Curriculum Plans: Year 8

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 8	**Number** - Order and compare fractions, decimals and percentages - Laws of indices - Round using significant figures - Estimate calculations - Estimate square roots - Write error intervals - HCF and LCM using prime factors **Proportion** - Recognise direct proportion - Solve problems with recipes and direct proportion - Convert between currencies - Solve 'best value' problems - Understand scale factors and solve problems with similar shapes - Interpret scale factors and ratio - Recognise inverse proportion	**Straight Line Graphs** - Recognise equations of lines parallel to the axes - Gradient of a line - Plot linear functions - Midpoints of line segments - Write equations of straight lines in the form $y = mx + c$ - Identify parallel lines and their equations - Recognise graphs of direct proportion **Lines and Angles** - Solve geometrical problems by combining angle theorems - Exterior and interior angles	**Fractions, Decimals and Percentages** - Convert fractions to decimals. - Change a simple recurring decimal into a fraction. - Calculate percentage increase and decrease. - Work out an original quantity before a percentage increase or decrease - Calculate percentage change. **Expressions and Inequalities** - Write expressions and formulae. - Change the subject of a formula where the subject appears once - Multiply out double brackets and collect like terms. - Write inequalities from context - Solve one step and two step inequalities - Represent inequalities on	**Area and Volume** - Calculate the area of compound shapes - Calculate the surface area and volume of cubes and cuboids - Sketch nets of 3D solids - Name the different parts of a circle. - Calculate the circumference. - Calculate the area of a circle. **Real Life Graphs** - Plot and read values from conversion graphs. - Plot and interpret distance-time graphs. - Plot real-life graphs from tables of values, including graphs with fixed costs - Describe trends and make predictions - Draw and interpret line graphs. - Interpret in a given context the gradient and y-intercept of	**Statistics, Graphs and Charts** - Identify primary and secondary data. - Draw two-way tables. - Draw and interpret stem and leaf diagrams - Calculate averages from a frequency table. - Compare data using averages and range, including mean calculated from frequency table. - Compare data using graphs and statistics - Decide on the most appropriate average to use. - Draw scatter graphs. - Describe types of correlation.	**Probability** - Identify mutually exclusive outcomes and events. - List all the possible outcomes two events in sample space diagrams - Use frequency trees to find the probabilities of events with two or more conditions. - Use Venn Diagrams to display and calculate probabilities of two or three events. - Use set notation for the intersection, union and complement of events **Transformations** - Identify similar and congruent shapes - Describe and carry out translations. - Describe and carry out reflections - Describe and

			number lines	linear and non-linear graphs.		carry out rotations around a point - Enlarge a shape from a point and describe a given enlargement - Use a combination of reflection, rotation, enlargement and translation.

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HIGH SCHOOL

Pinner High School: English

KS3: 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 8	**Unit Title:** *Face* **by Benjamin Zephaniah** **Aims:** •To read a wide and diverse range of fiction •To read critically through studying setting, plot, and characterisation, and the effects of these **Lesson / Content Overview:**	**Unit Title:** **Shakespeare and Anti-Semitism** **Aims:** •To read widely and critically •To study the effectiveness and impact of the grammatical features of the texts they read •To develop an awareness of anti-Semitism and responding sensitively to this issue	**Unit Title:** **Short Stories** **Aims:** •To read a wide range of fiction and non-fiction, including short stories •To read critically through studying setting, plot, and characterisation, and the effects of these •To read critically through making critical comparisons across texts	**Unit Title:** **19th Century Novel** **Aims:** •To read and understand a piece of 19th Century fiction •To acquire a wide vocabulary •To write critically and analytically about the language and structure of a text **Lesson / Content Overview:**	**Unit Title:** **Poetry: Character/Voice** **Aims:** •Read high quality poetry from English literature, both pre-1914 and contemporary • To make inferences and refer to evidence in the text **Lesson / Content Overview:** **MTP** **Skills / Concepts on:**	**Unit Title:** **Non-Fiction: Speeches** **Aims:** •To draw on knowledge of literary and rhetorical devices •Students will explore the conventions of a speech **Lesson / Content Overview:** **MTP** **Skills / Concepts on:**

[MTP](#) **Skills / Concepts on:** Analytical writing Exploring character development Exploring word choice and stylistic devices	**Lesson / Content Overview:** [MTP](#) **Skills / Concepts on:** Analysing language Reading and annotating texts	•To encourage wider reading and creative writing **Lesson / Content Overview:** [MTP](#) **Skills / Concepts on:** Imaginative writing Recognising patterns across texts	[MTP](#) **Skills / Concepts on:** Essay Writing Exploring characterisation	Comparative essay Comparing the effect of imagery and techniques Exploring characterisation	Using rhetorical devices and public speaking Oracy skills
[Homework Tracker](#)	**[Homework Tracker](#)**	**[Homework Tracker](#)**	**[Homework Tracker](#)**	**[Homework Tracker](#)**	**[Homework Tracker](#)**
[Stretch and Challenge](#)	**[Stretch and Challenge](#)**	**[Stretch and Challenge](#)**	**[Stretch and Challenge](#)**	**[Stretch and Challenge](#)**	**[Stretch and Challenge](#)**
Reading *The Crossing* by Manjeet Mann *The Lines We Cross* by Randa Abdel-Fattah	**Reading** *Shylock: A Legend and Its Legacy* by John Gross *Shakespeare and the Jews* by James Shapiro	**Reading** *The Lottery* by Shirley Jackson *There Will Come Soft Rains* by Ray Bradbury, *The Dead* by James Joyce	**Reading** '*Oliver Twist*' by Charles Dickens, '*Treasure Island*' by Robert Louis Stevenson '*Black Beauty*' by Anna Sewell	**Reading** *Poetry for a Change; A National Poetry Day Anthology* by Chie Hosaka *100 Poems To Save The Earth Ed.* By Zoë Brigley And Kristian Evans	**Reading** I Have A Dream - Martin Luther King I Am The First Accused - Nelson Mandela Freedom Or Death - Emmeline Pankhurst

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

		Focus on using and manipulating equations			Focus on linking difference aspects of science together.
Homework *Homework grids ensure that students are consolidating their learning. A standardised task is set for each half term, with feedback given.*	**Homework** *Homework grids ensure that students are consolidating their learning. A standardised task is set for each half term, with feedback given.*	**Homework** *Homework grids ensure that students are consolidating their learning. A standardised task is set for each half term, with feedback given.*	**Homework** *Homework grids ensure that students are consolidating their learning. A standardised task is set for each half term, with feedback given.*	**Homework** *Homework grids ensure that students are consolidating their learning. A standardised task is set for each half term, with feedback given.*	**Homework** *Homework grids ensure that students are consolidating their learning. A standardised task is set for each half term, with feedback given.*
Stretch & Challenge *In class and homework stretch activities when appropriate. Stretch activities include higher level extended response tasks, mathematical/graphing skills and further real world applications. A focus on critical thinking for challenging students. Stretch activities signposted at lesson level*	**Stretch & Challenge** *Higher level practical skills lend themselves to the electricity topic. In particular producing complex circuits stretch student understanding. Modelling skills are also part of this unit with the most able students being able to identify a variety of more complex analogies to electricity. Stretch activities signposted at lesson level*	**Stretch & Challenge** *The most able students can be stretched by making specific links to the KS4 inheritance lessons including concepts such as punnet squares and DNA. Stretch activities signposted at lesson level*	**Stretch & Challenge** *The most able students can be stretched by making specific reference to chemical equations for photosynthesis and respiration. The term biochemistry can be introduced as this will be vital for those choosing to study medicine related fields in the future.*	**Stretch & Challenge** *The most able students can be stretched by being given more complex chemical equations for a variety of different reactions. Stretch activities signposted at lesson level*	**Stretch & Challenge** *Higher level investigative skills lend themselves to this topic. In particular producing an experiment testing the strength of electromagnets. Modelling skills are also part of this unit with the most able students being able to identify a variety of more complex analogies to electricity. Stretch activities signposted at lesson level*
Reading *Kay's Anatomy: A Complete (and Completely Disgusting) Guide to the Human Body*	**Reading** *Horrible science: Shocking electricity*	**Reading** *The Selfish Gene, Richard Dawkins*	**Reading** *Sapiens, Yuval Noah Harari*	**Reading** *Horrible science: Chemical chaos Student*	**Reading** *Bad Science, Ben Goldacre*
Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library					

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 8	Observation	Exploring Ideas	Digital Drawing	Composition	Clay Sculpture	Printmaking
OUR SURROUNDINGS	**Exploration of Observational Drawing** techniques inspired by the school building and built environment.	**Observation Task:** Transparent Vessel - developing 3D shape and tonal skill. **Personalisation Task:** Combine imagination with realism.	**Explore digital drawing using tablets. Editing and Experiment using Photoshop layers.**	**Collage -Develop an Understanding of Composition** inspired by structures.	Students Develop **layered Clay Relief Sculptures** in response to their understanding of perspective.	**Develop Relief Printmaking: Collagraph Compositions** inspired by architecture. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*
	Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.	*Assessment: Student Self-Evaluation and **Formal Teacher Assessment point.***	*Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	*Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	*Assessment: Student Self-Evaluation and **Formal Teacher Assessment point.***	
Key Stage 3 Fortnightly Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Observation	Perspective Technique	Painting Technique	Artist Investigations	Exploring Materials	Exploring Ideas
OUR SURROUNDINGS	Develop Observation and Drawing Technique -(3d shapes and lego structure sketches) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	Develop understanding using Perspective - One point perspective drawings *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	Application of watercolour Painting technique, personal outcome (atmospheric perspective) *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	Street Art and Public Art in context. Consider the intentions and ideas behind street art. Investigate street art as a timeline. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	Street Artist Inspiration - experimental paint techniques. Use of mixed media in layers. Creating and Working into background surfaces. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	Create a mixed media outcome based on the student's chosen imagery. Consider appropriate references. (linked to street art inspiration) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*

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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.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6

Year 8	Introduction to Night Light Project. Recap and refresh health & safety rules of the workshop. **Skills / Concepts on:**
	● Health & Safety in the workshop
	
	 Assessment is at the end of the unit.
		Students are introduced to the properties of wood and different wood joining methods and will learn how to mark out and make accurate finger joints. **Skills / Concepts on:**
		● Practical Skills
		   ○ Tenon Saw
		   ○ Coping Saw
		   ○ Scroll Saw
		   ○ Filing
		   ○ Sanding
		
		 Assessment is at the end of the unit.
			Health & Safety of the soldering iron. Students will build a colour changing USB LED circuit for their night light **Skills / Concepts on:**
			● Soldering iron safety
			● Solder
			● Circuit components
			
			 Assessment is at the end of the unit.
				Investigating the work of a design movement and creating designs. Introduction to isometric drawing. **Skills / Concepts on:**
				● Designer research
				● Design development
				● Isometric drawing
				
				 Assessment is at the end of the unit.
					Introduction to 2D Design and CAD CAM. Developing designs to be cut on the laser cutter. **Skills / Concepts on:**
					● Techsoft 2D Design
					● Laser cutter
					
					 Assessment is at the end of the unit.
						Developing skills in multitasking. Students will put together all elements of the product to complete their night light **Skills / Concepts on:**
						● Using a Power Drill
						● Countersinking
						
						 Assessment is at the end of the unit.

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 8	Students develop an understanding of and apply the principles of health and nutrition. They learn to feed themselves and others in a variety of ways. They also revise health and safety and knife skills. Students learn to cook a number of dishes to include Pineapple Upside Down Cake, Fajitas, Fruit Pie and Lemon Drizzle Traybake.

Assessment is at the end of the unit. | Students continue to develop their knowledge, skills and competencies in the making of food as they learn to feed themselves and others. They learn how to make a plan of work and follow it to prepare and cook a variety of dishes. Students also evaluate their dishes, reflect on the skills learnt and know how to improve their work based on feedback given.

Assessment is at the end of the unit. | Students develop an understanding of and apply the principles of health and nutrition. They learn to feed themselves and others in a variety of ways. They also revise health and safety and knife skills. Students learn to cook a number of dishes to include Pineapple Upside Down Cake, Fajitas, Fruit Pie and Lemon Drizzle Traybake.

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Assessment is at the end of the unit. |

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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
KS4 Java Programming and Game Development
KS5 Careers in Computing and Physical 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 8	**Digital Citizen** ● Social Media ● Fake News ● Cyber Security ● Creating a Kiosk ● Practical Project ● Exporting the Project **Introduction to Python Part 1** ● Computational Thinking ● Sequence ***Assessments*** End of unit assessment at the end of half term	**Introduction to Python Programming Part 2** ● Iteration ● String Manipulation ● Subprograms ● Selection extended **2D Animation** ● Frame by frame animation ● Tweening ● Creating assets ● Holiday Animation ***Assessments*** End of unit assessment at the end of half term	**Artificial Intelligence and Machine Learning** ● What is AI ● How computer learn from data ● Bias ● Decision trees ● ML problem solving ● Careers in AI ***Assessments*** End of unit assessment at the end of half term	**Web Technologies** ● Introduction to HTML and formatting text ● Images and Hyperlinks ● Introduction to CSS ● DIV and Classes ● Layouts and CSS Box Model ● JavaScript - Inputs and Outputs ***Assessments*** End of unit assessment at the end of half term	**Graphics** ● Bitmap Images ● Marquee tools ● Lasso tools ● Eraser tools ● Healing brush tools ● Brush tools ***Assessments*** End of unit assessment at the end of half term	**Application Development** ● Preparing Assets ● Building an App ● Event driven programming ***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 to translate from Chinese to English and from English to Chinese from Year 7 onwards.

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

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

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

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

Impact

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

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

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

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 8	**School life 1** **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	**School life 2** **Aims:** Share opinions about school **Lesson / Content Overview:** ● Adjectives for giving opinions ● Use of because **Skills / Concepts on:** ● Giving opinions ● Justifying opinions ● Using connectives **Homework** Teacher-created worksheets	**Food and drink 1** **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 **Lesson / Content Overview:** ● Verb: to eat 吃,to drink 喝 ● Food and drink vocabulary **Skills / Concepts on:** ● Giving opinions ● Pictographic characters **Homework** Activities based on Jinbu 1 pages 72-75	**Food and drink 2** **Aims:** ● Be able to talk and write about what you eat and drink at different meals ● Be able to order at a restaurant ● To understand Chinese food culture **Lesson / Content Overview:** Verb: to want 要 **Skills / Concepts on:** ● Using helping verb 要 to talk about the future ● Using timephrases ● Cultural knowledge ● Identifying radicals **Homework** Activities based on Jinbu 1 pages 76-79	**Holidays 1** **Aims:** ● State your nationality ● State what countries you have been to and would like to go to ● Discuss the weather **Lesson / Content Overview:** ● Countries and nationalities ● Days (yesterday, today, tomorrow) ● Describing weather: 很+热/冷 ● Weather report: Chinese cities 今天天气好不好? 有+雨/雪/风/云 ● Countries and languages **Skills / Concepts on:** Present/past/future tense: 今天 昨天 明 天 **Homework** Jinbu 2 workbook Preparation for vocab tests	**Holidays 2** **Aims:** ● Talk about where you like to go on holiday ● Talk about different modes of transport ● Use past time markers to talk about where you went on holiday **Lesson / Content Overview:** ● Vocabulary for different places for holiday ● Transport vocabulary **Skills / Concepts on:** ● Present/past/future tense: 今天 昨天 明天, 了 ● Chinese Golden Rule
Year 8 MEP	**Holidays 1**	**All About Me 1**	**All about me 2**	**My Town**	**Houses and Jobs**	**Going shopping**

Aims:	Aims:	Aims:	Aims:	Aims:	Aims:
- State your nationality - State what countries you have been to and would like to go to - Discuss the weather **Lesson / Content Overview:** - Countries and nationalities - Days (yesterday, today, tomorrow) - Describing weather: 很+热/冷 - Weather report: Chinese cities 今天天气好不好? 有+雨/雪/风/云 - Countries and languages **Skills / Concepts on:** Present/past/future tense: 今天 昨天 明 天	- Describe people's appearance - Describe my room **Lesson / Content Overview:** - Personal appearance - Adjectives - Furniture vocabulary including 子 noun-suffix **Skills / Concepts on:** - Using adjectives - Measure words	- Talk and write about clothes and colours - Talk and write about my daily routine **Lesson / Content Overview:** - Clothes and colours - Daily routine **Skills / Concepts on:** - Describing things - Time phrases	- Explain where things are in your town - Describe how you travel around town - Explain what you do in your free time **Lesson / Content Overview:** - Town places - Relative place words - Future time phrases - My house - Comparison **Skills / Concepts on:** - Prepositions - Time phrases	- Talk and write about houses - Talk and write about what job you want to do in the future **Lesson / Content Overview:** - Rooms in the house - Jobs **Skills / Concepts on:** - Chinese golden rule: making sentences - Future tense: 想 - The use of positive/negative question pattern: 是不是, 有沒 有… - Connective: because 因为 - Careers development: Thinking and talking about future career plans in Mandarin	- Talk and write about grocery shopping - Talk and write about clothes shopping - Talk and write about department stores - Talk and write about online shopping **Lesson / Content Overview:** - Talk about prices - Clothes - Colours - Fruit and vegetable - Buying clothes - Present continuous - Online shopping **Skills / Concepts on:** - Currency - Weights - Measure words

Homework (Year 8 MEP): Jinbu 2 workbook Preparation for vocab tests
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, Eyewitness: Modern China… All available in the school library

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 8	**Viva 2 Module 1** **Mis vacaciones** **Aims:** To understand and produce an account of a past holiday. **Lesson Overview:** Students revise present tense and move on to past tense of high frequency verbs to say how	**Viva 2 Module 2** **Todo Sobre Mi Vida** **Aims:** To understand and produce language to talk about hobbies and sport **Lesson Overview:** Students use present tense and frequency expressions to talk about how often they do	**Viva 2 Module 3** **A Comer** **Aims:** To gain cultural knowledge of Spanish dishes and meal times. **Lesson Overview:** Students use the present tense to express opinions and timings	**Viva 2 Module 4** **Qué hacemos** **Aims:** To understand and produce the language for making arrangements. **Lesson Overview:** Students make arrangements about where to meet and go out in town. They also learn	**Viva 2 Module 5** **Operación Verano 1** **Aims:** To use language to talk about tourism, directions and holiday houses. **Lesson Overview:** Students gain cultural knowledge about towns and	**Viva 2 Module 5** **Operación Verano 2** **Aims:** To use language to plan a vacation to a summer camp. Learn how to describe a photo **Lesson Overview:** Students make comparisons between different holiday

they spent the holidays and express opinions to say what they thought of it. **Skills / Concepts:** Writing a postcard using past and present verbs; describing a photo. **End of Module Assessment** **Reading** short messages account of a holiday	hobbies (phone, /music/TV). They use the past tense to talk about recent sports participation. **Skills / Concepts on:** Listening for specific details; using two tenses in one sentence. **End of Module Assessment** **Reading** text messages activity itinerary	of meals. **Skills / Concepts on:** Telling the time; adjectival agreement in grammar, reading for detail and decoding from context. **End of Module Assessment** **Reading** menu food diary	the rules of reflexive verbs needed to talk about daily routine. **Skills / Concepts on:** Speaking for role play, the use of sequencers;Listening and Reading longer passages in more than one tense. **End of Module Assessment** **Reading** social media messages description of a town	cities in Spain, describe rooms, give directions. **Skills / Concepts on:** Speaking **End of Module Assessment** **Reading** directions and maps travel info	camp activities, they learn the key language to describe a photo and practise talking about towns and accommodation. **Movie Project:** Zipi y Zape y el club de las canicas **Reading** internet websites travel brochures

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 8	Autumn 1: Horror	Autumn 2: Sparkleshark	Spring 1 and Spring 2: Devising (Extended Project)	Summer 1: Guernica (Cross Curricular)	Summer 2: Knife Crime (Theatre in Education)
	Aims: To analyse a new genre of performance and develop an understanding of how to build tension in performance.	**Aims:** To enhance our understanding of how to use scripts for a performance, as well as exploring the hidden moral and ethical issues.	**Aims:** To use 'social media' as a stimulus for devising, working in groups for an extended project lasting a full term.	**Aims:** To explore the techniques used to create abstract theatre related to the WW2 tragedy of Guernica. *Cross Curricular Links: Art, History*	**Aims:** To be introduced to the term 'Theatre in Education' (TiE) and create a piece that educates the audience on the dangers and impact of knife crime.

Lesson / Content Overview:	Lesson / Content Overview:	Lesson / Content Overview:	Lesson / Content Overview:	Lesson / Content Overview:
Using a range of theatrical elements and techniques, students will develop their understanding of how tension is built during a performance. They will then produce a piece of theatre that falls into the 'horror' genre by devising scenes using these components.	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.	This unit mirrors Component 1 of the GCSE and requires students to recall all techniques taught in KS3 and appropriately apply them to their chosen scene. Students will present, reform, refine and evaluate work over 12 weeks, resulting in a final performance between 5-10 minutes long. They will consolidate their performance knowledge and be asked to work with the same group for an extended period, requiring consideration to communication, analysis and leadership skills.	Students will look at skills such as physical theatre, proxemics and gesture in order to develop an understanding of how to show status in a scene and build tension. Using Pablo Picasso's 'Guernica' as inspiration, students will look into the roles of generals and civilians in society and war.	Lessons will explore techniques such as direct address and narration in order to enhance students' understanding of how theatre can be devised to educate an audience. Students will then explore the case study of local resident, Josh Hanson, who was a victim of knife crime in 2015 and create a piece based on this topic.
Assessment: **Devised**: Students create a 'horror' performance where tension is built throughout. **Written:** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **Scripted**: Students use the script from the text to rehearse and perform an extract. **Written:** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **Devised**: Students will work as part of an ensemble to create a piece inspired by the stimuli given: social media. **Written:** Students will complete an accompanying written portfolio evaluating their progress for this unit, made of 6 questions, approximately 1500 words long. This will be completed alongside practical development individually.	**Assessment:** **Devised**: Students create a performance about the tragedy of Guernica in an abstract style. **Written:** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **Devised**: Students create a performance about knife crime in a typical TiE style. **Written:** 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: Sparkleshark. Additionally, students will be given an article as part of their Devising unit as stimuli. Students will be asked to read this during lessons and/or home learning. Students may find it useful to do some additional reading relating to social media and knife crime, and look over the KS3 BBC Bitesize top-tips for Drama.

Autumn 1 – Jazz and Blues

Aims:
•Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence.
•Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways e.g., as a Walking Bass Line.
•Understand and demonstrate what makes an "effective" Jazz improvisation e.g., using the notes of the Blues Scale.
•Know and recognise different types and styles of Jazz and instruments, timbres and sonorities within Jazz and Blues music.

Lesson / Content Overview:
This unit develops the pupil's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns, and how improvisation is used within Jazz and Blues genres. Pupils develop an understanding of the history, origins, and development of the Blues and different types and styles of Jazz. Instruments, timbres, and sonorities used in Jazz and Blues are also explored, and the different roles between Frontline and Rhythm Section instruments within Jazz and Swing/Big Bands. The characteristic 12-Bar Blues chord pattern makes a traditional starting point for the unit with pupils learning chords I, IV and V as triads in C Major before pupils extend these into seventh chords triads and turn these into a Walking Bass Line. The Blues Scale introduces a new melodic resource on which to improvise using ostinato, riffs, and fills within the 12-Bar Blues. The (adapted) Swing/Big Band piece *"In the Mood"* provides a case study into the 12-Bar Blues and textural layers of Swing and includes performance and improvisation activities consolidating knowledge, skills, and understanding of Jazz and Blues from previous lessons.

Key Words, Concepts and Musical Knowledge: 12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords I, I7, IV, IV7, V & V7; Chord Vamps; Improvisation; Swing/Swung Rhythms; Ostinato, Riffs, Fills and Solos; Types and Styles of Jazz; Modes and Modal Jazz; Ragtime; Instruments of Jazz: Frontline (Solos) and Rhythm Section.
Musical Theory: Modes, Seventh Chords
Links to GCSE Music: Jazz Music, Popular Music, Vocal Music, Conventions of Pop, 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.

Autumn 2 – Rock n' Roll

Aims:
•Learn about when and how Rock 'n' Roll music emerged, and some of the key musical features that make up Rock 'n' Roll music
•Learn about Bass Lines used in Rock 'n' Roll
•Learn and perform chords and triads (C, F, and G in harmony)
•Perform and take part in a class performance of a Rock 'n' Roll song.
•Learn about the subject matter of lyrics and key themes in Rock 'n' Roll songs
•Compose own Rock 'n' Roll song using features from Rock 'n' Roll music with a clear structure

Lesson / Content Overview:
This unit develops the pupil's understanding of the key musical features of Rock n' Roll, exploring chords, chord progressions, bass lines, and melodic improvisations within the Rock n' Roll genre. Pupils develop an understanding of structure, features, harmony, Instruments, and voices used in Rock n' Roll. Pupils continue learning chords I, IV, and V as triads in C Major and also learn about key themes used in Rock n' Roll lyrics. The *"Rock Around the Clock"* provides a case study and textural layers of Rock n' Roll and includes performance and improvisation activities consolidating knowledge, skills, and understanding of Rock n' Roll from previous lessons. At the end of this unit, pupils compose their own Roch n' Roll song.

Key Words, Concepts and Musical Knowledge: Bass Line, Chord, Chorus, Coda, Introduction, Lyrics, Riff, Shuwaddy, Stab chords, Swing Rhythm, Triad, Twelve Bar Blues, Verse, Walking Bass, Harmony, Improvisation, Major, Minor, Rhythm, Root, Tempo, Unison, Backing Singers, Country and Western, Passing Notes, Pitch, Rhythm, Rhythm and Blues, Rock 'n' Roll, Scat Singing.

Musical Theory: chords, intervals.
Links to GCSE Music: Rock Music, Popular Music, Vocal Music, Conventions of Pop, 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 1 – Film Music

Aims:
•Understand how music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama.
•Learn how timing is a crucial factor in the composition and performance of music for film.
•Understand how film music can change the viewer's interpretation of a scene.
•Learn how to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.

Lesson / Content Overview: The unit begins with an introduction to the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. The unit focuses on several film music genres. While the focus of this unit is on creating and composing, there are opportunities for pupils to critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs. The James Bond Film Music Project is one such popular pathway where pupils perform the James Bond Leitmotif and Themes before using these in a soundtrack composition for the newest James Bond film trailer. At the end of this unit, pupils compose a cue sheet and a complete soundtrack composition on a set brief.

Key Words, Concepts and Musical Knowledge: Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.

Musical Theory: Intervals of a 5th, Concords and Discords,
Links to GCSE Music: Film Music/Music for Film, Music for Stage and Screen, My Music/Composing, Performance Practice.

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 – Video Games Music

Aims:
•Understand the various ways in which music is used within a range of computer and video games from different times.
•Understand, describe, and use common compositional and performance features used in computer and video game music.
•Understand how to vary, adapt, and change a melody (character theme) for different atmospheres/scenarios.
•Understand the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.
•Compose a musical score/soundtrack for a computer or video game.

Lesson / Content Overview: The unit can be effectively delivered solely through using a standard range of classroom instruments – tuned and untuned percussion and is enhanced by having keyboards with a range of voices, tones and timbres, and sound effects. Alternatively, ICT can be used when pupils create their own computer and video game music. The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games.   The characteristic musical features of computer and video game music: jumping bass lines, staccato articulation, chromatic movement, and syncopation are included as musical knowledge through composing and performing tasks. Sound effects are then explored and pupils either perform or create a range of sound effects to match common actions and cues within games. Finally, the unit ends with pupils creating a musical score/soundtrack for a computer or video game creating their own ground theme and sound effects.

Key Words, Concepts and Musical Knowledge: Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology, Orchestra, Cues, Ground Theme, Decision Motif, Jumping Bass Line, Disjunct, Staccato, Articulation, Chromatic Movement, Syncopation, Character Theme/Motif, Leitmotif, Orchestration, Timbre/Sonority, Texture, Pitch, Dynamics, Tempo.

Musical Theory: Melodic Movement (Conjunct/Disjunct), Chromatic Movement.
Links to GCSE Music: Film Music (Video Game Music), My Music/Composing, and Performance Practice.

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 – Riffs, Hooks, and Ostinatos

Aims:
•Understand how music is based on Repeated Musical Patterns.
•Understand and distinguish between Hooks, Riffs, and Ostinatos.
•Perform, create, and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.

Lesson / Content Overview: Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos). The unit aims to combine the inter-related musical strands of Performing: Playing and Singing; Creating - Composing and Improvising and Critical Engagement: Listening and Appraising.

Key Words, Concepts, and Musical Knowledge: Repeat, Repetition, Repeat Symbol :||, Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff, Ostinato, Treble Clef, Bass Clef, Bass Line, Melody, Chords.

Musical Theory: Treble and Bass Clef Symbols, Musical Repeat Markings and Symbols
Links to GCSE Music: Western Classical Tradition, Popular 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.

Summer 2 – Popular Music

Aims:
• Understand the different textural and structural elements of a song/popular song.
• Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.
• Compose an original popular song including lyrics and music.

Lesson / Content Overview: This unit begins by exploring 'What Makes a Good Song?' through practical musical investigation of two 'good' songs as case studies: "Shape of You" by Ed Sheeran and "Stand by Me" by Ben E King. Pupils explore Hooks/Riffs, Structure, Melody, and Lyrics through listening and analysis and performing parts of each song as short musical arrangements. Pupils learn about the importance of Hooks and Riffs, Popular Song Structure and the various components/sections within, Melodic Motion (Conjunct and Disjunct Motion), and Lyrics within both these case studies. Pupils can choose to practice (within groups) one of the two songs and perform their own musical arrangement. This unit ends with pupils composing their own popular song.

Key Words, Concepts and Musical Knowledge: Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.

Musical Theory: Conjunct and Disjunct melodic motion in Songs
Links to GCSE Music: Popular Music, Vocal Music, Conventions of Pop, 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.

PINNER
HIGH SCHOOL

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 8	**Unit Title:** To what extent is China a global superpower? **Aims:** To be able to understand how China is developing into a newly emerging economy and a global superpower, and how the issues	**Unit Title:** To what extent are the world's ecosystems under threat? **Aims:** To understand how the world's ecosystems are varied and how climate change and other man-made threats are having an impact on the world's biomes.	**Unit Title:** Why are some places more at risk of natural hazards than others? **Aims:** To be able to understand the causes and impacts of natural hazards and the way we can protect ourselves against them.	**Unit Title:** Why is Africa a misunderstood continent? **Aims:** To be able to understand how countries in Africa are developing and how the historical impacts have paved the formation of Africa.	**Unit Title:** How do river processes and the water cycle impact human populations? **Aims:** To be able to understand how the water cycle impacts the formation of river landforms, the	**Unit Title:** How does ice shape physical and human landscapes? **Aims:** To understand the physical processes and features in glacial landscapes, and how the human geography of ice landscapes is

of population are linked to physical geography.

Lesson / Content Overview:
What is the importance of the Asian continent to the world?
What characteristics make China a unique country?
What are the main features of China's landscape and climate?
How did China become the most populated country in the world?
To what extent did the one child policy benefit modern-day China?
How has economic development posed challenges for China?
How developed is China today?
How does China's human development compare to other countries?
To what extent is China an energy superpower?
How does China's energy use compare to the UK?
To what extent did the Three Gorges Dam benefit China's development?
Revision knowledge organiser

Assessment:
End of topic test (multi-choice, skills Qs, short-answer Qs, 6 mark mini-essay)

Skills:
Pie chart
Comparative data
Choropleth map
Population pyramid

Concepts:
Students will start by understanding the importance of Asia and then will begin exploring China's location and its many diverse physical features, before going on to learn about the country's economic growth. Finally, they will explore energy use and developments and challenges.

Lesson / Content Overview:
What is an ecosystem and what are its main features?
What is a biome and what different biomes exist on Earth?
What are the UK's main ecosystems?
What are the main features of the rainforest biome?
What are the main features of the hot desert biome?
How do ecosystems exist in urban areas? (Documentary)
How is climate change threatening the health of ecosystems?
To what extent do international agreements successfully reduce climate change and protect ecosystems?
What does the future hold for ecosystems around the world?
Revision knowledge organiser

Assessment:
End of topic test (multi-choice, skills Qs, short-answer Qs)

Skills:
Biome mapping
6 marker exam practise
Atlas work
Video conceptualisation

Concepts:
Students will look at the global distribution of biomes and ecosystems, linked to their understanding of global climatic zones. Students will investigate how ecosystems are being impacted by climate change as well as human interactions with the environment in these regions.

To assess the reasons why some places are more vulnerable than others.

Lesson / Content Overview:
What is a natural hazard?
What are plate tectonics and how do they work?
How does an earthquake happen at plate boundaries?
How does a tsunami form and why are some places more vulnerable?
How does a volcano form and what are the different types?
Why do people live in tectonically active areas?
How can places reduce the risk of natural hazards?
How do earthquake proof buildings reduce impacts?
Revision knowledge organiser

Assessment:
In-class, extended essay on the causes, impacts and response to tsunami events.

Skills:
Proportional circle mapping
Diagram annotation
Diamond 9 plenary
SEEP analysis

Concepts:
Students will study different types of natural hazards and will then use this knowledge, combined with their understanding of development, to evaluate countries' management of tectonic hazards. They will also have the opportunity to create an earthquake proof building in class.

Lesson / Content Overview:
What makes Africa a unique continent?
Why do negative perceptions exist about Africa and its people?
What are the main physical geography features of Africa?
Documentary - Seven Worlds One Planet: Africa
How has Africa's colonial past shaped its present?
How developed are African countries?
What factors have helped African countries become emerging economies?
How does development contrast between Nigeria and South Africa?
How has the trading of resources impacted African countries?
What are the opportunities and challenges faced by the Sahel region?
Revision knowledge organiser

Assessment:
End of topic test (skills Qs, multi-choice, short-answer Qs, 6 mark mini-essay)

Skills:
Video analysis
Long mark questions
Line graph analysis
HDI data interpretation
Extended PEEL paragraph writing

Concepts:
Students within this topic explore the range of climates, landscapes, populations, and cultures that exist within Africa's 53 countries. Common misconceptions of Africa are explored in the second lesson, which highlight the wide diversity of opportunities, challenges, and lifestyles within Africa.

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factors influencing flood risk, and solutions to flood management.

Lesson / Content Overview:
What are the main features of the River Thames basin?
How does the water cycle transfer water around the planet?
How do the characteristics of a river change from the source to the mouth?
How does the shape of the land change along a river?
How do waterfalls form?
What is a meander and how does it form?
What factors influence flood risk in areas?

Fieldwork Investigation:
'To what extent is Pinner High School at risk of flooding?' Over 3-4 lessons, students will complete an on-site fieldwork investigation to study infiltration rates on different surfaces around the school grounds, and use GIS (Survey123) to record and present findings. They will write up their findings in a report-style, which will comprise their assessment for the unit.

Skills:
GCSE keyword expansion
Landform recognition (satellite images, OS maps)
Sketching landforms and processes
Primary data collection in fieldwork (infiltration rates)
Analysis and evaluation of primary fieldwork

Concepts:
This unit of work has been put in the summer to help prepare students for their GCSE topics. This allows them to understand the basic concepts and key terms that are studied in later years, as well as introduce students to the

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both highly significant and contested.

Lesson / Content Overview:
How has ice shaped the world and the UK?
How are glaciers formed and what are their main features?
How do glaciers shape the land through erosion?
How do glaciers shape the land through deposition?
Why are glaciers important for people who live by them?
What are the main features of the Arctic's human and physical geography?
Why are indigenous people in the Russian Arctic under threat?
Who owns the Arctic?
How is land used in a post-glacial environment? (research using GIS)
Revision knowledge organiser

Assessment:
End of topic test (multi-choice, skills Qs, short-answer Qs)

Skills:
Landform recognition from satellite images
Landform sketching
Working out ice retreat using scale
Model making of glacier
Reading comprehension
Using GIS to investigate land use

Concepts:
Students will build on their understanding of geomorphological processes from the previous Rivers topic, to understand how glaciers have created distinctive landforms. They will then explore how and why human uses and demands for ice landscapes has been a source of both economic prosperity and contestation.

				principles of fieldwork. Student's will build upon their knowledge of the water cycle and will explore all the fluvial processes at work within a drainage basin.	

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 rivers topic (Y8 Term 5), students are instead given a homework booklet with tasks to consolidate and memorise the physical processes taught in lesson. At the beginning of each topic, recommended reading lists are shared with students to develop literacy, a love of reading and an interest in geography both related to and beyond the curriculum.

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

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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.

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 judgements which they 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.

Extra Curricular 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 survivor to learn more about how the Holocaust happened. Students will also have the chance to visit the historical environment of Whitechapel by going on 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 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	**Why did Britain abolish the trade of enslaved people in the nineteenth century?** *Causation* Key content: - What does it mean to be enslaved? - What was Africa like before European invasion? - Why is the Transatlantic slave trade known as the 'triangular trade'? - What was it like to be enslaved working on a plantation? - How did enslaved people resist against their master's will? - Why was the trade of enslaved people abolished? - How should the transatlantic slave trade be remembered? Checkpoint 1 assessment	**How far does the Industrial Revolution deserve its name?** *Change and continuity* Key content: - Exploring change and continuity and significance - Introduction to Industrial England - Population increasing - Trains - Public health - Factory life Checkpoint 2 assessment **What drove the creation of Metroland?** *(Local history) Causation* Key content:	**Why did women gain the vote by 1928?** *Causation Writing a speech* Key content: - What was the position of women in the 1900s? - Who were the suffragists? - Who were the Suffragettes? - How did the movement develop by Suffragettes? - How did World War One help women gain the vote? - How did women gain the vote in 1928? Checkpoint 3 assessment WW1 *Sources* Key content:	**Why is it so important for us to learn about the Holocaust?** *Significance* Key content: - What can the story of Frank Bright tell us about the experience of Jews in the period of Nazi Germany? - Is antisemitism a modern, racist belief? - What was life like for European Jews before 1933? - How were German Jews treated by the Nazis between 1933 and 1938? - How did people respond to the persecution of German Jews between 1933 and 1938? - How did the life of European Jews change from 1939? - How did the persecution of European Jews turn into 'genocide'? - Why was it so difficult to fight back against the Holocaust? Checkpoint 4 assessment	**What were the key turning points in World War Two?** *Change and Continuity* Key content: Checkpoint 5 assessment **What drove the collapse of the British Empire?** *Causation* Key content:	**What were the biggest challenges facing the people of Britain post 1945?** *Interpretations* Key content: Checkpoint 6 assessment

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 8	**Unit Title: Are the Abrahamic religions more similar than different?** **Aims:** To build on students' prior knowledge of the Abrahamic religions (Judaism, Christianity and Islam) to ensure that students have a strong foundational knowledge across these religions. Students explore similarities as well as differences between these religions. They have opportunities to look at each religion distinctly as well as thematic topics that focus on the links between these. **Lesson / Content Overview:** 1. Introduction to the Abrahamic religions 2. Religious stories 3. Prophets 4. Holy books 5. Festivals 6. Religious laws 7. Pilgrimage 8. The importance of Jerusalem 9. Groups within Judaism 10. Christian denominations 11. Islam: Sunni and Shias 12. End of module assessment.	**Unit title: How do we know how to be moral?** **Aims:** Throughout this module, students consider the question, 'how do we know how to be moral?' Students study a range of different ethical viewpoints, with the aim of introducing students to ethical thinking and developing student debating and analysis skills. **Lesson / Content overview:** 1. Introduction to morality 2. Utilitarianism 3. Evaluating Utilitarianism 4. Situation Ethics 5. Situation Ethics and Christianity 6. Divine Command theory 7. Natural Moral Law 8. Evaluating Natural Moral Law 9. Belief in Karma 10. Humanism 11. Revision 12. End of module assessment	**Unit: Are Dharmic religions more similar than different?** **Aims:** To build on students' prior knowledge of the Dharmic religions (Hinduism, Buddhism and Sikhism) to ensure that students have a strong foundational knowledge across these religions. Students explore similarities as well as differences between these religions. They have opportunities to look at each religion distinctly as well as thematic topics that focus on the links between these. **Lesson / content overview** 1. Introduction to Dharmic religions 2. Nature of God in Hinduism 3. Hindu denominations 4. Karma and the afterlife 5. Buddhism and Enlightenment 6. Key Buddhist teachings (Samsara and the afterlife) 7. The life of Buddhist Monks 8. Nature of God in Sikhism 9. The Sikh Gurus 10. Sewa and serving humanity

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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.

Careers in Sport:
- Athletic Careers
- Professional Athlete: Competing at the highest levels in sports such as football, basketball, tennis, etc.
- Coach: Training and developing athletes and teams at various levels.
- Referee/Umpire: Officiating games and ensuring they are played according to the rules.
- Sports Management and Administration

- Sports Medicine and Health
- Sports Marketing and Public Relations
- Sports Journalism and Media
- Sports Science and Technology
- Fitness and Recreation
- Education and Youth Sports
- PE Teacher: Educating students about physical fitness, sports, and health
- Youth Sports Coach: Developing young athletes and promoting sports participation at the grassroots level

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	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 Year 8 football learn more about executing these skills when 'on the move'. *Teacher assessment throughout unit*	Netball / OAA (during Mock exams) **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 Year 8 netball learners learn more about executing these skills when 'on the move'.	Badminton During Mock examinations, year 8 completes OAA lessons. **Aims:** - Learners will be able to demonstrate performance of basic smash forehand / backhand and service techniques with control, fluency and some consistency. - Learners will be able to know the official rules of badminton and be able to fairly umpire a match. - Learners will be able to analyse their own and others performances in each skill and highlight areas for improvement. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / Concepts on:** Service Clears Drop Shots Smash	Basketball **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 *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 Year 8 learn more advanced techniques like gliding in shot put and crossover steps in javelin. *Teacher assessment throughout unit*	Cricket **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 (overarm focus) Catching Batting Bowling Fielding Tactics *Teacher assessment throughout unit*

		Teacher assessment throughout unit **OAA Aims:** Acquiring and developing Skills: Pupils will refine and demonstrate individual and group skills. Pupils will be able to identify key features on a map and set up small courses. They will further develop their skills of map reading, orientating the map, compass work, taking a bearing, problem solving, and orientating themselves and a partner. They will also be able to develop the fitness components that impact on sport. **OAA skills:** Orientating a Map Teamwork Compass skills Working out distance Bearings *Teacher assessment throughout the 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
   • 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

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

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.

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.

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

- 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 8	Health and Wellbeing • Introduction to Mental Health: Attitudes and Misconceptions • Managing Our Emotions Strategies to promote Wellbeing and express emotions • Self Esteem and Confidence Healthy and Unhealthy Coping Strategies • Stress and Triggers Understanding Techniques • Support and Advice Supporting Self and Friends	Living in the wider world • Looking to the Future Target Setting • Careers Exploration of Life Skills • Enterprise Problems and Opportunities • Human Rights Legal Rights and Human Rights • Gender Inequality Challenging Gender Stereotypes	Relationships • Relationships and Conflict Impact of Media • Body Image Cultural influences on body ideals • Industry Influences on Advertising Examples and Consequences • Healthy Lifestyle Self Care Techniques • Prejudice and Discrimination Disability and Sexism	Health and well-being • Addictive Substances Legal and Illegal Drugs: Tobacco and Alcohol • Crime and Punishment Recognising and Assessing Risk • Social Influences Peer Pressure and Bullying • Discrimination and Diversity Recognising and Preventing • Gangs Crime and Prevention	Living in the wider world • Digital Literacy Staying Safe Online • Interpreting Information Online The Consequences of Fraud • Gambling Addiction and Dangers • Fake News Signs of Misleading Information • Community Understanding Community Involvement	Relationships • Consent and Healthy Relationships Gender Stereotypes • Understanding Gender Identities LGBTQ+ • Dealing with Harassment Sexual and Emotional • Introduction to Contraception Safe Decisions • Religion and Sex Understanding different Attitudes
	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 discuss these elements with other high ability students.					