Curriculum Plans: Year 9

PINNER
HIGH SCHOOL

Contents:

Contents Page…….. 2

Mathematics……. 3

English……... 6

Biology…….. 10

Chemistry…….. 17

Physics……... 23

Art……. 29

Design and Technology……. 32

Food Preparation and Nutrition……... 34

Business…… 37

Economics……. 40

Computer Science……. 44

Chinese……. 48

Spanish…….. 52

Drama……... 56

Music……. 59

Geography……. 64

History……... 70

Philosophy, Religion, and Ethics…… 73

Physical Education…… 76

PSHE/RSE…… 79

Pinner High School: Mathematics

Mathematics GCSE - Edexcel (1MA1)

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 9	**Recap of Fundamental Number Skills** - Calculations - Decimal numbers - Place value - Factors and multiples - Squares, cubes and roots - Index notation - Prime factors - Number problems and reasoning - Place value and estimation - HCF and LCM - Calculating with powers (indices) - Powers of 10 and standard form	**Recap of Algebra Skills** - Simplify algebraic expressions. - Expand brackets. - Factorise linear and quadratic expressions. - Solve linear inequalities. - Substitute numbers into formulae. - Rearrange formulae. - Expressions, equations, formulae and identities. - Arithmetic, geometric and Fibonacci sequences.	**Consolidating Graphs, Charts, Interpreting and Representing Data** - Stem and leaf diagrams. - Frequency polygons - Pie charts. - Time series graphs. - Scatter graphs. - Averages - Two-way tables. **Recap of Fractions, Ratio and Percentages** - Fractions and mixed numbers. - Find quantities using ratios. - Convert between currencies and measures. - Recognise and use direct proportion. - Percentage increases and decreases.	**Graphs** - Linear graphs - Graphing rates of change - Real-life graphs - Line segments - Quadratic graphs - Cubic and reciprocal graphs **Perimeter, area and volume** - Quadrilaterals, triangles, and compound shapes - Surface area of 3D solids - Volume of prisms - Circles - Cylinders, spheres, pyramids and cones	**Foundation** **Transformations and constructions (F)** - Plans and elevations - Translation - Rotation - Reflection - Enlargement - Combining transformations - Bearings and scale drawings - Constructions - Loci **Higher** **Transformations and constructions (H)** - Plans and elevations - Bearings and scale drawings - Constructions - Loci - Enlarge shapes by negative scale factors **Number and Algebra (H)** - Negative and fractional indices - Rational and irrational numbers - Simplify surds - Rationalise a denominator	**Foundation** **Ratio and proportion (F)** - Writing ratios - Using ratios - Ratios and measures - Comparing using ratios - Using proportion - Proportion and graphs - Proportion problems **Higher** **Graphs (H)** - Velocity–time graphs. - Equations of lines parallel or perpendicular lines. - Solve quadratic and cubic equations using graphs. - Interpret linear and non-linear real-life graphs. - Draw the graph of a circle. **Geometry and Measures (H)** - Calculate maximum and minimum possible

					- Non-linear sequences - Nth term of a quadratic sequence	values of a measurement - Calculate arc lengths, angles and areas of sectors - Volume and surface area of pyramids and cones

PINNER
HIGH SCHOOL

Pinner High School: English

KS4: GCSE English Language and GCSE English Literature - Edexcel

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 9	**Unit Title:** War Poetry **Aims:** •To read diverse texts, exploring different cultures and voices •To develop awareness of how to analyse language, form and structure	**Unit Title:** Gothic Fiction and Imaginative Writing **Aims:** •To read and experience 19th Century fiction •To engage students with wider reading	**Unit Title:** Shakespeare **Aims:** •To develop context related to Shakespeare's time •To expose students to the tragic genre •To read, understand and respond to texts	**Unit Title:** Writing for Change **Aims:** •To read a range of nonfiction texts and experience different form of protest writing •To develop awareness of how to persuade effectively through the use of rhetoric	**Unit Title:** Modern Fiction: THUG **Aims:** •To encourage wider reading - in particular, modern prose •To read, understand and respond to texts •**To e**valuate texts critically and develop awareness of	**Unit Title:** Travel Writing **Aims:** •To understand the features and conventions of travel writing •To be able to identify and interpret explicit and implicit information and ideas

	•To develop appreciation of how context impacts meaning **Lesson / Content Overview:** MTP **Skills / Concepts on:** Comparative essay writing Identifying poetic techniques and annotating Applying context to texts studied Maintain a critical style and develop an informed personal response	•To encourage creative writing and to understand genre •To ve able to evaluate texts critically **Lesson / Content Overview:** MTP **Skills / Concepts on:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features Students use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	**Lesson / Content Overview:** MTP **Skills / Concepts on:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Annotating extracts Inferences and deductions Speaking for learning and developing oracy	•To explain, comment on and analyse how writers use language and structure to achieve effects •To communicate clearly, effectively and imaginatively •To develop comparison skills **Lesson / Content Overview:** MTP **Skills / Concepts on:** Forms of protest and transactional writing (speeches) Rhetorical devices	themes, characterisation and context **Lesson / Content Overview:** MTP **Skills / Concepts on:** Evaluative writing Applying context to interpretations Essay writing and embedding quotations	•To develop comparative skills •To be able to make inference sand explore deeper themes/meaning **Lesson / Content Overview:** MTP **Skills / Concepts on:** GCSE Paper 1 and 2 preparation:Transactional writing, analysis, evaluation and comparison Communicate clearly, effectively and imaginatively To use a range of vocabulary and sentence structures
	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 *My Boy Jack* by David Haig *Birdsong* by Sebastian Faulks *Regeneration* by Pat Barker	**Reading** Extracts from The Woman in Black, The Woman in White, The Tell-Tale Heart	**Reading** Noughts & Crosses by Malorie Blackman City of Bones by Cassandra Clare American Panda by Gloria Chao	**Reading** The Yellow Wallpaper by Charlotte Perkins Gilman Orwell's essays	**Reading** Reading To Kill a Mockingbird The Color Purple by Alice Walker	**Reading** Bill Bryson, Into Iraq by Michael Palin The Guardian Travel section

Pinner High School: Biology

KS4: Separate Sciences – Biology AQA [8461], Combined Science - AQA Trilogy [8464]

Intent

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

We as a Biology 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 Biology accessible to all learners through specific measures including differentiated and scaffolded tasks. We stretch through challenge tasks that are carefully planned into the curriculum within lessons and homework to push our higher attaining students further.

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

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

Scientific Knowledge (AO1 & 2):

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

Scientific skills (AO1, 2 & 3):

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

Implementation

We have designed our curriculum so that both biology-specific and general skills are developed through repeated experience, with each encounter being of increasing complexity (also a spiral approach). This spiral approach ensures that key concepts and skills are interleaved throughout the curriculum. For example, cell transport at GCSE builds upon prior

knowledge of simple diffusion. This is then explored further at KS5 where students are introduced to facilitated diffusion and co-transport. Skills are also built upon, including practical skills - which are ultimately assessed through required practicals at KS4 and KS5. These interleaved key skills and concepts are assessed through summative and formative assessments throughout the curriculum, allowing us to check and address any misunderstanding or misconceptions.

We aim to go beyond the National Curriculum by linking concepts and skills with real world examples and a variety of extra-curricular and super-curricular activities. Specific enrichment opportunities are listed 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 biology outside of the classroom through our wide range of extra and super curricular activities (later listed 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. Reading lists are compiled by literacy representatives and shared with students, many have been purchased by the library. Further reading material is shared with KS5 students regularly to extend their knowledge beyond the curriculum and our aspiring medics have been encouraged to complete EPQs or independent research projects.

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

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

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

Impact

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

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

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

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

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

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

The long term impact of the Biology curriculum will be to analyse the following:

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

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

- In year 11 there are 77 students studying separate sciences. In year 12 we have 27 biologists- and in year 13 there are 42 biologists, who will sit their A-level exam in summer 2025 before heading off to university.
- We currently have 12 students in year 13 that will be applying to study medicine, dentistry or veterinary science at university.
- *Year 11 Summer 2024 Exam Results* = Progress 8: Year 11 Biology is 1.59 (Attainment 8 – 77.96). At or Above Target Grade: Year 11 Biology is 90%.
- Biology Separate Science 0.72 Progress 8 Score. Attainment 8 is 69.08.

- Males performed better than females. PP -0.79 P8 score.
- High attainers 0.3, middle 1.17, low -1.39 P8 score.
- 61% got a grade 7 or above. 94% grade 5 or above. 98% grade 4 or above.
- SEN K status got a progress 8 score of 1.9 and E status was 0. The biology grades were similar to most schools nationally and similar AQA centres.

Careers Development

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. As such, a medics society extracurricular group is run at Ks5 level to further support students interested in medical careers. The most popular branches include: medicine, dentistry, ophthalmology and veterinary.*
- *Biochemistry: This is one of the largest research areas in Biology. As such, a number of units focus on this sub-discipline. The topic Biological Molecules covers the structure and function of a range of monomers and polymers, the bonds that form polymers and macromolecules, and also different biochemical tests.*
- *Law: Biology students often move into the legal sector due to the critical thinking and problem solving nature of the subject.*

Assessment

KS4: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities and summative assessments following each unit. Homework activities and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following unit assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

KS5: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities, weekly consolidation tasks and summative assessments following each unit and at various data points (mock exams at Christmas and the end of yr12). Consolidation tasks take place weekly and are based on exam style questions. Marks for these consolidation tasks are recorded so that any student issues can be identified. Consolidation tasks and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments so that individuals are able to celebrate successes, highlight misconceptions and ensure that students are given the opportunity to improve. Practical skills are assessed using exam board CPAC criteria when appropriate.

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:

- *KS4: Science week enhancement activities including talks and whole school activities.*
- *KS5: Science week enhancement activities including talks and whole school activities, trips including Kew Gardens.*

Stretch for the most able:

- *KS4: University visits, university outreach opportunities and competitions, bioengineering taster days, criminal minds club, gardening club, zoology club, science movie makers, virtual and in person visits from scientists, entries to KS4 Biology Olympiads, library resources including scientific subscriptions and recommended reading lists. Enrichment and competition activities shared with students when they become available.*

KS5: KS5 medics society, university visits, virtual and in person visits from scientists, Kew Gardens trip, essay competitions, mentoring opportunities, online webinars, Biology in action trip, Biology Olympiads, EPQs and independent research projects, biology prefects lead practicals for feeder Primary schools, library resources including Scientific subscriptions and recommended reading lists.

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. Period 7 intervention sessions are available to students who require further support. 1:1 support is available for SEN students who require it. 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'). Mock interviews and university preparation is also available for KS5 students.

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 9	**Topic Title:** *B1 - Cell structure and transport* **Aims:** *Building on KS3 knowledge of cells to enhance student knowledge of the different types of cells and how substances are transported between them.*	**Topic Title:** *B2 - Cell division* **Aims:** *Building on KS3 knowledge of cells to enhance student knowledge of how cells divide to allow growth and repair.*	**Topic Title:** *B3 – Organisation and the digestive system* **Aims:** *Building on KS3 knowledge of the digestive system to enhance student knowledge of how our different organs work together to help us break down food.*	**Topic Title:** *B4 – Organising animals and plants* **Aims:** *Building on KS3 knowledge of the circulatory system to build on knowledge of the blood and the heart.* *Also builds upon knowledge of changing state to explain the process of transpiration in plants.*	**Topic Title:** *B8 – Photosynthesis* **Aims:** *Building on KS3 knowledge of photosynthesis to enhance student knowledge of the photosynthesis and its limiting factors*	**Topic Title:** *B9 – Respiration* **Aims:** *Developing knowledge of respiration from KS3 to include the equations for aerobic, anaerobic respiration in humans and fermentation and the implications of it in the real world.*
	Lesson / Content Overview: *1 – Microscopes* *2 – Animal and plant cells* *3 – Eukaryotic and prokaryotic cells* *4 – Specialisation in animals* *5 – Specialisation in plants* *6 – Diffusion* *7 – Osmosis* *8 – Active transport* *9 – Exchanging materials* **Skills / Concepts on:** *There are two required practicals in this unit (microscopy and osmosis). There is therefore a focus on practical work. Knowledge of how to convert units is also needed in order to calculate magnification.*	**Lesson / Content Overview:** *1 – Cell division* *2 – Growth and differentiation* *3 – Stem cells* *4 – Stem cell dilemmas* **Skills / Concepts on:** Students develop their evaluative skills by considering the advantages and disadvantages of stem cell research. There is a big focus on ethics in this unit.	**Lesson / Content Overview:** *1 – Tissues and organs* *2 – The human digestive system* *3 – The chemistry of food* *4 – Catalysts and enzymes* *5 – Factors affecting enzyme action* *6 – Making digestion efficient* **Skills / Concepts on:** *There are two required practicals in the topic (food tests and effect of pH on enzymes). Focus will be on graphing skills to analyse rate of reactions.*	**Lesson / Content Overview:** *1 – The blood* *2 – The blood vessels* *3 – The heart* *4 – Helping the heart* *5 – Breathing and gas exchange* *6 – Tissues and organs in plants* *7 - Transport systems in plants* *8 - Evaporation and transpiration* **Skills / Concepts on:** *Students will observe or complete a heart dissection. There is a focus on how to correctly and safely use dissecting instruments.*	**Lesson / Content Overview:** *1 – Photosynthesis* *2 – Rate of photosynthesis* *3 – How plants use glucose* *4 – Making the most of photosynthesis* **Skills / Concepts on:** *Required practical focuses on identifying independent, dependent and control variables in an investigation.*	**Lesson / Content Overview:** *1 – Aerobic respiration* *2 – The response to exercise* *3 – Anaerobic respiration* *4 – Metabolism and the liver* **Skills / Concepts on:** *Focus on planning investigations and writing a method*
	Assessment: *There are two short tests, one assessing Knowledge and one assessing skills during the course of this topic*	**Assessment:** *There will be a 40min end of unit assessment covering unit 1: Cells (topics 1 and 2)*	**Assessment:** *There is a short knowledge test at the end of the topic*	**Assessment:** *There will be a 40min end of unit assessment covering unit 2: Organisation (topics 3 and 4)*	**Assessment:** *Main assessment focus this term will be the end of year assessment which will consist of a*	**Assessment:** *Due to time constraints there will be no test for the end of unit until students start back in September,, with a*

					75min paper covering units 1 and 2	*40min end of unit test. but self assessment, peer assessment and teacher assessment will be carried out during the course of this topic*
	Homework: *Online homework tasks are set using our online packages (My GCSE Science and Kerboodle). Students complete homework once per week. Leading up to the end of unit test, students complete summary and practice questions.*	**Homework:** *Online homework tasks are set using our online packages (My GCSE Science and Kerboodle). Students complete homework once per week. There will be additional consolidation work set over the Christmas break. Leading up to the end of unit test, students complete summary and practice questions.*	**Homework:** *Online homework tasks are set using our online packages (My GCSE Science and Kerboodle). Students complete homework once per week. Leading up to the chapter test, students complete summary and practice questions.*	**Homework:** *Online homework tasks are set using our online packages (My GCSE Science and Kerboodle). Students complete homework once per week. There will be additional consolidation work set for over the Easter break. Leading up to the chapter test, students complete summary and practice questions.*	**Homework:** *Online homework tasks are set using our online packages (My GCSE Science and Kerboodle). Students complete homework once per week. There will be additional consolidation work set for over the half term break.*	**Homework:** *Online homework tasks are set Online homework tasks are set using our online packages (My GCSE Science and Kerboodle). Students complete homework once per week. There will be additional consolidation work set over the summer holidays so recap the year's learning in preparation for year 10. Leading up to the chapter test, students complete summary and practice questions.*
	Stretch and Challenge: *Specific stretch activities include: magnification calculations involving unit conversions. Students are required to apply their knowledge to unfamiliar contexts. Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *Specific stretch activities include: link to prophase,metaphase, anaphase and telophase at A-level standard. Students can be introduced to therapeutic stem cell cloning. Debating skills can also be developed here. Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *Specific stretch activities include:students calculating the rate of reaction from the gradient of a graph. Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *Specific stretch activities include: links to lung diseases and how they influence gas exchange (emphysema). There is also an opportunity to develop dissection skills here. Students can compare the breathing systems of mammals, to fish and insects. Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *After completing the required practical, students could plan their own investigation to explore the effect of other limiting factors of photosynthesis. Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *Students can conduct and complete their own investigation into the effects of exercise on the body. Students can be asked to link anaerobic respiration to brewing alcohol and bread baking. Challenge activities are signposted during the lesson and will be completed using red pen*
	Reading: "Cells at Work! Vol. 1" by Akane Shimiz	**Reading:** "The Song of the Cell" by Siddhartha Mukherjee	**Reading:** "Gulp: Adventures on the Alimentary Canal" by Mary Roach	**Reading:** "Kay's Anatomy: A Complete (and Completely Disgusting) Guide to the Human Body" by Adam Kay	**Reading:** "Lab girl" by Hope Jahren	**Reading:** "Life on the Edge: The Coming of Age of Quantum Biology" by Johnjoe McFadden & Jim Al-Khalili

Pinner High School: Chemistry

KS4: Separate Sciences – Physics AQA [8463], Combined Science - AQA Trilogy [8464]

Intent

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

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

This is the following key skills are interleaved throughout the Chemistry curriculum:

Scientific Knowledge (AO1 & 2):

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

Scientific skills (AO1, 2 & 3):

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

Implementation

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

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

We aim to go beyond the National Curriculum by linking concepts with real world examples, these are woven throughout the curriculum and a variety of enrichment opportunities listed below in this document.

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

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

Student support is very important and as such students have access to a number of websites to support their learning (including a Pinner High School science specific site). The Library has key texts and access to online versions.

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

Teacher training is essential to the delivery of the Chemistry curriculum, in particular for non-specialist teachers. Teacher knowledge audits are therefore regularly carried out and CPD sessions run where appropriate.

Impact

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

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

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

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

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

The long term impact of the Chemistry curriculum will be to analyse the following:

1) How many students are continuing to study Chemistry beyond KS5

2) How many students are selecting Chemistry at KS5

3) Grades and progress of all students at KS4

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

Careers Development

Chemistry is an essential science that impacts numerous aspects of our lives, driving advancements in healthcare, technology, sustainability, and our understanding of the world. Career potential for those who take Chemistry is wide and varied with opportunities to innovate and make scientific breakthroughs. Here is a list of a few careers:

Forensic scientist, Analytical chemist, Pharmacist, Environment scientist, Chemical engineer as well as Medicine and Dentistry. Students have the opportunity to take part in Crest Award projects at Pinner High that enable students design and carry out investigations of their own.

Assessment

KS3: 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.

KS4: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities and summative assessments following each unit. Homework activities and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following unit assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

KS5: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities, weekly consolidation tasks and summative assessments following each unit and at various data points (mock exams at Christmas and the end of yr12). Consolidation tasks take place weekly and are based on exam style questions. Marks for these consolidation tasks are recorded so that any student issues can be identified. Consolidation tasks and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments so that individuals are able to celebrate successes, highlight misconceptions and ensure that students are given the opportunity to improve. Practical skills are assessed using exam board CPAC criteria when appropriate.

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:

- KS3: Weekly science club enhancing student knowledge, trips for all students to scientific institutions including London Zoo, Science museum, natural history museum, house competitions, science week enhancement activities including talks and whole school activities.
- KS4: Science week enhancement activities including talks and whole school activities.
- KS5: Science week enhancement activities including talks and whole school activities, trips including the National Physical Laboratory.

Stretch for the most able:

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

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. Period 7 intervention sessions are available to students who require further support. 1:1 support is available for SEN students who require it. 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'). Mock interviews and university preparation is also available for KS5 student.

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 9	**Unit Title:** ***C1 Atomic Structure*** **Aims:** *Students will develop their understanding of atoms as fundamental chemical building blocks; how to interpret chemical formulae and extend their KS3 knowledge of the law of the conservation of mass, leading them to balance chemical equations.* **Lesson / Content Overview:** *1 – Atom Structure* *2 – Isotopes* *3 – Separating mixtures* *4 – Electronic structure* *5- Ions* *6- Compounds and mixtures* *7 – States of matter and distillation* *8 – Chromatography and calculations* **Skills / Concepts on:** *Focus on the development and use of models within science.*	**Unit Title:** ***C2 The Periodic Table*** **Aims:** *Students will learn about the development of the periodic table, including the work of Dalton, Newlands, and Mendeleev. Students should understand how each stage in the development of the periodic table was facilitated by new evidence becoming available.* **Lesson / Content Overview:** *1 – The Periodic table and development* *2- Group 0* *3- Group 1* *4 – Group 7* *5 – Explaining trends / state symbols* *6- Balancing equations* **Skills / Concepts on:** *They should also be able to identify trends in properties and reactivity.*	**Unit Title:** ***C3a Structure and bonding*** **Aims:** *Students will develop their understanding of states of matter, the different types of bonding (ionic and covalent) and how the bonding of a substance affects its bulk properties.* **Lesson / Content Overview:** 1- Ionic bonding 4- Giant ionic structures 5 – Covalent Structures 6 – Structure of simple molecules 7 – Giant covalent structures **Skills / Concepts on:** *Students should understand that covalent, metallic, and ionic bonding is strong, but that it is how the particles interact (intermolecular forces) that determines properties such as melting point, boiling point, and electrical conductivity.*	**Unit Title:** ***C3b Structure and bonding*** **Aims:** *Students will continue to learn about bonding with a special case of covalent bonding – carbon and move on to metallic bonding.* **Lesson / Content Overview:** *1* – Special case study: Carbon 2 – Diamond 3 - graphite and graphene 4 – Fullerenes 5 - Nanoparticles **Skills / Concepts on:** Students will be able to apply their knowledge of atomic structure, periodic table and bonding to new situations.	**Unit Title:** ***C3c Structure and bonding*** **Aims:** *Students will develop their understanding of how metals are structured and how they react. Students will be able to link the electronic structure and the bonding of metals and non-metals* **Lesson / Content Overview:** *1 – The reactivity series* *2 – Metallic bonding* *3 – Alloys* *4 – Reduction and oxidation* **Skills / Concepts on:** *Students will be able to draw the structure of metals and their alloys and explain the difference between reduction and oxidation in reactions.*	**Unit Title:** ***C6 Collision Theory*** **Aims:** Students will develop their scientific thinking in investigation planning with the focus of collision theory. **Lesson / Content Overview:** *1* – Collision theory 3 –The effect of temperature 4 – The effect of concentration and pressure 5- The effect of catalysts **Skills / Concepts on:** *Students will be able to plan an investigation with independent, dependant, and control variables.*
	Homework *Online homework tasks are set using our online packages. Leading up to the*	**Homework** *Online homework tasks are set using our online packages. Leading up to the*	**Homework** *Online homework tasks are set using our online packages. Leading up to the*	**Homework** *Online homework tasks are set using our online packages. Leading up to the*	**Homework** *Online homework tasks are set using our online packages. Leading up to the*	**Homework** *Online homework tasks are set using our online packages. Leading up to the*

	chapter test, students complete summary and practice questions.	*chapter test, students complete summary and practice questions.*	*chapter test, students complete summary and practice questions.*	*chapter test, students complete summary and practice questions.*	*chapter test, students complete summary and practice questions.*	*chapter test, student's complete summary and practice questions.*
	Stretch & Challenge *Students could:* **Compare the general properties of transition metals and alkali metals.* **Research: Does it give the proper recognition to the correct people? Do you agree? Give both sides of the argument and then your opinion.*	**Stretch & Challenge** *Students could:* **Explain how the arrangement of the periodic table is related to the electron arrangement in atoms.*	**Stretch & Challenge** Students could: ** Explore the chemistry concepts behind the hydrogen bomb – how does it work? Why does it create a problem for the world at large?*	**Stretch & Challenge** **Does diamond deserve to be so precious? Give both side of the argument and then your opinion.* **Explain the properties of Graphene and Fullerene in relation to their properties.* **Research how properties of materials change when in bulk and nano.*	**Stretch & Challenge** *Students could:* **Evaluate whether plasma is the universe's missing matter.* **Can metals ever bond covalently? Include reasons for your answer.*	**Stretch & Challenge** *Students could answer:* **Students could apply these principles of investigation design to improve an aspect of their lives.'*
	Reading *Royal Society of Chemistry Interactive Periodic Table, students can find interesting facts about every element so far discovered.*	**Reading** The Periodic Table Book: A Visual Encyclopedia of the Elements by DK	**Reading** Stuff Matters: The Strange Stories of the Marvellous Materials that Shape Our Man-made World by Mark Miodownik	**Reading** Molecules: The Elements and the Architecture of Everything by Theodore Gray	**Reading** The Disappearing Spoon by Sam Kean	**Reading** Chemistry for Breakfast: The Amazing Science of Everyday Life by Mai Thi Nguyen-Kim

PINNER
HIGH SCHOOL

Pinner High School: Physics

KS4: Separate Sciences – Physics AQA [8463], Combined Science - AQA Trilogy [8464]

Intent

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

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

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

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

Scientific Knowledge (AO1 & 2):

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

Scientific skills (AO1, 2 & 3):

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

Implementation

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

We aim to go beyond the National Curriculum by linking concepts and skills with real world examples and a variety of extra-curricular and super curricular activities. 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. At GCSE students are grouped into three categories: Combined foundation, Combined higher and Separate. We aim to

provide support and challenge relative to student ability levels and student groups, including stretching the most able. Specific stretch and challenge activities outside the classroom are listed 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.

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

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

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

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

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

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

Careers Development

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, Engineering extra-curricular groups are run at both Ks4 and Ks5 level to further support students interested in Engineering careers. 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. As such, a number of units focus on medical uses of physics, including a specific lesson in the GCSE electromagnetic waves topic and also a medical physics focus in the radiation topic.
- Finance: Physics students often move into the financial sector due to the mathematical and problem solving nature of the subject.

Assessment

KS4: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities and summative assessments following each unit. Homework activities and more formal unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following unit assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

KS5: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities, weekly consolidation tasks and summative assessments following each unit and at various data points (mock exams at Christmas and the end of yr12). Consolidation tasks take place weekly and are based on exam style questions. Marks for these consolidation tasks are recorded so that any student issues can be identified. Consolidation tasks and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments so that individuals are able to celebrate successes, highlight misconceptions and ensure that students are given the opportunity to improve. Practical skills are assessed using exam board CPAC criteria when appropriate.

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:

- **KS4**: Science week enhancement activities including talks and whole school activities.
- **KS5**: Science week enhancement activities including talks and whole school activities, trips including the National Physical Laboratory, CERN in Switzerland.

Stretch for the most able:

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

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 and lesson resources are shared on Google Classroom and homework 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. An additional science skills lesson is set to support students with exam technique and scientific skills. 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. climate change, energy resources, nuclear issues and scientific bias which will support all students to 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'). Mock interviews and university preparation is also available for KS5 students.

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 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 a positive 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 9	**Unit Title:** P1 – Conservation and dissipation of energy **Aims:** Building on KS3 knowledge of energy to enhance student knowledge of the different types of energy and how we use them in the real world. **Lesson / Content Overview:** 1 – Types of energy 2 – Conservation of energy 3 – Energy and work 4 – Power 5 – Gravitational energy 6 – Kinetic energy 7 – Elastic energy 8 – Energy dissipation 9 – Efficiency **Skills / Concepts on:** Focus on using and manipulating equations	**Unit Title:** P2 – Energy transfer by heating **Aims:** Building on KS3 knowledge of heat to enhance student knowledge of how thermal energy is transferred and the applications of it. **Lesson / Content Overview:** 1 – Conduction 2 – Infrared radiation 3 – Specific heat capacity 4 – Heating and insulating **Skills / Concepts on:** There are two required practicals in this unit. Therefore there is a focus on practical skills, especially hazard awareness.	**Unit Title:** P3 – Energy resources **Aims:** Building on KS3 knowledge of energy resources to enhance student knowledge of how we generate electricity and the challenges associated with this **Lesson / Content Overview:** 1 – Non-renewable energy 2 – Renewable energy **Skills / Concepts on:** Focus on the local and global citizenship issues associated with different ways of generating electricity.	**Unit Title:** P4 – Electric circuits **Aims:** Building on KS3 knowledge of electricity to enhance student knowledge of electricity. **Lesson / Content Overview:** 1 – Current and charge 2 – Potential difference 3 – Resistance 4 – Component characteristics 5 – Electric charge **Skills / Concepts on:** Students focus on different models of electricity, creating analogies between electricity and the real world.	**Unit Title:** P5 – Electricity in the home **Aims:** Applying knowledge of electricity to understand how it is used in the real world. **Lesson / Content Overview:** 1 – Alternating currents 2 – Cables and plugs 3 – Electrical energy 4 – Electrical power 5 – Appliances and efficiency **Skills / Concepts on:** Focus on electrical safety.	**Unit Title:** P6 – Molecules and matter **Aims:** Applying knowledge of particles and heating to enhance knowledge of particles and how the are linked with pressure and temperature. **Lesson / Content Overview:** 1 – Density 2 – States of matter 3 – Changes of state and latent heat 4 – Internal energy 5 – Gas pressure, temperature and volume **Skills / Concepts on:** The required practical for this unit focuses on method writing skills.
	Homework Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.
	Stretch & Challenge Specific in class activities include calculations involving prefixes and unit conversions. Energy transfers for more complicated systems are also	**Stretch & Challenge** Mathematical skills involved in the SHC practical calculations are challenging, especially for yr9 students. Students can be stretched by giving them less scaffolding	**Stretch & Challenge** Higher level debating skills lend themselves to this topic. In particular developing arguments for views that you do not necessarily believe in (e.g. arguments for/against	**Stretch & Challenge** Higher level practical skills lend themselves to this topic, in particular during the required practical. Producing complex circuits stretch student	**Stretch & Challenge** Specific n class activities include calculations involving prefixes and unit conversions. Energy, power and efficiency calculations can sometimes use different	**Stretch & Challenge** The most able students can be stretched by making specific links to the more challenging force and pressure topics that students will be studying in yr10.

	discussed (e.g. humans). Stretch activities signposted at lesson level.	during this part of the course. Stretch activities signposted at lesson level	fossil fuels/nuclear power). Stretch activities signposted at lesson level.	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	units – these provide excellent stretch opportunities. Stretch activities signposted at lesson level	Understanding of intermolecular forces will help stretch the most able. Stretch activities signposted at lesson level
	Reading Everyday STEM Science – Energy – Dr Shini Somara	**Reading** The Science of everyday life – Marty Jopson	**Reading** An introduction to Renewable Energy Sources – Baby Professor	**Reading** Charging about: The Story of electricity – Jacqui Bailey	**Reading** Electrifyingly Elementary: History of Electricity for kids – Bobo's little braniac books	**Reading** The Physics Book: Big ideas simply explained – Jim Al-Khalili

PINNER
HIGH SCHOOL

Pinner High School: Art

KS4: Fine Art GCSE - AQA (8202)

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.

Year 9, 10 and 11 3 periods a week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 IDENTITY	**Introduction to Identity Theme and Portraiture.** Drawing skills and technique workshops. e.g observation, proportion, experimental methods. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Introduction to Sketchbook Development Work.** Students learn how to document and annotate development drawings and ideas. Text Portrait - digital editing. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point. (Portfolio/sketchbook)*	**Artist Investigations** Contextual studies and planning towards a final portrait personal outcome. Including photography and composition. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Large Scale Portrait** Create a final personal response based on experiments and planning. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Still Life - Drawing Skill Workshops** Develop composition through observational drawing and personal choice of Photography references. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Identity Still Life Outcome** Contextual studies and development planning towards a final personal outcome (Large scale work) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*

Pinner High School: Design & Technology

KS4: Art & Design: Three-Dimensional Design GCSE AQA 8205

Intent

Design and Technology is an inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. Cultural capital is explored across the key stages by appreciation of the work of others locally, nationally and internationally, the subject identifies and relates schemes of learning to real contextual challenges focussing upon people, communities or businesses.
Design and Technology builds on the skills and knowledge pupils have already learnt at primary school as a result of baseline testing and transition work staff are well informed of the pupils starting point as they commence KS3.

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

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

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

Implementation

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

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

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

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

Impact

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

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Plastic Forming Skills Students will develop skills and knowledge in different plastic forming techniques	Developing skills in 2D design & CAD/CAM students will design a medal based on an olympic sport.	Wooden Joints To develop knowledge on different wood joints and the structure of wood.	Students will apply their knowledge and skills of plastics and woods to develop designs for a desk	Introduction to Nature Project. Students will investigate the theme of nature and develop designs	Students will learn safe practice with Pewter Casting. Develop moulds for their designs using CAD and

	and the structure of polymers. **Skills / Concepts on:** ● Thermoforming ● Line Bending ● Vacuum Forming ● Using moulds & jigs ● Plastic Theory Assessment is at the end of the unit.	 **Skills / Concepts on:** ● 2D Design ● Laser Cutter ● Investigating a theme Assessment is at the end of the unit.	Students will make a pencil box **Skills / Concepts on:** ● Dowel Joint ● Lap Joint ● Mitre Joint ● Finger Joint Assessment is at the end of the unit.	tidy based on a design movement. **Skills / Concepts on:** ● Design movement investigation ● Design Development ● Manufacturing Assessment is at the end of the unit.	for jewellery made from Pewter Students will participate in an education visit to Kew Gardens **Skills / Concepts on:** ● Using primary research to inform designs ● Design Development Assessment is at the end of the unit.	produce a jewellery product with a presentation box. **Skills / Concepts on:** ● H&S with Pewter Casting ● Finishing metal ● 2D Design ● Vacuum forming Assessment is at the end of the unit.

PINNER
HIGH SCHOOL

Pinner High School: Food Preparation and Nutrition

Food Preparation and Nutrition GCSE - Eduqas

Intent

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

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

Food Preparation and Nutrition is an **inspiring, rigorous** and **practical subject**. Students **develop** an **understanding of** and **apply** the **principles of health and nutrition**. They **learn** to **cook a variety of dishes, predominantly** savoury dishes to **feed themselves and others** in a **healthy and varied way.** Students **develop competence** in using a range of cooking

techniques, utensils and electrical equipment, different methods of heat transfer and awareness of how to use their senses to season dishes well and combine ingredients. They also learn to adapt recipes to meet the nutritional needs of different groups of people. They understand the source, seasonality and characteristics of a broad range of ingredients.

Why is our curriculum designed the way it is?

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

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

Implementation

How are lessons structured?

Lessons are divided into three main parts: a "Do Now" activity, main and plenary. A 10 minute "Do Now" is given to focus students on their learning once they enter the room. Lessons are designed with the needs and abilities of the students in mind. Lessons are sequenced progressively and build on prior learning, starting with the least difficult to the most advanced knowledge, skills and techniques or from concrete to more abstract concepts. Lessons are engaging, interactive, meaningful and challenging and links are made to real life situations so that students can make connections and deepen their understanding of the subject. Students understand the significance of what they are learning and are able to determine how Food Preparation and Nutrition relates to the wider scheme of things.

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

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

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

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

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

Impact

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Students are introduced to a more in depth study of Food to develop their understanding of food commodities. They build upon their knowledge gained in years 7 and 8 to make a range of high quality products using a range of cooking methods, techniques, electrical appliances and different methods of heat transfer. They also use their senses to season food well. Assessment is at the end of the unit.	Students continue to develop their knowledge of food commodities such as fruit and vegetables , cereals and other starchy carbohydrates. Students learn to cook a variety of dishes from a range of cuisines to reflect the food commodities. .	Students continue to develop their knowledge of food commodities focussing on milk, cheese and yogurt and meat, fish, poultry and eggs. They also cook a range of dishes to reflect the commodities. For each commodity learners develop their understanding of the value within the diet, features and characteristics with reference to the correct storage in order to prevent contamination. Assessment is at the end of the unit.	Students continue to develop their knowledge of food commodities focussing on milk, cheese and yogurt and meat, fish, poultry and eggs. They also cook a range of dishes to reflect the commodities. For each commodity learners develop their understanding of the value within the diet, features and characteristics with reference to the correct storage in order to prevent contamination. Assessment is at the end of the unit.	Students continue to develop their knowledge of food commodities focussing on soya, tofu, nuts and seeds and butter oil, margarine and syrup. . They also cook a range of dishes to reflect the commodities. For each commodity learners develop their understanding of the value within the diet, features and characteristics with reference to the correct storage in order to prevent contamination. Assessment is at the end of the unit.	Students are introduced to the macronutrients , their sources, functions in the diet, excess and deficiencies. Students also demonstrate their skills and competencies in preparing, cooking and serving a range of high quality products suitable to be served at different occasions. They get people to taste and evaluate their food and provide them with evaluative feedback. They also use nutritional analysis software to analyse their dishes and consider suitable modifications to make their dishes healthier.

						Students also learn about the scientific principles of each transfer making links to what they have studied in Science. Assessment is at the end of the unit.

PINNER
HIGH SCHOOL

Pinner High School: Business

Business GCSE - Pearson Edexcel

Intent

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

Implementation

- Lessons are organised to ensure a logical progression of topics, with opportunities for revision, consolidation of learning, and effective retrieval practice.
- Clear learning outcomes and objectives are shared at the beginning of each lesson. These outcomes focus on knowledge of key concepts and skills that students should learn and understand by the end of the lesson. This helps students to understand what they will be learning and what success looks like.
- In order to engage our students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating business concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills.
- We regularly employ various assessment methods such as end-of-topic tests, exam practice questions, and effective teacher questioning to gauge students' comprehension and identify any misconceptions. This allows us to provide constructive feedback to students to help them improve and reflect on their learning.
- We place great emphasis on the continuous development of key skills within our Business curriculum. Through an interleaving approach, these skills are revisited and

reinforced regularly, ensuring students' proficiency and retention.

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

Impact

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

process.

Careers

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

- Business Development
- Marketing
- Recruitment
- Banking and finance
- Administration
- Accounting and Finance
- Business Management

Recommended Textbook: Pearson Edexcel A level Business by Ian Marcouse

Reading and Podcasts:

How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions - Rachel Bridge,
The Tipping Point: How Little Things Can Make a Big Difference - Malcolm Gladwell,
The Google Story - The definitive account of one of the most remarkable organisations of our time by David A. Vise
The Lean Startup: How Constant Innovation Creates Radically Successful Businesses by Eric Ries
Grinding It Out: The Making of McDonald's - by Ray Kroc
One Click, Jeff Bezos and the Rise of Amazon.com by Richard L Brandt
No Filter: The inside story of how Instagram transformed Business by Sarah Frier
Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not! By Robert Kiyosaki

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

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

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

PINNER HIGH SCHOOL

Pinner High School: Economics

Economics GCSE - OCR (J205)

Intent

- To stimulate a passion and love for Economics at Pinner High School, we aim to promote the ability to think like economists, enabling students to develop logical arguments and make sound economic judgments.
- We emphasise the importance of understanding fundamental economic concepts and their application in real-world situations. Students will gain knowledge about how markets work, comprehend the dynamics of supply and demand, explore economic efficiency, and address crucial economic challenges such as poverty, inequality, and environmental sustainability. Through this understanding, they will be equipped to evaluate the impact of policies and decisions on a national and global scale.
- We strive to empower students to justify economic arguments with rigour. By critically analysing economic events, they will be able to scrutinise these arguments and strengthen their economic reasoning skills. We also want our students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy.
- To develop fluency in the use of the economic toolkit, which involves the use of diagrammatic analysis in both micro-economics and macro-economics which will enable them to apply economic principles effectively. We aim to encourage the development of enquiry and analytical skills through data analysis and applying economic theories and models to economic problems.

- Our curriculum fosters a holistic understanding of economics by encouraging students to make connections across themes and topics covered in the specification. This approach supports synoptic learners to see the interconnectedness of various economic concepts.
- We aim to meet the diverse needs of all our students, including those with special educational needs (SEND), PP (pupil premium) as well as HAP (our high ability pupils) to have equal opportunities to reach their full potential.
- We recognise the importance of developing transferable skills that go beyond economics. Our students will enhance their quantitative and qualitative skills, improve their communication abilities, develop critical thinking, and strengthen problem-solving capabilities. These skills will equip them for success in various academic and professional pursuits.

Implementation

- Lessons are thoughtfully organised to ensure a logical progression of topics, with opportunities for revision, consolidation of learning, and effective retrieval practice.
- Clear learning outcomes and objectives are shared at the beginning of each lesson. These outcomes focus on knowledge of key concepts and skills that students should learn and understand by the end of the lesson. This helps students to understand what they will be learning and what success looks like.
- In order to engage students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating economic concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills. In order to inspire our students, we invite expert speakers and encourage them to enter national competitions linked to the subject.
- We regularly employ various assessment methods such as end-of-topic tests, exam practice questions, and effective teacher questioning to gauge students' comprehension and identify any misconceptions. This allows us to provide constructive feedback to students to help them improve and reflect on their learning.
- We place great emphasis on the continuous development of key skills within our Economics curriculum. Through an interleaving approach, these skills are revisited and reinforced regularly, ensuring students' proficiency and retention.
- To support individual student progress, we maintain records of their performance through shared data tracking sheets which are updated after each assessment and half termly. This enables us to see progress and identify students in need of early intervention who may require additional support.
- SEND students are supported to achieve their potential through differentiated worksheets, printing of lesson resources and the use of laptops. PP students are provided with revision textbooks and supported to access the learning materials.
- In Economics we contribute to supporting and promoting literacy skills among our students through critical reading of economics texts, case studies and news articles, which enhances their comprehension and analysis abilities. Key terms and economics vocabulary are explicitly taught at both KS4 and KS5, encouraging students to utilise these terms in their discussions and written work. We also develop their mathematical skills through the analysis and interpretation of a range of data, using diagrammatic representations to illustrate economic concepts and the use of formulas and calculations.
- Students are provided with opportunities to track their learning and progress through RAG rated personal learning checklists. These are completed at the end of each topic, allowing students to reflect on their learning, evaluate their understanding of topics and identify areas for further development.
- Independent learning skills are built into lessons including research tasks, case study analysis, collaborative group work, presentations, and peer and self-assessment. These activities empower students to take ownership of their learning and develop valuable skills for lifelong learning.
- Teachers in the department employ a range of effective teaching and learning methods, including modelling, scaffolding, high order questioning, differentiation, and the use of exam technique writing frames, with a particular focus on the students’ needs and abilities in each of their classes.

- To ensure the highest standards of teaching, our staff are encouraged to participate in relevant CPD (Continuing Professional Development) opportunities. This enhances their subject knowledge and keeps them up to date with changes in specifications. We promote the sharing of high-quality teaching pedagogy through department meetings and whole-school training. We regularly update our teaching and learning resources to take account of changes in the economy and these are shared through our department Google Drive.

Impact

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

Careers

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

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

Recommended reading & podcasts

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

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

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

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

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

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

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

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

Newspapers: The Financial Times, The Independent, The Guardian

Magazines: The Economist, Economic Review, Economics Today

Podcasts: Economics in Ten Podcast, Planet Money Podcast

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Introduction to Economics	**Main economic groups and factors of production** - The basic economic problem - Scare resources, unlimited wants and the economic problem - Opportunity cost - Economic choices and sustainability - The role of markets - Market; sectors; product and factor markets - Specialisation and exchange ***Assessment**: Test on 1.1 topics*	**Demand** - Demand curves - shifts and movements - Causes and consequences of shifts and movements - Price elasticity of demand - Importance of PED for consumers/producers ***Assessment**: Demand knowledge test 2.2*	**Supply** - Supply curve - shifts and movements - Causes and consequences of shifts and movements - Price elasticity of supply - Importance of PES for consumers/producers - Price - Equilibrium price and quantity - Interaction of demand and supply - Determination of price - Allocation of resources - Market forces, equilibrium price and quantity ***Assessment**: Drawing supply curves and PES calculations test 2.3*	**Competition and market economy** - Competition and price - Impact of competition on producers and consumers - Monopoly and oligopoly - Role of producers - Production - Production and productivity - Cost, Revenue, profit and loss calculations ***Assessment**: Questions on the market forces of S & D*	**Production** - Importance of cost, revenue, profit and loss - Economies of scale - The labour market - Determination of wages - Gross and net pay calculations ***Assessment:** Calculations test*	**The role of money and the financial markets** - Importance of financial sector - Effect of changes in interest rates - Interest rate calculations ***Assessment**: Questions on the financial sector and calculations* *End of year mock*

Pinner High School: Computer Science

KS4: GCSE (9-1) Computer Science - OCR (J277)

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 9	**CPU and Memory** • The CPU • Primary and secondary memory • Assembly Language ***Assessments***	**Data Representation** • Units of data storage • Data representation • Compression ***Assessments*** Students are assessed every two weeks and sit	**Computer Networks** • Wired and Wireless networks • The Internet • Network Topologies ***Assessments***	**Network Security** • Threats to networks • Network Prevention methods ***Assessments*** Students are assessed every two weeks and	**Computer Software** • Operating systems • Utility software **Impact of Technology** • Privacy • Cultural • Environmental	**Yr 9 Revision** ***Assessments*** End of year assessment covering all topics. **Programming Project** Students undertake a mini programming

	Students are assessed every two weeks and sit an overall assessment at the end of each half term.	an overall assessment at the end of each half term.	Students are assessed every two weeks and sit an overall assessment at the end of each half term.	sit an overall assessment at the end of each half term.	• Legislations ***Assessments*** Students are assessed every two weeks and sit an overall assessment at the end of each half term.	project based on a scenario to develop their programming skills.
	Python programming skills building ***Assessments*** Students complete programming challenges every three lessons to assess their programming skills.					

PINNER HIGH SCHOOL

Pinner High School: Chinese

KS4: GCSE Chinese (Spoken Mandarin) (8673). Option to participate in the Mandarin Excellence Program

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 9	**Holidays** **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)	**All About Me 1** **Aims:** ● Describe people's appearance ● Describe my room **Lesson / Content Overview:** ● Personal appearance ● Adjectives ● Furniture vocabulary including 子 noun-suffix **Skills / Concepts on:**	**All about me 2** **Aims:** ● 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	**My Town** **Aims:** ● 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	**Houses and Jobs** **Aims:** ● 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:**	**Going shopping** **Aims:** ● 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

	• Describing weather: 很+热/冷 • Weather report: Chinese cities 今天天气好不好? 有+雨/雪/风/云 • Countries and languages • Different places for holiday • Transport vocabulary • Places **Skills / Concepts on:** Present/past/future tense: 今天 昨天 明 天	• Using adjectives • Measure words	• Time phrases	• My house • Comparison **Skills / Concepts on:** • Prepositions • Time phrases	• 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	• Clothes • Colours • Fruit and vegetable • Buying clothes • Present continuous • Online shopping **Skills / Concepts on:** • Currency • Weights • Measure words
	Homework: Jinbu 2 workbook + Preparation for vocab Tests **Stretch & Challenge:** Australian Jinbu workbook and worksheets					
Year 9 MEP	**Shopping** **Aims**: • Talk and write about department stores • Talk and write about online shopping **Lesson / Content Overview:** • 正在 • 给 • 还是 **Skills / Concepts on:** • Present continuous • Discussing advantages and disadvantages **Homework** Jinbu 2 workbook Preparation for vocab tests **Stretch & Challenge** Australian Jinbu workbook and worksheets	**Travel in China** **Aims:** • Gain familiarity with major cities in China • Talk and write about sightseeing in China **Lesson/Content Overview:** • Seasons and directions • Visiting Beijing • Tourist information • Buying souvenirs **Skills/Concepts on:** • Talking about the past using 过 • 一点儿 • 得 **Homework** Jinbu 2 workbook Preparation for vocab tests **Stretch & Challenge** Australian Jinbu workbook and worksheets	**My Life** **Aims:** • Introduce yourself in Mandarin (number of family members, who are they, hobbies, pets) • Describe physical appearance of family members **Lesson / Content Overview:** • Self introduction • My family • Describing people **Skills / Concepts on:** • 的时候 Word order using Chinese Golden Rule又。。。又。。。不但。。。而且。。。 **Homework** Activities based on Edexcel textbook pages 6-25 **Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide	**My School** **Aims:** • Talk about your school routine • Share opinions about school • Discuss the position of things in your school • To compare schools in China and the UK • To talk and write about school rules and expectations • To talk and write about extracurricular activities **Lesson / Content Overview:** • School routine • Opinions about school (uniform, facilities, subjects) • Comparisons • Helping verbs such as应该 • Using 了 to show completed action • 要是 • 先。。。然 后。。。 **Skills / Concepts on:** • Giving opinions • Use of time phrases • Comparisons	**Leisure** **Aims:** • Review sport and hobby vocabulary • Talk and write about sports facilities **Lesson / Content Overview:** • Leisure time activities (TV programmes, books) • Sports facilities **Skills / Concepts on:** • Duration • Question words **Homework** Activities based on Edexcel textbook pages 46-63 **Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide	**Media** **Aims:** • Discuss advantages and disadvantages of mobile technology **Lesson / Content Overview:** • Technology • Television and media **Skills / Concepts on:** • Use of 给 • Giving opinions **Homework** Activities based on Edexcel textbook pages 64-69 **Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide

				• Using 了 to show • Completed action **Homework** Activities based on Edexcel textbook pages 26-45 **Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide		
	Reading: Chinese 101 in Cartoons for Students, See China through Signs, China: The Essential Guide to Customs and Culture, Modern China: A Very Short Introduction, China: A Dark History, The People of China, Food and Festivals of China, China Online… All available in the school library					

PINNER
HIGH SCHOOL

Pinner High School: Spanish

KS4: Year 9 & 10 Spanish GCSE Edexcel (1SP1), Year 11 Spanish GCSE Edexcel (1SP0)

Intent

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

Implementation

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

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

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

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

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

Reading:
Students start by identifying single words and work towards being able to understand and translate longer sentences and paragraphs of up to 50 words. Reading material can be dialogues, fact files, short bios, cartoon strips, lyrics, poems and short excerpts from literature or news items. Students use reading texts as guides or models from which to create their own written texts as well as to broaden their knowledge of sentence structure and vocabulary. The comprehension tasks develop skills in paying attention to key details, word order, Spanish to English translation, grammar identification, use of synonyms and inference.

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

Impact

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

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 9	**Viva Module 1** **Diviértete - My Personal World: Media and Technology** **Aims:** Welcome to GCSE Spanish; To understand and produce language to describe hobbies, sports and digital media. **Lesson Overview:** Module 1 Unit 1-3 Grammar refresh of tenses and paradigms of high frequency verbs in present and near future tenses; frequency of online habits; opinions about sport and free time; arranging to go out. Skills: Phonics sound and spelling match, writing and speaking about hobbies, reading and listening for specific details. **Assessment:** Listening and Transcribing	**Viva Module 1** **Diviértete - My Personal World: Media and Technology** **Aims:** To understand and produce language to meet up with friends; giving an account in the past tense. **Lesson Overview:** Module 1 Unit 4-5 Use the near future to arrange a meet up; revise rules of preterite tense to speak about activities in the past. **Skills :** Listening for one or more details; Learn about all sections of the Speaking exam and start booklets; Reading tourist information; writing with 2 or more tenses; translation of short sentences into English	**Viva Module 2** **Viajes - Travel and Tourism** **Aims:** To understand and produce language to describe Spanish cultural traditions and give an account of a holiday. **Lesson Overview:** Module 2 Unit 1-3 Making travel plans, learning about festivals, use the past tense to talk about a previous holiday. **Skills:** Listening and inferring, Speaking about culture and holidays in various tenses; Reading accounts as a stimulus and support for Writing. Translation of short sentences into Spanish. **Assessment** Writing about festivals Listening **Homework**	**Viva Module 2** **Viajes - Travel and Tourism** **Aims:** To understand and produce language to describe accommodation and learning about Latin America. **Lesson Overview:** Module 2 Unit 4-5 Saying what the accommodation and holiday town were like; learning about countries in Latin America and planning a trip. **Skills:** Listening and matching synonyms, speaking mini presentations, reading longer texts and deciphering meaning, planning and writing essays. Translation of short sentences into Spanish. **Assessment** Speaking (read aloud) Reading **Homework**	**Viva Module 3** **Mi Gente, Mi Mundo** **-My Personal World: Media & Technology** **Aims:** To understand and produce language to describe family and digital interests. **Lesson Overview:** Module 3 Unit 1-3 Talking about family members and physical description; role models; friendships and relationships using the present tense. **Skills :** Listening for reasons, speaking about a photo, reading to identify details; writing descriptions; Translation of longer sentences or short paragraphs into E or S. **Assessment** Write Read & Listen	**Viva Module 3** **Mi Gente, Mi Mundo** **-My Personal World: Media & Technology** **Aims:** To understand and produce language to describe identity, talk about problems and give advice using the conditional tense. Grammar revision and quizzes on 4 tenses. **Skills:** Speaking to give advice, grammar workbooks, translation and transcribing practice tasks on various topics. **Assessment** Translation and Transcribing **Homework** Weekly vocab learning, Pearson Active Learn Conversation Practice

	Homework Weekly vocab learning, Pearson Active Learn **Reading** Accounts of holidays	**Assessment:** Reading and Speaking about hobbies **Homework** Weekly vocab learning, Pearson Active Learn Conversation Practice Holidays Booklet **Reading** Tourist information Accounts of holidays	Weekly vocab learning, Pearson Active Learn Conversation Practice **Reading** Accounts of school life; excerpts from Spanish literature.	Weekly vocab learning, Pearson Active Learn Conversation Practice Schools Booklet **Reading** Articles about school life	**Homework** Weekly vocab learning, Pearson Active Learn Guided Revision **Reading** Media reports on celebrities Text messages	
	Stretch & Challenge: Active Learn Worksheets + Grammar Workbook					

PINNER
HIGH SCHOOL

Pinner High School: Drama

KS4: GCSE (9-1) Drama - Edexcel (1DR0) - Specification found here

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 9	Autumn 1: Mugged (Component 2)	Autumn 2: Practitioners	Spring 1 and Spring 2: Blood Brothers	Summer 1 and Summer 2: Devising (Extended Project)
	Aims: A National Theatre Connections play based around the murder of a young boy and the community reaction following his death. An exploration into Naturalism as a style of theatre.	**Aims:** Students will be introduced to a number of different practitioners from across the world and conduct additional research to create theatre in the chosen practitioner's style.	**Aims:** Students will explore Willy Russell's play in depth for a term, with various formative assessments linked to Component 2 and Component 3 of the GCSE.	**Aims:** To use the term, 'torn' as a stimulus for devising, working in groups for an extended project lasting a full term.
	Lesson / Content Overview: Students will perform key extracts from the script and explore the work of theatre	**Lesson / Content Overview:** Students will develop their inquiry skills in order to conduct out of class research	**Lesson / Content Overview:** Students will complete a combination of assessments, including a scripted assessment of a key scene from the text. Students will also explore the social, cultural and historical	**Lesson / Content Overview:** 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.

	practitioner Konstantin Stanislavski. This scheme of learning will reintroduce students to key concepts such as units and objectives, emotion memory and other naturalistic techniques.	into chosen practitioners and their work. This carousel style scheme gives students the opportunity to circle back to a practitioner of their choice and create a specialist piece in their style.	context related to the play and develop their wider knowledge of the text as a whole. Students will deep dive into the key characters from the play and consider how staging, lighting, sound and costume impact a performance. They will also have an opportunity to devise a monologue in response to Mickey's "I wish I was our Sammy" extract, using the same writing style as Russell.		Students will present, reform, refine and evaluate work over 12 weeks, resulting in a final performance between 10-15 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.
	Assessment: **<u>Scripted</u>**: Students use the script from the text to rehearse and perform an extract. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Devised/Presentation</u>**: Students use the script from the text to rehearse and perform an extract. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Scripted</u>**: Students use the script from the text to rehearse and perform an extract. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Devised</u>**: Students create a performance based on a key scene from the text, demonstrating their knowledge of the text.	**Assessment:** **<u>Devised</u>**: Students will work as part of an ensemble to create a piece inspired by the stimuli given: social media. **<u>Written:</u>** 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.
	Homework: Students will complete mostly research based tasks or recap quizzes based on their current unit. In each half term, there are also a number of optional Champion Tasks to extend knowledge and promote creativity. Students will receive up to 6 pieces of compulsory homework per half term.				
	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.				
	Reading: Scripts explored this year include: Mugged and Blood Brothers, two naturalistic plays. Students may find it useful to do some additional reading of key texts, written with the intention to be performed in a naturalistic style. Students should select texts that have been written Pre 2000 and revise the context of playwrights to develop their subject knowledge. Additional reading can also be found in the KS4 BBC Bitesize Drama folder – Edexcel exam board.				

Autumn 1 - Devices, Baroque, Classical, and Romantic Eras

COMPONENT 1: Performing

Aims: To develop solo performance skills.
Lesson / Content Overview: Students have one timetabled lesson per week to practice their own instrument/vocals and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours.

COMPONENT 2: Composing

Aims: To develop composing skills.
Lesson / Content Overview: Students learn about composition devices and how to use them for their own compositions.

COMPONENT 3: Appraising

AoS1 Musical Forms and Devices - Topic 1: The development of Music, Topic 3: Devices

Aims:

- **Learn the meaning of 'Western Classical Tradition' and why it is important**
- **Learn typical musical devices used by other composers**
- **Understand how music is presented and organised**

Lesson / Content Overview: Students learn about the main composers, the main types of music written in those periods, and the main features of the music of Baroque and Classical eras. Pupils also learn musical devices (motif, repetition, contrast, anacrusis, imitation, sequence, ostinato, syncopation, dotted rhythms, drone, pedal, canon, conjunct and disjunct movement) through examples, listening, and composing activities.

Theory Of Music: Time Values, Bar-lines, and time signatures 2/4, 3/4, 4/4, Notes on the stave/staff, The treble (G) clef, ledger lines, the semiquaver, grouping notes, rests, dotted notes, ties, stems, tempo/tempo changes, dynamics.
Dictation: Rhythmic dictation

***Assessment**: Solo Performance Assessment. Quiz on Baroque, Classical, and Romantic Eras.*

***Homework**: Weekly Homework, Personal Instrumental Practice.*

***Stretch & Challenge**: All lessons include Challenge tasks.*

***Reading:** History of Baroque, Classical, and Romantic eras.*

Autumn 2 – Devices

COMPONENT 1: Performing

Aims: To develop ensemble performance skills.
Lesson / Content Overview: Students have one timetabled lesson per week to practice in ensembles and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours.

COMPONENT 2: Composing

Aims: To develop composing skills.
Lesson / Content Overview: Students learn about composition devices and how to use them for their own compositions.

COMPONENT 3: Appraising

AoS1 Musical Forms and Devices - Topic 1: The development of Music, Topic 3: Devices

Aims:

- **Learn the meaning of 'Western Classical Tradition' and why it is important**
- **Learn typical musical devices used by other composers**
- **Understand how music is presented and organised**

Lesson / Content Overview: Students learn about the main composers, the main types of music written in those periods, and the main features of the music of the Baroque and Classical eras. Pupils also learn musical devices (broken chord/arpeggio, Alberti bass, regular phrasing, motifs, chord progression/cadences, modulation, unison, chordal, layered, melody, and accompaniment) through examples, listening, and composing activities.

Theory Of Music: Accidentals, Semitones and Tones, intervals, bass clef, The scale of C major, the degrees of the scale, tones, and semitones in scales, and the scales of C, G, D, and F major, the tonic triad, compound time, signs and symbols, Italian terms, sequences.
Dictation: Rhythmic and melodic dictation

***Assessment**: Devices Assessment.*

***Homework**: Weekly Homework, Personal Instrumental Practice.*

***Stretch & Challenge**: All lessons include Challenge tasks.*

***Reading:** History of Baroque, Classical, and Romantic eras.*

Spring 1 – Form and Structure

COMPONENT 1: Performing

Aims: To develop ensemble performance skills.
Lesson / Content Overview: Students have one timetabled lesson per week to practice their own instrument/vocals and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours.

COMPONENT 2: Composing

Aims: To develop composing skills.
Lesson / Content Overview: Students learn about basic forms used in music composition and learn how to compose Question and Answer phrases, and short compositions in Binary form.

COMPONENT 3: Appraising

AoS1 Musical Forms and Devices - Topic 2: Form and Structure

Aims: Understand what Form and Structure are in music and Recognise why Form and Structure are important in music.

- **Understand what Question and Answer, Binary, Ternary, and Rondo Forms are in music.**
- **Recognise the differences between music based on different Forms and Structures.**
- **Know how to label or identify different sections within a complete piece of music.**
- **Recognise that music with a recurring or repeated section provides familiarity to the listener.**

Lesson / Content Overview: This unit begins by establishing what is "Form and Structure" in music and why Form and Structure are important. Through performing, composing, improvising, listening, and appraising, pupils then explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form, and Rondo Form. At the end of the unit, students compose their own piece in Binary form.

Theory Of Music: Simple time grouping, The keys of A, B flat, and E flat major, key signatures, Relative minor, primary chords I, IV, V, triplets, enharmonic notes, transposing an octave, more signs and symbols, further Italian terms, further compound times, arpeggios.

Dictation: Rhythmic and melodic dictation

***Assessment**: Ensemble Performance Assessment. Form and Structure Assessment. Binary form Composition.*

***Homework**: Weekly Homework, Personal Instrumental Practice.*

***Stretch & Challenge**: All lessons include Challenge tasks.*

***Reading:** Musical Performance readings: Me and my instrument, Me and my practice, preparing for a performance, delivering a good performance, working with other musicians, Delivering an ensemble performance.*

Spring 2 – Variations

COMPONENT 1: Performing

Aims: To develop Solo performance skills.
Lesson / Content Overview: Students have one timetabled lesson per week to practice in ensembles and get feedback from the teacher.In addition, students attend weekly instrumental/vocal lessons during school hours.

COMPONENT 2: Composing

Aims: To develop composing skills.
Lesson / Content Overview: Students learn about variation techniques used in compositions.

COMPONENT 3: Appraising

AoS1 Musical Forms and Devices - Topic 2: Form and Structure/ Variations

Aims: To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody.

- **Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.**
- **Understand Variation Form as a type of musical Form and Structure.**

Lesson / Content Overview: The unit begins by exploring basic ways to vary an existing theme using the elements of music and simple musical devices in terms of changing: pitch (octave), timbre and sonority, articulation, tempo, dynamics, rhythm, and adding: pedal, drone, ostinato, rhythm, decoration (passing notes). This is then developed by progressively exploring and using more complex variation techniques including augmentation, diminution (revision of note values), canon/round, and adding a counter melody before pupils learn how to vary a theme using changes in tonality and investigate how inversion, retrograde and retrograde inversion can be applied to a theme as more advanced variation technique. At the end of the unit, students compose their own original theme and variations.

Theory Of Music: Minor scales, chords in Major and minor keys, ornaments, cadences, transcribe between clefs, pentatonic scales, other time signatures, Key signatures up to five sharps and flats, chord inversions.

Dictation: Rhythmic and melodic dictation

***Assessment**: Solo Performance Assessment. Variations Assessment. Variations Composition.*

***Homework**: Weekly Homework, Personal Instrumental Practice.*

***Stretch & Challenge**: All lessons include Challenge tasks.*

***Reading:** Musical Performance readings: Me and my instrument, Me and my practice, preparing for a performance, delivering a good performance, working with other musicians, Delivering an ensemble performance.*

Summer 1 – Film Music

COMPONENT 1: Performing

Aims: To develop ensemble performance skills.
Lesson / Content Overview: Students have one timetabled lesson per week to practice their own instrument/vocals and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours.

COMPONENT 3: Appraising

AoS3 Film Music - Topic 2: The use of Musical Elements in Film music, Topic 3: Musical Devices and techniques that are used in Film Music, Topic 4: Composing Film Music

Aims:
- **Learn about the origins and the development of film music through the years. Why is music important in movies?**
- **Learn the use of musical elements in the Film Music**
- **Learn the musical devices and techniques that are used in Film Music**
- **Learn how to create an effective musical soundtrack 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. At the end of this unit, pupils compose a cue sheet and a complete soundtrack composition on a set brief.

Theory Of Music: Further Italian terms, more cadences, circle of fifths, transposing, further intervals and triads, more chord types.
Dictation: Rhythmic and melodic dictation

***Assessment**: GCSE Theory of Music Final Exam*

***Homework**: Weekly Homework, Personal Instrumental Practice.*

***Stretch & Challenge**: All lessons include Challenge Tasks.*

***Reading:** Short texts: Origins of Film Music, Early Film Music, What is Film Music for?, How do you start writing film music, The independent life of a film score, The purpose of film music, etc.*

Summer 2 – Film Music

COMPONENT 1: Performing

Aims: To develop ensemble performance skills.
Lesson / Content Overview: Students have one timetabled lesson per week to practice their own instrument/vocals and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours.

COMPONENT 2: Composing

Aims: To develop composing skills.
Lesson / Content Overview: Compose a Film soundtrack on a given brief.
Additional Composition Project: Compose a piece in Rondo form.

COMPONENT 3: Appraising

AoS3 Film Music - Topic 2: The use of Musical Elements in Film music, Topic 3: Musical Devices and techniques that are used in Film Music, Topic 4: Composing Film Music

Aims:
- **Learn about the origins and the development of film music through the years. Why is music important in movies?**
- **Learn the use of musical elements in the Film Music**
- **Learn the musical devices and techniques that are used in Film Music**
- **Learn how to create an effective musical soundtrack 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. At the end of this unit, pupils compose a cue sheet and a complete soundtrack composition on a set brief.

Theory Of Music: Alto Clef notation

Dictation: Rhythmic and melodic dictation

***Assessment**: Ensemble Performance Assessment. Film Music Listening Assessment. Film Music set brief composition.*

***Homework**: Weekly Homework, Personal Instrumental Practice.*

***Stretch & Challenge**: All lessons include Challenge Tasks.*

***Reading:** Short texts: Origins of Film Music, Early Film Music, What is Film Music for?, How do you start writing film music, The independent life of a film score, The purpose of film music, etc.*

WJEC Eduqas GCSE in MUSIC - Specifications

Component 1 - Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

72 marks

Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a minimum of two pieces of which at least one must be as part of an ensemble performance lasting at least one minute. The other piece(s) may be performed either solo and/or as part of an ensemble. One piece must be linked to one of the four areas of study. The use of music technology and improvisation is accepted within both solo and ensemble performances.

Selecting Music for Performance

The standard of pieces selected for performance should be broadly equivalent to grade 3 of the graded music examinations. Appendix A contains descriptions of the levels of difficulty for vocal performances (including rapping, MC-ing, and beatboxing), instrumental performances, and technology-based performances. This guidance must be followed when playing pieces not listed for graded music examinations. One of the pieces performed must be linked to specific aspects of musical content within one of the four areas of study. All learners are required to perform one ensemble piece and when this is linked to area of study 2, Music for Ensemble, the piece must be related to one of the specific genres or styles covered in this area of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Examples of performances linked to an area of study are noted below.

1. Musical Forms and Devices

• A performance of a piece composed either during the Baroque, Classical, or Romantic eras

• A performance of a piece written in either binary, ternary, rondo, variation, or strophic forms. A performance of a piece of music which makes a feature of a compositional device

2. Music for Ensemble

• A performance of a piece of ensemble music in either chamber music tradition, or musical theatre tradition, or the jazz and blues tradition

3. Film Music

• A performance of a piece of music used in a film or composed specifically for a film

4. Popular Music

• A performance of any genre of popular music

Learners may choose to perform one of their own compositions. Learners must ensure that the composition allows them the opportunity to demonstrate their highest-performing skills. Learners are not restricted to one instrument/voice. However, there is no advantage in performing on more than one instrument. A copy of the music for all pieces must be provided for the assessor. Where this is impossible due to the nature of the performance, e.g. DJ-ing, a detailed and accurate lead sheet must be provided.

Ensemble Performance

All learners are required to perform as part of an ensemble. An ensemble performance may be on any instrument, voice or technology-based option. In each case, learners are required to:

• perform in a group of between two and eight live performers, the other members of the ensemble need not be taking the examination

• perform a significant individual part that is not doubled

• perform accompanied or unaccompanied as a group but not conducted (the accompaniment can be live or a backing track). Lieder accompaniment (or similar skill) is an acceptable ensemble when the learner is the accompanist but not when the learner is the soloist.

Solo Performance

Learners may choose to perform a solo. Solos may be either accompanied or unaccompanied. The accompaniment can be live or a backing track. The accompanist need not be taking the examination.

Improvisation

Learners may choose to prepare an improvisation to a stimulus of their own choice for a solo performance or as part of an ensemble. This may be prepared in advance of the practical assessment. (A stimulus may be a chord sequence, a scale, etc.) A copy of the musical stimulus must be provided for the assessor.

Technology-based Performance

Learners may choose to offer a technology-based realisation as part of an ensemble or a solo performance. Technology-based performances include DJ-ing, sequencing, and other appropriate technology-based formats. If in any doubt as to whether the form chosen is appropriate, please contact WJEC for advice.

Assessment of Component 1

Learners may perform at any time during the academic year in which the assessment is to be taken. Learners do not have to perform all pieces on the same day. The performance must be recorded with the teacher present so that the work can be authenticated. In all performances, learners will be expected to display:

- technical control
- expression and appropriate interpretation
- accuracy of rhythm and pitch
- appropriate pace and fluency
- effective use of dynamics
- stylistic awareness
- empathy (in ensemble playing).

Portfolio evidence

Portfolio evidence for the moderation sample must be submitted online via WJEC's website. Please note, that the performance recording must be in mp3 format to reduce file size (maximum individual file size is limited to 20MB). All portfolios must contain the items listed below.

1. Recordings of performances.

2. A score or a lead sheet outlining the melody, chords, tempo, and performance directions.

3. An authentication form with the details of the performance, including titles and difficulty levels of all pieces performed, signed by both the teacher and the candidate. An electronic signature is acceptable. Please use the form provided on the WJEC website.

Component 2 – Composing

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

30% of qualification

72 marks

Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.

Learners must submit **two** compositions with a total playing time of between 3-6 minutes.

1. A composition that responds to a **brief set by WJEC**. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. Learners select one from a choice of four briefs, each related to a different area of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

2. A **free** composition. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is not assessed; however, learners are assessed on their musical response to the brief.

Composition briefs, both those set by WJEC and those set by the learner, will always provide details of the audience or occasion plus additional musical details. Examples of composition briefs can be found in the sample assessment materials.

Assessment of Component 2

In both compositions, learners will be expected to display:

• creativity in response to the chosen brief

• development of musical ideas

• technical control of musical elements and resources

• musical coherence and understanding.

Portfolio evidence

Portfolio evidence for the moderation sample must be submitted online via WJEC's website. Please note, the composition recording must be in mp3 format to reduce file size (maximum individual file size is limited to 20MB). Documentation can be accepted in PDF, Word or any other formats currently compatible with Microsoft Office 2010. All portfolios must contain the items listed below.

1. Recordings of compositions.

2. A score or a detailed written description of the music plus a lead sheet outlining the melody, chords, structure and compositional devices.

3. A non-assessed composition log. Learners are required to complete a signedlog for each composition, outlining the process of development and refinement, which must be countersigned by the teacher to authenticate the process. An electronic signature is acceptable. Please use the log template on the WJEC website.

Component 3 - Appraising

Written examination: 1 hour 15 minutes (approximately)

40% of qualification

96 marks

This examination will assess knowledge and understanding of music through the following four areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

Learners will develop knowledge and understanding of musical elements, musical contexts, and musical language.

Musical Elements

- melody
- harmony
- tonality
- form and structure
- dynamics
- sonority
- texture
- tempo
- rhythm and metre

Musical Contexts

• the purpose and intention of composers, performers and those who commission music

• the effect of the occasion, audience and choice of venue on the way music is composed and performed

• how music is created, developed and performed in different social, historical and cultural contexts

Musical Language

• reading and writing treble and bass clef staff notation in simple time

• reading treble and bass clef staff notation in compound time

• roman numerals for chords I, ii, iii, IV, V and vi in a major key

• contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F G(7) and Am

• reading and writing key signatures to four sharps and flats

• musical vocabulary related to areas of study

This component encourages learners to develop skills in appraising music through the exploration of a wide variety of music linked to the four areas of study. Each area of study includes a list of terms focusing on particular musical knowledge and understanding. However, learners and teachers should be aware that the knowledge and understanding of these elements, contexts, and language are transferrable and the full list of musical terms in Appendix C must be considered when preparing for the examination.

Area of study 1: Musical Forms and Devices

In this area of study, learners place music within a broad historical context. However, it is not expected that they develop a detailed chronology of music aside from an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.

This area of study includes one prepared extract which learners must study in depth.

• Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067) for assessment from summer 2022 onwards.

Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed below to create and develop music:

- repetition
- contrast
- anacrusis
- imitation
- sequence
- ostinato
- syncopation
- dotted rhythms
- drone
- pedal
- canon
- conjunct movement
- disjunct movement
- ornamentation
- broken chord/arpeggio
- alberti bass
- regular phrasing
- melodic and rhythmic motifs

• simple chord progressions including cadences

• modulation to dominant and relative minor.

Area of study 2: Music for Ensemble

In this area of study, learners develop an understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz, and blues, learners will study texture, including how composers combine musical lines in the following textures:

• monophonic

• homophonic

• polyphonic

• unison

• chordal

• layered

• melody and accompaniment

• round

• canon

• countermelody.

Learners will also consider how texture is used in the following instrumental and vocal groupings:

• vocal ensembles (including solos, duets, trios, use of backing vocals)

• jazz/blues trio

• rhythm section

• string quartet

• basso continuo

• sonatas.

Area of study 3: Film Music

In this area of study, learners will develop an understanding of film music including the use of timbre, tone colour, and dynamics for effect.

Through listening to and/or performing examples of film music learners will study how:

• composers use musical elements appropriately to respond to a specific commission

• composers use leitmotifs and thematic transformation to develop thematic material

• to respond to a given stimulus or commission such as words or pictures

• musical features are adopted by composers to create a mood in descriptive music

• performers interpret a composition

• the audience and/or venue affect the performance and/or composition

• instrumental and/or vocal timbres are used to create colour/mood

• dynamics and contrast are used for the creation of special effects

• music technology may be used to further enhance sonority

• minimalistic techniques are used in film music.

Area of study 4: Popular Music

In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra, and fusion (of different styles).

This area of study includes one prepared extract which learners must study in depth.

• Africa: Toto (released 1982) for assessment from summer 2022 onwards.

Through listening to and/or performing examples of popular music learners will study how:

- instrumental and synthesised sound is used
- original music may be modified
- vocal sounds are used
- instruments and voices are combined
- sound is computer-generated and amplified
- software and samplers are utilised.

Learners will also identify and use (as appropriate) the following musical features:

- 32 bar song form
- Strophic
- 12 bar blues
- verse
- chorus
- riffs
- middle 8
- bridge
- fill
- instrumental break
- intros and outros
- improvisation
- loops

• samples

• panning

• phasing

• syncopation

• driving rhythms

• balance

• standard chord progressions

• melismatic and syllabic writing

• lead and backing vocals

• backing tracks

• primary chords

• secondary chords

• cadences.

Assessment of Component 3

The appraising examination will consist of eight questions, two on each area of study. Of the eight questions, six will be on unprepared musical extracts and two on extracts set by WJEC which relate to two areas of study. The set extracts will be reviewed periodically. Learners are encouraged to study the scores of the set extracts in preparation for the examination. However, scores must not be taken into the examination; sections of the scores will be printed on the examination paper when required for the question. The unprepared extracts played in the examination will be from the genres, styles, or periods specified within each area of study. The majority of questions in the examination will be either multiple-choice or short-answer questions. However, there will be one question that requires learners to write a longer response to a piece of music.

In the examination candidates will:

• identify musical elements, musical contexts, and musical language, and apply this knowledge of familiar and unfamiliar music

• make evaluative and critical judgments about musical elements, musical contexts, and musical language, using appropriate musical terminology

• complete the rhythm or pitch of a short section of music (pitch dictation will be within the major scale)

PINNER
HIGH SCHOOL

Curriculum Overview: Geography

KS4 Geography GCSE - AQA (8035)

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
Paper 1 – Section A: The Challenges of Natural Hazards. ***Natural and Tectonic Hazards***	**Paper 1 – Section A: The Challenges of Natural Hazards** ***Weather Hazards***	**Paper 1 - Section A: The Challenges of Natural Hazards** ***Climate Change*** ***AND*** **Paper 1 - Section B: The Living World** ***Ecosystems***	**Paper 1 – Section B: The Living World** ***Tropical Rainforests***	**Paper 1 – Section B: The Living World** ***Hot Deserts***	**Paper 2 - Section A: Urban Issues and Challenges** ***Global and NEE City Case Study***

Year 9	**Prior Links:** Yr8 Natural Hazards Unit.		**Prior Links:** Yr7 Climate Change Unit Yr8 Ecosystems Unit			**Prior Links:** Concept of development in Yr7 Units: Globalisation and India, and The Middle East and Yr8 Units: China, and Africa Sustainability in Yr7 Climate Change and Yr8 Extreme Global Impacts Units.
	Aims: To identify and describe a range of tectonic hazards across the globe. To be able to explain the physical processes that lead to specific tectonic hazards including earthquakes and volcanoes with case studies from areas of varying degrees of wealth. To identify management strategies that reduce the impact of tectonic hazards. **Lesson / Content Overview:** What are natural hazards and where do they occur? Distribution of tectonic activity and theories of the earth Types of plate margins, and the tectonic activity they cause Types of volcanoes Comparative Case Studies: Italy VS Nepal Why do people live in tectonically active areas? How to reduce the risk of tectonic activity (MP3) **Skills / Concepts on:** *Skills:* Map analysis Locational description Image analysis Exam question practice Independent research - case study SEEP identification Sketch diagram and annotation Evaluation of factors *Concepts:* Convection currents	**Aims:** To be able to use the Global Atmospheric Circulation System to explain why specific weather hazards occur in different regions of the globe. To identify the conditions required for tropical storm formation and the features of a developed tropical storm. To explain the causes, impacts and responses of tropical storms using one named example. To comparatively identify weather hazards affecting the UK and explain the causes, SEEP impacts and management strategies of one named example with the suggestion that these events will be becoming more prevalent due to climate change. **Lesson / Content Overview:** What is weather and what affects it? Global atmospheric circulation system How are tropical storms formed? What is the structure of a tropical storm? Tropical storm case study: Typhoon Haiyan What weather hazards do the UK experience? UK Case Study: Somerset Levels Extreme weather events in the UK **Skills / Concepts on:** *Skills:* SEEP identification Exam question practice	**Aims:** *P1 - SA: Climate Change:* To describe the natural and human causes of climate change, and the range of effects it causes. To identify and evaluate the mitigation and adaptation strategies to manage climate change. *P1 - SB: Ecosystems:* To describe the characteristics of an ecosystem and identify a range of ecosystems that exist across the globe. **Lesson / Content Overview:** *Climate Change:* Evidence for climate change What are the natural causes of climate change What are the human causes of climate change? How can we mitigate the effects of climate change How can we adapt to climate change? *Ecosystems:* L1 - What are the characteristics of an ecosystem? L2 - Case Study: Epping Forest L3 - How does change impact ecosystems? L4 - What are global ecosystems and where are they located? **Skills / Concepts on:** *Skills:* Graph analysis Image analysis Exam question practice	**Aims:** To identify tropical rainforest characteristics, including adaptations and interdependence. Use a case study to investigate why deforestation takes place and the ways it has devastating economic and environmental impacts. To suggest ways that the tropical rainforest can be managed sustainably. **Lesson / Content Overview:** What are the characteristics of a tropical rainforest? *Case Study: Brazilian Rainforest (Amazon):* What are the causes of deforestation? What are the impacts of deforestation? How can we sustainably manage a tropical rainforest? **Skills / Concepts on:** *Skills:* Diagram annotation Graph construction and analysis Exam question practice Independent research activities Data analysis Independent research and note taking SEEP Identification *Concepts:* Interdependence Nutrient cycles Tropical rainforest plant and animal adaptations Deforestation	**Aims:** To identify hot desert characteristics, including adaptations and interdependence. Use a case study to investigate the opportunities and challenges that a hot desert environment can provide. To explore causes of desertification and strategies to reduce the risk of desertification using named examples from around the world. **Lesson / Content Overview:** What are the characteristics of the hot desert biome? *Case Study: Thar Desert* Where is the Thar Desert? What are the opportunities and challenges that people in the Thar Desert face? *Case Study: Sahel Desert* Where is the Sahel Desert? How are people in the Sahel desert tackling desertification? **Skills / Concepts on:** *Skills:* Independent research and note-taking Graph analysis Image analysis Exam question practice SEEP Identification *Concepts:* Desertification Development	**Aims:** To describe the global trend of urban change and the factors that affect this. To explore the implications of urbanisation using a case study of a major city in an NEE, examining the opportunities and challenges, and examples of strategies to improve the quality of life for the urban poor. **Lesson / Content Overview:** Where is urban change taking place? What factors are affecting global urbanisation? *Case Study: Lagos, Nigeria* Where is Lagos? How is Lagos important? What opportunities exist in Lagos? What challenges exist in Lagos? Squatter settlements in Lagos Water supply and pollution in Lagos Urban planning in Lagos Traffic congestion in Lagos **Skills / Concepts on:** *Skills:* Independent research and note-taking Image analysis Graph/chart analysis Data analysis Exam question practice Locational description Map analysis SEEP identification *Concepts:* Development Urbanisation Rural-urban migration System-D/Informal economy

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

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 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 judgments which they are able to both articulate orally and writing. Students learn critical reasoning and analytical skills, including

problem solving and thinking creatively. Due to our curriculum, students experience intellectual rigour and build the capacity to think objectively and approach problems and new situations with an open mind. These skills help students suited for roles in: Education, Marketing, Human resources, Law, Project management, Museums curators and Charity organiser to name just a few. Employers of top business firms and graduate schemes value History highly as a degree subject and many top universities offer exciting courses.

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 survivors to learn more about how the Holocaust happened. Students will also have the chance to visit the historical environment of Whitechapel by going on a walking tour to explore how significant this area was during the Industrial Period to understand challenges faced by the police force. Students regularly are encouraged to expand their knowledge on the subject through our Digging Deeper project. On this platform we share regular: work experience opportunities; lectures; news articles; extended reading and a wide range of useful websites. Within the year, the history department will run a range of super curricular clubs from Ancient History club; Formal debate club; Scholar club; Historical writing club; and Critical thinking to allow students to learn new knowledge and develop their analytical skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**Key Topic 1: c1000-1500 Crime and punishment in medieval England** Checkpoint 1 assessment	**Key Topic 2: c1500-1700 Crime and punishment in early modern England** Checkpoint 2 assessment	**Key Topic 3: c1700-1900 Crime and punishment in 18th and 19th century Britain** Checkpoint 3 assessment	**Key Topic 4: c1900-present Crime and punishment in modern Britain** Checkpoint 4 assessment	**Topic 5: Whitechapel, c1870-1900** Checkpoint 5: Full paper assessment	**Key Topic 1: The Weimar Republic 1918-29** Checkpoint 1 assessment

PINNER HIGH SCHOOL

Pinner High School: Philosophy, Religion, and Ethics

KS4: GCSE Religious Studies, Route A, WJEC Eduqas

Intent

The PRE curriculum at Pinner High School is designed to engage, inspire and encourage students to 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 9 PRE core	**Unit title: What are the problems with evil and suffering?** **Aims**: To introduce students to different arguments surrounding the philosophical debate of whether evil and suffering disproves the existence of God. Students will look at the different causes of evil and suffering through a variety of different religious and spiritual beliefs. Students will develop their	**Unit: What are the issues surrounding human rights and religion?** **Aims:** Students will develop an understanding of how human rights has developed from natural law. Students will look at the importance of religious tolerance in relation to Human Rights and analyse	**Unit: What are the alternative religions in society?** **Aims:** Students will develop an understanding of how different religious beliefs have developed from the 6 main world religions. Students will look at the importance of religious teachings and tolerance of different, less known religious groups in society.

	understanding of suffering in relation to justice and punishment. **Lesson / content overview:** 1. Introduction to evil and suffering 2. The problem with evil and suffering 3. Christian responses to evil 4. Muslim responses to evil 5. Jewish responses to evil 6. Mid term assessment 7. Free will and suffering 8. Soul making theory 9. Analysing human behaviour part 1 10. Analysing human behaviour part 3 11. Assessment 12. Suffering for a cause	the impact of The Humans Rights Act 1997 in relation to different types of discrimination in the 21st century. **Lesson / content overview** 1. Introduction to human rights 2. Xenophobia 3. Social Justice 4. Social Justice activists 5. Enquiry question 6. Religious responses to Human Rights 7. The role of women in worship 8. Wealth and poverty 9. Censorship 10. Freedom of speech Vs discrimination 11. Islamophobia and Anti Semitism 12. Stand up to Discrimination workshop	1. Atheism 2. Humanism 3. Conspiracy theories and Illuminati 4. Introduction to Scientology 5. Amish communities 6. Mormonism 7. Jehovah witness 8. Knowledge check quiz 9. Rastafarianism 10. Paganism 11. What is a cult? 12. What is the difference between cults and religions?
Year 9	**Christianity: beliefs and teachings** This module introduces students to key Christian beliefs and teachings. Students consider key biblical teachings and the core beliefs that form Christianity.	**Christianity: practices** This module builds on student knowledge of Christian beliefs and teachings, and focuses on how Christians practise their religion. It also allows students to consider diversity within Christian practices.	**Islam: beliefs, teachings and practices.** This module builds on student knowledge of Muslim beliefs and teachings, and focuses on how Muslims practise their religion. It also allows students to consider diversity within Muslim practices.

PINNER
HIGH SCHOOL

Pinner High School: Physical Education

GCSE Physical Education - OCR (J587)

Intent:

'Learners should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and

apply them across different sports and physical activities'. (NC for PE)

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

Implementation:

Learners will be taught to:

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

Impact:

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

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

Psychological Skills:
Determination, bravery, confidence, decision making, self analysis and concentration.

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**Transition to GCSE**: **Theory: Physical Training Methods** **Aims:** Learners will develop their knowledge and	**Transition to GCSE**: **Theory: Physical Training Methods continued.** **Aims:** See previous column **Lesson / Content Overview:** Training Methods	**Transition to GCSE**: **Theory: Physical Training Methods** **Aims:** See column one **Lesson / Content Overview:**	**Transition to GCSE**: **Theory: Socio Cultural Influences** **Aims:** Physical activities and sports play an integral part of	**Transition to GCSE**: **Theory: Socio Cultural Influences** **Aims:** See previous column **Lesson / Content Overview:**	**Transition to GCSE**: **Theory: Socio Cultural Influences** **Aims:** See column 4 **Lesson / Content Overview:**

	understanding of the components of fitness required for physical activities and sports and how each can be measured. Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury. **Lesson / Content Overview:** Components of Fitness **Practical: Football** **Skills / outcomes:** Core Skills, (all outfield positions) to include: Ball Control using: • Using both feet Passing: (dominant foot) • Short • Long – both lofted and along the ground • Clearance of back passes, goal kicks, kicking from hands, throws (Goalkeeper only) Shooting: (dominant foot) • Short and long range Dribbling: • Use of both feet • Close control Heading Tackling: • Block tackle • Jockeying Marking: • Player with the ball Core Skills, (goalkeeper) to include: Ball Control: • Using both feet • Handling, catching, parrying, punching Passing: (dominant foot) • Short	**Practical: Basketball** **Skills / outcomes:** Core Skills, to include: Stance and footwork: • Triple threat position • Pivoting Passing: • Chest • Bounce • Javelin/overhead Shooting: • Set shot • Jump shot • Dominant hand lay up Dribbling: • Use of dominant hand Marking: • Player with the ball *Practical Assessment throughout unit* *Theory topic test at end of unit*	Preventing Injury **Practical: Badminton** **Skills / outcomes:** Core skills, to include: Serving: • Short • Long Return of serve Forehand Shots: • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive Teamwork and communication with partner (doubles only) *Practical Assessment throughout unit* *Theory topic test at end of unit*	society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports. Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports. The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports. **Lesson / Content Overview:** Engagement Patterns in Sport **Practical: Table Tennis** **Skills / outcomes:** Core skills, to include: Serving Return of serve Offensive strokes: (forehand and backhand) • Hit • Flick • Smash Defensive strokes: (forehand and backhand) • Push/slice • Chop Application of spin on strokes: • Topspin • Backspin Teamwork and communication with partner	Commercialisation in Sport **Practical: Netball** **Skills / outcomes:** Core Skills, (applies to all positions, except where stated) to include: Footwork: • Stopping/landing • Pivoting Dodging Ball handling: • Catching whilst stationary Passing over short distances: • Chest • Overhead • Bounce • Shoulder pass Shooting: (GS and GA only) • Stationary Rebounds (GA, GS, GD, GK only) Marking: • Player with the ball *Practical Assessment throughout unit* *Theory topic test at end of unit*	Ethical and Social Issues in Sport **Practical: Athletics** **Skills / outcomes:** Track events Core skills, to include: • Starting • Finishing • Posture • Leg action • Arm action • Head carriage Advanced skills, to include: Learners should follow an appropriate technical model which leads to effective performance in the chosen event. • Starting: • Use of Blocks (where relevant) • Leg action: • Foot strike • Cadence • Bend running (where relevant) • Stride pattern/pacing • Hurdling with either leg (where relevant) Jumping events Core skills, to include: • Approach • Synchronisation of arm and leg action • Take off/pole plant • Flight • Landing Advanced skills, to include: Learners should follow an appropriate technical model which leads to effective performance in the chosen event. • Approach: • Hitting appropriate speed for take off • Efficient transition between technical phases of the movements • Flight:

	• Clearance of back passes, goal kicks, kicking from hands, throws Dribbling: • Use of both feet • Close control Shot-stopping: • Different shot heights & ranges • Diving and standing saves *Practical Assessment throughout unit* *Theory topic test at end of unit*			(doubles only) *Practical Assessment throughout unit* *Theory topic test at end of unit*		• Appropriate elevation • Landing • movement of the body beyond initial point of contact (long jump and triple jump) Throwing events Core skills, to include: • Initial stance • Grip • Throwing action • Release phase • Recovery phase/follow through Advanced skills, to include: Learners should follow an appropriate technical model which leads to effective performance in the chosen event. • Travel: • use of cross step/glide (where applicable) • rotational throws (where applicable) • Release phase: • Appropriate angle of release • Efficient transition between technical phases of the movements *Practical Assessment throughout unit* *Theory topic test at end of unit*

PINNER
HIGH SCHOOL

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.

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

Our RSE curriculum enables students to comprehend and respect the range of sexual attitudes and behaviours in present day society. Students are encouraged to understand human sexuality; to learn the reasons for delaying sexual activity and the benefits of such a delay. They will receive guidance to comprehend the legal aspects and explore their personal values, enabling them to make well-informed choices about their attitudes and behaviours during their school years and beyond. At Pinner we use the following definitions of sex, relationships, and health education to guide our curriculum planning: SRE and PSHE Definitions and Content

Implementation

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

PSHCE at Pinner is in line with the RSE (2020) Guidance where relevant and organised according to the themes suggested by the PSHE Association[2].

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

Within each theme students will learn a broad range of topics which are carefully sequenced and taught to students in a culturally sensitive and age-appropriate way. These topics support students' spiritual, moral, cultural, mental and physical development.

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

Our lessons are designed to use non-emotive language, we strive to be factual rather than dramatic. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Students deserve to be provided with clear, accurate and consistent explanations. Often there will be key words provided, these should be printed out for students. Encourage students to use and refer to them throughout the lesson. Keywords and concepts are important for improving a student's ability to communicate effectively about the issues that affect them and other people around them.

We also emphasise the importance of being informed to support those around us. This, along with scenarios to practise problem solving, is a way of equipping students with knowledge and skills whilst allowing them emotional distance.

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.

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

- Students will develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Students will be ready for the next stage of education, employment or training. They read widely and often, with fluency and comprehension.
- At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life.
- At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
- By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. We aim to ensure that there is a balance throughout our curriculum between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. Our PSHE education programme in key stage 5 ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives.
- Our curriculum aims to provide a variety of learning experiences and will ensure that all learners develop the capacity to make the most of these opportunities. As with all young people, essential knowledge, skills and understanding will be grounded in knowing how to look after themselves, how to access support and how to keep themselves and others safe. This includes recognising what a healthy relationship looks like, and that their bodies, and feelings, will change as they grow up. It is also important to support pupils to recognise some of the complexities of modern life – whether in relation to rules and laws, managing finances or knowing the etiquette of communicating online. This will help ensure pupils are prepared for adulthood and understand the part they will play in the world.
- Unfortunately, young people with SEND can be at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Developing the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges is therefore crucial, and without planned and effective PSHE provision this may not happen. Our PSHE lessons that are matched to the needs of the learners, provide an inclusive environment where they can feel comfortable and safe to discuss issues they are worried or feel anxious about.

Careers

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

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

Assessment

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

Enrichment Opportunities & Super Curricular

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**Living in the Wider World (WW)** Employment, Rights and Responsibilities • Diversity and prejudice including British values • The rule of law • Young people and the justice system • Parliament and Democracy • Parliament and What is the House of Commons	**Health and Wellbeing (H&W)** Mental Health and Emotional Wellbeing • Resilience for emotional wellbeing, • Maintaining mental health and emotional wellbeing • Mindfulness and growth mindset	**Relationships (R)** Positive Relationships • Respectful relationships behaviours • Freedom and capacity to consent • Managing the ending of relationships	**Living in the Wider World (WW)** Media Literacy and Digital Resilience • Online Presence • Role Models • Managing Reputation Online	**Health and Wellbeing (H&W)** Drugs, Alcohol and Tobacco • Drugs: the law and managing risk, exploring attitudes • Drugs and alcohol education • Managing influence	**Living in the Wider World (WW)** Learning Skills • Manage and further develop study and employability skills • Evaluate personal strengths and areas for development • Career choices based on personal strengths, interests and skills
	Form Time Focus: Managing risk and personal safety	**Form Time Focus:** Relationship Values	**Form Time Focus:** Self-concept	**Form Time Focus:** Media Literacy - *social media*	**Form Time Focus:** Consent - Drugs and Alcohol (R20)	**Form Time Focus:** Forming and maintaining respectful relationships (*online*)
	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.					