Curriculum Plans: Year 7

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Contents:

Pinner High School: Mathematics

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	**Algebra (Expressions, Functions and Formulae)** - Functions - Simplifying expressions - Writing expressions - Expanding Brackets - Factorising - Writing formulae **Number Skills** - Four operations with integers and decimals - Directed number - Ordering integers - Rounding - Factors, multiples and primes - Types of numbers - Powers and roots - Order of operations	**Algebra (Equations)** - Substitution - Solving one-step equations - Solving two-step equations - Solving equations with brackets **Working with Fractions** - Equivalent fractions - Comparing fractions - Simplifying fractions - Four operations with fractions - Fractions of amounts - Write a quantity as a fraction of another	**Working with Percentages** - Fraction, decimal and percentage equivalence - Understand percentages - Percentages of amounts with and without a calculator - Write a quantity as a percentage of another **Measures, Perimeter and Area** - Measure lines and angles - Identify properties of 2D shapes - Lengths, mass and capacity - Perimeter of rectilinear shapes - Area of triangles and quadrilaterals - Convert between metric units	**Working with Ratio** - Use ratio notation. - Simplify a ratio to its simplest form. - Share a total amount into a given ratio - Read map scales using ratios and metric units - Write ratios in the form 1:n and n:1 - Convert between scale and real-life models **Lines and Angles** - Use angle theorems with straight lines - Angles in triangles and quadrilaterals - Angles and parallel lines	**Sequences and Graphs** - Term to term rules - Pattern sequences - Generate sequences - Position to term rules - Fibonacci and other special sequences **Probability** - The language of probability. - Calculate probabilities of single events - Experimental probabilities and expectation	**Analysing and Representing Data** - Mode, median, mean and range of discrete data - Tally charts and frequency tables - Grouped data - Plot and read bar charts - Plot and read pictograms - Plot and read line graphs - Plot and read pie charts - Compare sets of data using averages and range

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Pinner High School: English

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.

Career Development

Jobs may include, but are not limited to: journalist, copywriter, teacher, marketing executive, editor, museum curator, freelance writer, librarian, publisher, web editor, author, social media manager, PR manager archivist.

There are numerous other careers in fields where strong communication and written English skills are top priorities. For example, within sectors such as media, advertising, law, retail and leisure.

Assessment

The aim of the assessment policy is to ensure that class teachers can see how individual pupils are developing year on year and during the year, and thus to maximise student learning progress. Monitoring of pupil progress in Years 7 to 13 is achieved through regular assessments which are recorded, as well as book scrutiny and sampling, combined with teacher records in mark books.
KS3: 6 significant pieces of work for each unit plus a whole class feedback activity every half term.
KS4: 6 significant pieces of work, including mock examinations for each GCSE paper
KS5: 6 significant pieces of work for each half term, including mock examinations for each A-level paper

Enrichment Opportunities & Super Curricular

Subscriptions:

- Massolit: provides short, curriculum-mapped video lectures for GCSE and A Level.
- Emagazine: a quarterly magazine for A-Level students of English subjects. Available in the Library

Trips: We offer Globe theatre trips for KS4 students and organise author talks are throughout the year for all students, particularly to celebrate events such World Book Day. A-level students are offered trips related to units of study. We also promote competitions throughout the year such as poetry slams, creative writing and essay writing. All of these trips, events and competitions are linked to units of study.

Heads Challenge Curriculum:

- Debate club
- Reading club
- Poetry club
- KS4 Intervention
- Literature in Context Club

Commitment to Equality, Diversity & Inclusion

We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Curriculum is a key way of meeting these objectives. It has been designed to meet the needs of each individual student, providing opportunities which stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. Homework should be set to meet these goals in delivering a challenging curriculum. This should be designed by each department to further deepen and broaden the knowledge and skill set of its students. All homework should be set on Google Classroom and is regularly checked by the Head of Department.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Author Study: *Explorers* by Katherine Rundell** **Aims:** The aim of this author study is to introduce students to literary and rhetorical devices to analyse texts. **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. **Assessment Outcomes:** Analytical and evaluative writing.	**Arthurian Legends** **Aims:** The aim of this topic is to study how the English Language has evolved over time and introduce students to challenging texts. **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. **Assessment Outcomes:** Nonfiction writing and using rhetoric.	**Trailblazers: Non-fiction texts** **Aims:** The aim of this topic is to introduce students to non-fiction texts that explore a range of social issues within society. **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. **Assessment Outcomes:** Autobiographical writing and adapting language to suit form	**Shakespeare: *A Midsummer Night's Dream*** **Aims:** The aim of this topic is to introduce students to Shakespeare's plays and his use of language. **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. **Assessment Outcomes:** Extract-based analysis of language and structure	**Dystopian Fiction** **Aims:** The aim of this topic is to introduce students to a range of Dystopian fiction to develop descriptive and imaginative writing. **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. **Assessment Outcomes**: Creative writing in the style of the dystopian genre	**Poetry: Identity** **Aims:** The aim of this topic is to introduce students to poetry focusing on the theme of identity. **Implementation:** Study an anthology of identity poetry and consider how poetical techniques help promote the different identities. **Assessment Outcomes:** Creating poetry on the theme of identity and using a range of poetic devices

Pinner High School: Science

Intent

Scientific understanding is vital for students to understand the world around them and to drive change. We have designed a KS3 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 Science 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 KS3 Science 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. 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 KS3 curriculum by working backwards from where we want students to be when they leave school as well as our understanding of what it means to be (and think like) a real world scientist.

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

Scientific Knowledge (AO1 & 2):

- Atoms and Chemical Reactions
- Forces and fields
- Forces and their effects
- Energy stores and energy transfers
- Earth and the atmosphere
- Space
- Cells
- Competition and ecosystems
- Genetics
- Evolution

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 science-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 atomic structure that is studied at KS4 builds up understanding of forces, atomic structure and particles which is studied at KS3. Skills are also built upon, including practical skills. 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. Specific enrichment opportunities are listed further below in this document.

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 later in this 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 by literacy representatives at department level and shared with students. Many of these have been purchased by the library. Suggested further reading books for each half term are also listed further down in this document.

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. 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 further down in this 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.

Department leads have designed schemes of work for teachers to use, with suggested activities and resources, ensuring consistency of delivery.

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, 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 track and monitor student progress using 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 KS3 science curriculum:

1) How many students are selecting separate sciences at KS4
2) Grades and progress of all students at KS4
3) Uptake of science extra-curricular clubs
4) How many students are continuing to study science beyond KS4

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

Careers

A specific science career club is offered as part of the school extra-curricular programme.

Physics:

Due to the analytical and mathematical nature of Physics, there is a huge variety of potential career paths. Time is spent looking at these prior to students choosing their GCSE pathway.

- Engineering: This is the largest career route for students studying Physics. As such, a number of engineering style activities are included in some KS3 schemes of work. The most popular branches of Engineering include Mechanical, Electronic, Civil and Software Engineering
- Medical Physics: This is one of the largest research areas in Physics.
- Finance: Physics students often move into the financial sector dur to the mathematical and problem solving nature of the subject.

Biology:

Due to the broad range of content covered and the analytical nature of Biology, there is a huge variety of potential career paths. Time is spent looking at these prior to students choosing their GCSE pathway.

- Medicine: A large number of students studying biology will aspire to this career route. The most popular branches include: medicine, dentistry, ophthalmology and veterinary.
- Biochemistry: This is one of the largest research areas in Biology.
- Law: Biology students often move into the legal sector due to the critical thinking and problem solving nature of the subject.

Chemistry:

Chemistry is all about studying matter and what things are made of. There are therefore a huge variety of careers linked to this. Time is spent looking at these prior to students choosing their GCSE pathway.

- Medicine: Chemistry is a key subject for anyone interested in studying medicine or biochemistry

- Industrial chemistry: The main areas of this include the oil/gas industries, plastics and pharmaceuticals.

Assessment

Knowledge and understanding is assessed through a mixture of in-class formative assessment, homework activities and summative assessments each half term. Homework activities and half termly assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

Enrichment Opportunities & Super Curricular

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:

- 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 include London Zoo, Science museum, natural history museum. There are also house competitions, science week enhancement activities including talks and whole school activities.

Stretch for the most able:

- CREST award club, external competitions, virtual and in person visits from scientists.

Commitment to Equality, Diversity & Inclusion

Our curriculum has been designed to equip all students with an understanding of science and how to apply this in the real world. We aim to meet the needs of all students by 'teaching to the top' providing opportunities that stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. Homework is set to meet these goals in delivering a challenging curriculum designed to further deepen and broaden the knowledge and skill set of its students. All homework is set on Google Classroom and is regularly checked.

Student achievement is analysed following data points and interventions are put into place at both classroom level and departmental level to ensure that all students are given the opportunity to reach their full potential. Pupil premium funding is also available to ensure that all students have the same opportunities. This includes funding for trips and workbooks/revision guides.

The curriculum has been designed to ensure that it is diverse (including INSET training to ensure that all teachers are aware of the challenges and ways of dealing with these). Teaching about a range of different scientists is a particular departmental focus. Some curriculum time has been built in to ensure that all students are able to revise effectively.

Within the curriculum, topics explore a range of social issues e.g. contraception, climate change and scientific bias which will support all students become responsible citizens in an ever-changing world.

Building student cultural capital is vital for many of our students. As such, we aim to develop this both inside and outside of lessons (see the 'enrichment for all' section above').

SEN provision within the department

As part of our commitment to equality, diversity and inclusion, SEN provision at department level is a key focus for the curriculum and class teachers. Progress of SEN students is monitored carefully.

Curriculum planning

Spiral learning alongside regular linking of concepts between different units ensures that understanding of key concepts are secure. Real world applications help create a culture of curiosity. Extracurricular activities and trips (for all pupils) further help SEN students build a love of the subject outside of their lessons. Regular low stakes assessments give a regular opportunity for feedback to help ensure progress is made.

Lesson resources

Lesson resources are available on google classroom. To support with this, students are given access to knowledge organisers, topic overviews and glossaries. Lessons are designed to include differentiation and modelling to further support SEN students. These include model answers, scaffolding and sentence starters. Consideration has been put into any equipment issues for those with physical needs (e.g. plastic pipettes, helping set up equipment, clear graph paper)

Classroom teaching

At a classroom adult support is available for SEN students who require it. Teachers work closely with their LSAs. Some students have access to technology to further support their learning. Routines are key in establishing positive a learning atmosphere. A key focus of this is how lessons start as this will provide a consistent foundation for the remainder of the lesson. Routines include greeting students at the door and meaningful starter activities including recall tasks. Seating plans are carefully considered taking specific student needs into account.

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 7	**Unit Title:** *1 – Introduction to Science* *2 – Working Scientifically* *3 – Particle Theory* **Aims:** *This term students will gain an introduction to science at secondary school and learn how science education can lead to a range of interesting careers as well as be useful in everyday life.*	**Unit Title:** *4 – Cells* *5 – Structure and Function of body systems* **Aims:** *This term students will learn the very basics of cellular biology which will provide a scaffold for future learning across topics such as immunity, cancer and reproduction.*	**Unit Title:** *6 – Waves: Sound* *7 – Waves: Light* **Aims:** *This term is dedicated to waves. Many of the concepts in this topic will be completely new to students and are quite abstract, and therefore we will be aiming for students to successfully gain a basic understanding*	**Unit Title:** *8 – Atoms, Elements and compounds* *9 – Reactions* **Aims:** *The aim of this unit is to give students an introductory knowledge of atoms, elements, compounds. These are the fundamental concepts to chemistry, and will be important for*	**Unit Title:** *10 – Space* *11 – Reproduction* **Aims:** *The aim of this unit is to give students an introductory knowledge of our solar system and the Earth's interaction with the Sun. Students will also learn core concepts regarding animal reproduction, with a*	**Unit Title:** *– End of Year 7 Assessment* *12 – Acids and Alkalis* **Aims:** *During this term students will be assessed on how well they have been able to consolidate their knowledge throughout the year and apply what they have learned. This assessment will be used to inform the final*

	Students will learn how a scientific investigation can be conducted from start to finish, and have an introduction to the fundamental topic of particles. This knowledge will be essential for later topics such as diffusion in cells, pressure in solids, and thermal energy transfer. **Lesson / Content Overview:** *Introduction to Science:* *- The importance of Science* *- Lab safety* *- Lab equipment* *- Using a bunsen burner* *Working Scientifically:* *- Asking Scientific Questions* *- Planning an investigation* *- Following a method and recording data* *- Presenting data in graphs* *- Analysis and conclusion* *- Writing and evaluation* *Particle Theory:* *- What are particles?* *- The particle model* *- Changes of state* *- Diffusion* *- Gas Pressure* *- Density* **Skills / Concepts on:** *Focus on developing key scientific practical skills, and understanding of scientific terminology.*	*Within the body systems unit, one of the key aims is to ensure that students understand the difference between breathing and respiration, and don't confuse the two, as this is a common mistake.* **Lesson / Content Overview:** *Cells:* *- What are cells?* *- Using microscopes* *- What's in a cell?* *- Specialised cells* *- Diffusion in cells* *- Unicellular organisms* *Body systems:* *- Levels of organisation* *- Different human organ systems* *- Ventilation vs Respiration* *- Gas exchange* *- The skeletal system* *- Joints* *- Muscles* **Skills / Concepts on:** *Focus on using key pieces of biological equipment including microscopes*	*of waves from models, demonstrations and student practicals. Students will also have an opportunity this term to complete an extended homework project in groups, and present their learning to the class, developing teamwork, computer skills, and confidence in presenting.* **Lesson / Content Overview:** Waves: Sound - Longitudinal waves and sound - Speed of sound - Loudness and pitch - Detecting sound - Echoes and Ultrasound Waves: Light - Group project: Light - Transverse waves and light - Reflection of light - Refraction of light - Eyes and cameras - Colour **Skills / Concepts on:** *There will be a focus on developing students' teamwork in this topic through their collaborative project on light. Students will also investigate reflection, refraction and dispersion in the lab.*	*students to understand the next two chemistry topics in Year 7: Reactions, and Acids and Alkalis.* **Lesson / Content Overview:** Atoms, Elements and compounds: - Atoms and Atomic Structure - What are Elements? - Intro to the periodic table - Elements vs Mixtures vs Compounds - Forming Compounds Reactions: - Writing equations - Physical change or Chemical reaction? - Burning fuels / combustion - Thermal decomposition - Conservation of mass **Skills / Concepts on:** *- Reading the periodic table* *- Writing chemical equations*	*particular focus on mammalian reproduction. And students will learn about plant reproduction, with a particular focus on flowering plants.* **Lesson / Content Overview:** Space: - The Night Sky - Our Solar System - Days and Seasons - Gravity - The moon Reproduction: - Puberty - Mammalian reproductive systems - Fertilisation in mammals - Development of a foetus - Flowers and pollination - Fertilisation in flowering plants and germination - Seed dispersal **Skills / Concepts on:** *Students focus on using scientific models to demonstrate the interactions of stars, planets and moons. Students will also have their first experience of dissecting an organism, identifying and labelling parts of a flower.*	*lessons of the term, as well as curriculum adaptations for Year 8.* *Students will also complete the final Year 7 topic in this term 'Acids and Alkalis'. This will teach them about everyday acids and alkalis, the uses of these substances and also the dangers of these substances.* **Lesson / Content Overview:** *End of Year Assessment = 1 hour* *Mixture of questions from across several Year 7 topics* *Acids and Alkalis:* *- What are acids and alkalis* *- pH and indicators* *- Neutralisation* *- Making salts* **Skills / Concepts on:** *Further development of lab skills with a particular focus on following a written method.*
	Homework *Preparation: Bring in a plastic pop wallet to keep*	**Homework** *Consolidation: Complete pages from Y7 Cell workbook*	**Homework**	**Homework** *Consolidation: Y7 Workbook - Atomic Structure*	**Homework** *Research: Stargazing with SkyMap*	**Homework** *Consolidation: End of Year Test Revision*

	your book and homework sheets. *Application: Design 3 experiments* *Consolidation: Complete pages from Y7 Particles workbook* *Preparation: Research and make a model of a cell*	*Reading: Ancient ideas about body systems* *Consolidation: Complete pages from Y7 Organ systems workbook*	*Preparation and consolidation: Group Project - Light* *Consolidation: Y7 Workbook - Waves*	*Consolidation: Y7 Workbook - Chemical reactions* *Application: Chemical and Physical reactions in the home*	*Consolidation: Y7 Workbook 'Human Reproduction'* *Application: Flower dissection*	*Consolidation: Y7 Workbook 'Acids and Alkalis'* *Consolidation: Complete all workbook pages for the year* *Preparation: Y8 Topic research*

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Pinner High School: Art

KS3: Art and Design

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) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Clay Relief** Explore texture and relief through the medium of **clay sculpture.** *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Textiles Based Design** Explore **tactile and adventurous drawing techniques** and materials. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Relief Printmaking** Explore mark-making and pattern through **relief printmaking. (poly-tile)** *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Collage and Digital Art** Focus on **Collage Composition** and development of Pattern. Introduction to Photoshop Editing tools. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Experiments with Media** Trials with paint and other experimental media. (Science/ Petri Dish Inspired) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*
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	**Artist Investigations** Artists in Context An investigation into ways	**Paint Experimentation** Colour theory and Watercolor Painting practice	**Painting Development** Individual Watercolour Painting Outcome :	**Tactile Experiments** Use o**f varied materials** to create a response inspired	**Adventurous Drawing** Exploring unconventional methods of drawing e.g

	methods. (Explore Shapes and Forms from Plant Life) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	that artists are inspired by nature. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	techniques. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	Application of painting technique. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	by science and Cells *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	sgraffito. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*

PINNER HIGH SCHOOL

Pinner High School: Design & Technology

KS3: Design and 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	Introduction to the workshop as well as Health & Safety rules within the workshop environment. **Skills / Concepts on:** ● Health & Safety in the workshop Assessment is at the end of the unit.	Using the design process to design and make a key ring including going through research, design and development. **Skills / Concepts on:** ● The Design Process ● Plan of Manufacture Assessment is at the end of the unit.	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. **Skills / Concepts on:** ● Key Ring Project Practical Skills ○ Coping Saw ○ Scroll Saw ○ Filing ○ Pillar Drill Assessment is at the end of the unit.	An introduction to designers: Zaha Hadid, Gerrit Rietveld, Charles Rennie Mackintosh, Ettore Sottsass, Raymond Templier and conducting a product analysis **Skills / Concepts on:** ● Investigating designers ● Product analysis Assessment is at the end of the unit.	Following the design process to make a clock based on a designer. Design Brief & Specification Design Ideas & Design Development **Skills / Concepts on:** ● Ideas Development ● Plastics and their properties ● Sustainability Assessment is at the end of the unit.	Prototype & Final Design. **Skills / Concepts on:** ● Prototyping ● Plastics and their properties ● Sustainability ● Clock Project – Practical Skills: ○ Coping Saw ○ Scroll Saw ○ Filing ○ Pillar Drill ○ Sanders Assessment is at the end of the unit.

PINNER
HIGH SCHOOL

Pinner High School: Food Preparation and Nutrition

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	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.	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.	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.	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.	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.	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.

	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.	Assessment is at the end of the unit.

PINNER
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Pinner High School: Computer Science

KS3: Computing

Curriculum Aim

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

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.

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 Java Programming

Recommended reading and watching

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	**Welcome to PHS and E-Safety and Computational Thinking**	**Computer Systems** ● Input, Output and Storage ● Computer Components	**Physical Programming with Micro:Bits** ● Computational Thinking ● Sequence	**Spreadsheet Modelling** ● Working with cells ● Formatting	**EduBlock** ● Python turtle (Sequence) ● Python turtle (Iteration)	**Digital Project with GSuite** ● Writing a proposal ● Analysing data

	• Baseline Assessment • Introduction to PHS systems • Cyberbullying • Privacy and Security • Digital Footprint • Introduction to Computational Thinking ***Assessments*** End of unit assessment at the end of half term	• The CPU • Software (OS and Utility) • Binary conversion • Text Representation *Students also compete in Bebras.* ***Assessments*** End of unit assessment at the end of half term	• Selection • Iteration ***Assessments*** End of unit assessment at the end of half term	• Formulas and functions • Charts ***Assessments*** End of unit assessment at the end of half term	• Python script introduction • Python quiz (Selection) • Python quiz (variables and formulas) ***Assessments*** End of unit assessment at the end of half term	• Creating a presentation • Gathering feedback • Presenting to an audience ***Assessments*** End of unit assessment at the end of half term

PINNER
HIGH SCHOOL

Pinner High School: Chinese

KS3: Jinbu 1. Option to participate in the Mandarin Excellence Programme

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 for 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 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.

Careers

'China's growing international stature' has been acknowledged as 'by far the most significant geopolitical factor in the world today' in the March 2021 Integrated Review of Security, Defence, Development and Foreign Policy. Proficiency in Chinese Mandarin is a highly regarded skill by employers in the UK and around the world in fields such as international trade, diplomacy, education, translating and interpreting, financial consultancy, the cultural industries, journalism, law, advertising, the civil service, policy making, event management, security, tourism, and many more areas. We support students in considering how to utilise Mandarin in their future careers by hosting talks by

professionals, and providing bespoke advice on next steps to our students, particularly those in Key Stage 5.

Assessment

Verbal feedback, peer feedback and self-assessment (using green pen), and literacy marking are provided on a regular basis within the course of lessons. Peer feedback is written feedback (using green pen) about what was good and what could have been improved. During self-assessment, students use a green pen to mark their own work (using a mark scheme provided by the teacher) or to reflect on the progress demonstrated in a piece of work.

At Key Stage 3, students are assessed on listening, reading, and writing once each term. At Key Stage 4 and 5, teachers provide written feedback about a piece of work twice every half term. This might be an assessment, a piece of homework or a piece of classwork. Students are given a green box task to complete in order to use the feedback to improve their work.

We use AQA for GCSE, and A-Level and Pre-U at Key Stage 5. Students on these courses participate in mock exams at least once a year. Students on the Mandarin Excellence Programme (in Years 7, 8, 9 and 10) also participate in the annual national hurdle tests.

Enrichment Opportunities & Super Curricular

The Mandarin teaching staff provide an extensive number of Period 7 sessions, primarily aimed at the Mandarin Excellence Programme and Key Stage 4 students. We also offer whole-school activities such as house events, martial arts workshops, and bubble tea reward schemes. We ran a school trip to Beijing in 2019. When travel restrictions allow, we looking forward to running more trips, including through the Mandarin Excellence Programme.

Commitment to Equality, Diversity & Inclusion

A respect for and understanding of other cultures and worldviews is embedded into our curriculum. We seek to make links to English and the many other languages with which pupils are familiar in lessons. We are proud of our commitment to offer Mandarin across the ability range, including through specialised differentiated support for lower ability pupils and pupils with SEND, as well as the Mandarin Excellence Programme for students who are ready for a further challenge. Our teaching staff also reflect a mix of native and non-native Chinese speakers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**My age** **Aims**: ● Know the rules of writing Chinese characters ● Be able to ask and say how old you are **Lesson / Content Overview:** ● Introduction to Chinese ● Numbers 1-99 ● Pronouns: I and you (我，你)	**My name** **Aims**: Be able to greet people in Mandarin Be able to ask and answer "What's your name?" in Mandarin **Lesson / Content Overview:** ● Chinese greetings ● My name ● 'What' question ● Pronouns	**My family; My pets** **Aims**: Be able to talk about family members and how many family members you have; Be able to talk and write about pets **Lesson / Content Overview:** ● Family members ● Chinese New Year culture ● My pet	**My birthday** **Aims**: Be able to talk about months and dates **Lesson / Content Overview:** Saying and writing dates in Chinese Asking and answering questions about today's date Asking and answering questions about birthdays	**My hobbies** **Aims**: Describing hobbies Be able to express like or dislike **Lesson / Content Overview:** Hobbies vocabulary **Skills / Concepts on:** ● Giving opinions ● Question words ● Pictographic ● characters ● Translation challenges	**Sports** **Aims**: Be able to talk and write about sports you like and can do Be able to talk about when you do different sports. **Lesson / Content Overview:** ● Word order with time phrases ● Sports vocabulary ● be able to 会 **Skills / Concepts on:**

	Skills / Concepts on: Chinese characters Number formation **Homework** Activities based on Jinbu 1 pages 2-5	**Skills / Concepts on:** Question words ● Chinese naming conventions ● Cultural greeting conventions **Homework** Activities based on Jinbu 1 pages 6-19	● Measure word: 只 Describing pet ● Verb: to have 有 **Skills / Concepts on:** ● Measure words ● Question words ● Radicals **Homework** Activities based on Jinbu 1 pages 20-23	Skills / Concepts on: Date formation Question words Pictographic characters **Homework** Activities based on Jinbu 1 pages 24-35	**Homework** Activities based on Jinbu 1 pages 36-39	● Word order ● Radicals ● Giving opinions **Homework** Activities based on Jinbu 1 pages 40-53
Year 7 MEP	Year 7 MEP commences in Autumn 2	**My family** **Aims**: Be able to talk about family members and how many family members you have **Lesson / Content Overview:** -Family members -Chinese New Year culture **Skills / Concepts on:** Measure words Question words Radicals **Homework** Activities based on Jinbu 1 pages 20-21	**My pets, My birthday** **Aims**: Be able to talk and write about pets Be able to talk about months and dates **Lesson / Content Overview:** -My pet -Measure word: 只 -Describing pet -Verb: to have 有 Saying and writing dates in Chinese Asking and answering questions about today's date Asking and answering questions about birthdays **Skills / Concepts on:** Measure words Question words Radicals Date formation Pictographic characters **Homework** Activities based on Jinbu 1 pages 22-35	**My hobbies and sports** **Aims**: ● Describing hobbies ● 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. **Lesson / Content Overview:** ● Hobbies vocabulary ● Word order with time ● phrases ● Sports vocabulary ● Be able to: 会 **Skills / Concepts on:** Giving opinions Question words Pictographic characters Translation challenges Word order Radicals **Homework** Activities based on Jinbu 1 pages 36-53	**School life** **Aims**: ● Be able to ask what time it is ● Talk about your school routine **Lesson / Content Overview:** ● Subjects ● Days of the week ● Time in Chinese ● Describing timetable ● Connective: but (但是) ● Pronouns: he and she (他,她) ● Pronouns (plural): We, you, they (我们,你们,他们) **Skills / Concepts on:** ● Word order ● Pictographic ● characters **Homework** Activities based on Jinbu 1 pages 54-57	**Food and drink** **Aims**: ● 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 **Lesson / Content Overview:** ● Verb: to eat 吃,to drink 喝 ● Food and drink vocabulary **Skills / Concepts on:** ● Giving opinions ● Pictographic ● characters ● Using helping verb 要 ● to talk about the ● future ● Using timephrases **Homework** Activities based on Jinbu 1 pages 72-79
	Stretch & Challenge: Australian Jinbu workbook and worksheets **Reading**: Chineasy, Fun with Chinese Characters, Easy Peasy Chinese, Intriguing Chinese Characters, Chinese Myths and Legends, Global Cities: Beijing, The People of China, Food and Festivals of China, Exploring China, Eyewitness: China					

PINNER
HIGH SCHOOL

Pinner High School: Spanish

KS3: Spanish Pearson Viva 1 and 2 Active Learn Digital

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.

Year 7 has 4 lessons per fortnight in Spanish & Mandarin and students opt for one language to continue studying from year 8 onwards. Year 8 students have 5 lessons per fortnight. In KS3, lesson planning is influenced by the Pearson Viva course, which adheres to the National Curriculum. In years 9-11 there are 6 lessons per fortnight, lessons are planned around the Pearson Viva GCSE course. This is the last year of the 2016 specification for year 11. In year 9 and 10, planning is in line with the new 2026 specification. Typically, in KS4 there are 5 class groups in Spanish, taught in mixed ability groups.

Teaching staff use Rosenshine's Principles and Bloom's Taxonomy to guide delivery. The schemes and tasks in the text books are supplemented with teachers' own resources, games and presentations as well as some of the latest MFL pedagogical ideas from NCELP and the Conti method- but the latter have not been adopted wholly as department strategy. The plan for how students produce tasks reflects the different learning styles, level of challenge, abilities and the interests of the class, which 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.

Career Development

Proficiency in Spanish is a highly regarded skill by employers in the UK and around the world in international trade, diplomacy, education, translating and interpreting, financial consultancy, the cultural industries, journalism, law, advertising. The civil service, policy making, event management, security, tourism, and many more areas. Studying Spanish will also help you develop good English language skills which will be useful for all career paths.
Government: diplomat, UNESCO official, court interpreter, immigration officer, international lawyer.
Communication: reporter, foreign correspondent, content creator, translator, travel journalist.
Finance : foreign market broker, international accountant.
Travel and tourism: hospitality manager, tour guide, travel agent, flight attendant, airport personnel,
Business: international lawyer, advertising executive, sales person, public relations manager, recruitment consultant, international account manager, bilingual customer support,

international banking officer.
Education: teacher, translator, textbook author.

Assessment

Tests in Writing and Speaking skills, for all years, are marked by the teacher for praise and correction and students will receive a marking criteria sheet with their attainment highlighted and their teacher's comments on ;what went well' and 'even better if.' Students will take 'action after feedback' to practise or improve an aspect of their work, suggested by the teacher.
In-class tasks on Listening and Reading skills are self- assessed or peer-assessed in class using green pen.
Homework is auto-marked in the digital platform Pearson Active Learn and is checked weekly by teachers.

Year 7-8: Homework set on Google Classroom (paperless) every other week: Vocabulary tests of 10 words and completion of 1 activity from online homework booklet.
Assessments: Term 1- 5 End of module tests from Viva digital assessment pack.
Year 9: Homework set on Google Classroom (paperless) weekly: Vocabulary tests of 10- 12 words and completion of 1 activity from online homework booklet.
Assessments: Term 1- 5 End of module tests from Viva digital assessment pack.
Year 10 -11: Homework for all years: Weekly vocabulary tests of 15 words, 1 activity from Reading or Conversation Booklet.
Assessments:
Year 10: Term 1 -4 Assessments using questions from past papers and tests from Viva digital assessment pack. Term 5 Past Papers in Listening, Reading and Writing, Term 6 Speaking exam mini mock.
Year 11: Weekly short translation tests; Term 1 - Writing exam; Term 2 - Mock Exams Past Papers in Listening, Reading and Writing. Term 3- Mock Speaking exams; Listening, Reading and Translation past paper; Term 4 - Questions from Viva digital assessment pack and past papers. Term 5 - Spanish GCSEs take place beginning with the Speaking Exam in May.
Year 12-13: Homework: Weekly vocabulary tests of 30 words; weekly consolidation grammar activity on digital platform Hodder Boost; Preparation for Conversation lesson.
Assessments : Termly - End of module tests using Hodder Boost and past papers; Term 4 Mock Exams in Paper 1 (R, L, T) and Paper 2 - Speaking
Term 5 Year 12 and 13 - Spanish AS and A levels take place beginning with the Speaking exam in May 2023;

Commitment to Equality, Diversity & Inclusion

The teachers model good practice of EDI in their conduct, language and their classroom expectations and they treat students fairly and without discrimination. The Pinner Values are at the centre of teaching and learning in the department.
The aims of teaching a language involve demonstrating different countries, life styles, cultures and customs and this is modelled to students by showing respectful curiosity and encouraging fascination. For example learning about Day of the Dead in Mexico, faith celebrations such as Holy Week in Spain, positive BIPOC and people of diverse gender and sexuality represented in the teaching of modern music and the media.
The resources we use reflect our commitment to EDI, so we are consciously inclusive of the diverse protected characteristics depicted in visuals and images. We aim to reach students of all levels and abilities, so there are options to complete tasks with varying levels of support.

Enrichment Opportunities & Super Curricular

- Spelling Bee Yr 7 Term 1
- Theatre Performance Yr 8 Term 2
- Restaurant Trip Yr 8 Term 3
- Trip to Spain every other year Yr7-10 invited
- Spanish Estrellas weekly as part of Head's Challenge Yr 7-9 (invitation only for HAP linguists)
- GCSE Revision support/ lecture trips to London Yr10 & 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Intro to Spanish - Viva 1 Module 1** **Mi Vida pg 8 - 11** **Aims:** To have a conversation introducing yourself and others, ask and answer how are you; know greetings; learn the alphabet, develop phonic awareness, numbers 1-20, find out where Spanish is spoken in the world. **Content Overview:** To find out about the countries of South America and the location of Spain in Europe; Learn classroom objects and teacher instructions. Use the verb ser to talk about your personality; learn the rules of noun and adjectival agreement. 1 lesson on Day of the Dead. **Skills / Concepts on:** Speaking, Grammar, Mexican cultural traditions; maps of Spain and S America **House Event:** Spelling Bee **Movie clip:** Coco	**Viva 1 Module 1** **Mi Vida pg 12-23** **Aims:** To have a conversation introducing yourself and others, family, age and pets, to describe a photo. **Content Overview:** To learn more about phonic rules and pronunciation; To use tener to talk about age and siblings, to use numbers to 31 to say dates, to use verbs and adjectives to describe pets; describe a photo. **Skills / Concepts on:** Speaking, Grammar, Spanish Christmas cultural traditions **Movie clip:** Papa, no hay más que uno: version Navidad **End of Module Assessment** **Reading** Song lyrics Movie subtitles	**Mi Tiempo Libre** **Viva 1 Module 2** **pg 1-39** **Aims:** To give justified opinions on free time and hobbies. Content Overview: To use verbs of opinion (gustar), introduction to time phrases, sports and weather **Skills / Concepts:** Comprehension and production of building longer sentences, expressing opinions. Cultural starter on famous Spanish-speaking sports personalities. **1 lesson on cultural knowledge Christmas in Spain.** **End of Module Assessment** **Reading** Activities itinerary	**Mi Instituto** **Viva 1 Module 3 pg 56-63** **Aims:** To describe and express opinions about school life. Content Overview: To use verbs in present tense and opinion about school subjects, buildings, teachers and break time activities **Skills / Concepts on:** Production of a short paragraph, descriptive writing. Acting- presentation to class of school themed conversation skits. **Movie clip:** Carlitos y el campo de los sueños **End of Module Assessment** **Reading** Play script Movie subtitles	**Viva 1 Module 4** **Mi Familia y Mis Amigos** **Module 4 pg 80-87** **Aims:** To talk about family members and house. Content Overview: To describe family members' physical features and where you live. **Skills / Concepts on:** Grammar of irregular verbs (tener/ ser), looking at the whole paradigm. Use TV shows 'Modern Family' and 'Blackish' resources to show Equality, Diversity. **Movie clip:** Zipi y Zape y el club de las canicas **End of Module Assessment** **Reading** Wanted poster	**Viva 1 Module 5** **Mi Ciudad** **Module 5 pg 104 - 107** **Aims:** To learn how to describe your area, to get around in town, ask directions,make a project of your ideal town **Content Overview:** Learning what there is and what to do in town; **Skills / Concepts on:** Grammar a, de plus article Research skills, cultural knowledge of Sp-speaking countries. Project Presentation **Movie clip:** Papa no hay más que uno version 1 **Reading** Internet websites

	End of Module Assessment **Reading** Short messages					
	Homework: Weekly vocab + Pearson Active Learn **Stretch & Challenge :** Viva worksheets					

PINNER
HIGH SCHOOL

Pinner High School: Drama

KS3: Drama and Theatre

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 activities. Students at KS3 will complete a variation of assessments including devised, scripted and written in order to prepare them for the Edexcel courses 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, and to create and perform work that inspires and challenges all involved.

Implementation

Our schemes of learning have been invented 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. At KS3, lessons are produced with a practical focus, with some lessons accompanied by a short booklet based task. At the end of each unit, students will complete a performance and 'green box question' – a reflective assignment to evaluate the topic so far. At KS4, lessons are still produced with a practical focus, however students should complete an equal amount of research, revision and exam-style questions demonstrated through written work. Students at this point are encouraged to work independently with a gradual move from in class written tasks to home based written tasks by the end of KS4. By encouraging this independence, there is more time in the classroom for collaborative learning as seen in most industry settings.

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 for public speaking exams in English; analytical and critical thinking needed in humanities subjects; creative expression to support any additional arts subjects such as art, music and technology design; 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 KS4/5, we work with them to master their areas of strength and, where possible, tailor assessments to highlight these skills, as well as providing one-to-one support on how to enhance their vocal and physical skills as per general practice.

Career Development

Drama provides students with various opportunities within the Creative Arts Industry, which is consistently one of the UK's highest earning industries. Some popular and common job roles include, but are not limited to, actor, director, stage manager, lighting or sound technician, costume designer, makeup and mask designer, theatre educator (TiE), teacher/coach, and presenter (TV/Film/News).

More widely, students who have studied Edexcel A Level Drama have gone on to study at Russell Group Universities, specialising in Law, Social Sciences (criminology, psychology, sociology, etc), Health and Social Care, English Literature and/or Language, to name a few, aided greatly by their creative studies at A Level. A recent report by The Cultural Learning Alliance (2017) found that studying Drama can improve students' creativity and risk taking; skills that are highly valuable in later life. It was also said that cultural learning has a significant part to play in addressing social inequality, and showed a marked increase in students' cognitive abilities across all subjects.

Students can speak with their Drama teachers for upcoming opportunities or enable alerts from websites such as The Stage for performance or design based opportunities in their local area. Our Drama department formed strong professional relationships with local groups such as Unique and WAC Arts who regularly offer a combination of free and funded workshops throughout term and holiday time. Most recently, 2 KS5 students who attended the WAC Arts podcasting workshop have set up a Pinner High School podcast which can be found here. We encourage all KS5 students to download the Eric App and use their social media accounts to stay up-to-date with internships, auditions and work-experience opportunities across the UK.

Assessment

Students will be assessed each lesson through an in class performance. Depending on the scheme of learning at that time, this will be either a devised performance (made by a group in class) or a scripted performance (written by playwright). To do this, students will typically have one lesson to prepare a piece that applies a key technique or element to their performance. At the end of each unit, students will have an extended period to apply, rehearse and present their work. At KS3, students are assessed using 'I Can' statements, which can be found at the beginning of each unit's section in their booklet. At KS4/5, students are assessed based on the relevant Component criteria set out by Edexcel. Students will complete 1 summative assessment each unit made up of: 1 performance and 1 writing task.

KS3 – In KS3 students will typically change units every half term with an extended unit in Y8 to ensure readiness for transition into the GCSE Curriculum.

KS4 – In KS4 students will complete longer units with extended assessment tasks in line with the 3 components set out by exam board Edexcel.

KS5 – In KS5 students will complete longer units with extended assessment tasks in line with the 3 components set out by exam board Edexcel.

Enrichment opportunities & Super Curricular

Students are offered the chance to participate in school productions by opting in to 'production club' throughout KS3. At KS3-5, students will need to formally audition if they wish to perform in a school production. Production club will run in line with the Heads Challenge Curriculum and combine students from subjects such as Drama, Music, Art and DT to create a community based learning environment that allows all areas of creativity to excel.

In the current curriculum, students at KS3 will be given opportunities to watch performances by external companies, KS4 and KS5 students where possible, with the chance to attend live theatre performances as and when appropriate. Students at KS4 and KS5 will attend live theatre performances as per the exam board requirements for their Component 3 exam.

In addition to this, there is a subject wide 'Drama Leaders' project students can opt into for a chance to lead rehearsal and production clubs, assist and direct with productions and help to contribute ideas to upcoming trips, performances and changes to the curriculum. This opportunity was created with student voice at the forefront, ensuring each member of our school feels valued within the department. This opportunity is not limited to subject specialist students, meaning students who have not chosen Drama GCSE or A Level can still be included. This programme comes with out-of-school and celebration opportunities to promote a community of collaboration and responsibility. At KS5, the department runs a mentoring programme to support KS3 and KS4 lessons and rehearsals.

Commitment to Equality, Diversity & Inclusion

We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. We do so by providing schemes of learning to students that celebrate the differences in culture, personality and skill with tasks designed that rely heavily on students bringing their personal experiences or viewpoints to the lesson. All students are given the equal pathways in Drama regardless of skill, experience or ability, with the option to specialise in either performance or design. Our inclusive school productions mean all students who audition or select 'Production Club' as part of their Heads Challenge choice will be given a role to play as either performers, designers or crew members based on their preference. In the past 2 years, the department has successfully produced 8 performances involving students from KS3-5.

In each year group, we aim to provide schemes of learning that encourage pupils to explore their differences, including their heritage and culture. In Year 7, our Myths and Legends unit teaches students about Greek Theatre, but also asks pupils to bring in stories from their culture. In Year 8, students will complete an extended devising project where they will be challenged into evaluating their personal response to certain stimuli and tasks. In Year 9, we dedicate an entire half term to teaching students about the work of a range of practitioners, such as Augusto Boal, Talawa Theatre Company, Mind The Gap, and many more, to ensure students transition into the GCSE with a clear understanding of the various backgrounds that have helped to build the subject.. In Years 10-13,, we have selected texts for the Component 2 exam from playwrights that we feel represent our current cohort, diverse in background, style and writing

Year 7	Autumn 1: Drama Fundamentals	Autumn 2: The Terrible Fate of Humpty Dumpty	Spring 1: Melodrama	Spring 2: Shakespeare (Cross Curricular)	Summer 1 Charlie and The Chocolate Factory (Musical Theatre)	Summer 2: Myths and Legends (Greek Theatre)
	Aims: To provide foundation knowledge of the fundamentals of Drama, including how to make a scene, how to perform on stage and how to evaluate a performance.	**Aims:** To develop an understanding of how to use scripts for a performance, as well as exploring the hidden moral and ethical issues surrounding a common children's story.	**Aims:** To be introduced to a style of theatre that requires exaggerated performances in order to communicate meaning to the audience.	**Aims:** Students will workshop a selection of Shakespeare's work, including The Tempest, A Midsummer Night's Dream, Macbeth and Hamlet. *Cross Curricular Links: English*	**Aims:** To develop an understanding of how ensemble performances are created and performed using the characters from CATCF.	**Aims:** A variety of stories based on Greek mythology that also considers the history and cultures of our many students.
	Lesson / Content Overview: To develop key performance skills related to voice, physicality and devising. Some of the techniques explored include: freeze frames, mime, monologue, cross-cutting and narration.	**Lesson / Content Overview:** Students will be introduced to a script and explore the ways in which scripts are formed. Students will explore key extracts and analyse and evaluate the themes of trust, friendship, responsibility and the rule of law.	**Lesson / Content Overview:** Students will need to develop an understanding of the key performance aspects involved in Melodrama, including gesture, movement and projection, and their audience awareness through the use of asides.	**Lesson / Content Overview:** Students will be introduced to the iambic pentameter, key scenes and characters, and write monologues in the style of Shakespeare. They will explore the original performance conditions and consider language, costume, lighting and sound.	**Lesson / Content Overview:** Students will explore the characteristics associated with each child in this well-known story, and use their knowledge developed over the year to work in larger groups to present ensemble performances.	**Lesson / Content Overview:** Students will be challenged on their ability to perform in more abstract styles, including techniques such as physical theatre and chorus. Greek Theatre will be an area of challenge in this unit introduced to all students.

	Assessment: **<u>Devised</u>**: Students create a performance including the new techniques they have learnt. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Scripted</u>**: Students use the script from the text to rehearse and perform an extract. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Devised</u>**: Students create a performance in the style of Melodrama based on a current event. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Devised</u>**: Students create a performance based on a key scene from the text, demonstrating their knowledge of the text. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Scripted</u>**: Students use the script from the text to rehearse and perform an extract in a musical theatre style. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Devised</u>**: Students will create a scene based on one of the Myths and Legends explored in the half term. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.
	Homework: Students will complete 1 piece of HW every other lesson. These are mostly found in our extended learning booklet, but will also be found via Google Classroom unless stated otherwise in the lesson.					
	Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of an advanced technique, an introduction to subject specific content requiring higher order thinking, or leadership roles. Students are encouraged to join extra-curricular clubs/productions to challenge themselves in relation to their Drama progress. Optional challenge tasks can be found throughout the extended learning booklet.					
	Reading: Scripts explored this year include: The Terrible Fate of Humpty Dumpty, Charlie and The Chocolate Factory and excerpts of various Shakespeare plays and Greek Myths. Students will be asked to read these during lessons and/or home learning. Students may find it useful to do some additional reading of Ancient Mythology and look over the KS3 BBC Bitesize top-tips for Drama.					

PINNER
HIGH SCHOOL

Pinner High School: Music

Autumn 1 – Pulse and Rhythm

Aims:
•Develop a feeling for and an awareness of a regular pulse in music from different times and places.
•Distinguish between pulse/beat and rhythm.
•Develop an understanding of note values in terms of duration, bars, and simple time signatures.
•Perform rhythmic pieces
•Compose a rhythmic piece

Lesson / Content Overview:
This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinatos, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities, and the composition and performance of class and group rhythm pieces. Through composing and performing, pupils are introduced to rhythm grids and rhythm grid notation which can be extended to include single-line rhythm notation using the note values of a semibreve, minim, crotchet, quaver, and pair of quavers. Accents are introduced as an articulation marking providing variety to a regular pulse along with how pulse patterns can be grouped into two, three, and four-beat patterns forming a basis of time signatures, bars, and bar lines and conducting patterns in 2/4, 3/4, and 4/4 times. The characteristic 2/4 pulse pattern can be explored in the genre of the March and the 3/4 pulse pattern in the Waltz.

Key Words, Concepts and Musical Knowledge: Rhythm, Pulse, Beat, Waltz, March, Time Signature, Conducting, Accent, Rhythm Grid Notation, Semibreve, Minim, Crotchet, Quaver, Pair of Quavers, Bar, Bar Line, Ostinato, Cyclic Rhythm, Polyrhythm.
Musical Theory: Note Values (Semibreve, Minim, Crotchet, Quaver, Pair of Quavers). Simple Time Signatures (2/4, 3/4 and 4/4). Bars and Bar Lines.
Links to GCSE Music: Rhythms of the World, Music for Ensemble.

***Assessment**: End of Unit listening and theory quiz, Individual or Pair or Group Composition, Solo or Pair or Group Performance feedback.*

***Homework**: Every two weeks. Students must complete worksheets provided by the teacher.*

***Stretch & Challenge**: All lessons include Bloom questioning and differentiated music. There is also the opportunity for some students to take on leadership roles within their smaller groups.*

***Reading:** 5 minutes reading starter activities.*

Autumn 2 & Spring 1 – Treble Clef Notation and Keyboard skills

Aims:
•Explore different keyboard instruments from different times and places.
•Understand how the classroom keyboard is used and played
•Understand the importance of "warming up" before playing a keyboard or piano and the concept of piano fingering (1-5)
•Practising pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering, and accuracy of pitch and rhythm
•Compose a short melody for piano.

Lesson / Content Overview: This unit begins with a general introduction to a standard classroom keyboard which is a good chance to navigate basic keyboard functions, establish good playing routines, and rectify and troubleshoot any potential technical problems. Pupils learn about other keyboard instruments such as the Harpsichord, Celesta, Accordion, Organ, Clavichord, Piano (upright and grand), and Synthesizers before establishing the importance of correct playing position and posture and the importance of keyboard warm-ups. Pupils move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right-hand melodies in the key of C Major. Pupils explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats as enharmonic equivalents and explore how to "read music" in the form of simple melodies and melodies from popular songs from treble clef staff notation. They then move on to add a second part of basic chords with the left hand. Pupils will take responsibility for their own learning of either a solo, paired, or small ensemble keyboard piece which can be performed at the end of the unit. Finally, students will compose a short melody for the keyboard/piano.

Key Words, Concepts and Musical Knowledge: Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C"
Musical Theory: Staves, Clefs and Notes, Sharps and Flats
Links to GCSE Music: Music for Ensemble, Performance Practice, My Music/Composing.

Assessment*: End of Unit listening and theory quiz, Individual or Pair or Group Composition, Solo or Pair or Group Performance feedback.*

Homework*: Every two weeks. Students must complete worksheets provided by the teacher.*

Stretch & Challenge*: All lessons include Bloom questioning and differentiated music. There is also the opportunity for some students to take on leadership roles within their smaller groups.*

Reading: *5 minutes reading starter activities.*

Spring 2 – Instruments of the Orchestra

Aims:
•Learn about the layout and structure of the symphony orchestra.
•Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods, and characteristic timbres/sonorities.
•Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole.

Lesson / Content Overview: This unit develops pupils' knowledge and understanding of orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production, and timbres/sonorities of different orchestral instruments, the layout, grouping, and the instruments that belong to each section of a modern symphony orchestra. Key to this unit is the pupil's understanding of the terms: **TIMBRE AND SONORITY** with a general introduction to the orchestra followed by exploring one orchestral section or family per lesson. This unit is enhanced by pupil's being able to explore and perform on traditional orchestral instruments "as a class orchestra", but with an awareness of limitations on resources, suitable keyboard voices can be used or any pupils who play orchestral instruments could be encouraged to perform on these during lessons.

Key Words, Concepts and Musical Knowledge: Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco, Pizzicato, Bow.
Musical Theory: Words describing Timbre and Sonority
Links to GCSE Music: Western Classical Tradition 1650-1910; Instrumental Music 1700-1820; The Concerto through Time; My Music/Composing; Musical Forms and Devices (Western Classical Tradition 1650-1910); Music for Ensemble.

***Assessment**: End of Unit listening and theory quiz, Individual or Pair or Group Composition, Solo or Pair or Group Performance feedback.*

***Homework**: Every two weeks. Students must complete worksheets provided by the teacher.*

***Stretch & Challenge**: All lessons include Bloom questioning and differentiated music. There is also the opportunity for some students to take on leadership roles within their smaller groups.*

***Reading:** 5 minutes reading starter activities.*

Summer 1 & 2 – Folk Music and Traditional Instruments: English and Indian-Bhangra.

Aims:
•Use different forms of Musical Accompaniments to accompany traditional Folk Songs in different ways, showing an awareness of intervals and the Harmony created.
•Understand the different textural layers and form and structure of Folk Songs.
•Know some of the different instruments, timbres, and sonorities often used in the performance of Folk Music.
•Understand and use the different musical information given on a lead sheet and available musical resources in creating an effective Musical Arrangement of a Folk Song.
•Create and perform arrangements of Folk songs and Bhangra music as a class and in groups.

Lesson / Content Overview: This unit investigates some of the different techniques of Musical Accompaniments through the exploration of Folk Songs. The concept of Harmony, relating specifically to Intervals, is reinforced through progressively more complex Musical Accompaniments from a simple Pedal (octave), Drone, and Ostinato (fifth), to Chords as Triads. The unit takes *"The Wellerman"* Sea Shanty as its case study where pupils sing and perform the melody and add different forms of Musical Accompaniment patterns before creating their own Musical Arrangement. During this unit, pupils will develop their knowledge and understanding of Folk Music as a "traditional" musical genre, explore the musical instruments, timbres, and sonorities commonly associated with Folk Music performance, the texture and basic form and structure of Folk Songs, and further their knowledge of performing Chords in different Accompaniment patterns on either keyboard/piano, guitar or ukulele. In addition, pupils will explore the characteristics of Bhangra Music and traditional instruments used in Indian music. Pupils will continue exploring the concept of harmony, textures, and different layers of music by practicing and performing their own arrangement of a Bhangra piece.

Key Words, Concepts and Musical Knowledge: History and Types of Folk Music: Folk Song, Work Song, Sea Shanty, Instrumental; Oral Tradition; Folk Song Accompaniments: Pedal, Drone, Ostinato, Chords (on piano, keyboard, guitar or ukulele) as Accompaniment: Triad, Broken Chord, Arpeggio, Alberti Bass; Harmony: Intervals, 5ths; Arrangement, Lead Sheet; Basic Folk Song Structure: Introduction (intro), Chorus/Refrain, Verse; Folk Song Textures: Melody, Chords, Bass Line; Instruments of Folk.
Musical Theory: Intervals, semitones, and tones, harmony, texture.
Links to GCSE Music: Traditional Music, Bhangra Music

Assessment*: End of Unit listening and theory quiz, Individual or Pair or Group Composition, Solo or Pair or Group Performance feedback.*

Homework*: Every two weeks. Students must complete worksheets provided by the teacher.*

Stretch & Challenge*: All lessons include Bloom questioning and differentiated music. There is also the opportunity for some students to take on leadership roles within their smaller groups.*

Reading: *5 minutes reading starter activities.*

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Curriculum Overview: Geography

KS3 Geography

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/atlases, 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 wil 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 Practice*s: 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	**Unit Title:** How and why is the UK's human and physical geography unique? **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. **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 **Assessment:** End of topic test (multi-choice, skills Qs, short-answer Qs)	**Unit Title:** How can geographers use maps to investigate places? **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. **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? Revision knowledge organiser **Assessment:** End of topic test (skills Qs and short-answer Qs)	**Unit Title:** To what extent has globalisation benefited India's development? **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. **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? What are the solutions to the challenges posed by India's rapid development? Revision knowledge organiser **Assessment:** End of topic test (skills Qs, multi-choice, short-answer Qs)	**Unit Title:** How has the Earth's climate been changed by natural and man-made factors? **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. **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? Debate - who is responsible for tackling the issue of climate change? Revision knowledge organiser **Assessment:** In-class, extended essay on causes and impacts of climate change	**Unit Title:** What are the causes and impacts of population change? **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. **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? Revision knowledge organiser **Assessment:** End of topic test (skills Qs, multi-choice, short-answer Qs)	**Unit Title:** What does the future hold for the Middle East region? **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. **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? To be completed over 3-4 lessons. Students will be introduced to and assessed on the principles of virtual fieldwork and secondary research. Primary Data: Google street view (service tally), EQS, land use survey using ARCGIS, photo analysis (annotation), questionnaire on perception/visiting Secondary Data: Tourism data, land use over time, articles (negative impacts of tourism - migration)

	Skills: Mapping rivers and mountains Using atlases Choropleth maps Climate graphs Employment and population graphs **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.	**Skills:** Coordinates Longitude and latitude Interpreting landscapes and topography Calculating distances **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.	**Skills:** Inference activity Image analysis Topographic map making Population pyramid **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.	**Skills:** Diagram analysis Comparison Satellite imaging Extended writing **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.	**Skills:** Maths equation Image analysis Video analysis Using GIS to analyse population distribution, density and demographics **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.	**Skills:** Map analysis Using atlases Discussion & debate Using GIS as sources of primary and secondary fieldwork data Using internet to gather secondary research **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.
	Homework, Stretch & Challenge 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.					
	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 *all* 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)**

Pinner High School: History

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 criterial 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	**How do we study History at PHS?** *Introduction and understanding chronology* Key content: ● What is history all about? ● Where do historians get their information from? ● How do historians measure the past? ● Why have historians "broken up" the past? ● Why can history be dangerous? **How did the Silk Roads change shape our world?** *Interpretations/ evidence* Key content: ● Cities on the Silk Roads ● China – where it all started? ● Trade – what was traded along the Silk Roads? ● Faith – How did Faith develop? Checkpoint 1 assessment:	**How far did Anglo-Saxon England survive the Norman Conquest?** *Change and continuity* Key content: ● What did England look like in year 1000? ● What was life like in Angl0-Saxon England (410-1066)? ● Why was 1066 a year of confusion in England? ● What did William I do immediately after the Battle of Hastings? ● What was England like when William died? Checkpoint 2 assessment **What does the Doomsday book reveal to us about Harrow?** *(Local History)* *Sources* Key content:	**How powerful were Medieval Kings?** *Change and continuity* Key content: ● Who had power in Medieval England? ● How much power did royal women have in Medieval England? ● What does the death of Thomas Becket tell us about the influence of the Church? ● Why did the barons rebel against King John? (Magna Carta) ● What difference did the Black Death really have on society? ● Peasants revolt Checkpoint 3 assessment: **How powerful were the Medieval Caliphs of Baghdad?** *Similarity and Difference* Key content: ● Who held power in Baghdad? ● How did knowledge give power to the Caliphs? ● What discoveries helped the Caliphs gain more power?	**What does the Mali Empire reveal to us about Africa's position in the world in 14th century?** *Significance* Key content: ● How was the Kingdom of Mali established? ● How did Mansa Musa make his vast wealth? ● What can we infer from sources about trade in Mali Empire? ● How did religion influence Mansa Musa's reign? ● Why did Mansa Musa encourage learning in Mali? Checkpoint 4 assessment:	**Which Tudor was the most historically significant?** *Significance* *Debating* Key content: ● What happened during the Battle of Bosworth? (HW task) Was Richard III really a villain? (claim to the throne – who should be king) ● How did Henry Tudor seize power? – type of ruler ● Why did Henry VIII break with Rome? ● Edward ● Mary ● Elizabeth Checkpoint 5 assessment **How were hidden lives of Black Tudors uncovered?** *Interpretations* Key content:	**What was so turbulent about the Seventeenth Century?** *Sources/ Evidence* Key content: ● What does Gunpowder Plot tell us about the changing power of the King? ● Why did the Civil War break out in England? ● Why did people start believing in Witches? ● What should Parliament have done with King Charles I? ● How did plague and fire change the lives of Londoners? (Local History) Checkpoint 6 assessment

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
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Pinner High School: Philosophy, Religion, and Ethics

KS3: Philosophy, Ethics and Religion (PRE)

Intent

The PRE curriculum at Pinner High School is designed to engage, inspire and encourage students to learn about different religious and non religious beliefs and practices through a variety of different perspectives and equip students with the knowledge and skill to answer challenging philosophical questions. The PRE curriculum provides students with subject specific knowledge and skills they need in order to progress throughout their learning journey whilst giving students the opportunity to build and develop an awareness of their own presuppositions and values.

PRE lessons will reflect the key teachings and practices of the 6 main world religions and prominent religions in the local community such as Jainsim and Zoroastrianism. Students are encouraged to analyse their own viewpoints or perspective of the world and religious ideas through being taught substantive content that links to world views and British values. PRE enables students to ask deep and meaningful searching questions about their own belief system and where they fit into society. Through critical reasoning, 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.

Implementation

The PRE curriculum ensures that it follows the Locally Agreed Syllabus for Harrow 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. Throughout KS3 and PRE core at KS4, each term will have a unit titled with an enquiry question to focus on. The investigation of the enquiry question implements the principle aim of PRE, which is to engage purposes of systematic enquiry into significant human questions which religion and worldviews address. In doing so, students can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

At Key Stage 3, students are introduced to fundamental knowledge about belief systems; how they originate, how beliefs are practised locally and worldwide and the impact they have on an individual's identity. The diverse curriculum will encourage students to develop a sense of connectedness and responsibility. To facilitate this, 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 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.

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. This will be done by students building on their knowledge and making connections between different religious views that have influenced the development of society. Students will achieve their academic potential through analysing a variety of sources and information through different lenses and make well informed judgements as a result. Students will develop skills of teamwork, oral communication, research, debate and logical thinking. At the end of each unit students will be assessed based on a variety of these skills through different activities such as writing a speech or presenting a presentation on a particular topic.

Career Development

Studying Philosophy, Religion, and Ethics equips individuals with a versatile skill set applicable in numerous fields. The ability to think critically, communicate effectively, and navigate complex ethical landscapes is highly valued in various careers, from education and law to business, healthcare, and beyond. Examples of careers in PRE are: Law (lawyer, paralegal, solicitors), Public policy and Government sector (civil servant, public relations officer, policy analyst), Non-profit or NGO's section (programme coordinator, advocate/lobbyist), media and communication (public relations, marketing), research and academia (lecturer, teacher, researcher, archivist), healthcare and bioethics (bioethicists, healthcare administrator) and business and management (human resources manager).

Assessment

How do you assess – what is your departmental feedback and assessment policy.
KS3: One marked piece per term. These vary from whole class feedback to individualised feedback sheets. For each piece of marked work, students are expected to respond and

demonstrate their improvement in green pen. We also make frequent use of peer and self-assessment.
KS4: Two marked pieces per half term. These vary from whole class feedback to individualised feedback sheets. For each piece of marked work, students are expected to respond and demonstrate their improvement in green pen. We also make frequent use of peer and self-assessment.

Enrichment Opportunities & Super Curricular

Stand up workshops, Solutions not sides workshops, trips to university open days in Philosophy, religion and ethics, visits to local places of worship

Commitment to Equality, Diversity & Inclusion

PRE seeks to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Curriculum has been designed to meet the needs of each individual student, providing opportunities which stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. Homework should be set to meet these goals in delivering a challenging curriculum. This should be designed by each department to further deepen and broaden the knowledge and skill set of its students. All homework should be set on Google Classroom and is regularly checked by the Head of Department.

	Term 1	Term 2	Term 3
Year 7	**Unit title: How are symbols used in religion?** **Aims:** To build on students' prior knowledge of the six main world religions to ensure that students have a strong foundational knowledge across these religions. Students explore similarities and differences between how these religions express themselves through symbols and how religious symbols have developed overtime. **Lesson content overview** 1. Introduction to symbols 2. Symbols used in early Christianity 3. The importance of the Star of David 4. Symbolism in Islam 5. How are Symbols used in Hinduism? 6. Mid term assessment 7. What does the eightfold path symbolise? 8. What do the 5 K's represent in Sikhism? 9. Symbols in other groups 10. Assessment 11. Feedback	**Unit title: What makes someone an inspirational leader?** **Aims:** To consider what it means to be a leader. This term students will look at the leadership of religious founders and leaders who are regarded as inspirational in society. Students will learn about how laws and human rights in society have developed overtime due to campaigns fought by religious and non religious leaders. **Lesson content overview** <u>HT 3: Religious leaders / founders</u> 1. Abraham 2. Jesus 3. Prophet Mohammad 4. Guru Nanak 5. Buddha 6. Mid-term knowledge check quiz <u>HT 4: Inspirational leaders</u> 7. Rosa Parks 8. Martin Luther King 9. Gandhi 10. Malala Yousefzi	**Unit Title: How do religions practise their faith in the local community?** **Aims:** To identify how the 6 main religions worship and look at how religions in the local community practise their faith through worship and celebrating festivals. Students will begin to understand what rights religious communities have to worship in line with British Values and analyse what this looks like in a pluralist society. **Lesson content overview** <u>HT 5- How do religious believers worship?</u> 1. Christianity: church, different types of worship 2. Worship in Judaism 3. Islam-5 pillars 4. Worship in Hinduism 5. Worship in Buddhism 6. Worship in Sikhism **7.** Mid term knowledge check quiz 8. Feedback 9. Jainsim 10. Zoroastrianism 11. Baha'i faith.

		11. Presentation Prep 12. Assessment	

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Pinner High School: Physical Education

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	Netball **Aims:** - 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 articulately and with confidence. **Skills / outcomes:** Footwork Passing Shooting Positions *Teacher assessment throughout unit*	Football **Aims:** - 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. **Skills / outcomes:** Dribbling Passing Shooting Tactics to make space *Teacher assessment throughout unit*	Table Tennis **Aims:** - 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. **Skills / outcomes:** Service Forehand shots Backhand shots Spin *Teacher assessment throughout unit*	Gymnastics/Dance **Aims:** - Learners will be able to demonstrate good levels of physical fitness, showing precision, control, timing 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 learn canon. - 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. **Skills / outcomes:** Rolls Travel Balance Vaulting Timing / count *Teacher assessment throughout unit*	Athletics **Aims:** - 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. **Skills / outcomes:** Running Sprinting Throwing Jumping *Teacher assessment throughout unit*	Rounders **Aims:** - 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. **Skills / outcomes:** Throwing Catching Batting Bowling Tactics *Teacher assessment throughout unit*

Pinner High School: PSHE

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 work[1]. 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.

As students' progress through the intended curriculum, they will not only acquire new knowledge but also transferable skills which prepare them for the opportunities, responsibilities and experiences of later life. These include but are not limited to:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Confidence

[1] https://pshe-association.org.uk/our-vision/evidence-and-research

- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

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 we use the following definitions of sex, relationships, and health education to guide our curriculum planning: SRE and PSHE Definitions and Content

Implementation

Implementation – How do we manage to implement these aims in the classroom?
PSHCE at Pinner is in line with the RSE (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**

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 lessons are designed to use non-emotive language, we strive to be factual rather than dramatic. 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.

[2] https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning

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'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. They read widely and often, with fluency and comprehension.
- 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.
- 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.
- Our curriculum aims to provide a variety of learning experiences and will ensure that all learners develop the capacity to make the most of these opportunities. As with all young people, essential knowledge, skills and understanding will be grounded in knowing how to look after themselves, how to access support and how to keep themselves and others safe. This includes recognising what a healthy relationship looks like, and that their bodies, and feelings, will change as they grow up. It is also important to support pupils to recognise some of the complexities of modern life – whether in relation to rules and laws, managing finances or knowing the etiquette of communicating online. This will help ensure pupils are prepared for adulthood and understand the part they will play in the world.
- Unfortunately, young people with SEND can be at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Developing the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges is therefore crucial, and without planned and effective PSHE provision this may not happen. 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.

Careers

What careers might a student be able to go into? Where can they find out more about this?

- The curriculum and our wider work in school support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy. This is done through class discussions, tests, quizzes and 1:1 discussions in lessons with the class teacher.
- At key stage 5, we aim to prepare learners for future success in their next steps. This is supported through work experiences, UCAS applications and UCAS references as well as the 'Beyond' programme.
- We aim to prepare learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

Assessment

Summative assessment - There are no summative assessments or formal TA grade reporting in PSHE, in order that the lessons contribute to a positive wellbeing experience for students. Regular teacher assessments of knowledge and understanding will take place within the lesson through tasks completed as part of the schemes of learning.

Enrichment Opportunities & Super Curricular

We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Curriculum is a key way of meeting these objectives. It has been designed to meet the needs of each individual student, providing opportunities which stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. PSHE education continues to play an important role for learners with SEND — rehearsing and embedding the practical skills and understanding they need to lead independent and fulfilling lives and enjoy safe and healthy relationships. PSHE lessons provide an inclusive environment where learners have the opportunity to explore and reflect upon issues that affect them and can develop strategies and skills to manage different real-life situations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Living in the Wider world • Introduction to PSHE Expectations and Working Together • Transition to Secondary School • Our Community Rights and Responsibilities • Introduction to Citizenship • Understanding Democracy Advantages and Disadvantages	Health and well-being • Staying Safe Looking after Personal Safety • Healthy Lifestyles Achieving Balance • Taking responsibility for Physical Health Health Services • Growing Up Personal Hygiene and Routines • Bullying Cyberbullying, Bystander Effect, Peer Pressure	Relationships • Healthy Relationships Family and Friendships • Unhealthy and Abusive Relationships Signs and Triggers • Sexuality and Gender Identity Challenging Stereotypes • Sexting and Online Grooming Online Consent, Exploitation and Coercion	Health and Wellbeing • Healthy Eating Diet and Exercise • Sleep Routines and Results • Introduction to Mental Health: Anxiety • Social Media and Mental Health Personal Well Being • Self- Regulation and Resilience Recognising and Balancing Emotions	Living in the Wider world • Introduction to Careers Terminology • Financial Decisions Budgeting and Saving • Credit Vs. Debt Understanding Finances • Value for Money Good Money Habits • Job Market Future Careers and Unifrog	Relationships • Puberty Physical and Mental Changes and Impact • FGM Facts and Risks • Diversity and Inclusivity Racism • Harassment Signs and Consequences • Understanding Marriage Religion and Culture

			• Coping with Change Grief and Bereavement			
	Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of application of knowledge to novel scenarios, writing based activities and that requires higher order thinking, or leadership roles. Students are encouraged to research and read articles, scenarios and discus these elements with other high ability students.					