characters and decode meaning. Students are given the opportunity to read and write sentences and full texts through a range of different classroom activities.

Speaking: Students develop their speaking skills through a variety of tasks, such as role plays, battleships, class surveys, competitions, leader boards, speed dating, hot seating and other activities to promote spontaneous speaking.

Listening: Students' listening skills are developed through various listening activities, including listening to short audio quizzes, watching short video clips and singing Chinese songs. In addition, the teachers make use of the target language in class to maximise students' exposure to spoken Chinese.

Translation: Translation is an examined skill at GCSE. Students are taught to understand the word order of Chinese sentences with the help of 'Chinglish', or word-for-word translation. Students cultivate an ability to translate from Chinese to English and from English to Chinese from Year 7 onwards.

Cultural Knowledge: Throughout lessons, students are taught about cultural differences and similarities between British and Chinese culture including festivals, education, music and food. For all year groups, we supplement the textbooks with a wide variety of other resources, including realia and multimedia content. Students' independent learning is supported by notes and handouts in their exercise books, homework tasks, and resources uploaded to Google Classroom.

In KS3, students are introduced to reading and writing the Chinese characters from the start. Students are supported to move from writing individual words to writing full sentences in characters. At KS3, our lessons are based on the *Jinbu 1* textbook, which is supplemented with a large variety of teacher-created resources.

In KS4, students practise writing in paragraphs. This is supported through retrieval of KS3 knowledge and regular vocabulary tests. At Key Stage 4, students maintain a vocabulary book with new words, which they are encouraged to refer to in class and when completing homework at home. The Year 9 curriculum is based on the *Jinbu 2* textbook. In Years 10 and 11, we use the Pearson GCSE Chinese textbook.

Key Stage 5 lessons make use of the *Chinese for Advanced Subsidiary Level* textbook, as well as authentic cultural material including books and films in the target language. Our teachers take an active role in ongoing national discussions about assessment and resources for KS5 Mandarin study.

Impact

The impact of our curriculum is assessed through a number of indicators including retention at GCSE and Key Stage 5, and elective participation in the Mandarin Excellence Programme. We are proud to enter a healthy number of students for the GCSE in Mandarin each year (usually two classes of students), particularly since it is common for the Mandarin GCSE cohort in other schools to number fewer than 20 students. We credit the pleasing uptake at GCSE in part to our commitment to offering Mandarin across the ability range at Key Stage 3 and 4. Our sixth form is still in its infancy, but we are proud to be the only state school in Harrow to offer Mandarin at Key Stage 5.

Our school is committed to delivering the Mandarin Excellence Programme, an intensive programme requiring 4 hours of teaching and 4 hours of homework each week. Students in Years 7 to 10 can apply to join. We are proud of the strong performance which our MEP students show on the annual hurdle tests.

Most importantly, we are pleased to see students across all year groups demonstrating an interest in and enjoyment of learning languages, and an understanding and appreciation of other cultures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<ul style="list-style-type: none"> - Know the rules of writing Chinese characters - Be able to ask and say how old you are 	<ul style="list-style-type: none"> - Be able to greet people in Mandarin - Be able to ask and answer "What's your name?" in Mandarin Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to talk about family members and how many family members you have 	<ul style="list-style-type: none"> - Be able to talk and write about pets Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to talk about months and dates 	<ul style="list-style-type: none"> - Be able to talk about hobbies and express like or dislike Reading, Writing, Listening Assessment
Year 7 MEP		<ul style="list-style-type: none"> - Know the rules of writing Chinese characters - Be able to ask and say how old you are - Be able to talk about family members and how many family members you have Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to talk and write about pets - Be able to talk about months and dates Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to express like or dislike - Be able to talk and write about sports you like and can do - Be able to talk about when you do different sports. Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to ask what time it is - Talk about your school routine Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to talk and write about foods and drinks you like and dislike - Be able to talk and write about some popular Chinese foods in Mandarin - Be able to talk and write about what you eat and drink at different meals - Be able to order at a restaurant Reading, Writing, Listening Assessment
Year 8	<ul style="list-style-type: none"> - Be able to talk and write about sports you like and can do 	<ul style="list-style-type: none"> - Be able to ask what time it is - Talk about your school 	<ul style="list-style-type: none"> - Be able to share opinions about school Reading, Writing, Listening	<ul style="list-style-type: none"> - Be able to talk and write about foods and drinks you like and dislike 	<ul style="list-style-type: none"> - Be able to talk and write about what you eat and drink at different meals 	<ul style="list-style-type: none"> - Be able to understand Chinese food culture

	<ul style="list-style-type: none"> - Be able to talk about when you do different sports. Reading, Writing, Listening Assessment	routine	Assessment	<ul style="list-style-type: none"> - Be able to talk and write about some popular Chinese foods in Mandarin 	<ul style="list-style-type: none"> - Be able to order at a restaurant Reading, Writing, Listening Assessment	
Year 8 MEP	<ul style="list-style-type: none"> - Be able to state nationality - Be able to state what countries you have been to and would like to go to - Be able to discuss the weather Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to describe people's appearance - Be able to describe my room 	<ul style="list-style-type: none"> - Be able to talk and write about clothes and colours - Be able to talk and write about my daily routine Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to explain where things are in your town - Be able to describe how you travel around town - Be able to explain what you do in your free time 	<ul style="list-style-type: none"> - Be able to talk and write about houses - Be able to talk and write about the occupations of family members - Be able to talk and write about what job you want to do in the future Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to talk and write about grocery shopping - Be able to talk and write about clothes shopping - Be able to talk and write about department stores - Be able to talk and write about online shopping
Year 9	<ul style="list-style-type: none"> - Be able to state nationality - Be able to state what countries you have been to and would like to go to - Be able to discuss the weather Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to describe people's appearance - Be able to describe my room 	<ul style="list-style-type: none"> - Be able to talk and write about clothes and colours - Be able to talk and write about my daily routine Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to explain where things are in your town - Be able to describe how you travel around town - Be able to explain what you do in your free time 	<ul style="list-style-type: none"> - Be able to talk and write about houses - Be able to talk and write about the occupations of family members - Be able to talk and write about what job you want to do in the future Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to talk and write about grocery shopping - Be able to talk and write about clothes shopping - Be able to talk and write about department stores - Be able to talk and write about online shopping
Year 9 MEP	<ul style="list-style-type: none"> - Be able to talk and write about department stores - Be able to talk and write about online shopping Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to gain familiarity with major cities in China - Be able to talk and write about sightseeing in China Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to Introduce yourself in Mandarin (number of family members, who are they, hobbies, pets) - Be able to Describe physical appearance of family members Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to talk about your school routine - Be able to share opinions about school - Be able to discuss the position of things in your school - Be able to compare schools in China and the UK - Be able to talk and write about school rules and expectations - Be able to talk and write about extracurricular activities Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to review sport and hobby vocabulary - Be able to talk and write about sports facilities Reading, Writing, Listening Assessment	<ul style="list-style-type: none"> - Be able to discuss advantages and disadvantages of mobile technology Reading, Writing, Listening Assessment
Year 10	<ul style="list-style-type: none"> - Be able to introduce yourself in Mandarin (number of family 	<ul style="list-style-type: none"> - Be able to talk about your school routine - Be able to share opinions 	<ul style="list-style-type: none"> - Be able to compare schools in China and the UK - Be able to talk and write 	<ul style="list-style-type: none"> - Be able to review sport and hobby vocabulary - Be able to talk and write 	<ul style="list-style-type: none"> - Be able to discuss advantages and disadvantages of mobile 	<ul style="list-style-type: none"> - Be able to discuss online preferences and the negatives of social media

	members, who are they, hobbies, pets) - Be able to describe physical appearance of family members Reading, Writing, Listening Assessment	about school - Be able to discuss the position of things in your school	about school rules and expectations - Be able to talk and write about extracurricular activities Reading, Writing, Listening Assessment	about sports facilities Reading, Writing, Listening Assessment	technology	Reading, Writing, Listening Assessment
Year 10 MEP	- Be able to talk about your plan for the weekend and food Reading, Writing, Listening Assessment	- Be able to have restaurant conversations	- Be able to be able to use comparative sentences Reading, Writing, Listening Assessment	- Be able to understand the usage of 把	- Be able to use complex complements of state - Prepare students for the HSK 3 exam.	- Be able to discuss online preferences and the negatives of social media
Year 11	- Be able to describe my house, the rooms and what is in the rooms - Be able to talk about the environment and the places in my town Reading, Writing, Listening Assessment	- Be able to provide a weather forecast using given information - Be able to describe my daily routine - Be able to talk about where I would like to go on holiday - Be able to discuss countries/continents I have travelled to - Be able to discuss countries/continents I would like to travel to Reading, Writing, Listening Assessment	- Be able to discuss what I like and dislike eating - Be able to order food and drink in a role-play scenario - Be able to talk and write about Chinese traditional festivals Reading, Writing, Listening Assessment	- Be able to talk and write about what job you want to do in the future - Be able to talk and write about part-time work and volunteering Reading, Writing, Listening Assessment	- Revise what I have learned and prepare for exams	- Revise what I have learned and prepare for exams
Year 12	- Family structures - Generation Gap - Spring Festival - Qingming Festival	- Family Planning - Ageing Population - Dragon Boat Festival - Mid-Autumn Festival - Please Vote for Me Exams	- School Life - Student Issues - Chinese Customs - Reading Habits - Please Vote for Me	- Employment - Opportunities - Work-Life Balance - Chinese Films - Chinese TV - A Very Special Pigeon	- Chinese Music - A Very Special Pigeon - Revision	Revision
Year 13	To study with reference to Chinese social media and other countries, areas and communities where the language is spoken.	To study with reference to equality in China and other countries, areas and communities where the language is spoken. Exams	To study with reference to work and leisure in China and other countries, areas and communities where the language is spoken.	Combination of different topics to focus on exam stretch Exams	Revision and intensive speaking preparation Exams	Exams

Pinner High School: Spanish

KS3: Spanish Pearson Viva 1 and 2 Active Learn Digital

KS4: Spanish GCSE - Edexcel (1SP0)

KS5: Pearson Edexcel Level 3 Advanced GCE in Spanish (9SP0)

Intent

This course aims to teach students of every ability to develop their Spanish language skills in a variety of contexts and to gain a broad understanding of the culture of countries and communities where the language is spoken. It encourages enjoyment of language learning and the recognition that language and communication skills enable students to take their place in a multilingual global society. The development of proficiency focuses on acquiring the five skills of listening, speaking, reading, writing and translation.

Implementation

The Spanish courses are delivered using a variety of teaching and learning methods to input and practice and recall language and cultural content. Schemes of all Key Stages are written by the department and based on the Pearson Edexcel resources/ exam board. The Viva materials and Active Learn digital platform are used in the KS3 and 4 courses, Hodder Boost is used at KS5.

Years 7 & 8 have 4 lessons per fortnight in Spanish, Years 9-11 have 6 lessons per fortnight. Year 9-11 have 3 lessons per week and typically there are 4 or 5 class groups in Spanish, taught in mixed ability groups.

Teaching staff supplement the schemes and text books with their own resources, games and presentations as well as some of the latest MFL pedagogical ideas from NCELP and the Conti method. The plan for how students produce tasks reflects the different learning styles, abilities and interests of the class and this encourages all students to progress.

Listening:

Teachers conduct lessons using as much target language as possible to ensure the students can maximise their exposure to the sound of the language. Students listen to audio tracks to get used to a variety of voices and accents spoken by native speakers, they watch video clips, sing songs and repeat in a choral response. The comprehension tasks are designed so that students can match sounds to the written word, respond with a physical action to a spoken instruction, hold conversations, select details from longer spoken texts, translate and transcribe from audio and make inferences.

Speaking:

Students are encouraged to participate as much as possible in the target language, they receive instruction in phonics at the beginning of the course and revisit it frequently. In order to develop confidence, pronunciation skills, spontaneity and fluency, students complete a wide range of practice tasks such as choral repetition, role play sketches, reading aloud, describing pictures, conducting class surveys and interviews.

Reading:

Students start by identifying single words and work towards being able to understand and translate longer sentences and paragraphs of up to 50 words. Reading material can be dialogues, fact files, short bios, cartoon strips, lyrics, poems and short excerpts from literature or news items. Students use reading texts as guides or models from which to create

their own written texts as well as to broaden their knowledge of sentence structure and vocabulary. The comprehension tasks develop skills in paying attention to key details, word order, Spanish to English translation, grammar identification, use of synonyms and inference.

Writing:

Students learn the phonics of the Spanish alphabet from the start of the course and this helps them to quickly develop good spelling and dictation skills. Through the repetition of high frequency verb patterns, students learn how to form sentences describing their daily lives and expressing opinions with reasons. Students are given the chance to write for different purposes such as facts files, short bios, postcards, posters and interviews. Memory recall of words and verbs is checked regularly with vocabulary tests to improve accuracy in translation and spelling.

Impact

The Curriculum develops transferable skills in focused listening, memorisation, decoding, inference, grammar, attention to detail and communication. The tasks encourage students to become more independent and confident. Students gain awareness, tolerance and open mindedness about other ways of life, religions, celebrations and customs because they are shown the cultures and social issues from Spanish -speaking countries. The aim is to foster appreciation and enjoyment, the ability to succeed in national assessments such as GCSE and Alevel and to communicate in another language in real-life situations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Viva 1 Module 1 Mi Vida - My life To learn Spanish alphabet and pronunciation, classroom objects and language, use tener to talk about age and siblings, to use numbers 1- 31 to say dates, to use verbs and adjectives to describe pets. <i>End of unit assessment</i>	Viva 1 Module 2 Mi Tiempo Libre - My free time. To give justified opinions (me gusta porque es) on free time and hobbies. Introduction to time phrases, sports and the weather. <i>End of unit assessment</i>	Viva 1 Module 3 Mi Instituto - My school To describe and express opinions about school life using verbs in present tense and giving justified opinions about school subjects, school buildings, teachers and break time activities. <i>End of unit assessment</i>	Viva 1 Module 4 Mi Familia y Mis Amigos - My family and friends. To talk about family members using verbs and adjectives to describe physical features and to say where you live. Introduction of high frequency irregular verbs (tener/ ser). <i>End of unit assessment</i>	Viva 1 Module 5 Mi Ciudad - My city To learn how to describe your area, to get around in town, ask directions, arrange to meet up in town, use verbs to talk about what activities there are to do. <i>End of unit assessment</i>	Spelling Bee Contest & Proyecto - Project To spell a set of words aloud using the Spanish alphabet. research and present Spanish City under the headings of Geography, Food, Famous Nationals and Cultural Celebrations.
Year 8	Viva 2 Module 1 Mis vacaciones - My holidays To give an account of the summer holidays, learn the preterite tense, countries, transport. <i>End of unit assessment</i>	Viva 2 Module 2 Todo Sobre Mi Vida - All about my life To talk about hobbies and sport. Use present tense and frequency expressions to talk about how often they do hobbies, use the past tense to talk about recent sports participation. <i>End of unit assessment</i>	Viva 2 Module 3 A Comer - Food To gain cultural knowledge of Spanish dishes and meal times, use the present tense and adjectival agreement to express opinions about it. <i>End of unit assessment</i>	Viva 2 Module 4 Qué hacemos- what we do. To understand and produce the language for making arrangements about where to meet and go out in town, learn the rules of reflexive verbs when talking about daily routine. <i>End of unit assessment</i>	Viva 2 Module 5 Operación Verano 1 - Planning a holiday To use language to plan a summer vacation, describe rooms, ask directions, use comparatives and superlatives to describe towns and cities in Spain. <i>End of unit assessment</i>	Proyecto - Campamento de Verano - Design the Ideal Summer Camp. To use language learnt throughout the year to write about the sports and activities available, days of the week and food served at a summer camp.

Year 9	Viva Module 1 Desconéctate - Holidays Aims: To understand and produce language to give an account of a holiday. Grammar refresh of tenses and paradigm of high frequency verbs; holiday activities normally and last year; countries; weather; opinions; cultural focus on Barcelona. <i>Speaking assessment</i>	Viva Module 1 Quisiera reservar - Accommodation Aims: To understand and produce language to book holiday accommodation and overcome problems. Learn language for accommodation types; facilities; practice role plays at the hotel; dealing with complaints; using negative clauses to describe a disastrous vacation. <i>End of module assessment</i>	Viva Module 2 Mi Vida en el Insti - My life in school Aims: To understand and produce language to describe school life. School subjects and timetables; opinions on uniform, teachers and facilities; comparing primary and secondary schools using present and imperfect tenses. <i>Writing Assessment</i>	Viva Module 2 Mi Vida en el Insti Parte 2 - My life in school part 2 Aims: To understand and produce language about the pros and cons of school rules; planning a future school trip; matching past and present interests with after school clubs using more than one tense in a sentence. <i>End of module assessment</i>	Viva Module 3 Mi gente - My family and digital interests Aims: To understand and produce language to describe family and digital interests, family members, personality and physical description; how you get along; frequency of use and purposes of mobile phone apps; (dis)advantages of social media; reading habits; making social arrangements and texting. <i>End of module assessment</i>	Intense Grammar Revision Aims: To consolidate and practice verbs in present, preterite and future tenses using subject pronouns accurately; to investigate variety in self expression (e.g. different ways to give justified opinions or descriptions with details.)
Year 10	Viva Module 4 Mis Intereses y mis influencias - My interests and influences Aims: To understand and produce language to give justified opinions on sports and hobbies, and past and current interests, TV, film, nationalities; frequency and extra detail; attending live events; describe a role model. <i>Writing Assessment</i>	Viva Module 5 En la ciudad 1-In the city 1 Aims: To understand and produce language to describe city life, town amenities and facilities, shop buildings, leisure activities, asking and giving directions. <i>Speaking Assessment Role Play</i>	Viva Module 5 En la Ciudad- In the city 2 Aims: To use the future tense to make a plan, debate the pros and cons of city life, give an account of a trip / tourist activity using 3 time frames at once. <i>End of Unit Assessment</i>	Viva Module 6 De Costumbre - Festivals and culture Aims: To understand and produce language to give detail and opinion about meal times; revision of telling time; to learn cultural facts about a range of festivals and how to describe them using a variety of tense and grammatical structures. <i>Writing Assessment</i>	El Exámen Oral y Las Pruebas del Fin del Año - Speaking exam and end of year assessments Aims: To be clear about and prepare for the Spanish Mock Exams. To practise exam skill technique for end of year exams, practice role play and photo tasks with the booklets, to finalise speeches and practise conversing about different topics. <i>Exam period followed by Speaking Mocks.</i>	Proyecto: El festival de música - Project: A music festival Aims: To learn about the different types of popular music in Spanish speaking countries, look at lyrics, learn songs and plan a trip using the internet and the future tense to describe the itinerary. <i>Project presentation</i>
Year 11	Viva Module 7 El Mundo del Trabajo - World of Work Aims: Students understand and produce the language to talk about jobs; they also focus on exam technique this term. To learn the vocab for jobs and places of work,	Viva Module 7 Mis planes para el futuro - My plans for the future Aims: Understand how to talk about ambitions and future plans; complete mock exams. Use 'if clauses' with the present and future tenses, justify choices.	Module 8 Hacia un Mundo Mejor - Being a Good Global Citizen Aims: Experience an authentic oral exam; after, Mod 8-language for good citizenship, community action.	Module 8 Exam Prep and Vivir a Tope. - Exams and Healthy Living (Un)healthy life choices Aims: Students understand and produce the language to talk about obesity, drugs, alcohol and effects on health;	Repaso y el examen oral - Revision and Speaking exams Aims: Students practise for speaking exams and revise role play situations on transactional language, such as buying tickets, reporting crimes, ordering food,	Study leave and Exams

	<p>express details of tasks and opinions of jobs and work experience.</p> <p><i>Writing Assessment</i></p>	<p><i>Mocks: Past Paper hybrid 2022 and 2023 L, R, W</i></p>	<p>Practice speeches, photo and role play, theme conversations. Global issues, the environment.</p> <p><i>Speaking Mock Exam 2023 cards</i></p>	<p>benefits of sport, charity and volunteering. Exam preparation: Focused past paper practice to time, grammar recaps and tense recognition, speaking exam readiness.</p> <p><i>Viva Práctica del Exámen Resources</i></p>	<p>travelling by train, making complaints, asking directions. Students practise all aspects of the Speaking exam in pairs and give feedback.</p> <p>Skills : Listening to conversations and using them to inform speaking practice.</p> <p><i>Speaking Exam Past Papers: 2018,2022</i></p>	
Year 12	<p>La Familia - Family</p> <p>Students learn about aspects of changing family structure; marriage and relationships.</p> <p><i>Speaking and Writing assessment</i></p>	<p>La música y El Mundo Laboral - Music and World of Work</p> <p>History and analysis of the Spanish music scene. Attitudes towards work; youth market; equality at work.</p> <p><i>Speaking and Writing assessment</i></p>	<p>Los festivales y las tradiciones y el impacto del turismo. - Festivals and traditions and the impact of tourism</p> <p>History and analysis of Spanish traditional customs. Geographical features of Spain that attract tourism; eco-financial and societal impact of tourism, pros and cons.</p> <p><i>Speaking and Writing assessment</i></p>	<p>Los Medios de Comunicación y La Película - Media and Film</p> <p>Evolution of TV viewing habits, the popularity of telenovelas and the main news sources in Spain- what politics they engage with and how they are evolving digitally; Students watch Voces Inocentes, looking at socio-politico context, the storyline of the main characters.</p> <p><i>Previous year's AS Paper 1 & 3</i></p>	<p>La Película & Exam practice - Film and Exams</p> <p>Consolidation and revision practice using mind maps of each unit from the course, timed exam question practice with detailed feedback (Paper1 L, R, T). Investigation of main themes, essay technique and analysis, essay to time at end of term.</p> <p><i>Speaking Exam</i></p>	Exam window, work experience
Year 13	<p>La inmigración y la sociedad multicultural española; Literatura: Crónica de una muerte anunciada</p> <p>The positive impact of immigration and the challenges of integration; context, plot and main characters of the novel.</p> <p><i>Speaking and Writing assessment</i></p>	<p>La inmigración y la sociedad multicultural española; Literatura: Crónica de una muerte anunciada</p> <p>Public reaction to immigration; Racism, detention centres, the economy. Main themes of the novel.</p> <p><i>Mock Speaking Exam</i></p>	<p>La dictadura franquista y la transición a la democracia;</p> <p>The civil war and the rise of Franco; The dictatorship of Franco;</p> <p><i>Paper 1 and 3 Previous year's A level paper</i></p>	<p>La dictadura franquista y la transición a la democracia;</p> <p>The Transition to democracy;</p> <p><i>Paper 2 previous year's A level paper.</i></p>	<p>Exam preparation, A level Oral and Study Leave</p> <p><i>Speaking Exam</i></p>	<p>Past paper practice</p> <p>Study leave and Exams</p>

Pinner High School: Drama

KS3: Drama and Theatre

KS4: Drama GCSE - Edexcel (1DR0) - [Specification found here](#)

KS5: Drama and Theatre A Level - Edexcel (9DR0) - [Specification found here](#)

Curriculum Aim

To develop an understanding of the various performance styles, techniques and specialisms found within Drama.

Intent

The drama department aims to provide students with an ability to express themselves creatively and demonstrate their knowledge through in class performances and out of class extracurricular opportunities. Students at KS3 will complete a variation of assessments including devised, scripted and written in order to prepare them for the Edexcel examinations we offer at both GCSE and A Level. The goal is to provide an equal opportunity for all students, regardless of their experience in drama and theatre. Our inclusive and diverse curriculum supports students in making connections from their lived experience to the stage, and intends to inspire students to express themselves through performance. Students will use schemes of learning to navigate, experiment with and apply new theatrical skills to performance, as well as develop their analysis and evaluation abilities. Pathways to this include exploration of key texts, including classic and contemporary work, exposure to a range of styles of theatre, including naturalistic and abstract techniques and methods, and a combination of devised and scripted assessments. We intend for students to perform, analyse and evaluate their own work, and/or the work of others, every lesson.

Implementation

Our schemes of learning have been developed and adapted to suit the needs and abilities of our cohort at Pinner High School, including opportunities for cross-curricular projects, and tasks that allow students to create work that can be shared in one of our many performance evenings throughout the year. In KS3, we explore the texts of Shakespeare and events of WW2, creating wider learning pathways for students of all interests. Lessons are designed with a practical focus, with *some* lessons accompanied by short written tasks aimed to either extend, consolidate or challenge the current learning. At the end of each unit, students will complete a performance and 'green box question' – a reflective assignment to evaluate their process so far. At KS4 and KS5, lessons are still produced with a practical focus, however students should complete an equal amount of research, revision and development demonstrated through written work. Students at this point are encouraged to work much more independently with a gradual move from in-class written tasks to home based written tasks, most of which will be monitored and submitted via Google. By encouraging this independence, there is more time in the classroom for collaborative learning, reflective of the common industry setting. Across KS3, KS4 and KS5, lessons delivering key content will be accompanied by a presentation, including recurring logos and titles that signpost students to the type of learning taking place, for example, *Peer Evaluation*, *Recall Task*, etc. Our curriculum is undergoing constant development based on 'student voice' surveys, to ensure we produce lessons that are inspiring, engaging and diverse. There are opportunities for teachers to organise theatre trips

related to topics covered in the academic year, with protected scheduled time to offer Live Theatre exposure as part of our enrichment programme. Literacy and oracy are developed through regular reading, presenting and introduction of key terms completed in a range of formats: *verbal and written analysis and evaluation of performance, whole class reading, independent silent reading in lesson, reading aloud, at home reading (set texts) and encouraged wider reading (for KS4 - any pre-2000 performance texts)*. By the end of each academic year, students will have covered the 4 assessment objectives set out by our exam board, Edexcel, in depth, at regular intervals:

AO1 - Create and develop ideas to communicate meaning for theatrical performance

AO2 - Apply theatrical skills to realise artistic intentions in live performance

AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed

AO4 - Analyse and evaluate their own work and the work of others

Impact

Our robust curriculum at both KS3 and KS4 prepares students for any further education within the Arts, as it introduces them to the many areas of theatre, including performance and design elements. For students at KS3 who do not continue in drama, the schemes of learning taught so far will help to prepare them for public speaking exams in English; analytical and critical thinking needed for the humanities subjects; creative expression to support any additional arts subjects such as music, technology design or art; leadership, teamwork and delegation to assist with PE or other sports activities; and a developed understanding of the wider world to stimulate thinking in PSHE, PRE and other social sciences. If students do continue to develop their craft at KS4 and/or KS5, we work with them to master their areas of strength as well as providing one-to-one support on how to manage their vocal and physical skills.

Our growing department works with local schools across the borough to moderate, plan and implement changes to assessment and schemes of learning, strengthening our professional relationships within the HCTSA. We demonstrate the same collaborative learning we expect of our pupils, and encourage them to remain in contact with the department regardless of their KS4 or post-16 choices. By fostering a safe environment, our emerging alumni scheme has supported our current GCSE students through all 3 components of the GCSE and provided leadership opportunities within the student body. In addition, our inclusive department aims to support the production of up to 3 whole school performances a year, where all students who present an expression of interest will be invited to perform and/or design for a whole school production open to an audience of our wider community.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Drama Fundamentals Intent: To provide foundation knowledge of the fundamentals of Drama. Implementation: Learning how to make a scene, how to perform on stage and	The Terrible Fate of Humpty Dumpty Intent: To develop an understanding of how to use scripts. Implementation: Understanding and exploring the hidden moral and ethical	Melodrama Intent: To be introduced to a style of theatre that requires exaggerated performances in order to communicate meaning to the audience. Implementation: Learning methods of the exaggerated	Romeo and Juliet ('Shake it Off' Week) Intent: A deep dive into one of Shakespeare's most famous texts. Implementation: Exploring the language, form and characteristics of 'Romeo and Juliet' - developed exploration	Charlie and The Chocolate Factory Intent: To develop an understanding of how ensemble performances are created and performed using the characters from a well known story. Implementation: Working from a text and creating scenes from	Myths and Legends (Greek Theatre) Intent: To explore Greek mythology with additional consideration to the histories and cultures of our many students. Implementation: Using abstract theatre as a form of

	<p>how to evaluate a performance.</p> <p>Intended outcomes: Overall baseline understanding of KS3 Drama content: techniques, performance, analysis and evaluation.</p> <p>Assessment: Devised performance.</p>	<p>issues surrounding a common children’s story.</p> <p>Intended Outcomes: An ability to use a script to create a performance. Developed understanding of how Drama can be used to analyse and evaluate morals and norms.</p> <p>Assessment: Scripted performance.</p>	<p>melodramatic style and putting it into practice.</p> <p>Intended outcomes: Ability to perform in a specific style and communicate meaning to an audience through key techniques.</p> <p>Assessment: Devised performance.</p>	<p>into The Capulets and The Montagues.</p> <p>Intended outcomes: Expanding language, vocabulary and consolidating melodramatic acting style. Revisiting prior knowledge of Shakespeare from additional subjects.</p> <p>Assessment: Scripted performance.</p>	<p>stimuli. Using naturalistic rehearsal techniques to understand a text.</p> <p>Intended Outcomes: Expanding pupils’ creativity and ability to create scenes based on stimuli.</p> <p>Assessment: Devised performance.</p>	<p>communication to retell cultural myths and legends.</p> <p>Intended Outcomes: Appreciation and understanding of other cultures, devising working from stimuli, improvement in dramatic physicality and vocal techniques.</p> <p>Assessment: Devised performance.</p>
Year 8	<p>Horror</p> <p>Intent: To analyse a new genre of performance and develop an understanding of how to build tension in performance.</p> <p>Implementation: A refresher and reintroduction to many key themes and techniques first introduced in Y7 with regards to devising, physicality and voice.</p> <p>Intended Outcomes: A secure embedded knowledge of KS3 drama thus far. Ability to build tension in performance.</p> <p>Assessment: Devised performance.</p>	<p>Sparkleshark</p> <p>Intent: To enhance our understanding of how to use scripts for a performance, as well as exploring the hidden moral and ethical issues.</p> <p>Implementation: Working from a script, learning lines and being assessed on ability to stage scenes from a set text.</p> <p>Intended Outcomes: Improvement in performance ability and ability to recite lines from memory whilst maintaining matched physicality.</p> <p>Assessment: Scripted performance.</p>	<p>Guernica</p> <p>Intent: To explore the techniques used to create abstract theatre related to the WW2 tragedy of Guernica.</p> <p>Implementation: Explore and appraise the many non-conventional and abstract theatre techniques.</p> <p>Intended Outcomes: Gain a baseline understanding of abstract theatre. Perform, analyse and evaluate the abstract style.</p> <p>Assessment: Devised performance.</p>	<p>Shakespeare Studies (‘Shake it Off’ Week)</p> <p>Intent: Students will workshop a selection of Shakespeare’s work, including The Tempest, A Midsummer Night’s Dream, Macbeth and Hamlet.</p> <p>Implementation: Appraise many of the famous works by Shakespeare, learning and reciting lines from memory, using Shakespeare works as stimuli and creating performances in an Elizabethan style of acting.</p> <p>Intended Outcomes:. Revisiting prior knowledge of Shakespeare. Applying appropriate performance styles and techniques to a range of plays.</p> <p>Assessment: Scripted performance.</p>	<p>Devising</p> <p>Intent: To use ‘social media’ as a stimulus for devising, working in groups for an extended project lasting a full term.</p> <p>Implementation: Improved imaginative writing and creativity with devising. This unit will be revisited by students who opt in for KS4 Drama in Year 9 and Year 10.</p> <p>Intended Outcomes: Greater awareness of the world around us, historical/social issues and can bring issues to life in a theatrical performance. This unit is developed with GCSE Component 1 assessment framework embedded.</p> <p>Assessment: Devised performance.</p>	
Year 9	<p>Mugged</p> <p>Intent: A National Theatre Connections play based around the murder of a young boy and the community reaction following his death.</p> <p>Implementation: An exploration into Naturalism as a style of theatre.</p> <p>Intended outcomes: Understanding of social</p>	<p>Practitioners</p> <p>Intent: Students will be introduced to a number of different practitioners from across the world and conduct additional research to create theatre in the chosen practitioner’s style.</p> <p>Implementation: Study and practice of practitioners’ work and theories.</p>	<p>Blood Brothers</p> <p>Intent: Students will explore Willy Russell’s play in depth for a term, analysing characters, themes and context.</p> <p>Implementation: Pupils work through the play, improving their theory required for GCSE in years 10 & 11 such as staging, directing and reciting lines from a set text.</p> <p>Intended Outcomes: Improved ability to recite lines, ability to direct and think critically about performance from a set text. This unit is developed with GCSE Component 2 assessment framework embedded.</p> <p>Assessment: Scripted performance.</p>		<p>Devising</p> <p>Intent: To use the term, ‘torn’ as a stimulus for devising, working in groups for an extended project lasting a full term.</p> <p>Implementation: Pupils will work through a series of stimuli and create devised plays accordingly.</p> <p>Intended Outcomes: Improved awareness of social issues, critical thinking and creative devising. This unit is developed with GCSE Component 1 assessment framework embedded.</p> <p>Assessment: Devised performance.</p>	

	<p>issues and advanced improvement in staging extracts from scripts.</p> <p>Assessment: Scripted performance.</p>	<p>Intended Outcomes: Extension in ability to create theatre based on the theories of famous dramatic practitioners.</p> <p>Assessment: Devised performance.</p>		
Year 10	<p>Component 3: Section A DNA</p> <p>Intent: Pupils are to study DNA, a play by Dennis Kelly exploring themes of adolescence, trust, law, death and relationships.</p> <p>Implementation: Students will complete written work, including a Section A mock paper and explore the play practically to develop their understanding of key characters, scenes and context.</p> <p>Intended Outcomes: A greater understanding of how to analyse a set text and work from scripts.</p> <p>Assessment: Scripted performance and Section A question paper.</p>	<p>Component 3: Section B Live Theatre Evaluation</p> <p>Intent: To watch a live theatre performance and analyse and evaluate the elements of theatre.</p> <p>Implementation: Pupils will take notes and follow teacher led conversations based on things watched and studied in class.</p> <p>Intended Outcomes: Engagement in social issues, bringing discussions and class debate themes to life in practice on the stage/acting space. Improved ability to analyse texts.</p> <p>Assessment: Section B question paper.</p>	<p>Component 2 Performance From Texts</p> <p>Intent: Students will deep dive into a list of set texts and work on rotation in a workshop style unit.</p> <p>Implementation: Pupils will perform key scenes and analyse character, plot and performance styles.</p> <p>Intended Outcomes: A greater experience and knowledge of other cultures, analysing texts and performing and devising from key texts.</p> <p>Assessment: Scripted performance.</p> <p><i>NB: Additional reading of any pre-2000 plays is encouraged.</i></p>	<p>Component 1: Devising</p> <p>Students will complete this component as per the unit requirements before the end of the academic year – 40%</p> <p>Intent: To use ‘boundaries’ as a stimulus for devising, working in groups for an extended project lasting a full term.</p> <p>Implementation: Pupils will complete a devising log to track their progress and outcomes whilst working in groups on a devised piece based on given stimuli.</p> <p>Intended Outcomes: Internally assessed performance and portfolio. 40% of the GCSE completed.</p> <p>Assessment: Devised performance and full portfolio. Moderated externally.</p>
Year 11	<p>Component 3: Section A and Section B DNA and LTE</p> <p>Intent: Students will revisit Component 3 set text DNA and complete a mock paper. There will also be time in this unit to finalise C1 portfolios. There may also be a theatre trip during this time.</p> <p>Implementation: Full mock paper completed, revision of set texts, live theatre reviewed.</p> <p>Intended Outcomes: Using personalised feedback to extend C3 skills and knowledge.</p> <p>Assessment: Full Component 3 paper.</p> <p><i>NB: Depending on the mock timetable, students may begin the next unit during this half term.</i></p>	<p>Component 2 Performance From Texts</p> <p>Intent: Students will complete their Component 2 exam during this time including 2 extracts of performance from text. There may also be a theatre trip during this time.</p> <p>Implementation: Continuation of work from a set text.</p> <p>Intended Outcomes: Externally assessed performance of 2 key extracts. 20% of the GCSE completed.</p> <p>Assessment: Two scripted performances. Marked externally (visiting examiner).</p> <p><i>NB: Depending on Component 2 examiner visit date, students may begin the next unit during this half term.</i></p>	<p>Component 3: Section A and Section B DNA and LTE</p> <p>Intent: Students complete exam practice in preparation for Component 3 exam.</p> <p>Implementation: Revision and recall tasks with timed exam practice.</p> <p>Intended Outcomes: Externally assessed full paper (Edexcel). 40% of the GCSE completed.</p> <p>Assessment: Full Component 3 paper. Marked externally (Edexcel).</p>	

Pinner High School: Music

GCSE Music - Eduqas

A Level Music - OCR

Intent

The overarching intent of our curriculum for Music is to maintain and/or stimulate pupil's curiosity, interest and enjoyment in music. Pupils will experience music through listening and appraising, performance and composition spanning a range of eras, genres and cultures. These first order concepts are essential to the development of knowledge and understanding. In addition, Music will :

- Broaden the musical experience of all pupils.
- Reflect pupil's interests and aspirations.
- Enable pupils to develop their potential through practical activities such as Listening, Performing and Inventing
- Cater for all ability levels.

Implementation

We teach Music via a series of carefully sequenced units which are organised around enquiry questions and the development of the substantive and disciplinary knowledge of the subject. The music curriculum ensures students listen, perform, create and evaluate. This is embedded in the classroom activities as well as various extra-curricular clubs. The elements and basic theory of music are taught in the classroom lessons so that students are able to discuss and evaluate how it is made up, performed and appreciated. Students also learn and develop their instrumental skills through whole class performing and also within smaller group settings. Students also have opportunities to compose using different methods linking to and building on their performing and listening and appraising skills.

End points for each unit, in terms of the knowledge we intend pupils to acquire, are clearly defined and shared with pupils and parents/carers throughout the year.

Throughout KS3 departmental planning will identify the key knowledge concepts to be learned by pupils, embedded in long term memory and to be checked by teachers during lessons and via more formal assessment.

Impact

The impact of the curriculum will be seen on a regular basis in the knowledge pupils express in discussion and written work of various types during lessons and as homework.

Over time, assessment information will indicate that pupils have a secure grasp of the intended knowledge for particular units as well as prior learning. Also in participation in performance activities during lesson time and in those students opting for KS4 and KS5 Music courses.

Career Options

Performing: Classical/popular musician, session musician, live sound technician

Composing: Song writer, composer (film/TV/advertising/gaming)

Producing/engineering: Studio engineer, producer, maintenance, roadie

Other: Music publisher, journalist, scout, A & R

Enrichment Opportunities & Super Curricular

School trips to theatre performances and concerts:

Students get the opportunity to engage in fun workshops along with watching musicals and concerts.

Half termly music concerts:

Opportunity for the school orchestra and choir to perform along with smaller ensembles and soloists.

Period 7 and 8 choir and band/orchestra opportunities:

Students can choose a range of period 7 activities in Music, including; choir, band, music technology, song writing.

We also run a weekly whole school orchestra from 3:45-4:45

Many of our music students also take part in the whole school musical production.

Instrumental Lessons:

Delivered by the Harrow Music Service. Students can opt to have small group lessons in violin, viola, cello, double bass, flute, clarinet, saxophone, trumpet, trombone, guitar, drums and voice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Vocal Music, Timing and Duration Students build knowledge and understanding of time, duration and vocal music. Assessment: End of Unit quiz, Group Comp/Performance	The Classical Period in Music and Treble Clef Students build knowledge and understanding of Pitch in the treble clef and music composed in the classical period. Assessment: End of Unit quiz, Name Composition, Keyboard performance	Hooks & Riffs/Dance Music Students will build knowledge and understanding of sonority and instrumentation. They will perform on different musical instruments, simple riffs from popular songs. Assessment: End of Unit quiz, BandLab Composition, Instrument performance (solo and group)	Indian/Bhangra Students will further knowledge and understanding of music theory and also place context in studying music from another part of the world. Assessment: End of Unit quiz, Instrument performance of famous Indian piece and group composition	Folk Music and Melody writing Students will further knowledge and understanding of music theory and also place context in studying British folk music. Assessment: End of YEAR quiz, Group performance & individual/pair composition	Workshopping and end-of-year assessment Bring together all the theory and elements learned to participate in whole-class performing workshops and also team activities such as escape rooms. Assessment: Teaching Gadget Challenges/Escape Rooms

Year 8	Blues & Rock n Roll and the Bass Clef Pupils begin by learning about the history, origin and development of Blues and its characteristic 12-bar Blues structure. Pupils then look at how this structure was later used to develop Rock n Roll. Assessment: End of Unit quiz, Group performance & individual/pair composition	4-Chord Challenge! Popular Music Students build knowledge and understanding of how popular music songs are constructed. They will also have the chance to use music-based computer software to compose. Assessment: End of Unit quiz, Group performance & individual/pair composition	The Baroque Period in Music, Melody and Structure Students build knowledge and understanding of how Baroque composers constructed and scored their music. Assessment: End of Unit quiz, Group performance & individual/pair composition	Film Music An introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Assessment: End of Unit quiz, Group performance & individual/pair composition	Musicals and Song Writing Pupils learn about the importance of Hooks and Riffs, Popular Song Structure and the various different components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within a range of popular and musical songs. Assessment: End of year quiz, Group performance of composed song	In At The Deep End Students are 'dropped into the deep end' with informal learning, emulating as closely as possible the real-life learning practices of young, beginner popular musicians. Assessment: Group performance & Teaching Gadget Challenges/Escape Rooms
Year 9	Getting Started Students are introduced to the GCSE course by completing projects in solo and group performing, theory revision and basic composition.	Modelling Aural Learning Students are given more guidance and structure through a broken down 'musical model' of a song.	Classical Challenge Through listening, performing and composing activities, students will gain a broader understanding of classical music with particular emphasis on Baroque and Classical eras.	Music for Film An introduction into the purpose of film music and the decisions and challenges a composer of film music faces.	Music production and Solo Performance Students will build knowledge and understanding of music production and engineering through solo performing, research computer and practical activities.	Bhangra Through listening, performing and composing activities, students will gain a broader understanding of popular fusion and Bhangra music.
	Assessment based on theory and listening tests, performance skills using GCSE assessment criteria and completed composition tasks.					
Year 10	Musical Structure Through listening and performing students will build a deeper knowledge of music form and structure.	Musical Forms and Devices Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify how composers use musical devices to create and develop music	Sonority, Timbre and Texture Students develop understanding of sonority, including instrumental and vocal groupings as appropriate to their context.	Musical Ensembles and Chamber Music Students develop understanding of sonority and texture, Students <i>will study texture, including how composers combine musical lines.</i>	Musical Theatre and Blues and Jazz	Film Music Students will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect.
	Assessment based on theory and listening tests, performance skills using GCSE assessment criteria and completed composition tasks.					

Year 11	Popular Music In this area of study, students will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles)	Popular Music – Set Work Area of study 4 includes one prepared extract which students must study in depth.	AoS 1 – Set Work Area of study 1 includes one prepared extract which learners must study in depth.	Exam Preparation and Revision Students will complete different activities such as escape rooms, practice papers, quizzes etc. in support of their exam.	Exam Preparation and Revision Students will complete different activities such as escape rooms, practice papers, quizzes etc. in support of their exam.	
	Assessment based on theory and listening tests, performance skills using GCSE assessment criteria and completed composition tasks.					
Year 12	Instrumental Music of Haydn, Mozart and Beethoven: Sonatas Popular Song: 1910's & 20's Standards Development of instrumental jazz music from 1910 to the present day Composition techniques	Instrumental Music of Haydn, Mozart and Beethoven: Chamber Music Composition techniques	Instrumental Music of Haydn, Mozart and Beethoven: Concertos Popular Song: 1930's & 40's Standards Development of instrumental jazz music from 1910 to the present day Free Composition	Instrumental Music of Haydn, Mozart and Beethoven: Symphony Free Composition	Instrumental Music of Haydn, Mozart and Beethoven: Set Work Popular Song: 1950's & 60's Standards Development of instrumental jazz music from 1910 to the present day Free Composition	Round-Up of material studied. Performance preparation Free Composition
	Assessment based on theory and listening tests, performance skills using assessment criteria and completed composition tasks.					
Year 13	Instrumental Music of Haydn, Mozart and Beethoven: Set Works Programme Music Performance preparation Board set brief composition	Popular Song: Set Works Programme Music Performance preparation Board set brief composition	Programme Music Performance preparation Board set brief composition	Round-Up Performance preparation Board set brief composition	Exam Preparation and Revision	
	Assessment based on theory and listening tests, performance skills using assessment criteria and completed composition tasks.					

Curriculum Overview: Geography

KS3 Geography

KS4 Geography GCSE - AQA (8035)

KS5 Geography A Level - AQA (7037)

Intent

The intent of the Geography curriculum is to foster a deep understanding of the interaction between humans and the environment, while developing the language and spatial thinking skills to analyse and engage with contemporary geographical issues. Throughout the curriculum, the Geography department intend to cultivate a strong foundation for this by focusing on the 7 Geographical concepts outlined by the Geographical Association: Place, Space, Scale, Interdependence, Physical & Human Processes, Sustainability, and Culture & Diversity, by embedding a broad range of Physical and Human topics across KS3-5 to inspire learning for the subject (see below).

The Geography department strive to cultivate a culture of 'thinking analytically' by embedding a range of skills that go above and beyond the National Curriculum; from interpreting maps, data and geospatial technologies, to extensive fieldwork opportunities from KS3-5 and the use of geographical information systems (GIS) we aim to empower students to make informed decisions and solve real world problems. We are also committed to creating an inclusive learning environment that celebrates diversity and promotes intercultural understanding. Our curriculum embraces a global perspective, encouraging students to explore the interconnectedness of societies, economies and environments around the world. We aim to support them with this by continually developing students' skills in critical thinking, communication, and collaboration which enables them to engage actively in discussions and debates on global challenges, thus ensuring they leave the classroom with a greater sense of global citizenship than when they arrived.

Implementation

The implementation of our curriculum will be carried out through a comprehensive, inclusive and engaging approach that fosters a deep understanding of geography and its relevance to our student's lives. The following outlines our implementation strategies and key considerations:

1. *An Inclusive, Ambitious and Enriching Curriculum.* Inspired by the national curriculum standards, we have incorporated and extended key concepts and learning objectives to provide students with the opportunity to stretch their interest and understanding, while also providing a coherent progression of knowledge and skills from key stage to key stage. This ensures a well-rounded and balanced education in geography that is accessible to all.
2. *Resources and Materials.* The Geography department takes great pride in providing students with a wide range of resources and materials to support effective teaching and learning; inclusive of textbooks, digital resources, maps/atlasses, and geospatial technologies. We also embed a variety of real-world examples, case studies, and fieldwork opportunities to enhance a more extensive application of geographical concepts.

3. *Teacher Professional Development.* The Geography department recognises the importance of ongoing professional development, and is something that we take great pride in. We regularly participate in training and workshops with subject societies and organisations such as the Royal Geographical Society, the Geographical Association, Tutor2U, the Harrow Collegiate Alliance, and our exam board AQA. This professional development enhances the delivery of our inclusive, challenging and enriching curriculum and evolves this where necessary. Incorporating best practices in pedagogy, assessment and differentiation is something we strive to continue to do consistently and effectively to engage students in meaningful and interactive geography lessons.
4. *Fieldwork.* The curriculum recognises the essential role fieldwork experiences play in geography education so we promote and facilitate opportunities for practical fieldwork to ensure students have first-hand experiences of observing and collecting data in a range of environments.
5. *Integrating Technology.* The Geography department appreciates the importance of the ability of technology to enhance learning experiences for students of varying abilities, and its capacity to promote digital literacy. Geospatial technologies, interactive mapping tools, and data visualisation platforms are embedded in our curriculum to engage students with hands-on activities, data analysis, and exploration of real-world geographical occurrences.
6. *Assessment and Feedback.* In-line with the PHS assessment policy, the Geography curriculum includes a broad range of differentiated assessment strategies to measure progress and understanding over a range of time periods. We employ formative assessments such as quizzes, discussions and projects to provide ongoing oral feedback and support student learning. Summative assessments include a series of scheduled examinations to assess students' mastery of geographical knowledge and skills.
7. *Cross-Curricular Connection.* We encourage students to make interdisciplinary connections by integrating geography with other subjects such as history, science and social studies. This approach helps students understand the interrelationships between different disciplines and fosters a holistic understanding of the world.
8. *Monitoring and Evaluation.* Within the curriculum we have established a framework for monitoring and evaluating the effectiveness of its implementation. This involves regular feedback from teachers, students, and parents, as well as ongoing assessment of student performance and progress. Based on the evaluation findings, adjustments and improvements will be made to ensure the curriculum remains effective and relevant.

Through the careful implementation of our geography curriculum, we aim to provide our students with a rich and meaningful experience of Geography education. By fostering a deep understanding of geography, we strive to prepare students to become informed, geographically-literate citizens who are equipped to navigate and positively contribute to an increasingly interconnected global society.

Impact

By implementing our comprehensive and ambitious Geography curriculum, we anticipate a significant impact on the intellectual, social, and global awareness that our students are able to present which will be reflected in their enhanced critical thinking and problem-solving abilities. Across our curriculum individuals will learn to analyse complex geographical issues, evaluate evidence and make informed judgements, thus ensuring they are equipped to understand the interconnected nature of the world and the problems that exist within it.

Moreover, our curriculum aims to inspire learning, foster a sense of global citizenship and cultural understanding. Students will develop an appreciation for the diverse cultures, environments, and perspectives that exist worldwide. Through this understanding, they will become more empathetic and respectful towards others, promoting inclusivity, cooperation, and harmony in an increasingly interconnected world. As students engage with the curriculum's focus on human-environment interactions and sustainable development, they will gain an appreciation for environmental stewardship. They will understand the impact of human actions on the Earth's ecosystems and learn to make responsible choices to mitigate environmental degradation.

This will contribute to a generation of environmentally-conscious individuals who possess the knowledge and skills to address pressing issues such as climate change, social inequality, and economic disparities, and strive towards a more equitable and sustainable future. These students will be well-informed, geographically literate, and globally aware individuals who will possess the knowledge, skills and attitudes necessary to understand and shape the world around them.

Career Development

The skills embedded in the Geography curriculum will be useful for a broad range of careers, from commerce and the public sector, to transport and tourism. Geography provides students with extensive research and analysis skills, which are highly transferable and regarded by many reputable employers. Geography careers offer opportunities to develop solutions to some of the most pressing issues for modern society, including climate change, natural hazard management, overpopulation and urban expansion. These are some of the careers available to students that study Geography:

1. Urban Planner	6. Climate Change Analyst	11. Conservation Scientist	16. Cultural Resource Manager	21. Environmental Policy Analyst
2. Environmental Consultant	7. Transportation Planner	12. Location Analyst	17. Geographical Information Officer	22. Site Selection Analyst
3. Geographic Information Systems (GIS) Analyst	8. Market Research Analyst	13. International Development Consultant	18. Tourism and Travel Consultant	23. Demographer
4. Cartographer	9. Remote Sensing Specialist	14. Geospatial Intelligence Analyst	19. Landscape Architect	24. Forestry Technician
5. Sustainability Specialist	10. Disaster Management Specialist	15. Real Estate Analyst	20. Natural Resource Manager	25. Water Resource Manager

For more information, the Geography Department recommend the following websites:

- <https://www.ucas.com/explore/subjects/geography>
- <https://www.whatuni.com/degree-courses/search?subject=geography>
- <https://www.rgs.org/geography/choose-geography/careers/resources-for-graduating-students/finding-jobs-in-geography/>
- <https://jobs.prospect-us.co.uk/>
- <https://www.greenjobs.co.uk/>

Assessment

The Geography curriculum fosters progress and an understanding of geographical knowledge and skills through a range of formative and summative assessment strategies. For example:

- Verbal feedback
- Peer feedback
- Self-feedback
- Whole class feedback
- Teacher-written feedback

KS3 – One marked assessment per half term. Students will respond to teacher feedback in a reflection green box. Feedback will vary between individual or whole class feedback. Students will gain regular feedback through verbal and modelled examples. All marks are recorded on google classroom for parents and students to see.

KS4 - Two marked assessments per half term. One assessment will be retrieval-based, analysing students' understanding of content taught earlier in the curriculum. Students will then receive whole-class feedback and a reflection activity to complete. The second assessment will be testing knowledge and understanding of content that is currently being taught in lessons. Students will receive individualised feedback for this and a differentiated green-box task. Students will gain regular feedback through verbal and modelled examples through using exam style questions and mark schemes. Students will also have SPaG marking in all assessments. All marks are recorded on google classroom for parents and students to see.

KS5 – Every 2 weeks students will complete a summative assessment, ranging from an essay to knowledge quizzes. These are designed to monitor students' understanding of the vast topics covered within the curriculum. Students will regularly apply knowledge to exam questions and spend lessons solely working on essay writing. All marks are recorded on google classroom for parents and students to see.

Enrichment Opportunities & Super Curricular

For our KS3 programme, all students conduct an on-site fieldwork investigation to look at 'to what extent is Pinner High School at risk of flooding?'. As part of the summer term 'Rivers' unit, students will apply their theoretical knowledge of how different surfaces pose greater flood risk, by conducting an infiltration experiment in different locations around the school grounds. This investigation introduces students to the principles of fieldwork, which provides a secure foundation to embark on subsequent fieldwork investigations at GCSE and beyond, as well as the skill of report-style writing which can be applied to science and coursework-based subjects. Furthermore, we offer super-curricular workshops in partnership with external organisations, most recently with the engineering and development consultancy Mott McDonald, which are tailored to the most able students and provide insight into careers and real-world applications of the geography concepts taught in our curriculum.

For our GCSE programme, we take Year 10 students to the River Chess. We visit Chesham Moor and Scotsbridge Mill to investigate the drainage basin characteristics and flood risks studied in the KS4 curriculum. The Chess is 18 km long and chalk-based river with an aquifer in Chesham. The purpose of this fieldwork is to measure different river sections using fieldwork tools and measure factors such as the width, depth, velocity, bedload angularity, and flood risk. We spend the day at the river and take measurements from the lower, middle and upper course. Students enjoy being able to understand how their written work links with being physically present in a river environment.

In the same academic year we also take students to East London as part of their human fieldwork. Part of the aims of the Olympics were to completely transform an area of East London to leave a lasting legacy or impact not just for sport but for the urban area in which thousands of people live. Students are taken around the Stratford area to complete environmental quality surveys, service tallies, land-use surveys, complete questionnaires and take pictures of contrasting areas around the region. They enjoy looking at how regeneration can impact areas very differently and get to have a quick lunch break at Westfield shopping centre.

At A-Level, students are taken to Slapton for a 5-day residential trip at the end of Year 12. This is to help support them for their NEA which is completed during Year 13. Fieldwork investigations prepare students for designing their independent geographical investigation. Students will have the opportunity to collect data (individually or in groups) and then work on their own to contextualise, analyse and report their work to produce an independent investigation with an individual title that demonstrates required fieldwork knowledge, skills and understanding for the AQA exam board. This contributes to 20% of their A level result. Furthermore, in order to supplement our Year 13 students' final exam preparation, we organise for them to attend a revision booster workshop run by Tutor2U, where students have a direct interface with AQA examiners and are able to fine tune their exam-specific skills in accordance with the assessment objectives laid out by the specification.

The Geography department take great pride in contributing breadth and depth to the Heads Challenge Curriculum:

- Miss Bhatti offers students the opportunity to be a part of the *EcoSchools Award Programme*. EcoSchools is an internationally recognised program that helps schools become more environmentally sustainable. It provides a framework for integrating sustainability practices into curriculum, operations, and community involvement. By promoting environmental

awareness, involving students, and addressing various aspects of sustainability, EcoSchools empowers schools to take action, reduce their environmental impact, and educate future generations about environmental stewardship. Over the course of the year students will work on improving and providing evidence of sustainability within the PHS community.

- Mr Pointer runs *Transport Club* in conjunction with PHS's Inclusion Department, where students are able to engage with their hobby and enthusiasm for transport, as well as participate in the TfL STARS Award. STARS is TfL's accreditation scheme for London schools and nurseries. It inspires young Londoners to travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling. The aim for Transport Club, through completing a range of activities contributing to the school's existing STARS Gold accreditation, is to encourage a modal shift in the PHS community away from car travel to school, and for 90% of students to travel actively. Some of the activities involved include presenting an assembly on active travel, and delivering a range of activities for other students and staff during Active Travel Week.
- Mrs Walji runs the *Around The World* club where each week students learn about a new country, so that by the end of the term they have a better understanding of different cultures and societies around the world. Students explore the stunning, diverse scenery of countries while looking at its physical geography and breath-taking views, and to really understand what it offers, which attracts tourists from all corners of the world. In their final week, they showcase their presentation to the rest of the class in the hope of winning the prize and many golden tickets are awarded.
- In 2021, sixth form students in our department took part in the Mayor of London's *Climate Kick-Start Challenge*, where they were one of 5 London schools to be awarded a grant of £10,000, which was personally presented to students by Mayor Sadiq Khan. This prestigious and competitive grant, awarded to PHS students due to the quality and precision demonstrated in designing their proposal, was used to fund the construction of a bike shed at the front of the school made from sustainably-sourced materials. The project has proven to be highly successful in encouraging sustainable and active travel amongst staff and students, and serves as a permanent symbol of PHS geography students' impact on the school community and environment.

Commitment to Equality, Diversity & Inclusion

The Geography department at PHS takes great pride in considering and embedding opportunities to regularly address and show importance to equality, diversity and inclusion in the following ways:

- *Representation and Perspectives:* The curriculum includes a range of diverse examples, case studies, and perspectives from different regions, cultures, and communities. It aims to represent a broad collection of ethnicities, socio-economic backgrounds, and abilities, allowing students to see themselves reflected in the curriculum and fostering a sense of inclusion.
- *Multicultural and Global Perspectives:* The curriculum goes beyond a singular national or Eurocentric focus and incorporates global perspectives and explores the interconnections between different cultures, societies, and environments worldwide, fostering an appreciation for cultural diversity and promoting global citizenship.
- *Challenging Stereotypes and Bias:* The curriculum actively challenges stereotypes, biases, and discriminatory narratives. It encourages critical thinking and provides opportunities for students to analyse how geographical knowledge and representation can perpetuate inequalities. Our teachers facilitate discussions that promote empathy, understanding, and respect for different cultures and perspectives.
- *Inclusive Teaching and Learning Practices:* Geography teachers adopt inclusive pedagogical approaches that cater to different learning styles and abilities. This includes using a variety of resources, providing multiple ways for students to demonstrate their understanding, and creating a supportive and inclusive classroom environment where all students feel valued and respected.
- *Accessibility and Accommodations:* The curriculum materials, resources, and assessments are accessible to all students, including those with disabilities or learning differences. PHS ensures that necessary accommodations and support services are provided to enable full participation and equitable learning outcomes for every student.

- *Continuous Professional Development:* The Geography department engages in continuous professional development to enhance our understanding of diversity, inclusion, and equality. Training programs and workshops equip us with the necessary tools and knowledge to effectively implement an inclusive geography curriculum and create an inclusive learning environment.
- *Collaboration and Partnerships:* The Geography department successfully collaborates with local communities, organisations, and diverse stakeholders to enrich the curriculum and ensure diverse perspectives are represented. This includes guest speakers, field trips, partnerships with the Harrow Collegiate and schools wider afield, and involving our very own students in curriculum planning and delivery.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Unit Title: How and why is the UK's human and physical geography unique?</p> <p>Aims: Students will develop knowledge of the physical landscapes of the UK and understand the makeup of the British Isles and be able to find physical features, read off climate graphs and understand the diversity within the UK.</p> <p>Lesson / Content Overview: Baseline test What are the main concepts in geography? What makes up the British Isles? What are the main physical features of the UK? What is the UK's weather and climate like? How can climate graphs be used to understand the physical geography of places? How has the UK's employment structure changed over time? How diverse is the UK's population? Revision knowledge organiser</p> <p>Assessment: End of topic test (multi-choice, skills Qs, short-answer Qs)</p>	<p>Unit Title: How can geographers use maps to investigate places?</p> <p>Aims: To be able to use the eight points of a compass, four and six-figure grid references, and symbols to build their knowledge of the United Kingdom and the wider world.</p> <p>Lesson / Content Overview: What different types of maps are used by geographers? How can scale be used to interpret maps? How can OS map symbols be used to understand features of a landscape? How can the compass rose be used to describe location and direction? How can 4 figure grid references be used to describe location? How can 6 figure grid references be used to describe location? How do contour lines help geographers understand the shape of landscapes? How can using latitude and longitude be used to describe location?</p>	<p>Unit Title: To what extent has globalisation benefited India's development?</p> <p>Aims: Students explore ways in which they are linked to flows of people, capital, goods and services; they discuss advantages and disadvantages of globalisation and analyse the intercultural change using India as the case study.</p> <p>Lesson / Content Overview: What is globalisation? What are the causes of globalisation? What are the advantages and disadvantages of globalisation? What characteristics make India a unique country? What are India's main physical geography features? What are India's main human geography features? What is 'New India' and how has the country developed its economy and population over time? How has globalisation impacted India's human geography? How has industrial development impacted India's economy and population?</p>	<p>Unit Title: How has the Earth's climate been changed by natural and man-made factors?</p> <p>Aims: Students will understand natural and enhanced causes of climate change and will assess responsibility for these causes. Students will evaluate the effects of climate change at local, national and global scales.</p> <p>Lesson / Content Overview: What is global warming? What evidence is there that the Earth's climate has changed over time? What are the natural causes of climate change? What are the human causes of climate change? How has man-made climate change impacted people and environments? How is climate change disrupting people's everyday lives? How can mitigation and adaptation strategies be used to respond to climate change impacts?</p>	<p>Unit Title: What are the causes and impacts of population change?</p> <p>Aims: Understanding and explaining global population trends and how this links to economic development. Students interpret population models and explore causes and effects of migration.</p> <p>Lesson / Content Overview: What is 'population' and what are the global trends? What factors lead to variations in life expectancy? How can geographers use population pyramids to understand development levels in countries? What factors cause population density to vary between places? What are the causes and impacts of overpopulation? To what extent was China's one child policy a success? What are the main factors causing migration between places? How can geographers use GIS to understand population trends in the UK and globally?</p>	<p>Unit Title: What does the future hold for the Middle East region?</p> <p>Aims: Students will be able to locate the area in which the region is in, identify different biomes within the region, and understand the contemporary issues and challenges facing people and environments in the region.</p> <p>Lesson / Content Overview: What and where is the Middle East? How does the Middle East's climate vary? How and why does population distribution vary in the Middle East? How is the UK and the Middle East connected? How has the availability of oil impacted the Middle East's development? What are the causes and impacts of the Syrian war? Assessment: GIS virtual fieldwork investigation - to what extent has Dubai's development impacted the land use and environmental quality of the city?</p>

		<p>Revision knowledge organiser</p> <p>Assessment: End of topic test (skills Qs and short-answer Qs)</p>	<p>What are the solutions to the challenges posed by India's rapid development? Revision knowledge organiser</p> <p>Assessment: End of topic test (skills Qs, multi-choice, short-answer Qs)</p>	<p>Debate - who is responsible for tackling the issue of climate change? Revision knowledge organiser</p> <p>Assessment: In-class, extended essay on causes and impacts of climate change</p>	<p>Revision knowledge organiser</p> <p>Assessment: End of topic test (skills Qs, multi-choice, short-answer Qs)</p>	<p>To be completed over 3-4 lessons. Students will be introduced to and assessed on the principles of virtual fieldwork and secondary research.</p> <p>Primary Data: Google street view (service tally), EQS, land use survey using ARCGIS, photo analysis (annotation), questionnaire on perception/visiting</p> <p>Secondary Data: Tourism data, land use over time, articles (negative impacts of tourism - migration)</p>
	<p>Skills: Mapping rivers and mountains Using atlases Choropleth maps Climate graphs Employment and population graphs</p> <p>Concepts: Students will be focused on learning about where they live and how the UK is a versatile and changing place with a range of physical and human factors that affect people's daily activities. Students will build on their knowledge of what they may have learnt in primary school and will complete a baseline test which will demonstrate their prior geography learning.</p>	<p>Skills: Coordinates Longitude and latitude Interpreting landscapes and topography Calculating distances</p> <p>Concepts: Students will be learning map skills to help them identify different features on a map. They will be developing their spatial thinking and understand how maps vary across the world and essentially how a map can be used to help save a life. Students will be able to read maps successfully and learn key skills required for other topics at KS3 and GCSE level.</p>	<p>Skills: Inference activity Image analysis Topographic map making Population pyramid</p> <p>Concepts: Students will be looking at the concept of globalisation to help understand how countries are interconnected. They will then use this concept to apply it to India and see how changes globally have impacted the country nationally. They will also be able to identify key physical and human features within India to help them support how India is developing.</p>	<p>Skills: Diagram analysis Comparison Satellite imaging Extended writing</p> <p>Concepts: Within this topic, students will be focused on how climate change is a global problem but can be dealt with both on a local, regional and national level. A range of case studies are used in this unit to help develop students' understanding on how climate change is impacting people, landscapes, the economy and livestock.</p>	<p>Skills: Maths equation Image analysis Video analysis Using GIS to analyse population distribution, density and demographics</p> <p>Concepts: This topic provides students with an understanding of how population change is impacting countries and the global pressures of population increase. Lots of key terms are used within this unit which students use in other units and case studies. Students will be able to read and draw their own population pyramids and identify causes of changing birth and death rates.</p>	<p>Skills: Map analysis Using atlases Discussion & debate Using GIS as sources of primary and secondary fieldwork data Using internet to gather secondary research</p> <p>Concepts: This unit of work aims to provide students with a different outlook on the Middle East. A range of case studies provide students with an insight into the physical and human factors that have made up the Middle East. It allows them to understand how the Middle East developed and how the countries have similarities but also many differences within them and how this is affecting their development.</p>
	<p style="text-align: center;">Homework, Stretch & Challenge</p> <p>We have a strong commitment to providing students with a varied and challenging curriculum. At the beginning of each topic, students are given a homework grid where students have a choice of 4 tasks to complete, and only need to do one of them per fortnight. This includes a range of different activities to support our lower ability and stretch our higher ability students. These tasks frequently include an independent research element for students to stretch their knowledge beyond the PHS and KS3 National Curriculum, and to pursue topics of interest in depth and rigour. For the map skills topic (Y7 Term 2), students are instead given a homework booklet with consolidation tasks to practice and apply the specific skills taught in lesson. At the beginning of each topic, recommended reading lists are shared with students to develop literacy, a love of reading and an interest in geography both related to and beyond the curriculum.</p>					

	Reading The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom - Imogen Williams	Reading Beyond the Map - Alastair Bonnett	Reading All about India: Introduction to India for kids - Shalu Sharma	Reading It's Your World: Get Informed, Get Inspired & Get Going! - Chelsea Clinton	Reading If the World Were a Village: A Book about the World's People - David J Smith	Reading Where Is the Middle East? Geography of the Middle East Baby Professor
	Future Links Y8 - Rivers Unit (explaining physical geography reasons for UK weather patterns)	Future Links Y8 - map skills embedded in <i>all</i> future KS3 units Y8 - Rivers Unit (interpreting physical landscapes)	Future Links Y8 - China Unit (evaluating impacts of globalisation on emerging economies) Y8 - Africa Unit (evaluating the historical context of globalisation)	Future Links Y8 - Natural Hazards (explaining how climate change is making multiple hazard zones more vulnerable) Y8 - Extreme Global Impacts (assessing the role of climate change in impacting populations)	Future Links Y8 - China (explaining China's changing demographic structure) Y8 - Ecosystems (evaluating the role of population growth on ecosystem stress) Y8 - Extreme Global Impacts (assessing the impact of population growth on complex geographical issues)	Future Links Y8 - Africa (assessing human and physical challenges facing developing regions)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Unit Title: To what extent is China a global superpower? Aims: To be able to understand how China is developing into a newly emerging economy and a global superpower, and how the issues of population are linked to physical geography. Lesson / Content Overview: What is the importance of the Asian continent to the world? What characteristics make China a unique country? What are the main features of China's landscape and climate? How did China become the most populated country in the world? To what extent did the one child policy benefit modern-day China?	Unit Title: To what extent are the world's ecosystems under threat? Aims: To understand how the world's ecosystems are varied and how climate change and other man-made threats are having an impact on the world's biomes. Lesson / Content Overview: What is an ecosystem and what are its main features? What is a biome and what different biomes exist on Earth? What are the UK's main ecosystems? What are the main features of the rainforest biome? What are the main features of the hot desert biome? How do ecosystems exist in urban areas? (Documentary)	Unit Title: Why are some places more at risk of natural hazards than others? Aims: To be able to understand the causes and impacts of natural hazards and the way we can protect ourselves against them. To assess the reasons why some places are more vulnerable than others. Lesson / Content Overview: What is a natural hazard? What are plate tectonics and how do they work? How does an earthquake happen at plate boundaries? How does a tsunami form and why are some places more vulnerable?	Unit Title: Why is Africa a misunderstood continent? Aims: To be able to understand how countries in Africa are developing and how the historical impacts have paved the formation of Africa. Lesson / Content Overview: What makes Africa a unique continent? Why do negative perceptions exist about Africa and its people? What are the main physical geography features of Africa? Documentary - Seven Worlds One Planet: Africa How has Africa's colonial past shaped its present? How developed are African countries?	Unit Title: How do river processes and the water cycle impact human populations? Aims: To be able to understand how the water cycle impacts the formation of river landforms, the factors influencing flood risk, and solutions to flood management. Lesson / Content Overview: What are the main features of the River Thames basin? How does the water cycle transfer water around the planet? How do the characteristics of a river change from the source to the mouth? How does the shape of the land change along a river? How do waterfalls form?	Unit Title: How does ice shape physical and human landscapes? Aims: To understand the physical processes and features in glacial landscapes, and how the human geography of ice landscapes is both highly significant and contested. Lesson / Content Overview: How has ice shaped the world and the UK? How are glaciers formed and what are their main features? How do glaciers shape the land through erosion? How do glaciers shape the land through deposition? Why are glaciers important for people who live by them?

	<p>How has economic development posed challenges for China? How developed is China today? How does China's human development compare to other countries? To what extent is China an energy superpower? How does China's energy use compare to the UK? To what extent did the Three Gorges Dam benefit China's development? Revision knowledge organiser</p> <p>Assessment: End of topic test (multi-choice, skills Qs, short-answer Qs, 6 mark mini-essay)</p> <p>Skills: Pie chart Comparative data Choropleth map Population pyramid</p> <p>Concepts: Students will start by understanding the importance of Asia and then will begin exploring China's location and its many diverse physical features, before going on to learn about the country's economic growth. Finally, they will explore energy use and developments and challenges.</p>	<p>How is climate change threatening the health of ecosystems? To what extent do international agreements successfully reduce climate change and protect ecosystems? What does the future hold for ecosystems around the world? Revision knowledge organiser</p> <p>Assessment: End of topic test (multi-choice, skills Qs, short-answer Qs)</p> <p>Skills: Biome mapping 6 marker exam practise Atlas work Video conceptualisation</p> <p>Concepts: Students will look at the global distribution of biomes and ecosystems, linked to their understanding of global climatic zones. Students will investigate how ecosystems are being impacted by climate change as well as human interactions with the environment in these regions.</p>	<p>How does a volcano form and what are the different types? Why do people live in tectonically active areas? How can places reduce the risk of natural hazards? How do earthquake proof buildings reduce impacts? Revision knowledge organiser</p> <p>Assessment: In-class, extended essay on the causes, impacts and response to tsunami events.</p> <p>Skills: Proportional circle mapping Diagram annotation Diamond 9 plenary SEEP analysis</p> <p>Concepts: Students will study different types of natural hazards and will then use this knowledge, combined with their understanding of development, to evaluate countries' management of tectonic hazards. They will also have the opportunity to create an earthquake proof building in class.</p>	<p>What factors have helped African countries become emerging economies? How does development contrast between Nigeria and South Africa? How has the trading of resources impacted African countries? What are the opportunities and challenges faced by the Sahel region? Revision knowledge organiser</p> <p>Assessment: End of topic test (skills Qs, multi-choice, short-answer Qs, 6 mark mini-essay)</p> <p>Skills: Video analysis Long mark questions Line graph analysis HDI data interpretation Extended PEEL paragraph writing</p> <p>Concepts: Students within this topic explore the range of climates, landscapes, populations, and cultures that exist within Africa's 53 countries. Common misconceptions of Africa are explored in the second lesson, which highlight the wide diversity of opportunities, challenges, and lifestyles within Africa.</p>	<p>What is a meander and how does it form? What factors influence flood risk in areas?</p> <p>Fieldwork Investigation: 'To what extent is Pinner High School at risk of flooding?' Over 3-4 lessons, students will complete an on-site fieldwork investigation to study infiltration rates on different surfaces around the school grounds, and use GIS (Survey123) to record and present findings. They will write up their findings in a report-style, which will comprise their assessment for the unit.</p> <p>Skills: GCSE keyword expansion Landform recognition (satellite images, OS maps) Sketching landforms and processes Primary data collection in fieldwork (infiltration rates) Analysis and evaluation of primary fieldwork</p> <p>Concepts: This unit of work has been put in the summer to help prepare students for their GCSE topics. This allows them to understand the basic concepts and key terms that are studied in later years, as well as introduce students to the principles of fieldwork. Student's will build upon their knowledge of the water cycle and will explore all the fluvial processes at work within a drainage basin.</p>	<p>What are the main features of the Arctic's human and physical geography? Why are indigenous people in the Russian Arctic under threat? Who owns the Arctic? How is land used in a post-glacial environment? (research using GIS) Revision knowledge organiser</p> <p>Assessment: End of topic test (multi-choice, skills Qs, short-answer Qs)</p> <p>Skills: Landform recognition from satellite images Landform sketching Working out ice retreat using scale Model making of glacier Reading comprehension Using GIS to investigate land use</p> <p>Concepts: Students will build on their understanding of geomorphological processes from the previous Rivers topic, to understand how glaciers have created distinctive landforms. They will then explore how and why human uses and demands for ice landscapes has been a source of both economic prosperity and contestation.</p>
	<p style="text-align: center;">Homework, Stretch & Challenge</p> <p>We have a strong commitment to providing students with a varied and challenging curriculum. At the beginning of each topic, students are given a homework grid where students have a choice of 4 tasks to complete, and only need to do one of them per fortnight. This includes a range of different activities to support our lower ability and stretch our higher ability students. These tasks frequently include an independent research element for students to stretch their knowledge beyond the PHS and KS3 National Curriculum, and to pursue topics of interest in depth and rigour. For the rivers topic (Y8 Term 5), students are instead given a homework booklet with tasks to consolidate and memorise the physical processes taught in lesson. At the beginning of each topic, recommended reading lists are shared with students to develop literacy, a love of reading and an interest in geography both related to and beyond the curriculum.</p>					

	Reading China: Travel for kids: The fun way to discover China Celia Jenkins	Reading The incredible Ecosystems of Planet Earth Rachel Ignotofsky	Reading Earth-shattering Events! The Science Behind Natural Disasters Sofia William Robin Jacobs	Reading Not for Parents Africa Lonely Planet	Reading Raging Rivers Horrible Geography Anita Ganeri	Reading Surviving Antarctica: Reality TV 2083 Far North: Exploring the Arctic Landscape Arctic and Antarctic (DK Eyewitness Books)
	Future Links Y9 - Urban Issues and Challenges	Future Links Y9 - Living World	Future Links Y9 - Natural Hazards (Tectonic Hazards)	Future Links Y9 - Urban Issues and Challenges (NEE city case study) Y10 - Changing Economic World / NEE case study (Nigeria)	Future Links Y11 - UK Physical Landscapes (Rivers)	Future Links

	<u>Autumn 1</u> Paper 1 – Section A: The Challenges of Natural Hazards. <i>Natural and Tectonic Hazards</i>	<u>Autumn 2</u> Paper 1 – Section A: The Challenges of Natural Hazards <i>Weather Hazards</i>	<u>Spring 1</u> Paper 1 - Section A: The Challenges of Natural Hazards <i>Climate Change</i> AND Paper 1 - Section B: The Living World <i>Ecosystems</i>	<u>Spring 2</u> Paper 1 – Section B: The Living World <i>Tropical Rainforests</i>	<u>Summer 1</u> Paper 1 – Section B: The Living World <i>Hot Deserts</i>	<u>Summer 2</u> Paper 2 - Section A: Urban Issues and Challenges <i>Global and NEE City Case Study</i>
Year 9	Prior Links: Yr8 Natural Hazards Unit.		Prior Links: Yr7 Climate Change Unit Yr8 Ecosystems Unit			Prior Links: Concept of development in Yr7 Units: Globalisation and India, and The Middle East and Yr8 Units: China, and Africa Sustainability in Yr7 Climate Change and Yr8 Extreme Global Impacts Units.

<p>Aims: To identify and describe a range of tectonic hazards across the globe. To be able to explain the physical processes that lead to specific tectonic hazards including earthquakes and volcanoes with case studies from areas of varying degrees of wealth. To identify management strategies that reduce the impact of tectonic hazards.</p> <p>Lesson / Content Overview: What are natural hazards and where do they occur? Distribution of tectonic activity and theories of the earth Types of plate margins, and the tectonic activity they cause Types of volcanoes Comparative Case Studies: Italy VS Nepal Why do people live in tectonically active areas? How to reduce the risk of tectonic activity (MP3)</p> <p>Skills / Concepts on: <u>Skills:</u> Map analysis Locational description Image analysis Exam question practice Independent research - case study SEEP identification Sketch diagram and annotation Evaluation of factors</p> <p><u>Concepts:</u> Convection currents Ridge push and slab pull Continental drift</p>	<p>Aims: To be able to use the Global Atmospheric Circulation System to explain why specific weather hazards occur in different regions of the globe. To identify the conditions required for tropical storm formation and the features of a developed tropical storm. To explain the causes, impacts and responses of tropical storms using one named example. To comparatively identify weather hazards affecting the UK and explain the causes, SEEP impacts and management strategies of one named example with the suggestion that these events will be becoming more prevalent due to climate change.</p> <p>Lesson / Content Overview: What is weather and what affects it? Global atmospheric circulation system How are tropical storms formed? What is the structure of a tropical storm? Tropical storm case study: Typhoon Haiyan What weather hazards do the UK experience? UK Case Study: Somerset Levels Extreme weather events in the UK</p> <p>Skills / Concepts on: <u>Skills:</u> SEEP identification Exam question practice Image analysis Diagram annotations Independent research and note-taking Locational description Graph/data creation and analysis Evaluation of factors</p>	<p>Aims: <u>P1 - SA: Climate Change:</u> To describe the natural and human causes of climate change, and the range of effects it causes. To identify and evaluate the mitigation and adaptation strategies to manage climate change.</p> <p><u>P1 - SB: Ecosystems:</u> To describe the characteristics of an ecosystem and identify a range of ecosystems that exist across the globe.</p> <p>Lesson / Content Overview: <u>Climate Change:</u> Evidence for climate change What are the natural causes of climate change What are the human causes of climate change? How can we mitigate the effects of climate change How can we adapt to climate change?</p> <p><u>Ecosystems:</u> L1 - What are the characteristics of an ecosystem? L2 - Case Study: Epping Forest L3 - How does change impact ecosystems? L4 - What are global ecosystems and where are they located?</p> <p>Skills / Concepts on: <u>Skills:</u> Graph analysis Image analysis Exam question practice Data analysis Evaluation of factors Locational description Diagram annotation Independent research and note-taking SEEP Identification adFL</p>	<p>Aims: To identify tropical rainforest characteristics, including adaptations and interdependence. Use a case study to investigate why deforestation takes place and the ways it has devastating economic and environmental impacts. To suggest ways that the tropical rainforest can be managed sustainably.</p> <p>Lesson / Content Overview: What are the characteristics of a tropical rainforest? <u>Case Study: Brazilian Rainforest (Amazon):</u> What are the causes of deforestation? What are the impacts of deforestation? How can we sustainably manage a tropical rainforest?</p> <p>Skills / Concepts on: <u>Skills:</u> Diagram annotation Graph construction and analysis Exam question practice Independent research activities Data analysis Independent research and note taking SEEP Identification</p> <p><u>Concepts:</u> Interdependence Nutrient cycles Tropical rainforest plant and animal adaptations Deforestation</p>	<p>Aims: To identify hot desert characteristics, including adaptations and interdependence. Use a case study to investigate the opportunities and challenges that a hot desert environment can provide. To explore causes of desertification and strategies to reduce the risk of desertification using named examples from around the world.</p> <p>Lesson / Content Overview: What are the characteristics of the hot desert biome? <u>Case Study: Thar Desert</u> Where is the Thar Desert? What are the opportunities and challenges that people in the Thar Desert face? <u>Case Study: Sahel Desert</u> Where is the Sahel Desert? How are people in the Sahel desert tackling desertification?</p> <p>Skills / Concepts on: <u>Skills:</u> Independent research and note-taking Graph analysis Image analysis Exam question practice SEEP Identification</p> <p><u>Concepts:</u> Desertification Development</p>	<p>Aims: To describe the global trend of urban change and the factors that affect this. To explore the implications of urbanisation using a case study of a major city in an NEE, examining the opportunities and challenges, and examples of strategies to improve the quality of life for the urban poor.</p> <p>Lesson / Content Overview: Where is urban change taking place? What factors are affecting global urbanisation? <u>Case Study: Lagos, Nigeria</u> Where is Lagos? How is Lagos important? What opportunities exist in Lagos? What challenges exist in Lagos? Squatter settlements in Lagos Water supply and pollution in Lagos Urban planning in Lagos Traffic congestion in Lagos</p> <p>Skills / Concepts on: <u>Skills:</u> Independent research and note-taking Image analysis Graph/chart analysis Data analysis Exam question practice Locational description Map analysis SEEP identification</p> <p><u>Concepts:</u> Development Urbanisation Rural-urban migration System-D/Informal economy</p>
--	--	---	---	--	--

		<u>Concepts:</u> Global atmospheric circulation system Saffir-simpson scale	<u>Concepts:</u> Food chains and webs Space Interdependence Nutrient cycle Adaptations			
	Future Links: Yr13 Hazards unit		Future Links: Yr12 Water and Carbon Cycles Unit. Potential to continue Ecosystems in YR13 instead of Hazards but this is up to the A-Level teacher’s discretion and may change on a year-to-year basis.		Future Links: Yr12 Contemporary Urban Environments Unit	
	Homework Printed homework booklets are provided for every topic. Each homework booklet has a variety of activities from consolidation tasks and independent research projects, to practise exam questions which are all marked in lessons. Students also have the opportunity to ask their classroom teacher for additional homework on top of this.					
	Stretch & Challenge Within the department, we have ensured that students of all abilities are able to extend their critical thinking of the unit by ensuring that each lesson contains a broad range of challenge questions or tasks. We guarantee that all students are able to access these activities by applying open-ended enquiries, discussion tasks, as well as wicked and super-wicked questioning.					
	Reading A short history of nearly everything - Bill Bryson Can we protect people from natural disasters? - Earth debates	Reading Hurricanes Vs Tornadoes Vs Typhoons - Wind systems of the world We Are The Weather - Jonathan Safran Foer	Reading No one is too small to make a difference - Greta Thunberg	Reading An Inconvenient Truth - Al Gore	Reading The Desert Cries - Craig Childs	Reading Cities of Tomorrow: An intellectual history of urban planning and design in the twentieth History - Peter Hall

	<u>Autumn 1</u> Paper 2 - Section A: Urban Issues and Challenges <i>Global and HIC City Case Study</i>	<u>Autumn 2</u> Human Fieldwork + Paper 2 – Section B: The Changing Economic World <i>Global</i>	<u>Spring 1</u> Paper 2 – Section B: The Changing Economic World <i>NEE Example + NEE Case Study</i>	<u>Spring 2</u> Paper 2 - Section B: The Changing Economic World <i>HIC Case Study</i>	<u>Summer 1</u> Physical Fieldwork + Paper 1 - Section C: Physical Landscapes in the UK <i>River Landscapes in the UK</i>	<u>Summer 2</u> Paper 1 - Section C: Physical Landscapes in the UK <i>River Landscapes in the UK</i>
Year 10	<p>Prior Links: Concept of development in Yr7 Units: Globalisation and India, and The Middle East and Yr8 Units: China, and Africa</p> <p>Sustainability in Yr7 Climate Change and Yr8 Extreme Global Impacts Units.</p>	<p>Prior Links: Concept of development in Yr7 Units: Globalisation and India, and The Middle East and Yr8 Units: China, and Africa</p>			<p>Prior Links: Yr7 The UK, and Yr8 Rivers Units</p>	
	<p>Aims: To examine the urban change in London, inspecting the opportunities and challenges created. To investigate a regeneration project in this city, and urban sustainability management, for features such as water and energy conservation, waste recycling, and creation of green space</p> <p>Lesson / Content Overview: Where are the UK's urban areas? How important is London? What are the impacts of national and international migration on the growth and character of London? How has urban change created social and economic opportunities? How has urban change created employment opportunities? How has urban change created social, economic and environmental opportunities? How has urban change created social and economic challenges? Brownfield and greenfield sites How has urban change created environmental challenges?</p>	<p>Aims: To explain the causes of global variations in economic development, and evaluate the various methods of measuring global development, including the DTM, HDI and Brandt Line.</p> <p>Lesson / Content Overview: <i>Pre-fieldwork lessons x 2</i> <i>Fieldwork</i> <i>Post-fieldwork lessons x 2</i> What is development? How do we measure development? What is the DTM and what does it tell us about development? What causes uneven development? What are the consequences of uneven development? How can the global development gap be closed? An evaluation into different types of aid</p>	<p>Aims: To assess the various strategies used to reduce the global development gap with reference to one example from an NEE. To investigate an NEE case study and evaluate the methods of development and impacts on the wider economy and quality of life of the population.</p> <p>Lesson / Content Overview: <u><i>Case Study: Jamaica</i></u> How has Jamaica used tourism to develop? Has tourism successfully helped Jamaica develop? <u><i>Case Study: Nigeria</i></u> Where is Nigeria? What are the social, environmental, political and cultural characteristics of Nigeria? How is Nigeria nationally and internationally important? How have TNCs impacted Nigeria's development? How has international aid impacted Nigeria's development?</p>	<p>Aims: To comparatively examine the UK's economy by exploring factors such as the causes of economic change since the industrial revolution and an example of modern industrial development can be more environmentally sustainable. To evaluate the impact of economic development in the UK and explaining solutions to problems such as the north-south divide. To explain the ways in which the UK links with the wider world.</p> <p>Lesson / Content Overview: How and why has the UK's economy changed? What is the UK's post-industrial economy like? What is the impact of industry on the UK's physical environment and how can it be more sustainable?</p>	<p>Aims: To identify the ways that river valleys change as they flow downstream through various fluvial processes.</p> <p>Lesson / Content Overview: What are river landscapes like? What are fluvial processes? How does erosion shape the land? How do erosion and deposition shape the land? <i>Pre-fieldwork lessons x 2</i> <i>Fieldwork</i> <i>Post fieldwork lessons x 2</i></p> <p>Skills / Concepts on: <u><i>Skills:</i></u> Hydrograph analysis Independent research and note-taking Evaluation of flood management Image analysis Graph/data analysis Exam question practice</p>	<p>Aims: Using a specific example from the UK, describe the landforms resulting from various processes and factors including fluvial processes, geology, human activity. To analyse the costs and benefits of various river flood management strategies, and to assess the overall effectiveness of a specific flood management scheme in the UK.</p> <p>Lesson / Content Overview: <u><i>Case Study: River Tees</i></u> Causes of flooding Hydrographs Hard engineering strategies Soft engineering strategies Case study: Banbury</p> <p>Skills / Concepts on: <u><i>Skills:</i></u> Hydrograph analysis Independent research and note-taking Evaluation of flood management</p>

	<p>How was the Lower Lea Valley regenerated to create urban change? How can urban areas be more sustainable? How can transport be more sustainable in cities?</p> <p>Skills / Concepts on: <u>Skills:</u> Map analysis SEEP identification practice exam questions Independent research and note-taking Debate Graph/chart analysis</p> <p><u>Concepts:</u> Regeneration Gentrification SEEP identification Integrated transport systems</p>	<p>Skills / Concepts on: <u>Skills:</u> Graph and data analysis Graph and data reproduction Independent research and note-taking Exam question practice SEEP Identification</p> <p><u>Concepts:</u> Demographic Transition Model Brandt Line Development Quality of Life</p>	<p>What impact has economic development had on Nigeria’s environment? How has economic development impacted the Quality of Life of Nigeria’s people?</p> <p>Skills / Concepts on: <u>Skills:</u> SEEP Identification Map analysis Practice exam questions Data analysis Evaluation - advantages/disadvantages Debate Graph/chart analysis</p> <p><u>Concepts:</u> Quality of Life Development Aid VS Trade</p>	<p>What social and economic changes have occurred in the UK’s rural landscape? How is the UK’s infrastructure been improved and developed? What regional differences and inequalities exist in the UK? What is the UK’s place in the wider world?</p> <p>Skills / Concepts on: <u>Skills:</u> Chart/graph analysis Independent research and note-taking Evaluation of factors Exam question practice</p> <p><u>Concepts:</u> North-south divide Development Post-industrial economy</p>	<p><u>Concepts:</u> Hydrographs Bradshaw model fluvial processes Long and cross profiles</p>	<p>Image analysis Graph/data analysis Exam question practice</p> <p><u>Concepts:</u> Hydrographs Bradshaw model fluvial processes Long and cross profiles</p>
	<p>Future Links Yr12 Contemporary Urban Environments Unit</p>	<p>Future Links: Yr12 Global Systems and Governance Unit</p>			<p>Future Links: Yr12 Water and Carbon Cycles Unit</p>	
	<p style="text-align: center;">Homework</p> <p>Printed homework booklets are provided for every topic. Each homework booklet has a variety of activities from consolidation tasks and independent research projects, to practice exam questions which are all marked in lessons. Students also have the opportunity to ask their classroom teacher for additional homework on top of this.</p>					
	<p style="text-align: center;">Stretch & Challenge</p> <p>Within the department, we have ensured that students of all abilities are able to extend their critical thinking of the unit by ensuring that each lesson contains a broad range of challenge questions or tasks. We guarantee that all students are able to access these activities by applying open-ended enquiries, discussion tasks, as well as wicked and super-wicked questioning.</p>					
	<p>Reading Future Cities - Camilla Ween</p> <p>A Book of Migrations - Rebecca Solnit</p>	<p>Reading Doughnut Economics - Kate Raworth</p>	<p>Reading The Almighty Dollar - Dharshini David</p> <p>Africa Is Not A Country - Dipo Faloyin</p>	<p>Reading Welcome to the Urban Revolution - Jeb Brugmann</p>	<p>Reading When The Rivers Run Dry - Fred Pearce</p>	<p>Reading The Johnstown Flood - David McCullough</p>

	Autumn 1 Paper 1 - Section C: Physical Landscapes in the UK <i>Coastal Landscapes in the</i> UK	Autumn 2 Paper 2 - Section C: The Challenges of Resource Management	Spring 1 Paper 3 - Section B: Fieldwork	Spring 2 Revision + Paper 3 - Section A: Issues Evaluation	Summer 1 Revision + Paper 3	Summer 2 Revision + Paper 3
Year 11	Prior Links: Significant references in the context of impacts made in Yr7 Climate Change Unit, and Yr8 Extreme Global Impacts Unit	Prior Links: Concept of resources and resource scarcity included in Yr8 Africa, and Extreme Global Impacts Units	Prior Links: KS3 Fieldwork experience	Prior Links: Skills developed from Yr7 including data analysis (maps, tables, graphs etc), source analysis, and long-answer writing	Prior Links: During KS3 students were assessed once per HT, and twice per HT. Throughout this time students have developed effective and specific revision strategies for geography in-class and independently.	
	Aims: To identify the ways that coastal regions can be influenced by factors such as wave type, weathering and fluvial processes. To describe the formation of distinctive landforms with reference to a specific UK coastline with major landforms of erosion and deposition. To analyse the costs and benefits of various coastal management strategies, and to assess the overall effectiveness of a specific coastal management scheme in the UK. Lesson / Content Overview: Types of waves How do destructive waves shape the land? How does the sea transport material? What landforms are created by deposition? <u>Case Study: Dorset Coastline</u> What causes a cliff to collapse? Hard engineering strategies Soft engineering strategies Case Study: Medmerry Skills / Concepts on: <u>Skills:</u>	Aims: To explain the significance and unequal distribution of food, water and energy globally. To explore the changing demands and provisions of these resources in the UK and opportunities and challenges created as a result. To be able to examine in greater depth water security across differing physical, political and economic environments. Students will then explore strategies to increase water supply with a focus on sustainability. Lesson / Content Overview: Global distribution of water, food and energy UK - Food sources UK - Management of food resources UK - Energy sources UK - Management of energy Global water supply Factors affecting water availability Impacts of water insecurity Strategies for water supply UK water supply Example of large scale water supply Sustainable water use	Aims: To prepare students for Paper 3 - Section B: Fieldwork by working through various enquiry processes involving techniques such as data collection methods and analysis of data. Lesson / Content Overview: Maths skills Map skills Practice exam questions Grid references Scale Contours Map interpretation Onwards - Unfamiliar fieldwork booklet Skills / Concepts on: <u>Skills:</u>	Aims: To prepare students for their GCSE exams by providing revision time involving techniques such as knowledge organisers, practice exam questions and quizzes etc. To prepare students for Paper 3 - Section A: Issues Evaluation by supporting with the analysis of the Pre-Released Material received in May Lesson / Content Overview: Revision of all topics: <u>Challenges of Natural Hazards:</u> Tectonic Hazards Weather Hazards Climate Change <u>The Living World:</u> Ecosystems Tropical Rainforest Hot Deserts <u>Urban Issues and Challenges:</u> Urban issues: Lagos Urban issues: London <u>The Changing Economic World</u> Development Nigeria	Aims: To prepare students for their GCSE exams by providing revision time involving techniques such as knowledge organisers, practice exam questions and quizzes etc. To prepare students for Paper 3 - Section A: Issues Evaluation by supporting with the analysis of the Pre-Released Material received in May Lesson / Content Overview: Revision of all topics: <u>Challenges of Natural Hazards:</u> Tectonic Hazards Weather Hazards Climate Change <u>The Living World:</u> Ecosystems Tropical Rainforest Hot Deserts <u>Urban Issues and Challenges:</u> Urban issues: Lagos Urban issues: London <u>The Changing Economic World</u> Development Nigeria	Aims: To prepare students for their GCSE exams by providing revision time involving techniques such as knowledge organisers, practice exam questions and quizzes etc. To prepare students for Paper 3 - Section A: Issues Evaluation by supporting with the analysis of the Pre-Released Material received in May Lesson / Content Overview: Revision of all topics: <u>Challenges of Natural Hazards:</u> Tectonic Hazards Weather Hazards Climate Change <u>The Living World:</u> Ecosystems Tropical Rainforest Hot Deserts <u>Urban Issues and Challenges:</u> Urban issues: Lagos Urban issues: London <u>The Changing Economic World</u> Development Nigeria

	<p>Image analysis Evaluation of engineering strategies Exam question practice</p> <p><u>Concepts:</u> Longshore drift Wave refraction Concordant/discordant coastline Weathering and mass movement</p>	<p>Example of local sustainable use of water</p> <p>Skills / Concepts on: <u>Skills:</u> Choropleth maps Debate Graph/chart analysis Practice exam questions</p> <p><u>Concepts:</u> Quality of Life Development Global governance National responsibilities</p>	<p>https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/subject-content/geographical-skills</p> <p><u>Concepts:</u> Geographical enquiry Data collection and presentation Data analysis Conclusion and Evaluation</p>	<p>The UK <u>The Physical Landscape of the UK</u> Rivers Coasts <u>Resource Management</u> Onwards, pre-released material.</p> <p>Skills / Concepts on: All skills/concepts covered since the start of the course. Geographical skills and applied knowledge and understanding. Scales, diagrams, graphs, statistics photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Critical perspective on the issue(s) studied.</p>	<p>The UK <u>The Physical Landscape of the UK</u> Rivers Coasts <u>Resource Management</u> Onwards, pre-released material.</p> <p>Skills / Concepts on: All skills/concepts covered since the start of the course. Geographical skills and applied knowledge and understanding. Scales, diagrams, graphs, statistics photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Critical perspective on the issue(s) studied.</p>	<p>The UK <u>The Physical Landscape of the UK</u> Rivers Coasts <u>Resource Management</u> Onwards, pre-released material.</p> <p>Skills / Concepts on: All skills/concepts covered since the start of the course. Geographical skills and applied knowledge and understanding. Scales, diagrams, graphs, statistics photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Critical perspective on the issue(s) studied.</p>
	<p>Future Links: Yr12 Water and Carbon Cycles Unit Yr13 Hazards Unit</p>	<p>Future Links: References to resources in Yr12 Global Systems and Governance, and Yr13 Changing Places Unit.</p>	<p>Future Links: KS5 NEA Investigation</p>		<p>Future Links: In KS5, students will continue to learn how to revise effectively and develop independent learning strategies.</p>	
	<p style="text-align: center;">Homework</p> <p>Printed homework booklets are provided for every topic. Each homework booklet has a variety of activities from consolidation tasks and independent research projects, to practice exam questions which are all marked in lessons. Students also have the opportunity to ask their classroom teacher for additional homework on top of this.</p>					
	<p style="text-align: center;">Stretch & Challenge</p> <p>Within the department, we have ensured that students of all abilities are able to extend their critical thinking of the unit by ensuring that each lesson contains a broad range of challenge questions or tasks. We guarantee that all students are able to access these activities by applying open-ended enquiries, discussion tasks, as well as wicked and super-wicked questioning.</p>					
	<p>Reading Making the British Landscape: How we have transformed the land etc... - Francis Pryor</p>	<p>Reading There is no Planet B - Mike Berners-Lee</p> <p>The Uninhabitable Earth - David Wallace-Wells</p> <p>Hungry for Disruption - Shen Ming Lee</p> <p>Water Supply Management - David Stephenson</p>	<p>Reading Study skills for geography students - Pauline Kneale</p>	<p>Reading Never Eat Shredded Wheat: The Geography We’ve Lost and How to Find it Again - Christopher Somerville</p>		

Year 12

Homework and Consolidation

Throughout their course, students will be asked to engage with a variety of materials to further their understanding of the topics that they are studying. A broad range of homework is provided from independent/guided research and case study analysis to TEDtalks and exam style questioning. This is done with the intention of guaranteeing that all students of varying abilities are able to engage with a broad range of channels of information, practising and securing the skills necessary for their success in professional careers once they leave us.

Stretch and Challenge

Within the department, we have ensured that students of all abilities are able to extend their critical thinking of the unit by ensuring that each lesson contains a broad range of challenge questions or tasks. We guarantee that all students are able to access these activities by applying open-ended enquiries, discussion tasks, as well as wicked and super-wicked questioning.

Term 1

Paper 1 Physical Geography

Unit Title:

Paper 1: Section A - Water and Carbon Cycles

The Water Cycle

Prior Links

Y11 - Physical Landscapes in the UK (Rivers)

Y9 - The Challenges of Natural Hazards and Climate Change

Y9 - The Living World - Tropical Rainforests

Aims:

To describe the distribution and size of stores of water

To explain the processes influencing the changes in global water stores, including hydrological flows and transfers.

To explain the drainage basin as an open system using various inputs and outputs.

To explain runoff variations and flood hydrographs

To explain changes in the water cycle over time involving storm events, water abstraction and other processes.

Using a case study to illustrate and analyse key themes from this unit and consider factors such as the impact of precipitation on drainage basin stores etc.

Lesson / Content Overview:

What are systems and models?

What is the global distribution and size of stores of water?

Factors driving changes in water stores

The drainage basin hydrological cycle

Water balance (soil moisture graph)

The rivers regime (hydrographs)

Case Study: River Eden

Changes in the water cycle over time

Water insecurity

Skills / Concepts on:

Skills:

Paper 2 Human Geography

Unit Title:

Paper 2: Global Systems and Global Governance

Prior Links

Y10 - Changing Economic World

Aims:

To understand the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Students will be able to explain how increased interdependence and transformed relationships between peoples. They will be able to explain how global systems can sometimes act to promote stability, growth and development but can also cause inequalities, conflicts and injustices for people and places.

Lesson / Content Overview:

Globalisation

Flows of capital

Flows of labour

Flows of product

Production, consumption and distribution

Flows revision

Formative assessment

Distribution and consumption

Factors in globalisation

Trading blocs

Global marketing

Skills / Concepts on:

Skills:

<p>Qualitative and quantitative skills e.g. simple mass balance, unit conversions and analysis and presentation of field data.</p> <p><u>Concepts</u></p> <p>Flows and transfers</p> <p>Inputs and outputs</p> <p>Water balance</p> <p>Stores</p> <p>Dynamic Equilibrium</p> <p>Positive/negative feedback loops</p> <p>Hydrographs</p>	<p>Choropleth map</p> <p>Gini coefficient</p> <p>Line graphs</p> <p>Image analysis</p> <p>Independent research and note-taking</p> <p><u>Concepts:</u></p> <p>Trade agreements</p> <p>Power relations</p> <p>International trade</p> <p>Geopolitical events</p> <p>Business marketing</p>
<p style="text-align: center;">Reading</p> <p style="text-align: center;">Water: A Turbulent History - Stephen Halliday</p> <p style="text-align: center;">Global Governance: Why? What? Whither? - Thomas Weiss</p>	
<p style="text-align: center;">Term 2</p>	
<p style="text-align: center;">Paper 1 Physical Geography</p>	<p style="text-align: center;">Paper 2 Human Geography</p>
<p>Unit Title:</p> <p>Paper 1: Section A - Water and Carbon Cycles</p> <p><i>The Carbon Cycle</i></p> <p>Prior Links:</p> <p>Y9 - The Challenges of Natural Hazards and Climate Change</p> <p>Y9 - The Living World - Tropical Rainforests</p> <p>Aims:</p> <p>To describe the distribution and size of stores of carbon</p> <p>To explain the processes that influence the changes in global carbon stores e.g. photosynthesis, weathering, carbon sequestration etc.</p> <p>To explain changes in the carbon cycle over time including natural variations and human impacts</p> <p>To explain the carbon budget and the impact of the carbon cycle on the planet.</p> <p>Using a case study of a tropical rainforest to illustrate and analyse key themes across the unit and their relationship to the environmental change and human activity.</p> <p>Lesson / Content Overview:</p> <p>Intro to carbon cycles</p> <p>The stores of carbon</p> <p>Changes to carbon stores</p>	<p>Unit Title:</p> <p>Paper 2: Global Systems and Global Governance</p> <p>Prior Links:</p> <p>Y10 - Changing Economic World</p> <p>Aims:</p> <p>To be able to explain how trading relationships and patterns between large, highly developed economies such as the United States, the European Union, emerging major economies such as China and India and smaller, less developed economies are developing. Students will look at a variety of different TNCs and will be able to explain their spatial organisation, production, linkages, trading and marketing patterns.</p> <p>Lesson / Content Overview:</p> <p>Revision</p> <p>Mock exams</p> <p>Global systems</p> <p>Interdependence</p> <p>International trade</p> <p>Trading patterns</p> <p>Role of TNCs</p> <p>Global governance</p>

<p>Impacts of changes to carbon stores Carbon sequestration Case Study: The Amazon Rainforest</p> <p>Skills / Concepts on: <u>Skills:</u> Qualitative and quantitative skills e.g. simple mass balance, unit conversions and analysis and presentation of field data.</p> <p><u>Concepts</u> Flows and transfers Inputs and outputs Carbon sequestration Carbon budget Stores Dynamic Equilibrium Positive/negative feedback loops</p>	<p>Global commons Revision Global commons - Antarctica Physical Geography</p> <p>Skills / Concepts on: <u>Skills:</u> Flow chart Triangular graphs Dispersion diagrams Image analysis Independent research and note-taking</p> <p><u>Concepts:</u> Quotas/ tariffs/taxes Global common Global governance Food commodities Conflict</p>
<p style="text-align: center;">Reading Wilding - Isabella Tree Transnational Corporations and Uneven Development (RLE International Business) - Rhy Jenkins</p>	
<p style="text-align: center;">Term 3</p>	
<p style="text-align: center;">Paper 1 Physical Geography</p>	<p style="text-align: center;">Paper 2 Human Geography</p>
<p>Unit Title: Paper 1: Section B - Coastal Systems</p> <p>Prior Links: <i>Y11 - Coastal Landscapes in the UK</i></p> <p>Aims: To address the concepts of landform and landscape, and how specific landforms combine to form characteristic landscapes</p>	<p>Unit Title: Paper 2: Global Systems and Global Governance/ Contemporary Urban Environments</p> <p>Prior Links: <i>Y9 - Urban Issues and Challenges</i> <i>Y10 - Changing Economic World</i></p> <p>Aims:</p>

<p>To explain various systems and processes that exist within coastal environments including, geomorphological processes, coastal processes, sediment sources and budes etc.</p> <p>Lesson / Content Overview: Coasts: open and closed systems Energy and landscape High energy coastlines and sediment cells Tides, currents and storm surges Coastal erosional landforms</p> <p>Skills / Concepts on: <u>Skills:</u> Qualitative and quantitative skills such as observational, measurement and geospatial mapping, data manipulation and statistical skills applied to field measurements</p> <p><u>Concepts</u> Flows and transfers Place and space Inputs and outputs Energy Stores Dynamic Equilibrium Positive/negative feedback loops Eustatic and isostatic</p>	<p>Students will start their new topic on urbanisation and its importance in human affairs. Students will be able to map global patterns of urbanisation and demonstrate the changes in urbanisation, suburbanisation, counter-urbanisation, urban resurgence. They will also start the next part of the topic, which is focusing on Antarctica and how contemporary geography, including climate, of Antarctica has a role as a global common. They will be able to illustrate its vulnerability to global economic pressures</p> <p>Lesson / Content Overview: Climate - Antarctica Climate graph Threats to Antarctica Protection of Antarctica NGOs Consequences of global governance Exam practice Urban environments Causes of urban growth Megacities Suburbanisation Counter urbanisation</p> <p>Skills / Concepts on: <u>Skills:</u> Climate graph Image analysis Debate Graph/chart analysis Independent research Presentations</p> <p><u>Concepts:</u> Urbanisation Counterurbanisation Sustainable development Critical appraisal Integration</p>
<p style="text-align: center;">Reading The Lie of the Land: The explosive story of how Britain was form - Ian Vince Antarctica - Mel Friedman</p>	
<p style="text-align: center;">Term 4</p>	

Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Paper 1: Section B - Coastal Systems</p> <p>Prior Links: Y11 - Coastal Landscapes in the UK</p> <p>Aims: Researching examples to explain the development of specific landscape and the landforms within it To evaluate the human intervention in coastal landscapes including traditional approaches and sustainable ones Using a local case study to illustrate and analyse fundamental coastal processes and challenges faced in their sustainable management Using a contrasting case study to illustrate and analyse how it presents risks and opportunities for human activity and evaluate human responses.</p> <p>Lesson / Content Overview: Coastal transportation and deposition Weathering, mass movement and run-off Factors affecting coastal erosion Human intervention at the coast Onwards - pre-field trip preparation</p> <p>Skills / Concepts on: <u>Skills:</u> Qualitative and quantitative skills such as observational, measurement and geospatial mapping, data manipulation and statistical skills applied to field measurements</p> <p><u>Concepts</u> Flows and transfers Inputs and outputs Energy Stores Dynamic Equilibrium Positive/negative feedback loops</p>	<p>Unit Title: Paper 2: Contemporary Urban Environments</p> <p>Prior Links: Y9 - Urban Issues and Challenges</p> <p>Aims: For students to be able to appreciate human diversity and develop awareness and insight into Issues associated with economic inequality, social segregation and cultural diversity in contrasting urban areas. They will also study the strategies to manage these issues. Students learn about the new urban landscapes; town centre mixed developments, cultural and heritage quarters, fortress developments, gentrified areas, edge cities and the concept of the postmodern western city.</p> <p>Lesson / Content Overview: Urban resurgence Deindustrialisation Assessment Urban forms New urban landscape Tackling poverty Cultural diversity Economic inequality Social and economic examples Revision</p> <p>Skills / Concepts on: <u>Skills:</u> Image analysis SEEP Identification Map analysis Data analysis Evaluation - advantages/disadvantages</p> <p><u>Concepts:</u> Inequality Environmental determinism Development Physical vs human</p>

<p style="text-align: center;">Reading White Sands: Experiences from the Outside World - Geoff Dyer The New Urban Crisis: Gentrification, Housing Bubbles, Growing Inequality, and What We Can Do About It - Richard Florida</p>	
Term 5	
Unit 3 - Fieldwork and NEA	Paper 2 Human Geography
<p>Unit Title: Fieldwork + NEA</p> <p>Prior Links: <i>Y10 - Unit 3 Fieldwork and Geographical Applications</i></p> <p>Aims: To prepare students to undertake fieldwork to support their NEA write-up.</p> <p>Lesson / Content Overview: Students are required to undertake a minimum of 4 day fieldwork in relation to processes in both physical and human geography. Students will begin working on their independent investigations with the guidance and expertise of their classroom teacher e.g. advise on health and safety considerations, use of equipment and potential ethical concerns, advice on good practice etc. A-Level students at PHS are currently taken on a 4-night residential trip to FSC Slapton Ley in Devon, which takes place in the second half of the Summer term.</p> <p>Before trip: Introduction to NEA structure and expectations; student handbook given. Pre field trip lessons on fieldwork location and characteristics of area</p> <p>During trip: Introduction to primary fieldwork techniques in human and physical geography Writing and approval of independent investigation proposal form Collection of primary data Introduction to data presentation techniques</p> <p>After trip: Draft copy of first 2 sections (Area 1 & Area 2) completed - self-assessment using checklist. Data presentation and analysis Conclusions and evaluation Complete draft submitted - self-assessment using checklist.</p>	<p>Unit Title:</p> <p>Paper 2: Contemporary Urban Environments</p> <p>Prior Links: <i>Y9 - Contemporary Urban Environments</i> <i>Y10 - Changing Economic World</i></p> <p>Aims: To prepare students for their mock exams by doing revision of the topic and completing the topic on the challenges of the urban environment. They will also look at the impact of urban forms and processes on local climate and weather. They will look at the Issues associated with catchment management in urban areas and the development of sustainable urban drainage systems (SUDS). They will be able to look at river restoration and conservation in damaged urban catchments and reference it to a specific project</p> <p>Lesson / Content Overview: Urban heat island effect Urban heat island consequences Urban air pollution Pollution and hydrograph Urban precipitation Sustainable urban drainage River restoration Waste Revision</p> <p>Skills / Concepts on:</p>

<p>*Final submission date in March.</p> <p>Skills / Concepts on: https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037/subject-content/geography-fieldwork-in-vestigation</p>	<p><u>Skills:</u> Hydrograph formation Image analysis Choropleth map Graph and data analysis Graph and data reproduction</p> <p><u>Concepts:</u> Governance policy Urban climate Urban drainage Environmental degradation</p>
Term 6	
Paper 1 Physical Geography & Unit 3 - NEA and Fieldwork	Paper 2 Human Geography
<p>Unit Title: NEA + Mocks</p> <p>Prior Links: <i>Y10 - Unit 3 Fieldwork and Geographical Applications</i></p> <p>Aims: Continue supporting students with their NEA and mocks.</p> <p>Lesson / Content Overview: Preparing students for their A level mock exams by providing revision time involving techniques such as knowledge organisers, practice exam questions and quizzes etc.</p> <p>Skills / Concepts on: https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7036/subject-content/geographical-skills-checklist</p>	<p>Unit Title: Paper 3: NEA, Exam Papers</p> <p>Aims: To prepare students to undertake fieldwork to support their NEA write-up and complete the topic of changing urban environments.</p> <p>Lesson / Content Overview: Environmental problems Sustainability London Mumbai Case study revision Whole topic revision Revision Revision Mock exams NEA trip NEA write up</p> <p>Skills / Concepts on: <u>Skills:</u> Maths skills</p>

	<p>mean, mode, median.</p> <p>Measures of dispersion – range, interquartile range and standard deviation.</p> <p>Inferential and relational statistical techniques to include Spearman’s rank correlation and application of significance tests.</p> <p>Line graphs – simple, comparative, compound and divergent.</p> <p>Bar graphs – simple, comparative, compound and divergent.</p> <p>Scatter graphs, and the use of the best fit line.</p> <p>Pie charts and proportional divided circles.</p> <p>Triangular graphs.</p> <p>Graphs with logarithmic scales.</p> <p>Dispersion diagrams.</p> <p><u>Concepts:</u></p> <p>How to link the qualitative to the qualitative</p>
--	---

Year 13	
<p>Homework and Consolidation</p> <p>Throughout their course, students will be asked to engage with a variety of materials to further their understanding of the topics that they are studying. A broad range of homework is provided from independent/guided research and case study analysis to TEDtalks and exam style questioning. This is done with the intention of guaranteeing that all students of varying abilities are able to engage with a broad range of channels of information, practising and securing the skills necessary for their success in professional careers once they leave us.</p>	
<p>Stretch and Challenge</p> <p>Within the department, we have ensured that students of all abilities are able to extend their critical thinking of the unit by ensuring that each lesson contains a broad range of challenge questions or tasks. We guarantee that all students are able to access these activities by applying open-ended enquiries, discussion tasks, as well as wicked and super-wicked questioning.</p>	
Term 1	
Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Paper 1: Section C - Hazards</p> <p>Prior Links: <i>Y9 - Challenges of Natural Hazards - Natural and Tectonic Hazards</i></p> <p>Aims: This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. Students will first explore the context of natural hazards and their management, followed by the theory of plate tectonics, volcanic and seismic hazards, storm hazards and then wildfires.</p>	<p>Unit Title: Paper 2: Changing Places</p> <p>Prior Links: <i>Y9 - Urban Issues and Challenges</i></p> <p><i>Y10 - Changing Economic World</i></p> <p>Aims:</p>

<p>Lesson / Content Overview: Introduction to hazards Hazard Perception Hazard Management Seismic Hazards Constructive Boundaries Destructive Boundaries Conservative and hotspots Vulcanicity Volcanic Hazards Seismic Hazards Seismic Impacts (Haiti) Haiti vs Japan</p> <p>Skills / Concepts on: <u>Skills</u> Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Online research into volcanic hazards. Construct a range of graphs and use statistical skills. Developing extended writing skills. Using atlas maps. Producing annotated maps. Engage with remotely sensed satellite data.</p> <p><u>Concepts</u> Hazard perception Hazard management Geophysical Hazards Plate tectonics Distribution & magnitude Preparation & response Vulcanicity Seismicity Tropical Storms Wildfires Multi-Hazardous Environment</p>	<p>Students are to understand people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p> <p>Lesson / Content Overview: What is place Sense of place Perception of place Social and spatial exclusion Categories of place Perception vs sense Exogenous and endogenous factors Character of place NEA</p> <p>Skills / Concepts on: <u>Skills:</u> Poem analysis Independent research and note-taking Video analysis Image analysis Graph/data analysis Use of key subject specific and technical terminology Developing extended writing skills Measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p><u>Concepts:</u> Place vs space Perception of place Outsider Insider</p>
<p style="text-align: center;"><u>Reading</u> Brown, L. (2017) The Volcano, Montserrat and Me: Twenty years with an active volcano Oppenheimer, C. (2011) Eruptions that shook the world – Cambridge, Cambridge University Press Roberts, N. (2014). The Holocene: An environmental history (Third ed.) – Hoboken, NJ, Wiley-Blackwell. Space And Place: The Perspective of Experience - Yi-Fu Tuan</p>	
<p style="text-align: center;">Term 2</p>	

Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Paper 1: Section C - Hazards</p> <p>Prior Links: Y9 - Challenges of Natural Hazards - Weather Hazards and Climate Change</p> <p>Aims: This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. Students will first explore the context of natural hazards and their management, followed by the theory of plate tectonics, volcanic and seismic hazards, storm hazards and then wildfires.</p> <p>Lesson / Content Overview: Tropical storms introduction Tropical storms frequency & tracking Tropical storm case studies Reducing tropical storm impacts Wildfires Intro Wildfires impacts & responses Alberta wildfire case study Multiple Hazard Environments Storm Desmond</p> <p>Skills / Concepts on: Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Online research into volcanic hazards. Construct a range of graphs and use statistical skills. Developing extended writing skills. Using atlas maps. Producing annotated maps. Engage with remotely sensed satellite data.</p> <p>Concepts Atmospheric & hydrological hazards Tropical Storms Wildfires Multi-Hazardous Environment Distribution & magnitude Preparation & response</p>	<p>Unit Title: Paper 2: Changing Places Paper 3: NEA</p> <p>Prior Links: Y9 - Urban Issues and Challenges Y10 - Changing Economic World</p> <p>Aims: Students will understand the concepts after studying two contrasting places in depth of a near and far place. The local place may be a locality, neighbourhood or small community either urban or rural - the students use Stratford as their example. A contrasting place is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation - the students use Birmingham for their case study.</p> <p>Lesson / Content Overview: NEA Near places - Stratford Far places - Birmingham Place identity Clone towns Representation of place Changing representation of place</p> <p>Skills / Concepts on: <u>Skills:</u> Hydrograph analysis Graph/data analysis Case study research Use of key subject specific and technical terminology Developing extended writing skills</p> <p><u>Concepts:</u> Measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork. Media places Experienced places Near places Far places</p>

<p style="text-align: center;">Reading</p> <p style="text-align: center;">Brinkley, D (2007) The great deluge –Hurricane Katrina, New Orleans and the Mississippi Gulf Coast Flannery, T (2007) The Weather Maker Matthews, D (2020) Trees in Trouble: Wildfires, Infestations, and Climate Change Geography - Human Perception on Place: A Visual Approach - Tyrell Heaton</p>	
<p style="text-align: center;">Term 3</p>	
<p style="text-align: center;">Paper 1 Physical Geography</p>	<p style="text-align: center;">Paper 2 Human Geography</p>
<p>Unit Title: Revision</p> <p>Aims: Students to have completed their NEAs and received feedback from teachers after moderation. These will have been submitted to AQA. Throughout this term we will be revising all topics and focusing on exam technique.</p>	<p>Unit Title: Paper 2: Changing Places</p> <p>NEA</p> <p>Aims: Students engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p> <p>Lesson / Content Overview: Changing representation of Dharavi Birmingham representation Gentrification Suburbanisation Counterurbanisation Revision Mock NEA</p> <p>Skills / Concepts on: <u>Skills:</u> Image analysis Choropleth map Graph and data analysis</p>

	<p>Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Developing extended writing skills. Engage with remotely sensed satellite data.</p> <p><u>Concepts</u> Measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p>Theoretical perspectives Topophobia Placelessness Place vs space</p>
Term 4	
Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Revision</p> <p>Aims: Students to have completed their NEAs and received feedback from teachers after moderation. These will have been submitted to AQA. Throughout this term we will be revising all topics and focusing on exam technique.</p>	<p>Unit Title: Revision</p> <p>Aims: Students to have completed their NEAs and received feedback from teachers after moderation. These will have been submitted to AQA. Throughout this term we will be revising all topics and focusing on exam technique.</p>
Term 5	
Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Revision</p> <p>Aims: Throughout this term we will be revising all topics and focusing on exam technique.</p>	<p>Unit Title: Revision</p> <p>Aims: Throughout this term we will be revising all topics and focusing on exam technique.</p>
Term 6	

Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Revision</p> <p>Aims: Throughout this term we will be revising all topics and focusing on exam technique.</p>	<p>Unit Title: Revision</p> <p>Aims: Throughout this term we will be revising all topics and focusing on exam technique.</p>

Pinner High School: History

GCSE History - Edexcel

A- Level History - OCR

Intent

- Our History curriculum at Pinner High aims to inspire our students to discover, question and evaluate the past. We aim to foster a love of learning and develop our pupils into becoming active citizens through ensuring that pupils are taught a broad and balanced curriculum across the key stages.
- Our curriculum is designed to build upon prior knowledge which allows our pupils to create a mental timeline of the past. We cover key disciplinary concepts like: empire, migration and power through studying and revisiting them at different stages within the curriculum to build greater understanding of the past. Equally, our history curriculum is designed to prompt history as a discipline and teach our pupils to become historians. Our students will do this by studying all the second order historical concepts: cause and consequence; change and continuity; historical interpretations; evidence and sources; historical significance and similarity and differences.
- We as a history department aim to plan and deliver an ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. We as a department strive to make history accessible to all learners through specific measures including differentiated and scaffolded tasks. We stretch through rigorous challenge tasks that are carefully planned into the curriculum within lessons and homework to push our higher attaining students further.
- We share our school intent of inspiring learning through creating a curriculum that is designed to provide opportunities outside of the classrooms to expand their understanding of history. For example, through our Digging Deeper Project and a range of extra curricular programmes that exceed the national curriculum. We also strive in history to develop our pupils' transferable skills that will equip them in later life. They will learn to: analyse events and arguments; create judgments and evaluate the past; problem solve key historical questions and critically think about different historical events and causes. These skills prepare our pupils for a range of jobs and careers within all fields.

Implementation

- We have created a blended curriculum that teaches a variety of narratives and histories to reflect the diversity of Harrow. We firstly want our students to understand the history of England and how it has interacted within the world. Equally, we also have created units that highlight other significant societies in world history to help our students build a more rounded understanding of the past which exceeds the national curriculum.
- We have carefully designed our curriculum so students will study all the second order history concepts at different stages to help them expand their understanding of history as a discipline and develop their skills in writing historically. Through carefully crafted enquiries which naturally lend themselves to each concept, we help our pupils build their understanding of history with a big emphasis on developing specific vocabulary. This is a key element to our assessments, which are all designed to check how well students have engaged and progressed in both their understanding of the past and also in the disciplinary concept. It also allows us to check and address any misconceptions.
- We ensure that our students understand history as a discipline through planning our enquiries around a range of historians' interpretations. Students get the opportunity to understand how historians work and explore how history is evolving. For example, our enquiry that focuses on the recent works of Miranda Kaufman, who wrote *Black Tudors: the untold story*, highlights how a historian works with sources to make new claims about the past. Students will regularly read and engage with historians' works to help

improve their own historical understanding and ability to write. We continue to prompt literacy development through challenging reading materials, discussions, and opportunities for oracy through presentations, debates, and group work.

- We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. In key stage 3 all history lessons are taught through enquiries that have an overarching question that builds upon prior knowledge. These enquiries create a strong foundation of knowledge for all pupils and provide them with a clear chronological understanding of the past. The units we choose for GCSE directly build upon this knowledge, for example Crime and Punishment is a thematic study that allows students to revisit areas of history from both year 7 and year 8. We also have chosen our A Level units to allow students to build a deeper understanding of the past, for example at GCSE students focus on the Cold War from a European and US view and in sixth form we continue to study the Cold War but looking at what happened in Asia.
- As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through flipped learning homework activities, research projects, and encouraging students to explore history of each unit they study outside the classroom through our Digging Deeper Project

Impact

- At the end of each enquiry, our students are expected to consolidate key knowledge and their ability to write historically through carefully planned assessments cycles. These are rigorous summative checkpoints which are designed to help meet the needs of all learners and challenge all to achieve and make sure students do make sufficient progress.
- We, as a department, regularly use formative assessment to check, model and build key knowledge. Students are regularly assessing how much they know through quizzing and green pen reflections tasks. It also allows us to pick up on any misconceptions and ensure all assessment objects are understood.
- As a department, we diligently track and monitor student progress through moderation and data, which enables us to effectively introduce support measures such as parent communication or targeted intervention efforts where needed.
- To guarantee consistency across the history department we use shared resources which we create and adapt collectively. To ensure high expectations across the team, we have enquiry teacher guides in key stage 3 that outline the purpose and intent of each enquiry to make sure there is consistency across the department and unit links are being made.
- We carefully structure department meetings to ensure we regularly reflect and engage on how to develop and evolve our curriculum which is informed with both current learning and CPD. We also use learning walks, book looks, classroom observations, student voice panels, moderation and data analysis to inform our department meetings and use this data to inform our immediate goals and long term plans. We maintain high standards within the department through regular sharing of best practice.
- We celebrate student achievements in History through showcasing and modelling students' work. We regularly engage with parents to communicate student success through emails and postcards home. We continue to develop the love of learning through having history ambassadors and A Level prefects.
- The impact of our curriculum extends further than assessment results. Our students develop their written and oral communication skills through learning the ability to analyse, think logically and debate effectively. These skills prepare our students for an ever changing world. This has resulted in a high uptake of our pupils choosing to continue studying history and other related subjects at university. Additionally, our students will be able to apply their understanding of the past to the real-world. This demonstrates the broader impact of our curriculum on our students overall growth and readiness for future endeavours as we inspire learning in all.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>How do we study History at PHS? <i>Introduction and understanding chronology</i></p> <p>How did the Silk Roads change shape our world? <i>Interpretations/ evidence</i> Checkpoint 1 assessment</p>	<p>How far did Anglo-Saxon England survive the Norman Conquest? <i>Change and continuity</i> Checkpoint 2 assessment Local history homework project</p> <p>Why was Empress Matilda unable to become Queen of England in 1139? <i>Causation</i></p>	<p>How powerful were Medieval Kings? <i>Change and continuity</i></p> <p>How different were the Islamic Empires from Medieval London? <i>Similarity and Difference</i> <i>Research and presenting</i> Checkpoint 3 assessment</p>	<p>What does the Mali Empire reveal to us about Africa's position in the world in the 14th century? <i>Significance</i> Checkpoint 4 assessment</p> <p>What difference did the Black Death make? <i>Causation</i></p>	<p>Which Tudor was the most historically significant? <i>Significance</i> <i>Debating</i> Checkpoint 5 assessment</p> <p>How were hidden lives of Black Tudors uncovered? <i>Interpretations</i></p>	<p>Did witches really live among us? Why did people believe in them? <i>Sources/ Evidence</i> Checkpoint 6 assessment</p> <p>What can we learn about the Kingdom of Benin? <i>Interpretations/ evidence</i></p>
Year 8	<p>How far does the Industrial Revolution deserve its name? <i>Change and continuity</i> Checkpoint 1 assessment</p> <p>Why does history forget the Match Women? <i>Significance</i> <i>Mini enquiry – case study</i></p>	<p>What was the main cause for the British Empire to crumble? <i>Causation</i> <i>Similarity and difference between countries in the Empire</i> Checkpoint 2 assessment</p> <p>What does the Windrush boat reveal to us about Britain in 1948? <i>Change and continuity</i> <i>Mini enquiry – case study</i></p>	<p>Why did Britain abolish the trade of enslaved people in the nineteenth century? <i>Causation</i> Checkpoint 3 assessment</p>	<p>Why did women gain the vote by 1928? <i>Causation</i> <i>Writing a speech</i> Checkpoint 4 assessment</p>	<p>Why did First World War One become a Global War? <i>Causation</i> Checkpoint 5 assessment Local history homework project</p> <p>How can the experiences of the 'long forgotten armies' help us to better understand the challenges faced by those fighting in the First World War? Similarities and difference <i>Interpretations</i></p>	<p>Why is it so important for us to learn about the Holocaust? <i>Significance</i> Checkpoint 6 assessment</p>
Year 9	<p>Key Topic 1: c1000-1500 Crime and punishment in medieval England</p> <ul style="list-style-type: none"> Crimes Punishments Methods of Law enforcement Case studies <p>Checkpoint 1 assessment</p>	<p>Key Topic 2: c1500-1700 Crime and punishment in early modern England</p> <ul style="list-style-type: none"> Crimes Punishments Methods of Law enforcement Case studies <p>Checkpoint 2 assessment</p>	<p>Key Topic 3: c1700-1900 Crime and punishment in 18th and 19th century Britain</p> <ul style="list-style-type: none"> Crimes Punishments Methods of Law enforcement Case studies <p>Checkpoint 3 assessment</p>	<p>Key Topic 4: c1900-present Crime and punishment in modern Britain Whitechapel, c1870-1900</p> <ul style="list-style-type: none"> Crimes Punishments Methods of Law enforcement Case studies Whitechapel – historical environment study <p>Checkpoint 4 assessment</p>	<p>Key Topic 1: The Weimar Republic 1918-29</p> <ul style="list-style-type: none"> Birth of Weimar Republic Early challenges 1923 Period of stability Golden Age <p>Checkpoint 1 assessment</p>	<p>Key Topic 2: Hitler's Rise to Power, 1919-33</p> <ul style="list-style-type: none"> Creation of the Nazi Party Early years Munich Putsch Lean Years Rise to power <p>Checkpoint 2 assessment</p>
Year 10	<p>Paper 3: Key Topic 3: Nazi Control and dictatorship, 1933-39</p> <ul style="list-style-type: none"> Chancellor to Dictator Police state Propaganda and Censorship Opposition 	<p>Paper 3: Key Topic 4: Life in Nazi Germany, 1933-39</p> <ul style="list-style-type: none"> Life of young people Women Workers Minorities <p>Checkpoint 4 assessment</p>	<p>Paper 2: Key Topic 1: The Origins of the Cold War, 1941-58</p> <ul style="list-style-type: none"> Start of Cold War Early tension between East and West Development of Cold War (Alliances) 	<p>Paper 2: Key Topic 2: Cold War Crises, 1958-70</p> <ul style="list-style-type: none"> Berlin crisis 1958-63 Cuba 1959-63 Czechoslovakia 1968-69 <p>Checkpoint 2 assessment</p>	<p>Paper 2: Key Topic 3: The end of the Cold War, 1970-91</p> <ul style="list-style-type: none"> Attempts to reduce tension Flashpoints in relations 79-84 Collapse of USSR 	<p>Paper 2: Key Topic 1: Queen, Government and Religion, 15</p> <ul style="list-style-type: none"> Situation on Elizabeth's accession The 'settlement' of religion

	Checkpoint 3 assessment		<ul style="list-style-type: none"> Cold War intensifies (Arms race, Space race, Hungary) <p>Checkpoint 1 assessment</p>		Checkpoint 3 assessment	<ul style="list-style-type: none"> Challenge to the religious settlement Problem of Mary, Queen of Scots 58-88 <p>Checkpoint 1 assessment</p>
Year 11	<p>Key Topic 2: Challenges to Elizabeth at home and abroad, 1569-88</p> <ul style="list-style-type: none"> Plots and revolts at home Relations with Spain Outbreak of war with Spain The Armada <p>Checkpoint 2 assessment</p>	<p>Key Topic 3: Elizabethan society in the Age of Exploration, 1558-88</p> <p>Education and leisure</p> <ul style="list-style-type: none"> The problem of the poor Exploration and voyages of discovery Raleigh and Virginia <p>Y11 mock</p>	<p>Revision:</p> <p>Paper 1: Crime and Punishment</p> <p>Paper 2: Superpower relations and the Cold War 1941-91</p> <p>Revision assessments: Topic tests on all areas</p>	<p>Revision:</p> <p>Paper 3: Weimar Germany and Nazi Germany</p> <p>Paper 2: Early Elizabethan England, 1558-88</p> <p>Revision assessments: Topic tests on all areas</p>		

Year 12 (Depending on staffing)	<p>Paper 3: Civil Rights in the USA (4 lessons)</p> <p>African Americans</p> <ul style="list-style-type: none"> Reconstruction, white reaction and discrimination. Industrialisation The impact of Westward Expansion The impact of the New Deal Role of role of African American leaders in gaining civil rights <p>Paper 1: Early Tudors Unit 1 Henry VII (2 lessons)</p> <ul style="list-style-type: none"> Henry VII claim to throne and early challenges Yorkist opposition to Henry VII <p>Assessment: Topic tests and exam questions</p>	<p>Paper 3: Civil Rights in the USA (4 lessons)</p> <p>African Americans</p> <ul style="list-style-type: none"> The rise of Black Power The roles of Federal (Presidents, Congress and Supreme Court) and State governments in the struggle. The role of anti and pro-civil rights groups. <p>Paper 1: Early Tudors Unit 1 Henry VII (2 lessons)</p> <ul style="list-style-type: none"> Nobility and Henry VII Royal Finances of Henry VII Government of Henry VII <p>Assessment: Topic tests and exam questions</p>	<p>Paper 3: Civil Rights in the USA (4 lessons)</p> <p>Trade unions</p> <ul style="list-style-type: none"> Start of the Trade union movement Industrialisation The impact of Westward Expansion World War One The impact of the New Deal The impact of Federal and state government 1960s America Trade unions and civil Rights Role of leaders and key unions Reagan era <p>Paper 1: Early Tudors Unit 2 Henry VII Foreign Policy (2 lessons)</p> <ul style="list-style-type: none"> Henry VII foreign policy with Europe 	<p>Paper 3: Civil Rights in the USA (4 lessons)</p> <p>Native Americans</p> <ul style="list-style-type: none"> Plains Wars Dawes Act US Citizenship The impact of the New Deal The impact of Federal and state government 1960s America Supreme Court Role of leaders and key organisations <p>Paper 1: Unit 3 Henry VIII & Wolsey (2 lessons)</p> <ul style="list-style-type: none"> Henry VIII new reign Henry VIII foreign policy Henry VIII relationship with Wolsey <p>Assessment: Topic tests and exam questions</p>	<p>Paper 3: Civil Rights in the USA (4 lessons)</p> <p>Women</p> <ul style="list-style-type: none"> End of Civil War Industrialisation Prohibition Women's suffrage World War One The impact of the New Deal The impact of Federal and state government 1960s America Role of leaders and key organisations <p>Set Up NEA on the Tudors</p> <p>Paper 1: Early Tudors Unit 4 Henry VIII after 1529 (2 lessons)</p> <ul style="list-style-type: none"> Henry VIII religious change Henry VIII wars with France and Scotland <p>Assessment: Topic tests and exam questions</p>	<p>Paper 3: Civil Rights in the USA (4 lessons)</p> <p>Revision</p> <p>Revision on Early Tudors (2 lessons)</p> <p>Y12 mock</p>
--	--	--	---	---	--	---

			Assessment: Topic tests and exam questions			
--	--	--	--	--	--	--

Year 13 (Depending on staffing)	<p>Paper 2: Cold war in Asia Unit 1 – Western Policies & Unit 2 – Korea</p> <ul style="list-style-type: none"> • Decisions on Asia at Yalta and Potsdam • Kennan's Long Telegram • Model states • US Foreign policy aims • China and Taiwan • British policies in Malaysia • Causes of Korean War • Korean War • Outcomes of the war <p>(4 lessons)</p> <p>Paper 1: Early Tudors Unit 5 Edward (2 lessons)</p> <ul style="list-style-type: none"> • Issues of Edward ruling • Succession issues • Religious changes • Rebellions and unrest <p>Assessment: Topic tests and exam questions</p>	<p>Paper 2: Cold War in Asia Unit 3 Indochina (4 lessons)</p> <ul style="list-style-type: none"> • French colony of Indochina • Ho Chi Minh and rise of Viet Minh • Indochina War • Vietnam split into 2 • Rise of the Viet Cong <p>Paper 1: Unit 6 Mary I (2 lessons)</p> <ul style="list-style-type: none"> • Issues of Mary ruling • Succession issues • Religious changes • Rebellions and unrest <p>Assessment: Topic tests and exam questions</p>	<p>Paper 2: Cold war in Asia Unit 4 Vietnam and Cambodia (4 lessons)</p> <ul style="list-style-type: none"> • Vietnam War 1960-1975 • Ending of the Vietnam War – why did USA fail • Cambodia and Pol Pot <p>Revision on Civil Rights and Early Tudors (2 lessons)</p> <p>Y13 mocks</p>	<p>Revision on all 3 units</p> <p>Assessments on all 3 units</p>		
--	--	--	--	--	--	--

Careers

History offers a wide range of careers due to the transferable skills it provides pupils with. History gives students the ability to select and analyse large amounts of different pieces of information to create coherent and logical judgments which they are able to both articulate orally and writing. Students learn critical reasoning and analytical skills, including problem solving and thinking creatively. Due to our curriculum, students experience intellectual rigour and build the capacity to think objectively and approach problems and new situations with an open mind. These skills help students suited for roles in: Education, Marketing, Human resources, Law, Project management, Museums curators and Charity organiser to name just a few. Employers of top business firms and graduate schemes value History highly as a degree subject and many top universities offer exciting courses.

Extracurricular opportunities extending learning outside the classroom

Learning opportunities beyond the classroom are available to all students through: enrichment activities; further suggested reading for students based on individual lessons; and through school trips. Students will get the opportunity to hear the personal testimony of Holocaust survivors to learn more about how the Holocaust happened. Students will also have the chance to visit the historical environment of Whitechapel by going on a walking tour to explore how significant this area was during the Industrial Period to understand challenges faced by the police force. Students regularly are encouraged to expand their knowledge on the subject through our Digging Deeper project. On this platform we share

regular: work experience opportunities; lectures; news articles; extended reading and a wide range of useful websites. Within the year, the history department will run a range of super curricular clubs from Ancient History club; Formal debate club; Scholar club; Historical writing club; and Critical thinking to allow students to learn new knowledge and develop their analytical skills.

Pinner High School: Government and Politics

A- Level Politics - Edexcel (9PLO)

Intent

- Our Politics curriculum at Pinner High School is designed to be an engaging study that focuses on understanding the world through learning the political ideas, institutions and process of the UK and USA. In Year 12, our students will learn the systems of UK government, theories behind politics and engage with political ideologies to create a greater understanding of politics as discipline. In Year 13 we build on this prior knowledge by focusing on the political structures and institutions of the USA. This allows students to build a synoptic understanding of politics, as the impact of the US government on the world beyond its borders has become an increasing feature of international politics in the 21st century.
- Our curriculum is designed to build our students' critical awareness of the changing nature of political systems to help them become active citizens. Our pupils will develop knowledge and an understanding of the rights and responsibilities of individuals and groups within Britain, helping them to further understand British values and democracy.
- Politics is an inclusive subject which encourages all our students to engage in key debates and actively participate. Regardless of students' prior exposure to Politics, our curriculum aims to facilitate progress and raise attainment levels throughout the A-Level course. It places a strong emphasis on teaching literacy and oracy skills through regularly debating key material. Through our rigorous units, our pupils learn the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.
- We as a Politics department aim to plan and deliver an ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. We as a department strive to make Politics accessible to all learners through specific measures including differentiated and scaffolded tasks. We stretch through rigorous challenge tasks that are carefully planned into the curriculum within lessons and homework to push our higher attaining students further.
- Our curriculum also is designed to challenge all to think beyond the specification and engage with current affairs and real political issues. We want to foster the love of learning politics through our Digging Deeper Project and through our extracurricular activities to encourage further study in the subject.

Implementation

- All Politics lessons at Pinner High School are taught through enquiries that have an overarching question that builds upon prior knowledge to help students gain a strong understanding of contemporary political structures and issues in their historical context. Within each unit of work, students develop and build their skills and learn specific political vocabulary to describe, explain and evaluate the functions and systems of government in the UK and USA.
- Lessons and homework tasks are carefully crafted to push all students to think beyond the specification demands by constantly engaging with current affairs through wider reading and flipped learning activities. Students on rotation present a weekly news summary of key stories from that week in politics and present how these new stories can be used in exams as examples. This allows our pupils to understand that politics is an ever-changing discipline.
- We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the 2-year course. Due to the synoptic nature of politics, students regularly are asked to link knowledge from all papers. We facilitate this through a

range of activities that get students to think of the bigger picture and make connections. We have chosen to study US politics due to the increased impact and influence the US has on the wider political sphere. It also allows us to create cross curricular links with History, who study Civil Rights in the USA.

- Our curriculum has been designed to provide students with opportunities to develop their essay writing skills by teaching our pupils to analyse and evaluate key arguments and to support this with specific examples. We regularly teach how to debate key issues to help highlight the importance of balance and evaluate what makes a strong argument. Our students regularly improve their skills in research, communication and team building through our engaging and rigorous curriculum that transpires into the classroom.
- As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through flipped learning homework activities, research projects, and encouraging students to explore politics outside of the classroom through our Digging Deeper Project. For example, suggesting weekly podcasts to listen to keep informed of current affairs.

Impact

- At the end of each unit, our students are expected to consolidate key knowledge and their ability to write politically through carefully planned assessments cycles. These are rigorous summative checkpoints which are designed to help meet the needs of all learners and challenge all to achieve and make sure students do make sufficient progress.
- We, as a department, regularly use formative assessment to check, model and build key knowledge on key political concepts and theories. Students are regularly assessing how much they know through quizzing, modelling, debating, consolidation and reflections tasks. It also allows us to pick up on any misconceptions and ensure all assessment objects are understood.
- As a department, we diligently track and monitor student progress through moderation and data, which enables us to effectively introduce support measures such as parent communication or targeted intervention efforts where needed.
- To guarantee consistency across the politics department we use shared resources which we create and adapt collectively. To ensure high expectations across the team, we regularly attend CPD and feed this back into our curriculum.
- We carefully structure department meetings to ensure we regularly reflect and engage on how to develop and evolve our curriculum which is informed with both current learning and CPD. We also use learning walks, book looks, classroom observations, student voice panels, moderation and data analysis to inform our department meetings and use this data to inform our immediate goals and long term plans. We maintain high standards within the department through regular sharing of best practice. We also work closely with other departments to ensure high standards are maintained across A Levels at Pinner High.
- We celebrate student achievements in Politics through showcasing and modelling students' work and regularly promote our student's success through our Digging Deeper project. We continue to develop the love of learning through having A Level prefects who promote the subject across school.
- The impact of our curriculum extends further than assessment results. Our students develop their written and oral communication skills through learning the ability to analyse, think logically and debate effectively. These skills prepare our students for an ever changing world. This has resulted in a high ratio of our pupils choosing to continue studying politics and other related subjects at university. We believe our politics pupils will become well rounded students who champion that it's through politics that many important questions are answered and global challenges are addressed.

Career Development

Politics offers a wide range of careers due to the transferable skills it provides pupils with. Politics gives students the ability to select and analyse large amounts of different pieces of information to create coherent and balanced logical judgements. These skills help students suited for roles in: Political research and advising, journalism, marketing, human resources, lawyers, project managers, diplomats, international relations, charity organiser, and civil servants to name just a few. Employers of top business firms and graduate schemes value Politics highly as a degree subject and many top universities offer exciting courses.

Enrichment Opportunities & Super Curricular

Learning opportunities beyond the classroom are available to all students through enrichment activities, further suggested reading for students based on individual lessons and through school trips. Students will get the opportunity to hear the role of Member of Parliament through a question and answer session. Students will also have the chance to visit Parliament by going on a walking tour to explore how significant this institution is to making laws and representation of democracy. Within the year the politics department will also run a range of super curricular trips and clubs from Debate club and Critical Thinking Club to allow students to learn new knowledge and develop their analytical skills.

Recommended reading and listening– Y12

- Students will be giving a range of readings on relevant topics from the news and blogs
- Podcasts series – A Level politics series, Poditical, Red box politics
- Books
- Life of an MP – Jess Philips
- The Prime Minister we never had – Steve Richards
- The Age of The Strongman by Gideon Rachman
- The Conservative Party - From Thatcher to Cameron by T Bale

Recommended reading and listening – Y13

- Students will be giving a range of readings on relevant topics from the news and blogs
- Podcasts series – A Level politics series, Poditical, Red box politics
- Books
- Peril by Bob Woodward
- A Promised Land by Barack Obama
- UnPresided: Politics, pandemics and the race that Trumped all others by Jon Sopel

Core textbook: Pearson Edexcel A level Politics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 (6 lessons)	Paper 1: Unit 1 Democracy and participation	Paper 1: Unit 2 Electoral systems	Paper 1: Unit 3 Voting behaviour and media	Paper 1: Unit 4 Political parties <ul style="list-style-type: none">• Political parties in	Paper 1: Unit 5 Liberalism	Paper 1: Unit 5 Conservatism

	<ul style="list-style-type: none"> Systems of representative democracy and direct democracy. Wider franchise and debates over suffrage Pressure groups and other influences. Rights in context <p>(3 lessons)</p> <p>Paper 2: Unit 1</p> <ul style="list-style-type: none"> UK Constitution Nature and sources of the UK Constitution How the constitution has changed Role and powers of devolved bodies in the UK Debates of further reform <p>(3 lessons)</p> <p><i>Assessment: Topic test</i></p>	<ul style="list-style-type: none"> Different electoral systems (FPTP, AMS, STV, SV) Referendums and how they are used Electoral system analysis <p>(3 lessons)</p> <p>Paper 2: Unit 2 Parliament</p> <ul style="list-style-type: none"> Structure and role of House of Commons and Lords Comparative powers of the House of Commons and Lords Legislative process Ways in which parliament interacts with the executive <p>(3 lessons)</p> <p><i>Assessment: Topic test</i></p>	<ul style="list-style-type: none"> Case studies of three general elections Factors that influence why people vote (Short and long term) Influence of the media <p>(3 lessons)</p> <p>Paper 2: Unit 3 Congress</p> <ul style="list-style-type: none"> Structure, role and powers of the Executive Concept of ministerial responsibility Prime Minister and cabinet <p>(3 lessons)</p> <p><i>Assessment: Topic test</i></p>	<p>UK</p> <ul style="list-style-type: none"> Features and functions of parties Emerging and minor UK political parties Political parties in context <p>(3 lessons)</p> <p>Paper 2: Unit 4 Relations between branches</p> <ul style="list-style-type: none"> Supreme Court and its interactions with, and influence over, the legislative and policy-making process Relationship between Executive and Parliament Aims, role and impact of the EU Location of sovereignty in the UK political system <p>(3 lessons)</p> <p><i>Assessment: Topic test</i></p>	<ul style="list-style-type: none"> Core principles of all ideologies Key debates within the ideology Key thinkers within the ideology <p>(3 lessons)</p> <p>Paper 2: Unit 5 Socialism</p> <ul style="list-style-type: none"> Core principles of all ideologies Key debates within the ideology Key thinkers within the ideology <p>(3 lessons)</p> <p><i>Assessment: Topic test</i></p>	<ul style="list-style-type: none"> Core principles of all ideologies Key debates within the ideology Key thinkers within the ideology <p>(3 lessons)</p> <p>Paper 2: Unit 5 Feminism</p> <ul style="list-style-type: none"> Core principles of all ideologies Key debates within the ideology Key thinkers within the ideology <p>(3 lessons)</p> <p><i>Y12 Mocks</i></p>
Year 13 (6 lessons)	<p>Paper 3: Unit 1 US Constitution</p> <ul style="list-style-type: none"> Nature of the US Constitution 	<p>Paper 3: Unit 2 Congress</p> <ul style="list-style-type: none"> Structure of Congress 	<p>Paper 3: Unit 4 Political parties and Democracy</p> <ul style="list-style-type: none"> Electoral systems 	<p>Paper 3: Unit 5</p> <ul style="list-style-type: none"> US Supreme Court Nature and role of the Supreme Court 	<p>Revision on all 3 papers</p>	

	<ul style="list-style-type: none">● Key features of the US Constitution and evaluation of their effectiveness today● Main characteristics of US federalism● Debates on US Constitution and federalism <p><i>Assessment: Topic test</i></p>	<ul style="list-style-type: none">● Functions of Congress● Interpretations and debates around Congress <p>Paper 3: Unit 3 President</p> <ul style="list-style-type: none">● Formal sources of presidential power as outlined in Constitution and their use● Informal sources of presidential power and their use● Role of the president● Debates around it <p><i>Assessment: Topic test</i></p>	<p>in the USA</p> <ul style="list-style-type: none">● Key ideas and principles of the Democratic and Republican parties● Interest groups in the USA● Debates <p><i>Y13 Mocks</i></p>	<ul style="list-style-type: none">● Appointment process of the Supreme Court● Supreme Court and public policy● Protection of civil liberties and rights in the US today● Race and rights in contemporary US politics● Debates <p><i>Assessment: Topic test</i></p>	<p><i>Assessment: Topic test</i></p>	

Intent

Intent – What do we aim to achieve with our subject curriculum?

The AQA A-level psychology course offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. AQA have built on the success of their previous specifications by introducing some minor amendments that reflect advances and changes in the subject and provide a coherent and holistic programme of study. In addition to striving for academic success, we hope that students studying psychology will help young people leave school as maturing adults who are tolerant and open minded; who understand and embrace diversity; who are confident and resilient; who have a strong sense of identity; who learn to value others and treat them with sensitivity; who know how to take effective action for change; who have a sense of spiritual, moral and cultural awareness; who understand and respect other people's cultural backgrounds. The curriculum is ambitious and designed to give all learners, including the most disadvantaged and those with special educational needs and/or disabilities (SEND) as well as our most able students, the knowledge and cultural capital they need to succeed in life. The A-Level Psychology curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Studying psychology opens students to a range of careers and opportunities to study further. All learners study the full curriculum – we will ensure this by teaching a full course in breadth and depth. Ultimately, it is hoped that students will be able to evaluate a range of social–biological–psychological explanations for all types of behaviour and to draw conclusions about behaviours based on analysis and evaluation of research in order to conclude which approaches they view as being the most useful. Students will therefore be able to analyse the world and individuals around them in new ways, incorporating a myriad of approaches and asking questions about the nature of human agency. The students will be expected to demonstrate their skills as independent learners through challenging homework tasks and activities in class. However, the students can also expect high levels of support and scaffolding in lessons so that all students can reach their full potential in Psychology.

Implementation

Implementation – How do we manage to implement these aims in the classroom?

The course will be delivered in a linear fashion and students will be required to take three two-hour exams at the end of the second year of the course. The subject area aims to assess and support the progression of its students through a combination of independent learning tasks, knowledge assessments, written assessments and homework. We will provide detailed feedback to develop a rich dialogue both verbally and in the written form between teacher and student. In addition, we believe that by sharing our enthusiasm for the subject and modelling the importance of reading and lifelong learning we will inspire students to undertake their own research. This will, in turn, foster an environment for students to develop self-mastery and engagement in self-regulated learning. In Psychology we present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts through exam questions, knowledge tests, class activities and discussions. We will use assessments effectively, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. In Psychology, literacy is developed through the reading of articles of relevant studies and theories related to the specification course from reputable educational institutions such as the BPS and Psychology Review Magazine. Subject expertise is shared across departments during CPD meetings and departmental meetings.

Impact

Impact – What impact will our curriculum have and how do you measure this?

Our curriculum should be extremely beneficial to our students who should also feel valued and respected as individuals. Students should feel challenged but also confident that they can do what we are asking them to. We hope that students are not only engaged in psychology but are also able to achieve academic success and have clear opportunities to develop skills for life. Students will develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This will be reflected in results from examinations in the qualifications obtained. This will be quality assured through use of learning walks, evidence from observations and data analysis of student progress. Through the study of Psychology, the students are offered a scientific and rigorous education in how we develop, learn and behave. In addition, an appreciation of 'how science works' in conjunction with the application of the empirical method will be central to all lessons. Students will become critical thinkers, engaging with academic literature, which develops their cultural and academic capital in order to participate fully in society. Promoting academic success is crucial to the study of Psychology, broadening student horizons and opportunities in their future careers. Students will be ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

This course aims to encourage students to:

Develop essential knowledge and understanding of different areas of the subject and how they relate to each other

Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods

Develop competence and confidence in a variety of practical, mathematical and problem-solving skills

Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject

Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Assessment Objectives

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- make judgements and reach conclusions.
- develop and refine practical design and procedures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>Unit Title: Memory & Approaches</p> <p>Aims: Students should demonstrate knowledge and understanding of the introductory topics in psychology such as cognitive psychology and be able to apply their knowledge to contextual aspects of psychology (approaches that underpins psychology theory, studies and research).</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> Models of memory Short- and long-term memory Explanations for forgetting Eyewitness testimony The cognitive interview Origins of Psychology Behaviourism Psychodynamic Humanism Biological approach Cognitive approach <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 and 2 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 1 and 2 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and</p>	<p>Unit Title: Research Methods</p> <p>Aims: Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <p>Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> Designing research Conducting research Analysing and interpreting data <p>Skills / Concepts on: Knowledge and understanding of research methods, practical research skills and mathematical skills (see Annex: Mathematical requirements and exemplification) will be assessed in Paper 2.</p> <p>These skills should be developed through study of the specification content and through ethical practical research activities, involving:</p> <ul style="list-style-type: none"> designing research conducting research analysing and interpreting data. <p>In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p>	<p>Unit Title: Social Influence</p> <p>Aims: Students should demonstrate knowledge and understanding of the Introductory topics in psychology such as social psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> Types of conformity: Explanations for conformity Conformity to social roles Explanations for obedience Dispositional explanation for obedience Authoritarian Personality Explanations of resistance to social influence Minority influence <p>The role of social influence processes in social change</p> <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content</p> <p>Evaluate therapies and treatments including in terms</p>	<p>Unit Title: Biopsychology</p> <p>Aims: Students should demonstrate knowledge and understanding of topics such as biopsychology which introduces them to clinical psychology and neuroscience.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> The nervous system Hormones and glands The fight or flight response Localisation of function Hemispheric lateralisation Plasticity and functional recovery of the brain after trauma. Ways of studying the brain Biological rhythms Endogenous and exogenous zeitgebers <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods</p>	<p>Unit Title: Psychopathology</p> <p>Aims: Students should demonstrate knowledge and understanding of the Introductory topics in psychology such as clinical psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> Definitions of abnormality The behavioural, emotional and cognitive characteristics of phobias, depression and OCD. The behavioural approach to explaining and treating phobias The cognitive approach to explaining and treating depression The biological approach to explaining and treating OCD <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content</p>	<p>Unit Title: Attachment</p> <p>Aims: Students should demonstrate knowledge and understanding of the Introductory topics in psychology such as developmental psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> Caregiver-infant interactions in humans Stages of attachment The role of the father Animal studies of attachment Explanations of attachment Ainsworth's 'Strange Situation' Cultural variations in attachment Bowlby's theory of maternal deprivation The effects of institutionalisation The influence of early attachment on childhood and adult relationships <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content</p>

	<p>research methods in relation to the specified Paper 1 and 2 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none">• Key Terminology / Studies / Theories Test• Multiple-Choice Quiz• Revision for Knowledge Tests• Short Answer Questions• Timed 8 and 16 Marker Essays	<p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none">• Key Terminology / Studies / Theories Test• Multiple-Choice Quiz• Revision for Knowledge Tests• Short Answer Questions• Timed 8 and 16 Marker Essays	<p>of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none">• Key Terminology / Studies / Theories Test• Multiple-Choice Quiz• Revision for Knowledge Tests• Short Answer Questions• Timed 8 and 16 Marker Essays	<p>in relation to the specified Paper 2 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none">• Key Terminology / Studies / Theories Test• Multiple-Choice Quiz• Revision for Knowledge Tests• Short Answer Questions• Timed 8 and 16 Marker Essays	<p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none">• Key Terminology / Studies / Theories Test• Multiple-Choice Quiz• Revision for Knowledge Tests• Short Answer Questions• Timed 8 and 16 Marker Essays	<p>Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none">• Key Terminology / Studies / Theories Test• Multiple-Choice Quiz• Revision for Knowledge Tests• Short Answer Questions• Timed 8 and 16 Marker Essays
Year 13	<p>Unit Title: Issues and Debates</p> <p>Aims: Students should demonstrate knowledge and understanding of the Issues and Debates in Psychology. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate.</p> <p>Lesson / Content Overview:</p>	<p>Unit Title: Aggression</p> <p>Aims: Students should demonstrate knowledge and understanding of the optional topics in psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none">– Neural and hormonal mechanisms– Genetic factors in aggression.– The ethological explanation– Evolutionary explanations of human aggression.	<p>Unit Title: Schizophrenia</p> <p>Aims: Students should demonstrate knowledge and understanding of the optional topics in psychology such as clinical psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none">– Classification of schizophrenia.– Reliability and validity in diagnosis and classification (reference to co-morbidity,	<p>Unit Title: Gender</p> <p>Aims: Students should demonstrate knowledge and understanding of the optional topics in psychology.</p> <p>Skills / Concepts on:</p> <ul style="list-style-type: none">– Sex and gender– Sex-role stereotypes– Androgyny and measuring androgyny– The role of chromosomes and hormones	Formal Exams	Formal Exams

	<ul style="list-style-type: none"> Gender and culture in Psychology Gender bias including androcentrism. Cultural bias, including ethnocentrism and cultural relativism. Free will and determinism The nature-nurture debate Holism and reductionism Biological reductionism and environmental Idiographic and nomothetic approaches Ethical implications of research studies and theory, including reference to social sensitivity. <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none"> Key Terminology / Studies / Theories Test Multiple-Choice Quiz 	<ul style="list-style-type: none"> Social psychological explanations Institutional aggression in the context of prisons Media influences on aggression, including the effects of computer games. <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none"> Key Terminology / Studies / Theories Test Multiple-Choice Quiz Revision for Knowledge Tests Short Answer Questions Timed 8 and 16 Marker Essays 	<p>culture and gender bias and symptom overlap)</p> <ul style="list-style-type: none"> Biological and psychological explanations Biological and psychological treatments The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none"> Key Terminology / Studies / Theories Test Multiple-Choice Quiz Revision for Knowledge Tests Short Answer Questions Timed 8 and 16 Marker Essays 	<ul style="list-style-type: none"> Atypical sex chromosome patterns Cognitive and Psychodynamic explanations of gender development Social learning theory as applied to gender development The influence of culture and media on gender roles Typical gender development: gender dysphoria; biological and social explanations for gender dysphoria <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p><i>Assessments throughout the unit:</i></p> <ul style="list-style-type: none"> Key Terminology / Studies / Theories Test Multiple-Choice Quiz 		
--	---	--	---	---	--	--

	<ul style="list-style-type: none">• <i>Revision for Knowledge Tests</i>• <i>Short Answer Questions</i>• <i>Timed 8 and 16 Marker Essays</i>			<ul style="list-style-type: none">• <i>Revision for Knowledge Tests</i>• <i>Short Answer Questions</i>• <i>Timed 8 and 16 Marker Essays</i>		
	<p>All lessons and homeworks will have a variety of challenge attached to them that push students to that higher level thinking needed for A/A* grade. All homework set will be building students’ knowledge to make sure they are exam ready.</p>					

Pinner High School: Philosophy, Religion, and Ethics

KS3: Harrow Agreed Syllabus

KS4: GCSE Religious Studies, Route A, WJEC Eduqas

Intent:

The PRE curriculum at Pinner High School is designed to engage, inspire and encourage students to make sense of our complex multi- religious and multi-secular society. In doing so, students will learn about religious and non-religious beliefs and practices through different perspectives in order to be well equipped to form a valuable judgement on challenging philosophical questions.

Lessons will be delivered through differentiated learning and adaptation of resources to allow all students to build on substantive knowledge and develop the skill of critical reasoning whilst challenging misconceptions and engaging with moral issues in the world today. Students will be able to respect the opinions of others and identify the commonalities and differences between us, making links with world views and British Values.

Implementation:

The PRE curriculum follows the [Harrow Agreed Syllabus](#) whereby lessons throughout Key stage 3 and PRE core contain a study of a broad range of beliefs, reflecting the diversity in our student body and local community. This includes a study of the six main world religions, and Zoroastrian, Jainism, Baha'i faith and humanism.

At the beginning of Key Stage 3, students are introduced to disciplinary knowledge about belief systems; how they originate, how beliefs are practised locally and worldwide and the impact they have on an individual's identity. Students will then begin to develop threshold concepts through inquiry-based learning that encourage them to focus on 'ways of knowing' about religious and non-religious views, continuously referring back to fundamental knowledge taught at the beginning of KS3. Students will be encouraged to consider a wide range of scholarly sources that will allow them to question the credibility of views and highlight any misunderstandings. By KS4 and KS5, students will feel confident in analysing and evaluating ethical and philosophical teachings which will influence their ability to build an awareness of their own presuppositions and values.

Each term students will reflect on religious literature, analyse religious sources and assess the similarities and differences between religious and non religious responses to philosophical and ethical questions. At KS4, students will be able to build on their understanding of world views and begin assessing deeper issues in religion and society such as miracles, the existence of God and ethical moral dilemmas. Alongside the joint vision across the school, PRE aims to deliver an ambitious and challenging curriculum that enables all groups of students to make progress and achieve their best. This is done by building upon prior knowledge across all key stages and giving students a thorough understanding of religion and world views in the past, present, and how views may develop in the future.

Impact:

In PRE, our intent is for the curriculum to promote a curiosity about philosophical, religious and ethical matters and shape their views about topical issues based on reliable and informative sources. Through a mixture of high quality lessons, listening to external speakers and research projects, students will be able to broaden their mind and understand different perspectives of philosophical, religious and ethical issues that can be applied to other subjects such as Science, History and Geography. For example, through studying religion and discrimination students will be able to make links with the civil rights unit studied in History.

The curriculum is designed with the intention for students to become well rounded individuals who are able to tolerate and respect a variety of viewpoints, in line with PHS's Religious Education policy. Students will develop skills of teamwork, oral communication, research, debate and logical thinking; allowing them to develop key knowledge and a deeper understanding of world views whilst also practising core competencies that will prove beneficial in higher and further education. At the end of each unit students will be assessed based on a variety of these skills through summative and formative assessments such as writing a speech, delivering presentations, low stake quizzes and formal debating. Teachers will assess students based on a success criteria that is developed in line with skills needed for A01 and A02 assessments in GCSE PRE and Ebacc subjects.

	Term 1	Term 2	Term 3
Year 7	Religious symbols Students will study how religions express themselves through symbols and how religious symbols have developed overtime. <i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment	Inspirational leaders Students will look at the leadership of religious founders and leaders who are regarded as inspirational in society based on their contributions to Human Rights. <i>Assessments:</i> -Half term key knowledge quiz -End of term presentation assessment	Religion in my local community Students will study how religious communities practise their faith in the local community through worship and festivals. <i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment
Year 8	Are Abrahamic religions more similar than different? Students learn the fundamental beliefs, teachings and practices of Abrahamic religions. Students will also look at the diversity within each religious group and identify the similarities and differences. <i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment	How do we know how to be moral? Students consider the question, 'how do we know how to be moral?' Students study a range of different ethical viewpoints and philosophical theories. <i>Assessments:</i> -Half term key knowledge quiz -End of term speaking assessment	Are Dharmic religions more similar than different? Students learn the fundamental beliefs, teachings and practices of Hinduism, Buddhism and Sikhism. Students will look at the development and diversity within each religious group. <i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment
Year 9 PRE core	What are the problems with evil and suffering? Students will study different arguments surrounding the philosophical debate of how evil and suffering questions the existence of God through religious and non religious perspectives.	Is religion a power for peace or a cause for conflict? Students will investigate past conflicts associated with religion and culture. Students will look at how different religions have engaged with conflict and peace. <i>Assessment: end of term knowledge check written assessment.</i>	To what extent does religion and discrimination coincide? Students will study how human rights have developed from religious law to natural law with a focus on religious discrimination and religious tolerance.

	<p><i>Assessment: end of term knowledge check written assessment.</i></p>		<p><i>Assessment: end of term knowledge check written assessment.</i></p>
Year 10 PRE core	<p>What ethical theories have influenced morality? Students study a range of ethical theories and consider how ethics has influenced decisions in Human Law and moral dilemmas.</p> <p><i>Assessment: end of term knowledge check written assessment.</i></p>	<p>How do ethical theories respond to issues of life and death? Students will apply the key teachings of ethical theories they have learned in Term 1 to issues of life and death.</p> <p><i>Assessment: end of term knowledge check written assessment.</i></p>	<p>To what extent can religious experiences be explained through socio-psycho analysis? Students will look at different examples of how religious experiences in the modern world can prove the existence of God.</p> <p><i>Assessment: end of term knowledge check written assessment.</i></p>
Year 11 PRE core	<p>What are the issues surrounding religion, science and medical ethics? Students study an introduction to issues of scientific development and medical ethics that question the relevance of key religious teachings.</p> <p><i>Assessment: end of term knowledge check written assessment.</i></p>	<p>What are the arguments surrounding religion and gender issues? Students build on their knowledge and understanding of holy scriptures and analyse how religious scriptures are interpreted.</p> <p><i>Assessment: end of term knowledge check written assessment.</i></p>	
Year 9	<p>Christianity: beliefs and teachings This module introduces students to key Christian beliefs and teachings. Students consider key biblical teachings and the core beliefs that form Christianity.</p> <p><i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment</p>	<p>Christianity: practices This module builds on student knowledge of Christian beliefs and teachings, and focuses on how Christians practise their religion. It also allows students to consider diversity within Christian practices.</p> <p><i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment</p>	<p>Islam: beliefs and teachings This module introduces students to key Islamic beliefs and teachings. Students will study key teachings and the core beliefs that form the foundation of Islam.</p> <p><i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment</p>
Year 10 GCSE	<p>Islam: practices This module builds on student knowledge of Islamic beliefs and teachings, and focuses on how Muslims practise their religion. It also allows students to consider diversity within Muslim practices.</p> <p><i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment (exam questions)</p>	<p>Issues of human rights Students consider a range of topics relating to human rights. ethical issues that relate to all our rights and freedoms.</p> <p><i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment (exam questions)</p>	<p>Issues of life and death In 'issues of life and death', students explore a range of ethical issues relating to both how the world was created, the origins of life and the afterlife.</p> <p><i>Assessments:</i> -Half term key knowledge quiz -End of term written assessment (exam questions)</p>

Year 11 GCSE

Issues of good and evil

Students consider what morality is and a range of issues within this, such as how to make moral decisions, what evil and suffering is and a range of views and aspects on the justice system.

Assessments:

- Half term key knowledge quiz
- End of term written assessment (exam questions)

Issues of relationships

This module considers a range of issues within relationships and the diversity of viewpoints towards these. Students focus in particular on diversity within Christianity and Islam.

Assessments:

- Half term key knowledge quiz
- End of term written assessment (exam questions)

Revision

Recap and revise content ahead of the GCSE exams. This is tailored to student needs to ensure that students are suitably prepared for their GCSE exams.

Assessments:

- Half term key knowledge quiz
- End of term written assessment (exam questions)

Pinner High School: Sociology

Exam Details

Exam Board - AQA

Exam Board Specification - <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/specification-at-a-glance>

Exam Paper Breakdown:

Paper 1: 2 hour Paper 1: 2 hour written exam, 80 marks, 33.3% of A-level

Paper 2: 2 hour written exam, 80 marks, 33.3% of A-level

Paper 3: 2 hour written exam, 80 marks, 33.3% of A-level

Intent

Sociology aims to engage students in theoretical debate while encouraging an active involvement with the research process. Sociology fosters a critical awareness of contemporary social processes and change, and draws together knowledge, understanding and skills.

Our Sociology curriculum aims to develop students' understanding of the world and enhance their critical thinking abilities. It covers key concepts such as social structures, inequality, power dynamics, socialisation, culture, and research methods. The curriculum is designed to be inclusive, encouraging students to engage in theoretical debates and actively participate in research processes.

Moreover, the Sociology curriculum fosters interdisciplinary connections, linking the prior knowledge and skills developed in the social sciences and humanities to a wider range of subjects. For example, students explore topics related to capitalism and hierarchy as they did in GCSE English, the beliefs in society unit links to core principles studied in PRE, childhood differences through a historical lens, and demographic changes and globalisation which are pertinent discussions in Geography.

Regardless of students' prior exposure to Sociology, our curriculum aims to facilitate progress and raise attainment levels throughout the A-Level course. It places a strong emphasis on teaching literacy and some numeracy skills within the context of Sociology. Additionally, the curriculum promotes an understanding of British Values, cultivating respect and tolerance for individuals from diverse social and cultural backgrounds.

To ensure that all student groups can progress to their full potential in Sociology, specific measures are implemented. High-achieving students (HAP) are provided with extra-curricular resources and inquiry-based learning activities throughout the A-Level course. Students with special educational needs (SEND) receive educational access arrangements, such as laptops, extra time, and access to lesson materials in advance. Differentiated work within the lessons also helps reduce cognitive load for SEND students. Students eligible for pupil premium (PP) engage in conversations about how cultural capital enriches their learning experience and academic achievement. The department also provides physical resources and financial considerations for attended trips to support PP students.

Aligned with the school's intent of inspiring learning, our Sociology curriculum aims to spark students' curiosity, nurture their aspirations, and provide pathways to further education and career options. Past students who have completed the course have pursued Social Sciences at university and discovered the wide range of career opportunities available in multiple areas, including teaching, social work, civil service, charities, the criminal justice system, and social policy work.

Implementation

In Sociology, we ensure the implementation of our aims through the delivery of engaging and differentiated lessons, employing various teaching strategies such as scaffolding, modelling and effective questioning techniques.

To go beyond the national curriculum, our Sociology curriculum incorporates additional topics, current events, and real-world applications. Students explore recent social policy changes and contemporary case studies in areas such as Education, Families, Beliefs, and Crime. They are also encouraged to read books that have connections across units, such as Akala's "Natives," which delves into themes of ethnicity, social class, education, and societal power structures.

Success in Sociology is achieved when students can critically and theoretically engage with the world. Our spiral curriculum, which includes spaced practice and retrieval practice, revisits previous knowledge and reinforces key concepts. The curriculum is structured around two core themes: 1) socialisation, culture, and identity, and 2) social differentiation, power, and stratification. These themes align with the consensus and conflict, structure, and action approaches to society, which form the foundation of each lesson.

To promote long-term retention, our curriculum incorporates opportunities for interleaving, allowing students to revisit and connect previously learned topics. Furthermore, exam question practice for Paper 2 explicitly requires interleaving of topics and synoptic links, this is due to the 10 mark essays linking two separate topics together. Retrieval activities are included as starter activities, during summary lessons, and during revision practice.

Independent learning is emphasised through flipped learning homework activities, research projects, and encouraging students to explore sociological resources outside the classroom. Homework booklets provide a range of activities, including reading-based, audio-based, visual-based, and action-based tasks for students to engage with during each unit. The Sociology department assigns regular homework through Google Classroom, including one consolidation task and one flipped learning homework activity per week.

Furthermore, the department utilises the behaviour policy to foster a conducive environment for excellent behaviour and optimal learning within the department.

We foster literacy development through challenging reading materials, discussions, and opportunities for oracy through presentations, debates, and group work.

To address misconceptions, we employ formative assessment strategies, including class discussions, individual feedback, and targeted interventions.

Subject expertise is shared through regular cross-departmental collaboration, particularly with the Psychology and PRE departments. We engage in sharing best practices and continuous professional development (CPD) opportunities to enhance our collective knowledge and expertise.

Impact

At the culmination of each Sociology unit, students are expected to exhibit a reflective comprehension of key sociological concepts, engage in critical analysis of social phenomena, and effectively employ research methods.

Assessment plays a crucial role in identifying misconceptions and providing timely feedback to students across the department. Formative assessment strategies, including quizzes, essays, and projects, are utilised to gauge student progress. Our aim is to ensure that students, including those with special educational needs (SEND), those eligible for pupil premium (PP), and high-achieving students (HAP), meet their projected grade. The Sociology department diligently tracks and monitors student progress through regular assessments, allowing for effective support measures such as communication with parents or targeted intervention work when necessary.

To guarantee the quality assurance of our Sociology curriculum, we conduct learning walks, book looks, classroom observations, and data analysis. These practices facilitate continuous improvement and ensure alignment with departmental goals. Additionally, the Sociology department places significant emphasis on providing detailed feedback to foster a rich dialogue, both orally and in written form, between teachers and students.

We celebrate student achievements through the Sociology "Hall of Fame" displays, which showcase model answers and award prizes within the classroom.

The impact of learning extends beyond assessment results and is measured by students' engagement in extracurricular activities, their ability to apply sociological concepts to real-world situations, and their preparedness for further study or career pathways. These indicators demonstrate the broader impact of our curriculum on students' overall growth and readiness for future endeavours.

Assessment Objectives

AO1: Demonstrate knowledge and understanding of sociological theories, concepts and evidence

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements and draw conclusions.

Key Resources

Year 12:

NAME: Sociology Book One by Webb et al

ISBN: 9780954007911

Year 13:

NAME: Sociology Book Two by Webb et al

ISBN: 9780954007928

Career Links

Careers in Sociology include: teaching, social work, law, policing, criminal justice, advertising, human resources, charity organisations, civil service, policy researcher, youth worker, market research analysis, journalism, lawyer and police officer.

Career Pilot: <https://www.careerpilot.org.uk/job-sectors/subject/sociology>

UCAS Subject Guides: <https://www.ucas.com/explore/search/subject-guides?query=>

Prospects Sociology: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology>

Social Science related degree choices include: Sociology, Psychology, Social Studies, Anthropology, Criminology, Law, Philosophy, Marketing, Game Design, Teaching, Archaeology, Midwifery, Food Science, Media Studies, Politics, Geography, Economics, Classical Studies, Nursing and History.

Homework and Consolidation Work

Homework consists of flipped learning with topic companions and video resources - 3 hours per week.

Weekly consolidation and independent research activities to be completed during study periods - 1 hour per week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Unit – Education Unit Aim: An examination of the British education system and its fairness, past and present. Content Overview:	Unit – Education Unit Aim: An examination of the British education system and its fairness, past and present. Content Overview:	Unit - Families and Households Unit Aim: An examination of the families in relation to the past, present changes, and diversity. Content Overview:	Unit - Families and Households Unit Aim: An examination of the families in relation to the past, present changes, and diversity. Content Overview:	Unit - Theory and Methods Unit Aim: To evaluate research methods and apply them to the context of education. Content Overview:	Unit - Theory and Methods Unit Aim: To evaluate research methods and apply them to the context of education. Content Overview:

	<ul style="list-style-type: none"> Theoretical Perspectives Social Class Differences Ethnic Differences <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: Class assessments based on exam questions: 4 marks, 6 marks, 10 marks and 30 marks.</p>	<ul style="list-style-type: none"> Gender Differences Social Policies Exam Question Skills and Practice <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (50 marks).</p>	<ul style="list-style-type: none"> Theoretical Perspectives Couples Childhood Demography <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: Class assessments based on exam questions: 10 marks and 20 marks.</p>	<ul style="list-style-type: none"> Changing Family Patterns Family Diversity Social Policies and Families <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (40 marks).</p>	<ul style="list-style-type: none"> Research Methods Characteristics Experiments Questionnaires Interviews <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: Class assessments based on exam questions: 10 marks and 20 marks.</p>	<ul style="list-style-type: none"> Observations Official Statistics Documents Methods in Context Exam Practice <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (30 marks).</p>
Year 13	<p>Unit - Beliefs in Society</p> <p>Aim: To analyse the role of religious belief in society from various sociological viewpoints and examine the patterns across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> Theoretical Perspectives Religion and Social Change Secularisation Religion, Renewal 	<p>Unit - Beliefs in Society</p> <p>Aim: To analyse the role of religious belief in society from various sociological viewpoints and examine the patterns across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> Religion in a Global Context Organisations, Movements and Members Ideology and Science 	<p>Unit - Crime and Deviance</p> <p>Aim: To analyse the role of crime in society from various sociological viewpoints and examine the patterns of crime across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> Theoretical Perspectives Ethnicity, Crime and Victimisation Gender and Crime 	<p>Unit - Crime and Deviance</p> <p>Aim: To analyse the role of crime in society from various sociological viewpoints and examine the patterns of crime across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> Social Class and Crime Globalisation Crime Prevention, 	<p>Unit - Theory and Methods</p> <p>Aims: To evaluate the use of sociology as a social science and theoretical perspectives.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> Structural Social Action Positivist and Interpretivist Is Sociology a Science? Can Sociology Be Value Free? 	A LEVEL EXAMINATIONS

	<p>and Choice</p> <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: Class assessments based on exam questions: 10 marks and 20 marks.</p>	<p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (40 marks).</p>	<p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: Class assessments based on exam questions: 4 marks, 6 marks, 10 marks and 30 marks.</p>	<p>Control and Victims</p> <ul style="list-style-type: none"> Media Representation <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (50 marks).</p>	<ul style="list-style-type: none"> Social Policies <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (30 marks).</p>	
--	--	---	--	---	---	--

Pinner High School: Physical Education

GCSE Physical Education - OCR (J587)

A Level Physical Education - Edexcel (9PE0)

Intent:

‘Learners should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities’. (NC for PE)

‘Learners should understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity’. (NC for PE)

Implementation:

Learners will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games **badminton, basketball, cricket, football, netball, rounders and table tennis** within lessons.
- Develop their technique and improve their performance in other competitive sports like **athletics and gymnastics**, again within lessons.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. In lessons learners will be encouraged to constantly self and peer assess against the perfect technique so they can develop their areas of weakness.
- Take part in competitive sports and activities outside school through community links or sports clubs. Pinner High School will provide information on local sport opportunities and, through involvement in extra curricular clubs, the opportunity to represent the school in inter-school competitions.

Impact:

At Pinner High School, learners’ physical education knowledge is developed from basic skills into developing sports specific techniques. Learners will develop their skills in a wide range of different sports, which allow learners to progress in a wide variety of skill sets. Learners will develop the required skills for different sports in conditioned activities and will then put these into practice in competitive scenarios and competitions using the governing body guidelines. In turn, learners will progress in physical, psychological and social skills.

Physical skills:

Speed, muscular strength, muscular endurance, aerobic endurance, power, reaction time, balance, coordination, timing, agility and flexibility.

Psychological Skills:

Determination, bravery, confidence, decision making, self analysis and concentration.

Social skills:

Team work, verbal and non-verbal communication and leadership skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Basketball</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance of dribbling, passing, attacking and defensive techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. <p>Skills / outcomes:</p> <p>Dribbling Passing Shooting Tactics</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Football</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance of dribbling, passing, attacking and defensive techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. <p>Skills / outcomes:</p> <p>Dribbling Passing Shooting Tactics to make space</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Table Tennis</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate performance of basic forehand, backhand and service techniques with control, fluency and some consistency. - Learners will be able to know the official rules of table tennis and be able to fairly umpire a match. - Learners will be able to analyse their own and others performances in each skill and highlight areas for improvement. - Learners are constantly encouraged to communicate articulately and with confidence. <p>Skills / outcomes:</p> <p>Service Forehand shots Backhand shots Spin</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Gymnastics</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good levels of physical fitness, showing precision, control and determination within a range of gymnastics activities. - Learners will be able to describe key learning points and techniques involved in roll, balance, and vaulting and why we would use them. - Learners will be able to analyse on their own and others performances and technique commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. <p>Skills / outcomes:</p> <p>Rolls Travel Balance Vaulting</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Athletics</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance in running, jumping and throwing techniques with precision and control. - Learners will be able to describe techniques and explain why they are used. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. <p>Skills / outcomes:</p> <p>Running Sprinting Throwing Jumping</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Rounders</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance of fielding, batting and bowling techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. <p>Skills / outcomes:</p> <p>Throwing Catching Batting Bowling Tactics</p> <p><i>Teacher assessment throughout unit</i></p>
Year 8	<p>Netball</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance of footwork, positioning, passing, attacking and defensive - techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate 	<p>Football</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance of dribbling, passing, attacking and defensive techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. <p>Skills / outcomes:</p>	<p>Badminton</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate performance of basic smash forehand / backhand and service techniques with control, fluency and some consistency. - Learners will be able to know the official rules of badminton and be able to fairly umpire a match. - Learners will be able to analyse their own and others performances in each skill and highlight areas for improvement. - Learners are constantly encouraged to communicate articulately and with 	<p>Gymnastics</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good levels of physical fitness, showing precision, control and determination within a range of gymnastics activities. - Learners will be able to describe key learning points and techniques involved in roll, balance, and vaulting and why we would use them. - Learners will be able to analyse on their own and others performances and technique commenting on how to improve. - Learners are constantly encouraged to communicate 	<p>Athletics</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance in running, jumping and throwing techniques with precision and control. - Learners will be able to describe techniques and explain why they are used. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. 	<p>Cricket</p> <p>Aims:</p> <ul style="list-style-type: none"> - Learners will be able to demonstrate good performance of fielding, batting and bowling techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. <p>Skills / outcomes:</p> <p>Throwing (overarm focus) Catching</p>

	<p>articulately and with confidence.</p> <p>Skills / outcomes: Footwork Passing Shooting Positions</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Dribbling Passing Shooting Tactics Year 8 football learn more about executing these skills when 'on the move'.</p> <p><i>Teacher assessment throughout unit</i></p>	<p>confidence.</p> <p>Skills / outcomes: Service Clears Drop Shots Smash</p> <p><i>Teacher assessment throughout unit</i></p>	<p>articulately and with confidence.</p> <p>Skills / outcomes: Rolls Balance Vaulting Year 8 learn more advanced rolls and vaults with more use of apparatus.</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Skills / outcomes: Running Sprinting Throwing Jumping Year 8 learn more advanced techniques like gliding in shot put and crossover steps in javelin.</p> <p><i>Teacher assessment throughout unit</i></p>	<p>Batting Bowling Fielding Tactics</p> <p><i>Teacher assessment throughout unit</i></p>
Year 9	<p>Transition to GCSE: Theory: Physical Training Methods Aims: Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured. Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.</p> <p>Lesson / Content Overview: Components of Fitness</p> <p>Practical: Football</p> <p>Skills / outcomes: Core Skills, (all outfield positions) to include: Ball Control using: • Using both feet Passing: (dominant foot) • Short • Long – both lofted and along the ground • Clearance of back passes, goal kicks, kicking from hands, throws (Goalkeeper only) Shooting: (dominant foot) • Short and long range</p>	<p>Transition to GCSE: Theory: Physical Training Methods continued. Aims: See previous column</p> <p>Lesson / Content Overview: Training Methods</p> <p>Practical: Basketball</p> <p>Skills / outcomes: Core Skills, to include: Stance and footwork: • Triple threat position • Pivoting Passing: • Chest • Bounce • Javelin/overhead Shooting: • Set shot • Jump shot • Dominant hand lay up Dribbling: • Use of dominant hand Marking: • Player with the ball</p> <p><i>Practical Assessment throughout unit</i></p> <p><i>Theory topic test at end of unit</i></p>	<p>Transition to GCSE: Theory: Physical Training Methods Aims: See column one</p> <p>Lesson / Content Overview: Preventing Injury</p> <p>Practical: Badminton</p> <p>Skills / outcomes: Core skills, to include: Serving: • Short • Long Return of serve Forehand Shots: • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive Teamwork and communication with partner (doubles only)</p> <p><i>Practical Assessment throughout unit</i></p> <p><i>Theory topic test at end of unit</i></p>	<p>Transition to GCSE: Theory: Socio Cultural Influences</p> <p>Aims: Physical activities and sports play an integral part of society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports. Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports. The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports.</p> <p>Lesson / Content Overview: Engagement Patterns in Sport</p> <p>Practical: Table Tennis</p>	<p>Transition to GCSE: Theory: Socio Cultural Influences</p> <p>Aims: See previous column</p> <p>Lesson / Content Overview: Commercialisation in Sport</p> <p>Practical: Netball</p> <p>Skills / outcomes: Core Skills, (applies to all positions, except where stated) to include: Footwork: • Stopping/landing • Pivoting Dodging Ball handling: • Catching whilst stationary Passing over short distances: • Chest • Overhead • Bounce • Shoulder pass Shooting: (GS and GA only) • Stationary Rebounds (GA, GS, GD, GK only) Marking: • Player with the ball</p> <p><i>Practical Assessment throughout unit</i></p> <p><i>Theory topic test at end of unit</i></p>	<p>Transition to GCSE: Theory: Socio Cultural Influences</p> <p>Aims: See column 4</p> <p>Lesson / Content Overview: Ethical and Social Issues in Sport</p> <p>Practical: Athletics</p> <p>Skills / outcomes: Track events Core skills, to include: • Starting • Finishing • Posture • Leg action • Arm action • Head carriage Advanced skills, to include: Learners should follow an appropriate technical model which leads to effective performance in the chosen event. • Starting: • Use of Blocks (where relevant) • Leg action: • Foot strike • Cadence • Bend running (where relevant) • Stride pattern/pacing • Hurdling with either leg (where relevant) Jumping events Core skills, to include: • Approach</p>

	<p>Dribbling:</p> <ul style="list-style-type: none"> • Use of both feet • Close control <p>Heading</p> <p>Tackling:</p> <ul style="list-style-type: none"> • Block tackle • Jockeying <p>Marking:</p> <ul style="list-style-type: none"> • Player with the ball <p>Core Skills, (goalkeeper) to include:</p> <p>Ball Control:</p> <ul style="list-style-type: none"> • Using both feet • Handling, catching, parrying, punching <p>Passing: (dominant foot)</p> <ul style="list-style-type: none"> • Short • Clearance of back passes, goal kicks, kicking from hands, throws <p>Dribbling:</p> <ul style="list-style-type: none"> • Use of both feet • Close control <p>Shot-stopping:</p> <ul style="list-style-type: none"> • Different shot heights & ranges • Diving and standing saves <p><i>Practical Assessment throughout unit</i></p> <p><i>Theory topic test at end of unit</i></p>			<p>Skills / outcomes:</p> <p>Core skills, to include:</p> <p>Serving</p> <p>Return of serve</p> <p>Offensive strokes: (forehand and backhand)</p> <ul style="list-style-type: none"> • Hit • Flick • Smash <p>Defensive strokes: (forehand and backhand)</p> <ul style="list-style-type: none"> • Push/slice • Chop <p>Application of spin on strokes:</p> <ul style="list-style-type: none"> • Topspin • Backspin <p>Teamwork and communication with partner (doubles only)</p> <p><i>Practical Assessment throughout unit</i></p> <p><i>Theory topic test at end of unit</i></p>		<ul style="list-style-type: none"> • Synchronisation of arm and leg action • Take off/pole plant • Flight • Landing <p>Advanced skills, to include:</p> <p>Learners should follow an appropriate technical model which leads to effective performance in the chosen event.</p> <ul style="list-style-type: none"> • Approach: • Hitting appropriate speed for take off • Efficient transition between technical phases of the movements • Flight: • Appropriate elevation • Landing • movement of the body beyond initial point of contact (long jump and triple jump) <p>Throwing events</p> <p>Core skills, to include:</p> <ul style="list-style-type: none"> • Initial stance • Grip • Throwing action • Release phase • Recovery phase/follow through <p>Advanced skills, to include:</p> <p>Learners should follow an appropriate technical model which leads to effective performance in the chosen event.</p> <ul style="list-style-type: none"> • Travel: • use of cross step/glide (where applicable) • rotational throws (where applicable) • Release phase: • Appropriate angle of release • Efficient transition between technical phases of the movements <p><i>Practical Assessment throughout unit</i></p> <p><i>Theory topic test at end of unit</i></p>
--	---	--	--	--	--	---

Year 10	GCSE Theory: Applied Anatomy and Physiology	GCSE Theory: Applied Anatomy and Physiology	GCSE Theory: Applied Anatomy and Physiology	GCSE Theory: Health, Fitness and Well Being	GCSE Theory: Health, Fitness and Well Being	GCSE Theory: AEP Task (NEA)
	Lesson / Content Overview: Skeleton and Muscles	Lesson / Content Overview: Cardiorespiratory System	Lesson / Content Overview: Movement Analysis	Lesson / Content Overview: Health, Fitness and Well Being	Lesson / Content Overview: Diet and Nutrition	Lesson / Content Overview: Assessment Analysis Overview Movement Analysis Evaluation
	<p>Aims: Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports. They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance. Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport.</p> <p>Practical: Football Skills / outcomes: Advanced skills, (all outfield positions) to include: Ball Control using: <ul style="list-style-type: none"> Using chest, thigh Non dominant foot passing Dominant foot shooting: <ul style="list-style-type: none"> Use of swerve Volleys Non dominant foot shooting Dribbling: <ul style="list-style-type: none"> Ability to beat opponents Heading: <ul style="list-style-type: none"> Defensive or attacking Marking: <ul style="list-style-type: none"> Player without the ball Advanced skills, (goalkeeper) to include: Ball Control using: <ul style="list-style-type: none"> Using chest, thigh Clearance of back passes, (Non dominant foot) Shot-stopping: <ul style="list-style-type: none"> Defending penalties One-against-ones </p>	<p>Aims: See previous column</p> <p>Practical: Basketball Skills / outcomes: Advanced skills, to include: Shooting: <ul style="list-style-type: none"> Non dominant hand Lay up Hook shot Rebounding Dribbling: <ul style="list-style-type: none"> Use of either hand Beating opponents: (individual) <ul style="list-style-type: none"> Fake and drive Cross over step Beating opponents: (team) <ul style="list-style-type: none"> Cutting Marking: <ul style="list-style-type: none"> Intercepting passes </p> <p>Practical Assessment throughout unit</p> <p>Theory topic test at end of unit</p>	<p>Aims: See column 1</p> <p>Practical: Netball</p> <p>Skills / outcomes: Advanced skills, (applies to all positions, except where stated) to include: Ball handling: <ul style="list-style-type: none"> Catching on the run Catching in the air Passing over mid-long distance: <ul style="list-style-type: none"> Chest Overhead Bounce Shoulder pass Shooting: (GS and GA only) <ul style="list-style-type: none"> Stepping Defence: <ul style="list-style-type: none"> Shadowing Interception Marking player without the ball </p> <p>Practical Assessment throughout unit</p> <p>Theory topic test at end of unit</p>	<p>Aims: Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p> <p>Practical: Badminton</p> <p>Skills / outcomes: Advanced skills, to include: Serving: <ul style="list-style-type: none"> Flick Net shots Backhand shots: <ul style="list-style-type: none"> Overhead clear Drop shot Lift/underarm clear Smash Drive Footwork and court positioning</p> <p>Practical Assessment throughout unit</p> <p>Theory topic test at end of unit</p>	<p>Aims: See previous column</p> <p>Practical: Table Tennis Skills / outcomes: Advanced skills, to include: High toss service Offensive strokes: (forehand only) <ul style="list-style-type: none"> Loop Counter-hit Defensive strokes: (forehand only) <ul style="list-style-type: none"> Block Lob Application of spin on strokes: <ul style="list-style-type: none"> Sidespin Corkspin Footwork and positioning Practical Assessment throughout unit</p> <p>Theory topic test at end of unit</p>	<p>Aims: In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to: <ul style="list-style-type: none"> analyse aspects of personal performance in a practical activity evaluate the strengths and weaknesses of the performance produce an action plan which aims to improve the quality and effectiveness of the performance. </p> <p>Practical: Athletics (Same criteria as previous year)</p> <p>Practical Assessment throughout unit</p> <p>Theory topic test at end of unit</p>

	<p>Practical Assessment throughout unit</p> <p>Theory topic test at end of unit</p>					
Year 11	<p>GCSE Theory: Sports Psychology</p> <p>Lesson / Content Overview: Skill classification, goal setting and Mental Preparation</p> <p>Aims: Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p> <p>Practical: Football (Same criteria as previous year)</p>	<p>GCSE Theory: Sports Psychology</p> <p>Lesson / Content Overview: Guidance and Feedback</p> <p>Aims: See previous column</p> <p>Practical: Netball (Same criteria as previous year)</p>	<p>GCSE Theory: Revision Socio-Cultural Influences</p> <p>Practical: Basketball (Same criteria as previous year)</p>	<p>GCSE Theory: Revision Physical Training</p> <p>Practical: Badminton (Same criteria as previous year)</p>	<p>GCSE Theory: Revision Applied Anatomy and Physiology</p> <p>Practical: Table Tennis (Same criteria as previous year)</p>	<p>GCSE Exams</p>

<p>Year 12 (AS Components)</p>	<p>AS Components Skill Acquisition</p> <p>Aims: learners are required to show an understanding of the nature and development of skills in sport. This understanding could be enhanced and developed through applied practical experiences in the role of either coach and/or performer. learners should have an awareness of the relevant learning theories and how they relate to skill development. At A Level, learners will develop a detailed appreciation of the role of memory systems in the acquisition of skill. learners are expected to be able to relate knowledge of practices, feedback and guidance to practical performance situations. learners should be able to understand how quantitative data can be generated in appropriate areas of skill acquisition and be able to produce and evaluate the meaning of such data.</p> <p>Lesson / Content Overview: Coach and the Performer Classification and Transfer of skills Learning Theories Practises</p> <p>Unit Title: Applied Anatomy and Physiology</p> <p>Aims: learners will understand the anatomical/structural and physiological/functional roles</p>	<p>AS Components Skill Acquisition</p> <p>Aims: Same as previous column</p> <p>Lesson / Content Overview: Guidance Feedback</p> <p>Unit Title: Applied Anatomy and Physiology</p> <p>Lesson / Content Overview: Cardiorespiratory system (continued) Neuromuscular system</p> <p>End of unit extended topic test</p> <p>Essay 12 mark question</p>	<p>AS Components Component 4: Performance Analysis</p> <p>Aims: In the Performance Analysis, in either the role of player/performer or coach, learners will investigate two components of a physical activity (one physiological component and either a technical or a tactical component) in order to analyse and evaluate the effectiveness of their own performance. learners will demonstrate knowledge and understanding of performance analysis in order to produce an evaluation to demonstrate strengths and weaknesses and areas for development of a performance.</p> <p>Lesson / Content Overview: Analyse physiological components of performance</p> <p>Analyse either technical OR tactical components of performance.</p> <p>Unit Title: Exercise Physiology and Applied Movement Analysis</p> <p>Aims: learners will understand the importance of diet and nutrition pre-, during and post-physical activity. They will also study fatigue and recovery, which will build from their knowledge of energy systems in Topic 1: Applied anatomy and physiology. learners will gain an understanding of how to apply knowledge of energy systems and how</p>	<p>AS Components Sports and Society</p> <p>Aims: learners will understand the dynamic relationship between sport and society. They will understand the parallels between societal changes and sport and will utilise this knowledge and understanding to consider historical and contemporary events and trends and potential future developments. learners will understand how, as society developed and became increasingly commercial and political, these phenomena were reflected in sport. learners will understand the context of varying ethics, pressures on performers to cheat and consider a range of factors that influence deviance and the response of national and international organisations. learners will understand the relationship between media and sport and the role of social media.</p> <p>Lesson / Content Overview: Factors emerging to modern day sport Globalisation Participation and Health of the Nation</p> <p>Unit Title: Sports Psychology</p> <p>Aims: learners will have an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams. learners will understand the different psychological</p>	<p>AS Components Sports and Society</p> <p>Aims: Same as previous column</p> <p>Lesson / Content Overview: Ethics and Deviance Sport and the Media Talent and Identification</p> <p>Unit Title: Sports Psychology</p> <p>Lesson / Content Overview: Confidence Self-Efficacy</p> <p>End of unit extended topic test</p> <p>Essay 12 mark question</p>	<p>AS Components Exams / Work Experience</p>
---	--	--	--	---	---	---

	<p>performed in the identified systems of the body. They will understand how the controlled stress of exercise will affect the systems and the way that the effect is measured. The topic will cover how different stresses/types of exercise will bring about both acute responses and chronic adaptations. The principles of Newton's Three Laws of Motion – force, centre of mass and stability – will also be covered and are essential to a learner's understanding of how sporting technique and performance can be improved. learners will understand concepts of energy and how they relate to physical activity and sport.</p> <p>Lesson / Content Overview: Musculoskeletal system Cardiorespiratory system Neuromuscular system</p> <p>End of unit extended topic test</p> <p>Essay 12 mark question</p>		<p>to train, maintain and improve their performance. This includes an understanding of fitness components, methods of training and physiological adaptations. Learners will also understand how to prevent and rehabilitate from injury. learners will be able to demonstrate an understanding of movement analysis through the use of examples to include linear motion, angular motion, projectile motion and fluid mechanics.</p> <p>Lesson / Content Overview: Diet and Nutrition Preparation and Training Methods</p> <p>End of unit extended topic test</p> <p>Essay 12 mark question</p>	<p>views, theories and perspectives, as indicated in the specification, and be able to apply this understanding by way of explanation to behaviours that ultimately affect sporting performance. Central to this topic will be the ongoing debate offering explanations between either nature or nurture or the interaction of both. learners will look at the theories and then apply the different interpretation of each to the different situations and scenarios identified. They will be able to demonstrate both support for, and challenge to, a given theory or perspective and provide sporting examples to support this view.</p> <p>Lesson / Content Overview: Factors that affect individual performance Group Dynamics Goal Setting</p> <p>End of unit extended topic test</p> <p>Essay 12 mark question</p>		
Year 13 (A-Level Components)	<p>A-Level Components Applied Anatomy and Physiology</p> <p>Aims: Same as applied anatomy and physiology in year 12</p> <p>Lesson / Content Overview: Energy Systems and Recovery</p> <p>Unit Title: Skill Acquisition</p> <p>Aims: Same as skill acquisition in year 12</p> <p>Lesson / Content Overview: Memory Models</p>	<p>A-Level Components Exercise Physiology and Applied Movement Analysis</p> <p>Aims: Same as physiology and applied movement in year 12</p> <p>Lesson / Content Overview: Injury Prevention Linear Motion</p> <p>Unit Title: Sports and Society</p> <p>Aims: Same as sports and society in year 12</p> <p>Lesson / Content Overview:</p>	<p>A-Level Components Exercise Physiology and Applied Movement Analysis</p> <p>Aims: Same as anatomy and physiology in year 12</p> <p>Lesson / Content Overview: Angular Motion Projectile Motion</p> <p>Unit Title: Component 4: Personal Development Plan</p> <p>Aim:</p>	<p>A-Level Components Sports Psychology</p> <p>Aims: Same as sports psychology in year 12</p> <p>Lesson / Content Overview: Attribution Theory Leadership</p> <p>Unit Title: Component 3: Practical Performance</p> <p>Aim: learners will be required to perform in one physical activity, in the role of either</p>	A-Level Components Revision	A-Level Components Exams

	End of unit extended topic test	Commercialisation Commercialisation of the Olympic Games	The Performance Development Programme (PDP) is designed to lead on from the learner's Performance Analysis. The purpose of the PDP is to optimise the learner's performance in the role of a player/performer or coach.	player/performer or coach. They will be required to demonstrate their skills while under pressure, in conditioned practice and a formal/competitive situation. learners are required to demonstrate their ability to:		
	Essay 15 mark question	End of unit extended topic test Essay 15 mark question	<p>Lesson / Content Overview: Planning Performing and Recording Reviewing and Evaluating</p> <p>End of unit extended topic test</p> <p>Essay 15 mark question</p>	<ul style="list-style-type: none"> ● perform a range of skills and techniques in physical activity ● make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity ● apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance. <p>Lesson / Content Overview: Filmed performance in a sport selected from edexcel practical sport criteria.</p> <p>End of unit extended topic test</p> <p>Essay 15 mark question</p>		

Pinner High School: PSHE/RSE

Intent

PSHE is a planned programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives, and support those around them, now and in the future. PSHE develops the qualities and attributes students need to thrive as individuals, friends, family members, and members of society. The subject aims to contribute towards preparing young people to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. PSHE helps students to connect and apply the knowledge and understanding they learn in this and other subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic and personal potential. Evidence shows PSHE's impact in a number of areas, including emotional wellbeing, physical health, academic attainment, and preparation for work¹. Furthermore, PSHE helps students to develop the character, resilience and skills they need to succeed. It can also reduce barriers to learning, and create opportunities for success and esteem-building for the most vulnerable students.

Aims of PSHE at Pinner High School

1. Our curriculum and lessons are well designed, high quality and knowledge rich (they are aligned with the teaching and learning policy). Lessons will be well organised and delivered with enthusiasm, energy and clarity.
2. Guidance is provided to help staff develop expertise by producing standardised resources which are rooted in up-to-date research, alongside models, definitions, and scripted explanations. This will be quality assured through staff learning walks, lesson observations and data analysis of attitude to learning.
3. Students receive a broad, balanced and diverse curriculum which is well sequenced in accordance with and supports the personal development programme throughout the school.
4. The curriculum is consistently refined, and updated in line with contemporary developments. There will always be flexibility within our curriculum to respond to topical issues (within both school and the wider world).
5. We will adapt and change resources to ensure they meet the aims of the subject and the needs of the students.
6. Supporting and strengthening the school ethos and whole school priority of developing personal growth.

Implementation

PSHE at Pinner is in line with the RSE (Relationships and Sex Education (2020) Guidance where relevant and organised according to the themes suggested by the PSHE Association*².

- **CORE THEME 1: Health And Wellbeing**
- **CORE THEME 2: Relationships**
- **CORE THEME 3: Living In The Wider World**

¹ <https://pshe-association.org.uk/our-vision/evidence-and-research>

² Source: PSHE Association <https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

Within each theme, students will learn a broad range of topics which are carefully sequenced and taught to students in a culturally sensitive and age-appropriate way. These topics support students' spiritual, moral, cultural, mental and physical development. It is important to be mindful that there may be students in the class who have direct or indirect experience of the issues covered in PSHE. Nonetheless it is crucial that all students have access to information on how to stay safe and seek help. Therefore, teachers may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net it may be appropriate to do this in conjunction with the relevant pastoral teams in school.

Our PSHE curriculum further supports careers guidance for our students.

Our RSE curriculum enables students to comprehend and respect the range of sexual attitudes and behaviours in present day society. Students are encouraged to understand human sexuality; to learn the reasons for delaying sexual activity and the benefits of such a delay. They will receive guidance to comprehend the legal aspects and explore their personal values, enabling them to make well-informed choices about their attitudes and behaviours during their school years and beyond.

At Pinner High School we use the following definitions of sex, relationships, and health education to guide our curriculum planning. It is important to be mindful that there may be students in the class who have direct or indirect experience of the issues covered in PSHE. Nonetheless it is crucial that all students have access to information on how to stay safe and seek help. Therefore, teachers may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net, it may be appropriate to do this in conjunction with the relevant pastoral teams in school.

Our lessons are designed to use non-emotive language and to be to be factual. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Students deserve to be provided with clear, accurate and consistent explanations. Often there will be key words provided, these should be printed out for students. Encourage students to use and refer to them throughout the lesson. Keywords and concepts are important for improving a student's ability to communicate effectively about the issues that affect them and other people around them. We also emphasise the importance of being informed to support those around us. This, along with scenarios to practise problem solving, is a way of equipping students with knowledge and skills whilst allowing them emotional distance.

Disclosures: Our team is aware that students may make disclosures at any point during or after the lesson. Should a child make a disclosure within the lesson either directly or indirectly (e.g. a teacher overhears it while they are chatting to peers) staff must follow Pinner High School's safeguarding procedure and report this to the relevant staff as directed in our Safeguarding Policy. In these lessons we are vigilant, we take notice and report any concern, however small, as it could be part of a bigger picture. In order to ensure success in all our students we strive to recognise the value and importance of PSHE education by developing a spiralled curriculum where we revisit and consolidate the knowledge, understanding and skills matching pupils' needs.

Impact

- The result of our curriculum should be extremely beneficial to our students who should also feel valued and respected as individuals.
- Students should feel challenged but also confident that they can do what we are asking them to. We hope that students are not only engaged in our subjects but are also able to achieve academic success and have clear opportunities to develop skills for life.
- Students will develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

- Students will be ready for the next stage of education, employment or training.
- At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
- At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
- By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. We aim to ensure that there is a balance throughout our curriculum between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. Our PSHE education programme in key stage 5 ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. The learning opportunities at key stage 5 assume that students have already covered those in key stage 4. This is taught through our period 7 "Beyond Programme" and planned tutor time sessions weekly. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.
- Our curriculum aims to provide a variety of learning experiences that will ensure that all learners develop the capacity to make the most of these opportunities.
- Our PSHE lessons that are matched to the needs of the learners, provide an inclusive environment where they can feel comfortable and safe to discuss issues they are worried or feel anxious about.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Health and Well-being <ul style="list-style-type: none"> • Making the move to secondary school • How to manage transition and dealing with change • First Aid Skills • Staying safe (travelling safe) • Healthy choices 	Living in the Wider World <ul style="list-style-type: none"> • Our community • Rights and responsibilities • British values and Pinner High values • Introduction to citizenship • Bullying (cyberbullying, bystander effect, consequences, peer pressure) • Managing conflict 	Relationships <ul style="list-style-type: none"> • Healthy Relationships • Sexting and online grooming • Healthy relationships • Bullying • Family and friendships • Dealing with grief and bereavement • Media portrayals of relationships 	Health and Wellbeing <ul style="list-style-type: none"> • Personal Hygiene • Sleep • Introduction to mental health • Mood disorder: depression • Resilience • Self-regulation, recognising and balancing emotions 	Living in the Wider world <ul style="list-style-type: none"> • Financial Decisions • Budgeting • Value for Money • Good Money Habits • Introduction to economic education - credit Vs debt 	Relationships <ul style="list-style-type: none"> • Puberty • FGM • Introduction to human rights • Diversity • Inclusivity • Dealing with harassment • Religion and culture
Year 8	Health and Wellbeing <ul style="list-style-type: none"> • Mental health 	Living in the wider world <ul style="list-style-type: none"> • Human Rights Act 	Relationships <ul style="list-style-type: none"> • Body image 	Health and well-being <ul style="list-style-type: none"> • Drugs: caffeine 	Living in the wider world <ul style="list-style-type: none"> • Digital Literacy 	Living in the wider world <ul style="list-style-type: none"> • Value for money

	<ul style="list-style-type: none"> Attitudes & misconceptions to mental health Exploring Language Anxiety The Teenage brain, Managing emotions and making decisions 	<ul style="list-style-type: none"> Human Rights and Legal Rights Evaluating the Importance of Human Rights Human Rights in Action Gender inequality Women – gender pay gap, Men and mental health Challenging Discrimination in mental health 	<ul style="list-style-type: none"> Unrealistic nature of media images Cultural influences on body ideals and body image Fashion and beauty industry influences on advertising Prejudice and discrimination Disability and sexism 	<ul style="list-style-type: none"> Drugs: tobacco Alcohol Vaping Recognising and assessing risk Peer pressure and bullying 	<ul style="list-style-type: none"> The consequences of fraud / identity fraud Digital Safety Fake news Becoming critical readers Researching news stories Presentation skills, teamwork, organisational skills 	<ul style="list-style-type: none"> Gambling Preparing for GCCSEs <p>Relationships:</p> <ul style="list-style-type: none"> Consent and Healthy relationships Introduction to contraception Making well-informed choices
Year 9	Living in the Wider World <ul style="list-style-type: none"> Diversity and prejudice including British values The rule of law Young people and the justice system Media literacy and fake news 	Health and well-being <ul style="list-style-type: none"> Resilience for emotional wellbeing, Maintaining mental health and emotional wellbeing Mindfulness and growth mindset 	Relationships <ul style="list-style-type: none"> Respectful relationships behaviours Freedom and capacity to consent Sexual health, STI's Managing the ending of relationships Cyberbullying incl. trolling 	Living in the wider world <ul style="list-style-type: none"> Online Presence Role Models Managing Reputation Online Online Opportunities 	Health and wellbeing <ul style="list-style-type: none"> Drugs: the law and managing risk, exploring attitudes Alcohol and cannabis Managing influence Homelessness and leaving home Communication Styles and Conflict 	Living in the wider world <ul style="list-style-type: none"> Careers Like skills Employability Skills Managing money Recognising financial exploitation in different contexts e.g. drug and money mules, online scams
Year 10	Living in the wider world <ul style="list-style-type: none"> Parliament and Democracy Parliament and What is the House of Commons Getting Elected Political Manifestos Voting Age Diversity in Parliament 	Health and well-being <ul style="list-style-type: none"> Drugs and alcohol education - Substance use and assessing risk Managing influence and seeking support County lines Dealing with stress Purpose of blood, organ and stem cell donation for individuals and society to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbed 	Relationships <ul style="list-style-type: none"> The role of intimacy and pleasure The impact of pornography Pressure, persuasion and coercion Managing relationships, conflicts and break-ups Addressing relationship abuse Sex and consent online 	Living in the Wider World <ul style="list-style-type: none"> Inclusion and belonging Addressing extremism Prevent training Valuing diversity Diversity Factors Hate Speech Protest or extremism Reduce alienation and extremism Knife crime 	Living in the wider world <ul style="list-style-type: none"> Growth mindset Careers / job options What is good communication and self-confidence Working as part of a team and leadership Reframing failure Financial decision making Managing debt and budgeting 	Relationships <ul style="list-style-type: none"> Toxic masculinity, misogyny Sexism Behaviours that may influence peers, positively and negatively, including online, and in situations involving weapons or gangs Importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

						<ul style="list-style-type: none"> • adoption/foster care • Current legal position on abortion and the range of beliefs and opinions about it
Year 11	Health & Wellbeing <ul style="list-style-type: none"> • Diversity and inclusion, hate speech • CV writing and job interviews • Aspirations and raising achievement • Dealing with Change • Managing Change • Advice on exam Stress • Managing online stress 	Relationships <ul style="list-style-type: none"> • Healthy and Unhealthy Relationships • Forced marriage • Family life • Sexual harassment • consent 	Health and wellbeing <ul style="list-style-type: none"> • Healthy Lifestyle and Wellbeing • Health Promotion and Self-Examination • Managing risks in unsafe and emergency situations • How to treat common injuries 	Living in the Wider World <ul style="list-style-type: none"> • Finding Your Pathway • Narrowing Down • Plans and Back-up Plans • Money Management Know your rights (equality acts 2010)	Formal Exams	Formal Exams
Year 12	Living in the Wider World <ul style="list-style-type: none"> • Self-esteem • Pressure • Appearance • Implications of the Media • Digital Well-being • Cultural diversity and challenging discrimination 	Relationships <ul style="list-style-type: none"> • Relationship abuse • Healthy and unhealthy Relationships • Giving advice • Sexual Intimacy • Consent 	Health and Well-Being <ul style="list-style-type: none"> • Gambling • Drugs and alcohol education • Mindfulness • Monitoring physical health • Achieving Balance and Managing Stress • How to manage work-life balance, including study, leisure, exercise, sleep, and time online • Strategies to promote mental health and emotional wellbeing and address difficulties 	Living in the Wider World <ul style="list-style-type: none"> • Pensions • Money and mental health • Career opportunities • Preparing for the world of work • Exploring future opportunities • Post-18 options • The impact of financial decisions 	Living in the Wider World <ul style="list-style-type: none"> • Careers • Work experience • UCAS • Personal statements 	Living in the Wider World continued Study Leave Y12 Exams Work experience
Year 13	Living in the Wider World <ul style="list-style-type: none"> • Application processes • Future opportunities and career development 	Relationships <ul style="list-style-type: none"> • Building and Maintaining relationships 	Health and Wellbeing <ul style="list-style-type: none"> • Mental health and emotional wellbeing • Mental health and nature 	Living in the Wider World <ul style="list-style-type: none"> • Managing Money • Student loans and interests • Pensions • Credit cards 	Living in the Wider World <ul style="list-style-type: none"> • Financial contracts • Understanding payslips • Credit cards • Mortgage 	Formal Exams

	Health and Wellbeing	<ul style="list-style-type: none">• New friendships and relationships, including in the workplace• Personal safety• Intimacy• Conflict resolution and relationship changes• Online relationship safety• Pregnancy and Parenthood• Respectful relationships	<ul style="list-style-type: none">• Managing stress and anxiety• Healthy coping strategies	<ul style="list-style-type: none">• Safe travelling• Understanding online misinformation• Mental health accessing support• Influences on financial choices	<ul style="list-style-type: none">• Maintaining a positive professional identity• Plan B: travelling abroad	
	<ul style="list-style-type: none">• Self-reflection and independence• Identity / body image• Managing change					