Curriculum Plans: All Year Groups

PINNER
HIGH SCHOOL

Contents:

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.

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 Autumn 2 and Spring 2. 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
- 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 (Year 7 and Year 8) – all follow the same curriculum which supports and challenges all learners. Year 9 (Transition Year) – all students continue to follow a common curriculum that is both supportive and stretching, maintaining high expectations for all learners while preparing them for KS4 pathways. KS4 – streamed by tier ensuring all curriculum content is covered by all students.

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**CC Links: Computer Science, Science**	**CC Links: Computer Science, Food Preparation and Nutrition, Science**	**CC Links: Science, Design & Technology, Art, , Food Preparation and Nutrition**	**CC Links: Science, Geography, Design & Technology**	**CC Links: Computer Science , Science, PSHE**	**CC Links: Science, PE, Geography, Computer Science**
	Algebra (Expressions, Functions and Formulae) - Function machines, outputs and inputs. - Writing simple algebraic expressions from words - Simplifying expressions - Writing expressions - Expanding a single bracket - Factorising a single term from an expression - Writing formulae **Number Skills** - Four operations with integers and decimals - Directed number, including addition, subtraction, multiplication and division with negative numbers. - Ordering integers - Rounding to a given number of decimal places - Factors, multiples and primes - Types of numbers - Powers and roots - Order of operations	**Algebra (Equations)** - Substitution of positive and negative values into simple expressions - Solving one-step equations - Solving two-step equations - Solving equations with brackets - Solving equations with letters on both sides **Working with Fractions** - Converting between improper fractions and mixed numbers - Equivalent fractions - Comparing fractions - Simplifying fractions to simplest form - Four operations with fractions - Calculating fractions of amounts - Writing one quantity as a fraction of another	**Working with Percentages** - Fraction, decimal and percentage equivalence - Understand percentage as a part of one hundred - Calculating percentages of amounts with and without a calculator - Write a quantity as a percentage of another **Measures, Perimeter and Area** - Measure lines and angles using correct mathematical equipment - Identify properties of 2D shapes - Converting between units of lengths, masses and capacities. - Calculating the perimeter of rectilinear shapes - Areas of triangles and quadrilaterals - Convert between metric units	**Working with Ratio** - Use ratio notation. - Simplify a ratio to its simplest form. - Share a total amount into a given ratio - Read map scales using ratios and metric units - Write ratios in the form 1:n and n:1 - Convert between scale and real-life models **Lines and Angles** - Use angle theorems with straight lines - Angles in triangles and quadrilaterals - Using formal angle reasoning to justify calculations using angles - Identify corresponding, alternate and co-interior angles. - Angles and parallel lines	**Sequences and Graphs** - Term to term rules - Pattern sequences - Generate sequences given a rule in words - Position to term rules - Writing a simple nth term rule using algebra - Fibonacci and other special sequences - Identify and continue sequences of triangular numbers, square numbers and geometric sequences. **Probability** - The language of probability. - Calculate probabilities of single events - Calculate the probability of an event not happening - Experimental probabilities and expectation - Estimate probability based on experimental data.	**Analysing and Representing Data** - Mode, mean and range of discrete data - Find the median of an unordered set of data - Construct grouped and ungrouped tally charts and frequency tables - Plot and read bar charts - Plot and read pictograms - Plot and read line graphs - Read and draw a compound bar chart - Plot and read pie charts - Compare sets of data using averages and range
	Autumn (Baseline) Assessment		**Spring Assessment**		**End of Year Summer Assessment**	

Topics highlighted in bold in Year 8 are included as stretch and challenge within sequences of lessons.

Topics taught in Year 7 are revisited throughout the year when linked appropriately with new learning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	**CC Links: Computer Science, Science, Food Preparation and Nutrition, PSHE**	**CC Links: Science, Computer Science, Art**	**CC Links: Geography, Science, Food Preparation and Nutrition**	**CC Links: Science, Design & Technology, Art, Science, Geography**	**CC Links: Computer Science, Science, PE, Geography,**	**CC Links: Science, PSHE, Computer Science**
	Number - Order and compare fractions, decimals and percentages - Laws of indices - Round using significant figures - Estimate calculations using rounding to significant figures - Estimate square roots by using intervals - Write error intervals for whole numbers and given decimal places - HCF and LCM using prime factor decomposition - Use Venn Diagrams to determine HCF and LCM with prime factors	**Straight Line Graphs** - Recognise equations of lines parallel to the axes - Calculate the gradient of a line from coordinates - Plot linear functions - Midpoints of line segments - Write equations of straight lines in the form y = mx + c - **Identify parallel lines and their equations** - Recognise graphs of direct proportion - Plot graphs and read values to solve problems	**Fractions, Decimals and Percentages** - Convert fractions to decimals. - **Change a simple recurring decimal into a fraction.** - Work out one number as a percentage of another - Calculate percentage increase and decrease. - **Work out an original quantity before a percentage increase or decrease** - Calculate a percentage change	**Area and Volume** - Calculate the area of compound shapes - Calculate the surface area and volume of cubes and cuboids - Sketch nets of 3D solids - Name the different parts of a circle. - Calculate the circumference. - Calculate the area of a circle. - **Calculate the area of a circle when you know the circumference**	**Graphs and Charts** - Identify primary and secondary data. - Choose a suitable sample size and what data to collect. - Draw and interpret two-way tables. - Draw and interpret stem and leaf diagrams - Draw scatter graphs. - Describe types of correlation. - Draw a line of best fit on a scatter graph and use it to estimate values.	**Probability** - Identify mutually exclusive outcomes and events. - List all the possible outcomes two events in sample space diagrams - Use frequency trees to find the probabilities of events with two or more conditions. - Use Venn Diagrams to display and calculate probabilities of two or three events. - **Use set notation for the intersection, union and complement of events**

	Proportion - Recognise direct proportion - Solve problems with recipes and direct proportion Convert between currencies - Solve 'best value' problems using direct proportion - Understand scale factors as multiplicative relationships - Identify similar and congruent shapes - Interpret scale factors and ratio - Recognise inverse proportion - Solve basic problems with inverse proportion	**Lines and Angles** - Recognise properties of regular and irregular polygons - Solve geometrical problems by combining angle theorems - Calculate exterior and interior angles - Calculate the sum of interior angles of any polygon - **Find the values of unknown, algebraic angles by forming and solving equations.**	**Expressions and Inequalities** - Write expressions and formulae. - Change the subject of a formula where the subject appears once - Multiply out double brackets and collect like terms. - **Factorise quadratic expressions** - Write inequalities from context - Solve one step and two step inequalities - **Solve compound inequalities (with two inequality symbols)** - Represent inequalities on number lines	**Real Life Graphs** - Plot and read values from conversion graphs. - **Plot and interpret distance-time graphs.** - **Use distance-time graphs to solve problems** - Plot real-life graphs from tables of values, including graphs that represent direct proportion and those that don't. - **Describe trends and make predictions based on data presented graphically.** - Draw and interpret line graphs. - **Recognise from formulae when they represent a direct proportion relationship and when they do not** - Interpret in a given context the gradient and y- intercept of linear and non-linear graphs.	**Statistics** - Calculate averages from a frequency table. - Compare data using averages and range, including mean calculated from frequency table. - **Tally data into grouped frequency tables and find modal classes** - **Compare data using graphs and statistics** - Decide on the most appropriate average to use.	**Review and revisit topics from KS3 in preparation for Year 9**
	Autumn Assessment		**Spring Assessment**		**End of Year Summer Assessment**	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CC Links	Science, Geography, Computing, DT	Science, Computing, Economics, Business	Science, Geography, PE, Psychology, Food, Business	Science, Geography, DT, Art	Science, Geography, Economics, DT	Art, DT, Geography, Computing
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 and range - 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	**Angles and trigonometry** - Properties of shapes - Angles in parallel lines - Angle properties in triangles and quadrilaterals - Interior and exterior angles of a polygon - Pythagoras - Trigonometry	**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 - Units and accuracy - Surface area of 3D solids - Volume of prisms - Circles - Cylinders, spheres, pyramids and cones	**Transformations and constructions** - 3D solids - Plans and elevations - Translation - Rotation - Reflection - Enlargement - Combining transformations - Bearings and scale drawings - Constructions - Loci

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CC Links – Foundation	Business, Computing, Food, Geography, Science	Geography, PE, Science	Geography, DT, PE, Science	Business, Geography, Science	Art, Computing, DT, Science	Computing, DT, Science
CC Links – Higher	Computing, Economics, Geography, Science	Art, Computing, DT, Economics, Science	Business, Geography, PE, Psychology, Science	Geography, Science	Art, Computing, DT, Science	Geography, PE, Psychology, Science
CC Links – Crossover	Business, Computing, Geography, Science	Food, Geography, PE, Science	Business, Geography, PE, Science	Computing, DT, Science	Art, Computing, DT	DT, Economics, Geography, Science
Year 10	**Fractions and percentages (F)** - Fractions and decimals - Fractions and percentages - Percentages - Growth and decay **Equations (F)** - Solving equations - More formulae **Number (H)** - Zero, negative and fractional indices - Surds **Algebra (H)** - Non-Linear sequences **Graphs (H)** - Graphing rates of change - Line segments - Quadratic graphs - Cubic and reciprocal graphs **Area and volume (H)** - Units and accuracy - Sectors of circles - Pyramids and cones	**Averages and range (F)** - Types of averages - Estimating averages - Sampling **Transformation and constructions (H)** - Enlargement - Construction - Loci **Equations and inequalities (H)** - Solving quadratic equations - Completing the square - Solving simultaneous equations - Solving linear and quadratic simultaneous equations - Solving linear inequalities **Averages and range (C)** - Types of averages - Estimating averages - Sampling **Proportion (C)** - Using proportion - Proportion and graphs - Proportion problems	**Proportion (F)** - Using proportion - Proportion and graphs - Proportion problems - Direct and inverse proportion **Probability (F)** - Calculating probability - Two events - Experimental probability - Venn diagrams - Tree diagrams **Probability (H)** - Combined events - Mutually exclusive events - Experimental probability - Independent events and tree diagrams - Conditional probability - Venn diagrams and set notation **Multiplicative reasoning (H)** - Growth and decay - Compound measures - Ratio and	**Multiplicative reasoning (F)** - Growth and decay - Compound measures - Distance, speed and time **Trigonometry (H)** - Trigonometry - Accuracy - Graph of the sine function - Graph of the cosine function - The tangent function - Calculating areas and the sine rule - The cosine rule and 2D trigonometric problems - Solving problems in 3D **Quadratic equations and graphs (C)** - Plotting quadratic graphs - Using quadratics graphs - Solving quadratic equations algebraically - Graphing rates	**Construction and loci (F)** - 3D solids - Accurate drawings - Constructions - Loci and regions **Quadratic equations and graphs (F)** - Expanding double brackets - Plotting quadratic graphs - Using quadratics graphs - Factorising quadratic expressions - Solving quadratic equations algebraically **Equations and graphs (H)** - Solving simultaneous equations graphically - Representing inequalities graphically - Graphs of quadratic functions - Solving	**Perimeter, area and volume 2 (F)** - Circumference of a circle - Area of a circle - Semicircles and sectors - Composite 2D shapes and cylinders - Pyramids and cones - Spheres and composite solids **Fractions, Indices and standard form (F)** - Laws of indices - Writing large numbers in standard form - Writing small numbers in standard form - Calculating with standard form **Statistics (H)** - Sampling - Cumulative frequency - Box plots - Drawing histograms - Interpreting

	Fractions and percentages (C) - Fractions and decimals - Fractions and percentages - Percentages - Growth and decay - Zero, negative and fractional indices - Surds **Equations/Algebra (C)** - Solving equations - More formulae - Non-Linear sequences	- Direct and inverse proportion - Exponential functions	proportion **Proportion and graphs (H)** - Direct proportion - Inverse proportion - Exponential functions - Non-linear graphs **Probability (C)** - Calculating probability - Two events - Experimental probability - Venn diagrams - Tree diagrams **Multiplicative reasoning (C)** - Growth and decay - Compound measures - Distance, speed and time	of change - Line segments - Cubic and reciprocal graphs **Perimeter, area and volume (C)** - Circumference of a circle - Area of a circle - Semicircles and sectors - Composite 2D shapes and cylinders - Pyramids and cones - Spheres and composite solids - Units and accuracy	quadratic equations graphically - Graphs of cubic functions **Similarity and congruence (H)** - Congruence - Geometric proof and congruence - Similarity - Similarity in 3D solids **Construction and loci (C)** - 3D solids - Accurate drawings - Constructions - Loci and regions **Transformation (C)** - Enlargement **Equations and inequalities (C)** - Solving quadratic equations - Completing the square - Solving simultaneous equations - Solving linear and quadratic simultaneous equations - Solving linear inequalities	histograms Comparing and describing populations **Trigonometry (C)** - Trigonometry - Accuracy - Graph of the sine function - Graph of the cosine function - The tangent function - Calculating areas and the sine rule - The cosine rule and 2D trigonometric problems - Solving problems in 3D

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CC Links – Foundation	Art, DT, Geography, Science	Computing, Economics, Geography, Science				
CC Links – Higher	Art, Computing, DT, Economics, Science	Computing, DT, Geography, Economics, Music, Science				
Year 11	**Congruence, similarity and vectors (F)** - Similarity and enlargement - Using similarity - Congruence - Vectors **Circle theorems (H)** - Radii and chords - Tangents - Angles in circles - Applying circle theorems **More Algebra (H)** - Rearranging formulae - Algebraic fractions - Surds	**More algebra (F)** - Graphs of cubic and reciprocal functions - Non-linear graphs - Solving simultaneous equations graphically - Solving simultaneous equations algebraically - Rearranging formulae - Proof **More Algebra (H)** - Functions - Translating graphs of functions - Reflecting and stretching graph of functions - Transforming trigonometric graphs - Proof **Vectors & geometric proofs (H)** - Vectors and vector notation - Vector arithmetic - Parallel vectors and collinear points - Solving geometric problems	**Revision** Revisit knowledge of Units 1-20 to ensure all students have the ability to reach their full potential at GCSE	**Revision** Revisit knowledge of Units 1-20 to ensure all students have the ability to reach their full potential at GCSE	**GCSE Examinations**	**GCSE Examinations**
	November/December Mocks		**February/March Mocks**		**GCSE Examinations**	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	**CC Links: Physics, Chemistry, Computer Science, Psychology, Biology, Geography**	**CC Links: Design & Technology, Art, Chemistry, Computer Science, Physics, PE**	**CC Links: Physics, Computer Science, Psychology, Biology, PE. Design & Technology**	**CC Links: Physics, Chemistry, Psychology, Biology, Geography, PE**	**CC Links: Physics, Chemistry, Computer Science, Psychology, Biology, Geography, PSHE**	**CC Links: Physics, Computer Science, Psychology, Design & Technology**
	Pure Mathematics **Quadratics** - Discriminant - Modelling with Quadratics **Equations and Inequalities** - Solving Quadratic Simultaneous Equations Algebraically and Graphically - Solving Quadratic Inequalities (link to discriminant) **Graphs and Transformations** - Sketching Cubic, Quartic and Reciprocal Graphs - Graph Transformations (translations, reflections, stretches and combinations) - Trigonometric Graph Transformations **Straight Line Graphs** y-y1 = m(x-x1) - Length/Area Questions on Axes (linked to coordinates) - Modelling with Straight Line Equations **Circles** - Midpoint and Equation of a Perpendicular Bisector - Equation of a Circle centre (a,b)	**Pure Mathematics** **Circles** - Intersections of Lines and Circles - Equations of Tangents to Circles **Algebraic Methods** - Polynomial Long Division - Factor Theorem - Factorising Cubics and Quartics **Binomial Expansion** - Factorial Notation - Solving Binomial Problems - Combination Problems - General Binomial Expansion - Use Expansions for Estimating Values and Finding Percentage Error **Trigonometric Identities and Equations** - Solving Trigonometric Equations (multiple solutions in range) - Trigonometric Identities and Equations - Trigonometric Identities	**Pure Mathematics** **Vectors** - Position Vectors - Solving Geometric Problems (Vector Proof) **Differentiation** - First Principles - Simple Differentiation - Tangents to Curves - Increasing and Decreasing Functions - Second Order Derivatives - Stationary Points	**Pure Mathematics** **Differentiation** - Concave and Convex - Points of Inflection - Modelling with Differentiation **Integration** - Simple Indefinite Integration - Integration - Definite Integration - Area Between Curves - Integration as a Limit of a Sum - Area Between Curves	**Pure Mathematics** **Exponentials & Logarithms** - Exponentials - Logarithms and Natural Logarithms - Log-Linear Data **Sequences and Series** - Arithmetic Sequences - Sigma Notation - Geometric Sequences - Recurrence Formulas - Modelling Questions with Sequences **Algebraic Methods** - Proof by Exhaustion - Proof by Counter-Examples - Proof by Deduction - Proof by Contradiction	**Pure Mathematics** **Algebraic Methods** - Partial Fractions **Functions and Graphs** - Function (f(x)) Notation - Domain and Range - Composite and Inverse Functions (including Domain and Range) - Modulus Functions **Radians** - Sine/Cosine/Area Rules with Radians - Areas of Sectors and Arc Lengths Using Radians

	Applied Mathematics **Sampling** - Large Data Set - Sampling Advantages/Disadvantages **Measures of Location and Spread** - Linear Interpolation (Median, Quartiles, Percentiles) - Interpolation with Discrete and Continuous Data - Mean from Statistics - Variance and Standard Deviation - Coding for Mean. Standard Deviation and Variance **Representations of Data** - Determining Outliers in Data Sets - Cleaning Data Sets - Box Plots (including outliers) - Histograms	**Applied Mathematics** **Constant Acceleration Formulae** - Displacement Time Graphs - Velocity Time Graphs - Multiple Stage Journeys - Deriving SUVAT Equations - Combined Journeys - SUVAT (all constant acceleration formulae) - Vertical Motion Under Gravity **Forces and Motion** - Force Diagrams - Magnitude and Direction - Bearings and Cardinal Directions - Newton's Second Law - Forces and Motion - Connected Particles (Horizontal Motion) - Connected Particles (Lifts)	**Applied Mathematics** **Forces and Motion** - Pulleys - Linked to Motion Under Gravity **Probability** - Tree Diagrams - Venn Diagrams - Independent Events - Mutually Exclusive Events **Conditional Probability** - Venn Diagrams (Conditional Probability) - Conditional Probability Formula	**Applied Mathematics** **Statistical Distributions** - Probability Density Functions - Binomial Distribution - Cumulative Binomial Distribution **Hypothesis Testing** - Hypothesis Testing - Critical Values - One-Tailed Tests	**Applied Mathematics** **Hypothesis Testing** - Two-Tailed Tests **Correlation** - Linear Regression - Log-Linear Data **Regression, Correlation and Hypothesis Testing** - Exponential Models - Measuring Correlation - Hypothesis Test for Zero Correlation	**Applied Mathematics** **Variable Acceleration** - Using Differentiation - Maxima and Minima Problems - Using Integration - Constant Acceleration Formulae with Integration
	Baseline Assessment		**Year 12 Preliminary Exams**		**Year 12 UCAS Exams**	

	Year 12 Further Maths **Pure** - Quadratics - Equations and Inequalities - Graphs and Transformations - Straight Line Graphs - Circles - Algebraic Methods - Binomial Expansion - Differentiation - Exponentials and Logarithms - Trigonometric Identities and Equations **Statistics** - Sampling - Measures of Location and Spread - Representations of Data - Probability **Mechanics** - Modelling in Mechanics - Constant Acceleration Formulae - Forces and Motion	**Year 12 Further Maths** **Pure** - Differentiation - Numerical Methods - Integration - Trigonometric Functions - Trigonometry and Modelling - Functions and Graphs - Vectors **Statistics** - Conditional Probability - Statistical Distributions - Hypothesis Testing **Mechanics** - Forces and Motion - Application of Forces - Moments	**Year 12 Further Maths** **Pure** - Integration - Parametric Equations - Sequences and Series - Vectors (Year 2 Pure) **Statistics** - Hypothesis Testing - Correlation - Regression, Correlation and Hypothesis Testing **Mechanics** - Moments with Hinges - Projectiles	**Year 12 Further Maths** **Pure** - Sequences and Series - Vectors **Statistics** - The Normal Distribution **Mechanics** - Projectiles - Variable Acceleration - Further Kinematics	**Year 12 Further Maths** **External Exams for A Level Maths**	**Year 12 Further Maths** **Core Pure** - Complex Numbers - Argand Diagrams - Roots of Polynomials
	Baseline Assessment		**A Level Mock Exams**		**A Level Exams (Pure 1, Pure 2, Statistics and Mechanics)**	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	**CC Links: Physics and Computer Science**	**CC Links: Physics, Computer Science, PE, Psychology and Sociology**	**CC Links: Physics, PE, Psychology, Sociology, Economics**	**CC Links: Physics, Computer Science, Psychology, Sociology, Biology, Business and Economics**	**CC Links: -**	**CC Links: -**
	Pure Mathematics **Trigonometric Functions** - Reciprocal Functions - Sketching Reciprocal Functions - Solving Equations with Reciprocal Functions **Trigonometry and Modelling** - Identities with Reciprocal Functions - Inverse Trigonometric Functions - Graphs of Inverse Trigonometric Functions - Addition Formulae - Double Angle Formulae - Solving Equations with Double Angle Formulae - aCos(x) + bSin(x) - Proving Trigonometric Identities - Modelling with Trigonometric Functions **Differentiation** - Differentiation of Sine/Cosine/Logarithms - Chain Rule - Product Rule - Quotient Rule - Differentiation of Trigonometric Functions	**Pure Mathematics** **Differentiation** - Implicit Differentiation - Convex, Concave and Points of Inflection **Numerical Methods** - Change of Sign - Iteration - Newton-Raphson Method - Staircase/Cobweb Diagrams **Integration** - Reverse Chain Rule - Integrating Trigonometric Functions Integration by Substitution - Integration by Parts - Integration by Substitution - Integration by Parts - Integration using Partial Fractions - Finding Areas - Trapezium Rule	**Pure Mathematics** **Differentiation** - Combined Rates of Change **Integration** - Solving Differential Equations - Modelling with Differential Equations **Parametric Equations** - Using Parametric Equations - Curve Sketching - Points of Intersection	**Pure Mathematics** **Parametric Equations** - Differentiation with Parametric Equations - Integration with Parametric Equations - Modelling with Parametric Equations	**Pure Mathematics**	**Pure Mathematics**

	Applied Mathematics **Application of Forces** - Resolving Forces, - Forces on Inclined Planes - Modelling with Statics - Friction - Dynamics and Inclined Planes - Connected Particles **Moments** - Moments - Static Rigid Bodies **Moments with Hinges** - Static Rigid Bodies - Ladders, Static Inclined Planes and Hinges	**Applied Mathematics** **Projectiles** - Horizontal Projection - Horizontal and Vertical Components - Projection at any Angle - General Projection Formulae **Further Kinematics** - Vectors in Kinematics - Vector Methods with Projectiles - Variable Acceleration - Differentiating Vectors - Integrating Vectors	**Applied Mathematics** **The Normal Distribution** - Normal Distribution - Using Normal Distribution for Probabilities - Inverse Normal Distribution - Standard Normal Distribution - Finding Mean and Variance	**Applied Mathematics** **The Normal Distribution** - Approximating a Binomial Distribution - Hypothesis Testing on Sample Mean	**Applied Mathematics**	**Applied Mathematics**
	Summer Work Assessment		**Year 13 Mock Exams**		**A Level Exams (Pure 1, Pure 2, Statistics and Mechanics)**	

	Year 13 Further Maths **Core Pure** - Series - Volumes of Revolution - Proof by Induction - Vectors - Complex Numbers **Further Statistics** - Discrete Random Variables - Poisson Distributions - Geometric and Negative Binomial Distributions **Decision** - Algorithms - Graphs and Networks - Algorithms on Graphs - Route Inspection	**Year 13 Further Maths** **Core Pure** - Complex Numbers - Series - Methods in Calculus - Polar Co-ordinates **Statistics** - Hypothesis Testing - Central Limit Theorem - Chi-Squared Tests **Decision** - The Travelling Salesman Problem - Linear Programming	**Year 13 Further Maths** **Core Pure** - Polar Co-ordinates - Hyperbolic Functions - Methods in Differential Equations **Further Statistics** - Probability Generating Functions **Decision** - The Simplex Algorithm	**Year 13 Further Maths** **Core Pure** - Modelling with Differential Equations **Further Statistics** - Quality of Tests **Decision** - Critical Path Analysis	**Year 13 Further Maths** **External Exams for A Level Further Maths**	**Year 1 Further Maths** **External Exams for A Level Further Maths**
	Summer Work Assessment		**Year 13 Mock Exams**		**A Level Exams (Core Pure 1, Core Pure 2, Further Statistics and Decision)**	

PINNER
HIGH SCHOOL

Pinner High School: English

KS3: English

KS4: GCSE English Language and GCSE English Literature Edexcel

KS5: A Level English Literature B AQA

Intent

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

Implementation

- We regard the English Department as a place of innovation and we strive to keep our teaching and learning practice up to date, relevant and flexible. We have a diverse and inspiring curriculum which has been adapted to suit the needs of our students to ensure progress and opportunities for independent learning.
- We offer challenging texts and explore a range of forms, including poetry, prose and drama. Our sequencing is based on building blocks of learning so that students can develop key skills with confidence.
- We take the interleaving approach within our curriculum so that we are continuously revisiting key skills.
- We enrich students with vocabulary through Word of the Week, modelling spoken language, and considering subject-specific vocabulary for each scheme of work.
- Pupils' learning is enhanced by enrichment activities such as theatre and author visits, reading groups, poetry slams and writing competitions.
- Our schemes of work offer opportunities for independent learning and wider reading is well-promoted through staff recommendations, library lessons and reading lists.

- We observe each other teach, and focus upon different aspects of the teaching and learning process as we do so. We have begun inter-departmental lesson observations as a way of sharing good practice and fostering interdisciplinary and cross-curricular links, such as our Year 9 Writing for Change unit. Through evaluating our teaching and the quality of learning that takes place in our department, we hope to develop as individuals and as a group. This also enables us to address misconceptions and add to our current schemes of work.
- Our combination of different responsibilities and levels of experience makes discussion of what we are doing, and why and how we are doing it, paramount. The ethos of the department is distinctive and induction into its philosophies and methods is a continuing process.
- Our homework policy enables our students the opportunity to learn beyond the curriculum through wider reading, research and writing tasks. We use lesson time to consolidate and peer/self assess, as well as reflect and improve work.
- As a team we undertake a range of CPD to continue our practice as subject specialists and to support our delivery of a varied, diverse and relevant curriculum.

Impact

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

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 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.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	CC Links: History, PSHCE	**CC Links:** History,	**CC Links:** IT, History, PSHCE	**CC Links:** Drama	**CC Links:** History	**CC Links:** Art, Music
Year 7	**Unit Title:** Author Study: Rundell **Aims:** Students will learn to:	**Unit Title:** Arthurian Legends **Aims:** •To develop an appreciation and love of	**Unit Title:** Trailblazers **Aims:**	**Unit Title:** Introduction to Shakespeare: Love and Conflict **Aims:**	**Unit Title:** Dystopian Fiction **Aims:** •To write well-structured and imaginative stories	**Unit Title:** Poetry: Identity **Aims:** •To read poems from seminal world literature

	•apply their growing knowledge of vocabulary, grammar and form. •develop their knowledge of literary and rhetorical devices. •To recognise how language and structure shapes meaning and characterisation. **Lesson / Content Overview:** MTP **Skills / Concepts on:** Analytical writing – students to analyse characterization from an extract Exploration of characterisation, setting and themes	pre-1914 English Literature •consider how their writing reflects the audiences and purposes for which it was intended **Lesson / Content Overview:** MTP **Skills / Concepts on:** Persuasive writing Using rhetorical devices	•To write clearly, accurately and coherently •To use discussion in order to learn •To develop vocabulary and knowledge of rhetorical devices **Lesson / Content Overview:** MTP **Skills / Concepts on:** Write the opening/a chapter of your autobiography Oracy skills	•To read widely and critically •Understanding how the work of dramatists is communicated effectively through performance •To use and adapt Standard English confidently when writing **Lesson / Content Overview:** MTP **Skills / Concepts on:** Extract-based analysis Exploration of language and structure	•To draw on knowledge of literary and rhetorical devices •To plan, draft, edit and proofread writing, revisiting writing to adapt and improve. **Lesson / Content Overview:** MTP **Skills / Concepts on:** Creative writing Writing to suit form and purpose	•To analyse how language, vocabulary, grammar, text structure and organisational features, presents meaning •To recognise a range of poetic conventions •To write poetry related to the theme of identity **Lesson / Content Overview:** MTP **Skills / Concepts on:** Creative Writing anthology and presentation Using different poetic devices Oracy skills
	Homework Tracker	Homework Tracker	Homework Tracker	Homework Tracker	Homework Tracker	Homework Tracker
	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge
	Reading *The Invention of Hugo Cabret* by Brian Selznick *Millions* by Frank Cottrell Boyce	**Reading** *Beowulf* Selected tales from *The Canterbury Tales* by Geoffrey Chaucer	**Reading** *The Secret Footballer* by Anonymous *Notes from a Small Island* by Bill Bryson *Unbelievable* by Jessica Ennis	**Reading** Shakespeare's sonnets	**Reading** *The Lost World* by Arthur Conan Doyle; *Animal Farm* by George Orwell *The Time Machine* by HG Wells; *The War of the Worlds* by HG Wells;	**Reading** *Poems to Save the World With* by Chris Riddell *Poems Aloud* by Joseph Coelho

					1984 by George Orwell	
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	CC Links: PSHCE, Geography	**CC Links:** Drama	**CC Links:** PSHCE	**CC Links:** History	**CC Links:** History, Music, Drama	**CC Links:** Drama, IT
Year 8	**Unit Title:** ***Face* by Benjamin Zephaniah** **Aims:** •To read a wide and diverse range of fiction •To read critically through studying setting, plot, and characterisation, and the effects of these **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Analytical writing Exploring character development Exploring word choice and stylistic devices	**Unit Title:** **Shakespeare (Twelfth Night)** **Aims:** •To read widely and critically. * To understand the use of character and dramatic structure •To read, understand and appreciate Shakespearean texts and their role in Literary history. **Lesson / Content Overview:** **WIP MTP** **Skills / Concepts on:** Analysing language Reading and annotating texts Connecting analysis of character, language and structure to context.	**Unit Title:** **Short Stories** **Aims:** •To read a wide range of fiction and non-fiction, including short stories •To read critically through studying setting, plot, and characterisation, and the effects of these •To read critically through making critical comparisons across texts •To encourage wider reading and creative writing **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Imaginative writing Recognising patterns across texts	**Unit Title:** **Detective Fiction 19th Century** **Aims:** •To read and understand 19th century fiction •To acquire a wide vocabulary •To make meaningful connections between a text and its context. **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Exploring characterisation and genre Connecting analysis of character, language and structure to context.	**Unit Title:** **Poetry: Character/Voice** **Aims:** •Read high quality poetry from English literature, both pre-1914 and contemporary • To make inferences and refer to evidence in the text **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Comparative essay Comparing the effect of imagery and techniques Exploring characterisation	**Unit Title:** **Non-Fiction: Speeches** **Aims:** •To draw on knowledge of literary and rhetorical devices •Students will explore the conventions of a speech **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Using rhetorical devices and public speaking Oracy skills
	Homework Tracker	**Homework Tracker**	**Homework Tracker**	**Homework Tracker**	**Homework Tracker**	**Homework Tracker**
	Stretch and Challenge	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge**

	Reading *The Crossing* by Manjeet Mann *The Lines We Cross* by Randa Abdel-Fattah	**Reading** *Twelfth Night* by William Shakespeare *Last True Poets of the Sea* by Julia Drake *The Dark Lady* by Akala	**Reading** *The Lottery* by Shirley Jackson *There Will Come Soft Rains* by Ray Bradbury, *The Dead* by James Joyce	**Reading:** *The Hound of the Baskervilles* by Arthur Conan Doyle *Silver Blaze* by Arthur Conan Doyle *Murder on the Orient Express* by Agatha Christie	**Reading** *Poetry for a Change; A National Poetry Day Anthology* by Chie Hosaka *100 Poems To Save The Earth Ed.* By Zoë Brigley And Kristian Evans	**Reading** I Have A Dream - Martin Luther King I Am The First Accused - Nelson Mandela Freedom Or Death - Emmeline Pankhurst
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	CC Links: History, Art	**CC Links:** History	**CC Links:** Drama	**CC Links:** Geography	**CC Links:** History	**CC Links:** Drama, PSHCE, PE, Art
Year 9	**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 themes, characterisation and context **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Evaluative writing Applying context to interpretations	**Unit Title:** **Gothic Fiction and Imaginative Writing** **Aims:** •To read and experience 19th Century fiction •To engage students with wider reading •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	**Unit Title:** **Shakespeare - Romeo and Juliet** **Aims:** •To develop context related to Shakespeare's time •To expose students to the tragic genre •To read, understand and respond to texts **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	**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 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,	**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 •To develop appreciation of how context impacts meaning **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Comparative essay writing	**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 •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

	Essay writing and embedding quotations	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	terminology where appropriate. Annotating extracts Inferences and deductions Speaking for learning and developing oracy	evaluation and comparison Communicate clearly, effectively and imaginatively To use a range of vocabulary and sentence structures	Identifying poetic techniques and annotating Applying context to texts studied Maintain a critical style and develop an informed personal response	**Lesson / Content Overview:** MTP **Skills / Concepts on:** Forms of protest and transactional writing (speeches) Rhetorical devices
	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	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
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	CC Links: Drama	**CC Links:** History	**CC Links:** Drama, History	**CC Links:** Drama, History	**CC Links:** History	**CC Links:** PSHCE, PRE
Year 10	**Unit Title:** Macbeth **Aims:**	**Unit Title:** **Macbeth/**Fictional Writing	**Unit Title:** Blood Brothers/Nonfiction	**Unit Title:** Nonfiction/Blood Brothers	**Unit Title:** Conflict Poetry **Aims:**	**Unit Title:** **Conflict Poetry/**Spoken Language

	●To gain familiarity with the whole play and understanding of themes, characters and context. ●To understand how to respond in Literature Paper 1. **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** ● Read selected key scenes with a focus on AO1. ● Trace themes through play as early preparation for own extract style questions. ● Begin to focus on AO2 and building quotation/explanation skills. ● Add to key AO2 terminology and develop repertoire of terms to use when analysing L/F/S (make link to Language AO2). ● Interweaving context in a response.	**Aims:** ● To understand the content of English Language Paper 1. ●To write creatively and develop ideas related to characters, setting and themes. ●To be able to analyse and evaluate 19th Century texts. **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** ● Writing descriptively. ● Planning writing. ● Create effective openings. ● Crafting and using vocabulary for effect.. ● Crafting and using sentences for effect. ● Crafting and using punctuation for effect.	**Aims:** Reading & Exploring Post-1914 Text ● Introduce post-1914 Literature via genre/major authors/contexts. ● Read key chapters, create narrative and character timelines. **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** ● Introduce and focus on Literature AO3. ● Introduce AO1 essay skills, particularly the use of formal register to develop a 'critical style' and introduce AO4.	**Nonfiction Texts** **Aims:** ●To understand the structure and content of Language Paper 2. ●To develop awareness of how to write transactional pieces. ●To be able to identify and analyse/evaluate language and structural features. **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Writing Skills Using stimuli to generate ideas in writing transactionally: ● Write letters. ● Write reviews. ● Write an article. ● Planning writing.	Conflict Poetry Anthology ● To introduce the GCSE poetry anthology. ● Develop analytical terminology for AO2. ● Once students are confident with AO2 terminology, begin to develop comparison and context themes. **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** ● Developing exam technique for approaching unseen poetry to cover all aspects of L/F/S. ● Comparison and analysis of language, form and structure. ● Interweaving context in a response.	**Aims:** ●To develop awareness of how to analyse the effect of language, form and structure in *Macbeth.* Spoken Language Preparation (LANG) ● Final assessment for Spoken Language certificate. **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Revision (LIT) ● Shakespeare play (*Macbeth*).
	Homework Comparative essays Analytical writing Creative writing for Language P1 Unseen poetry analysis	**Homework** Conflict comparative essay and unseen essay Creative writing Evaluative writing Analytical writing Poetry revision	**Homework** Blood Brothers essay - themes Blood Brothers essay - characters Blood Brothers context revision	**Homework** Transactional piece - review Transactional piece - letter Transactional piece - guide	**Homework** Macbeth part a essay Macbeth part b - themes Macbeth part b - characters Revision for summer exams	**Homework** Jekyll and Hyde research Conflict poetry consolidation Macbeth consolidation Blood Brothers consolidation

			Language P1 Section A Language Paper 1 Section B	Blood Brothers Essay 7b Comparison Q4 evaluation	Unseen Poetry essay Blood Brothers essay Conflict Poetry revision	
	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge	Stretch and Challenge Exploring wider social issues for spoken language presentation
	Reading KS3 LGBTQIA+ List KS4 Reading List Books Before 18	**Reading** Nineteenth Century Short Stories: The Signal-Man, The Happy Prince, The Tell-Tale Heart	**Reading:** 1984 by George Orwell An Inspector Calls by JB Priestley	**Reading** Swing Time by Zadie Smith Black Swan Green by David Mitchell	**Reading** Alistair MacLean: The Way to Dusty Death. Agatha Christie: By the Pricking of My thumbs. Ray Bradbury: Something Wicked This Way Comes. William Faulkner: The Sound and the Fury. Terry Pratchett: Wyrd Sisters. John Wyndham: The Seeds of Time. John Steinbeck: The Moon Is Down.	**Reading:** Grown by Tiffany Jackson Butterfly Yellow by Thanhhà Lai
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	CC Links: History	**CC Links:** PSHCE	**CC Links:** PSHCE	**CC Links:** Drama, History	**CC Links:** Drama, History	**CC Links:**
Year 11	**Unit Title:** Jekyll and Hyde **Aims:** Reading & Exploring a 19th Century Text ● Introduce 19th Century literature via genre/major authors/contexts.	**Unit Title:** Science and the Supernatural - Language **Aims:** ●Mock preparation for all Literature and Language Papers ●To revise analysis, evaluation and comparison skills	**Unit Title:** Mock Feedback Language Revision **Aims:** ●For students to be aware of their strengths and weaknesses following the November mocks ●To improve key skills for Literature and Language	**Unit Title:** Literature Revision **Aims:** ●To improve key skills for Literature and Language ●To make progress following the mock examinations	**Unit Title:** Preparing for GCSEs **Aims:** ●To improve key skills for Literature and Language ●To make improvements following assessment feedback	

	● Read key chapters, create narrative and character timelines. **Lesson / Content Overview:** Split with Science and Supernatural Language Booklet **MTP** **Skills / Concepts on:** ● Introduce AO1 essay skills, particularly the use of formal register to develop a 'critical style'.	●To revise rhetorical and stylistic devices, using ambitious vocabulary and adapting **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Writing Skills Using stimuli to generate ideas in writing imaginatively & transactionally. Reading: Evaluating, comparing, analysing	**Lesson / Content Overview:** **Please see LTP as this is adapted each year** **Skills / Concepts on:** LANG Revision ● LANG Paper 1 – reading & writing (imaginative) ● LANG Paper 2 – reading & writing (transactional) LIT Revision ● Poetry – Anthology & Unseen ● Post 1914 text - *Blood Brothers* ● Shakespeare play – *Macbeth* ● 19th Century text – *Jekyll & Hyde*	**Lesson / Content Overview:** **Please see LTP as this is adapted each year** **Skills / Concepts on:** LANG Revision ● LANG Paper 1 – reading & writing (imaginative) ● LANG Paper 2 – reading & writing (transactional) LIT Revision ● Poetry – Anthology & Unseen ● Post 1914 text - *Blood Brothers* ● Shakespeare play – *Macbeth* ● 19th Century text – *Jekyll & Hyde*	**Lesson / Content Overview:** **Please see LTP as this is adapted each year** **Skills / Concepts on:** LANG Revision ● LANG Paper 1 – reading & writing (imaginative) ● LANG Paper 2 – reading & writing (transactional) LIT Revision ● Poetry – Anthology & Unseen ● Post 1914 text - *Blood Brothers* ● Shakespeare play – *Macbeth* ● 19th Century text – *Jekyll & Hyde*	
	Homework Tracker and Consolidation Tasks	**Homework Tracker and Consolidation Tasks**	**Homework** **See LTP**	**Homework** **See LTP**	**Homework**	
	Stretch and Challenge	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge**	
	Reading **KS3 LGBTQIA+ List** **KS4 Reading List**	**Reading** **KS4 Reading List**	**Reading** **KS4 Reading List**	**Reading** **KS4 Reading List**	**Reading** **KS4 Reading List**	
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	CC Links: History	**CC Links:** History, Drama	**CC Links:** History, Drama, Politics	**CC Links:** History	**CC Links:** History	**CC Links:** Politics, History
Year 12	**Unit Title:** **Bridging Unit: Introduction to Aspects of Tragedy**	**Unit Title:** **'Othello'** **NEA Critical Theory**	**Unit Title:** **'Death of a Salesman'** **Aims:**	**Unit Title:** **NEA Poetry** **Aims:**	**Unit Title:** **Tess of The D'Urbervilles** **Aims:**	**Unit Title:** **Introduction to Social & Political Protest**

	'Othello' **Aims:** Understanding the conventions of tragic theory **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	**Aims:** Understanding the plot, themes and tragic elements in Othello Understanding **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	Understanding the plot, themes and tragic elements in Death of a Salesman **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	Understanding critical theories and Rossetti's poetry **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	Understanding the plot, themes and tragic elements in Tess of the D'Ubervilles **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	**NEA Poetry/Novel** **Aims:** Understanding the significance and conventions of protest writing **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**
	Homework **Independent Study** Weekly consolidation work provided related to the tragic genre	**Homework** **Independent Study** Extended reading/activities on tragedy, Shakespeare and *Othello*	**Homework** **Independent Study** Understanding Miller's America in the 1940s – research and presentations	**Homework** **NEA first draft** Extended reading/activities on tragedy, Miller and *Death of a Salesman*	**Homework** **Independent Study** Extended reading/activities on Keats Revision for Year 12 mocks	**Homework** Unseen prep, researching political writing Wider reading for NEA novel
	Stretch & Challenge Critical Essays *Tragedy and the Common Man* (1949) Arthur Miller *The Death of Tragedy* (1961) George Steiner The Birth of Tragedy (1872) Friedrich Nietzsche	**Stretch & Challenge** Critical Essays *Arguments for a Theatre* (1989) Howard Barker	**Stretch & Challenge** Critical Essays Applying critical perspectives to the play	**Stretch & Challenge** Critical Essays Developing contextual awareness and links to other texts across history	**Stretch & Challenge** Critical Essays 1. Keats Essay (25) 2. Unseen Practise (25)	**Stretch & Challenge** Writing a political essay or creative piece
	Reading **Reading List**					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	CC Links: PRE, Politics, History, Geography	**CC Links:** Politics, History, Geography, Drama	**CC Links:** PRE, Politics, History,	**CC Links:** Politics, History,	**CC Links:** Politics, History,	**CC Links:**

Year 13	**Unit Title:** **The Kite Runner** **Aims:** Applying knowledge of social and political protest writing to The Kite Runner **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	**Unit Title:** **A Doll's House** **Aims:** Understanding the context, themes and characters of the play **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	**Unit Title:** **Poetry of Blake** **Aims:** Exploring the context and background of the romantic movement **Lesson / Content Overview:** **MTP** **Skills / Concepts on:** **Mark Scheme**	**Unit Title:** **Revision** **Aims:** Understanding the expectations of the exam **Lesson / Content Overview:** **Skills / Concepts on:** **Mark Scheme**	**Unit Title:** **Exam Technique** **Aims:** Understanding the expectations of the exam How to write an essay – structure and workshops aimed at pushing high grades **Lesson / Content Overview:** **Skills / Concepts on:** **Mark Scheme**	
	Homework **Independent Study** Weekly consolidation tasks NEA 1 final draft	**Homework** **Independent Study** Weekly consolidation tasks NEA 1 first draft	**Homework** **Independent Study** Weekly consolidation tasks NEA 2 final draft	**Homework** Weekly consolidation tasks Paper 1 revision	**Homework** Weekly consolidation tasks Exam revision and past papers	
	Stretch & Challenge In Our Time Podcast - Rossetti's life	**Stretch & Challenge** In Our Time Podcast - Othello and Tragedy	**Stretch & Challenge** BBC Podcast - Misogyny and Racism in Othello	**Stretch & Challenge** Massolit presentations Making exam-style papers to share amongst peers	**Stretch & Challenge** Massolit presentations	
	Reading **Reading List**					

Curriculum Overview: KS3 science

PINNER HIGH SCHOOL

Intent

Scientific understanding is vital for students to understand the world around them and to drive change. We have designed a KS3 curriculum that ensures that students learn essential aspects of both scientific knowledge and skills. We aim to inspire students by fostering a sense of curiosity and creativity in the subject.

We as a Science department aim to deliver a broad and ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. We as a department strive to make KS3 Science accessible to all learners through specific measures including differentiated and scaffolded tasks. We stretch through challenge tasks that are carefully planned into the curriculum within lessons and homework to push our higher attaining students further.

Content knowledge is built upon using a spiral approach, revisiting, interleaving and building upon key knowledge. Fundamentals of scientific understanding are learnt first. Concepts are then revisited and developed with greater detail. New concepts which require foundational understanding are introduced later, and finally concepts requiring linking multiple scientific ideas are introduced. We have designed the KS3 curriculum by working backwards from where we want students to be when they leave school as well as our understanding of what it means to be (and think like) a real world scientist.

The following key concepts and skills are interleaved throughout the KS3 Science curriculum:

Scientific Knowledge

- ***Biology**: Key concepts like cells, organ systems, ecosystems, and the diversity of life.*
- ***Chemistry**: The structure of matter, particles, chemical and physical changes, atoms, bonds, and reactions, as well as acids and alkalis.*
- ***Physics**: Forces, electricity, energy, sound, light, magnetism, and the composition of the Earth and solar system.*
- ***Scientific Principles**: Understanding that science can be used to explain phenomena, predict behaviour, and analyse causes.*

Scientific Skills

- ***Working Scientifically:** This is the process of scientific investigation, which includes:*
- ***Planning and devising investigations:** Identifying variables (control, independent, dependent) and writing hypotheses.*
- ***Collecting and recording data:** Using tables to record results, making simple observations, and drawing simple bar and line graphs with appropriate scales.*
- ***Analysing and interpreting data:** Evaluating findings and drawing conclusions, and presenting them to others.*
- ***Safety**: Learning about hazards, making risk assessments, and conducting investigations safely.*

Communication:

- ***Using technical terminology**: Building an extended specialist vocabulary for accurate and precise scientific descriptions.*
- ***Applying mathematical knowledge**: Using maths for data collection, presentation, and analysis.*
- ***Information Literacy:** Using a variety of sources, including scientific websites and books, to find information.*

Implementation

We have designed our 2-year KS3 science curriculum for Years 7-8 so that both science-specific and general skills are developed through repeated experience with each encounter being of increasing complexity. This spiral approach ensures that key concepts and skills are interleaved throughout the 2 years. For example, the understanding of forces, atomic structure, and particles studied in Year 7 is built upon in Year 8 and provides a foundation for more advanced concepts at KS4. Practical skills are also progressively developed over the 2 years. These interleaved key skills and concepts are assessed through formative and summative assessments, allowing us to check and address any misunderstandings and misconceptions.

We aim to go beyond the National Curriculum by linking KS3 science concepts and skills with real-world examples and a variety of extra-curricular activities tailored to the Year 7-8 age group. Specific KS3 enrichment opportunities are listed further below.As a department, we set high expectations for all KS3 pupils which creates a culture and love of learning science from an early stage.

Independent learning is emphasised through consolidation tasks, flipped learning homework activities, research projects, and encouraging Year 7-8 students to explore science outside the classroom. Student resources are available through Google Classrooms.

Communication of scientific ideas is central to becoming a confident scientist, so our 2-year KS3 curriculum is designed to develop literacy and oracy through explicit teaching of keywords, use of glossaries, and regular use of connectives, discussions, write-ups and exam command words appropriate for the Year 7-8 level. KS3-appropriate further reading lists are compiled and shared with students.Differentiation is key throughout KS3 science delivery. Mathematical skills, including graphing and data interpretation, are embedded and revisited when appropriate.

We provide support and challenge relative to student abilities in Years 7-8, including stretching the most able. Specific KS3 stretch and challenge activities are listed below.

We deliberately sequence our 2-year KS3 curriculum to ensure students build long-term scientific knowledge. Time is built in to support students in Years 7-8 with developing revision techniques suitable for this level. Department leads have designed KS3 schemes of work with suggested age-appropriate activities and resources, ensuring consistency of delivery across the 2 years.

Impact

At the KS3 level, knowledge and understanding are assessed through a mixture of in-class formative assessment, recall tasks, homework activities, end of topic assessments and Year 7-8 mock exams in line with whole school systems. Topic specific KS3 content and skills that are assessed in each unit are listed below.

End of topic assessments are written into the KS3 schemes of work. These differentiated summative checkpoints help meet the needs of all learners and challenge all to achieve. Following each one there is a reflection lesson, allowing KS3 students to receive and respond to feedback.

We regularly use formative assessment in KS3 to check, model and build key knowledge. Students assess how much they know through informal assessments, questioning and reflection tasks appropriate for 11-13 year olds. This allows us to address any KS3 misconceptions.

We track and monitor student progress at KS3 using whole school data analysis. This enables us to introduce support measures where required for Years 7-8.

The following indicators are used to assess the impact of the 2-year KS3 science curriculum:

KS3 teacher assessments and progress of students in Years 7-8

Uptake and engagement in KS3 science extra-curricular clubs

Student voice feedback from Years 7-8

KS3 successes are celebrated using whole school and departmental systems appropriate for this age group, such as star of the lesson, KS3 awards, parent feedback, and recognition in KS3 science displays.

Career Development

Studying science at the Key Stage 3 level lays a crucial foundation for students' future career prospects in STEM fields. Through engaging with the core disciplines of biology, chemistry, and physics, students develop critical thinking, problem-solving, and analytical skills that are highly valued in the modern workforce. KS3 science nurtures curiosity, encourages experimentation, and promotes evidence-based reasoning, equipping students with the tools they need to excel in a wide range of science-related professions. By exploring scientific concepts and their real-world applications, students can discover their passions and make informed decisions about their future career paths.

Science-related professions:

- *Biomedical Engineer*
- *Forensic Scientist*
- *Environmental Scientist*
- *Pharmacologist*
- *Aerospace Engineer*
- *Geologist*
- *Biochemist*
- *Meteorologist*
- *Marine Biologist*
- *Medical Laboratory Technician*
- *Chemical Engineer*
- *Zoologist*
- *Astrophysicist*
- *Neuroscientist*
- *Botanist*
- *Microbiologist*
- *Renewable Energy Engineer*
- *Science Teacher or Professor*
- *Science Journalist or Science Communicator*
- *Patent Attorney specializing in scientific inventions*

These professions represent just a sample of the many exciting career opportunities available to students who develop a strong foundation in science during their KS3 education. By nurturing their scientific knowledge and skills, students can position themselves for success in these and many other rewarding science-related fields.

Assessment

Knowledge and understanding is assessed throughout Year 7 and 8 with mini-mid topic checks, as well as End-of-Topic Tests and End of Year Exams. As well as test attainment, students are also assessed on their attitude to learning which includes their participation and effort in class, as well as their effort in completing homework activities.

Feedback is given in a range of formats including live marking, individualised verbal feedback, and using whole-class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

Enrichment Opportunities & Super Curricular

Extra and super curricular offers are a key part of any science department, and that is no different at Pinner High School. The opportunities below are split into two categories: Enrichment for all and stretch for the most able. Throughout the school year, students have access to a variety of activities designed to further enhance their knowledge and skills:

Enrichment for all:

Students may have the opportunity to participate in clubs and activities such as science club, gardening club, criminal minds club, STEM survival, STEM save the world, STEM in the real world, and scientific drawing club. These vary throughout the academic year depending on student interest and staff availability. We also organise trips to scientific institutions including London Zoo, the Science Museum, and the Natural History Museum. House competitions run throughout the year, and British Science Week provides particularly rich opportunities for hands-on learning activities, expert talks, and whole-school events.

Stretch for the most able:

Opportunities include CREST award club, external competitions, and virtual or in-person visits from scientists. These activities are offered when available throughout the school year.

Commitment to Equality, Diversity & Inclusion

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

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

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

Within the curriculum, topics explore a range of social issues e.g. contraception, climate change and scientific bias which will support all students 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').

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. The 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 googleclassroom. 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.

Year 7

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title: *1 - Intro to KS3 Science* *2 - Working Scientifically* *3 - Particle Theory* **Aims:** The aim of this unit is to give students an introductory knowledge of the key aspects of science. They will then gain a fundamental knowledge of states of matter and separating mixtures. **Lesson / Content Overview:** *States of matter: Students will learn the particle model focusing on spacing, movement, and shape. Students will be introduced to a heating and cooling curve. Students will get introduced to the terms melting, cooling, freezing, gas pressure, and diffusion. Students will take part in an investigation based on diffusion.* *Separating mixtures: Students will explore and apply the experimental methods of filtration, evaporation, distillation and chromatography.* **Skills / Concepts on:** *Focus on developing key scientific practical skills*	**Unit Title:** *4 - Cells* *5 - Structure and function of body systems* **Aims:** *The aim of this unit is to give students an introductory knowledge of cells, cell transport and movement in living things.* **Lesson / Content Overview:** *Cells: This topic will enable students to learn about a variety of different types of cell, how their structure is related to function and how we use microscopes to observe them.* *Movement: This topic will build upon the students' knowledge of cells and they will be introduced to the hierarchy of organisation in animals. Students will learn about the main parts of the skeleton, the different types of joints and how muscles cause movement.* **Skills / Concepts on:** *Focus on using key pieces of biological equipment including microscopes*	**Unit Title:** *6 - Waves: Sound* *7 - Waves: Light* **Aims:** *The aim of this unit is to give students an introductory knowledge of waves and their properties, and how we use them in the real world.* **Lesson / Content Overview:** *This topic is split into two halves, sound waves and light waves. This will therefore enable students to learn about a variety of different types of wave, their properties, how we detect them and how we use them in the real world.* **Skills / Concepts on:** *Students focus on using scientific models.*	**Unit Title:** *8 - Elements, atoms and compounds* *9 - Reactions* **Aims:** *The aim of this unit is to give students an introductory knowledge of atoms, elements, compounds and the periodic table.* **Lesson / Content Overview:** *Atoms and elements: The particle model will first be introduced and the periodic table with the symbols to each element. Periodic table: Students will be given a periodic table to annotate, carry out and watch a series of experiments with Group 1 and 7 elements.* **Skills / Concepts on:** *Focus on chemical equations*	**Unit Title:** *10 - Space* *11 - Reproduction* **Aims:** *The aim of this unit is to give students an introductory knowledge of the structure of the earth and the universe, and to make sure students are aware of the changes in the body that happen in puberty and the process of human reproduction.* **Lesson / Content Overview:** *This topic is split into two halves, initially looking at the earth and its structure, then moving on to knowledge about the universe. This will therefore enable students to learn about what the earth is made from, parts of the solar system and objects in the universe as a whole. Human reproduction: Students learn about the different parts of the male and female reproductive systems, and how these can lead to fertilisation.* **Skills / Concepts on:** *Students focus on using scientific models*	**Unit Title:** *12 - Acids and Alkalis* *End of Year 7 Exam* **Aims:** *The aim of this unit is to introduce students to acids and alkalis, their properties and reactions.* **Lesson / Content Overview:** *Acids and Alkalis: Students will learn about the pH scale, indicators, neutralisation reactions and the properties of acids and alkalis. Students will explore everyday examples of acids and alkalis and carry out practical investigations into their reactions.* **Skills / Concepts on:** *Focus on practical skills including safe handling of acids and alkalis, use of indicators, and observing chemical reactions.*
Homework *Homework is set once a week for science with a variety of tasks ranging from creating models of atoms and cells, to home experiments, to completing practice question booklets. Homework is posted on Google classroom, and may be handed in within lesson or via Google Classroom.*					
Stretch & Challenge *The most able students can be stretched by making specific links to the KS4 states of matter/changes of state topic, including concepts such as latent heat and an understanding of intermolecular force. Stretch activities signposted at lesson level.*	**Stretch & Challenge** *Students will come across their first dissection during this topic (chicken wings). The most able can be stretched by being given the freedom to investigate the dissection for themselves rather than following written instructions. Stretch activities signposted at lesson level*	**Stretch & Challenge** *Many of the most able students can be stretched during the waves topic in terms of their understanding of wave properties and real-world applications. The most able students could also develop their critical thinking skills regarding how waves are used in different technologies.*	**Stretch & Challenge** *The most able students can be stretched by making specific links to the KS4 chemistry lessons including concepts such as polymers and the history of the periodic table. Stretch activities signposted at lesson level.*	**Stretch & Challenge** *Many of the most able students can be stretched during the space topic in terms of their research skills. This will be particularly appropriate during their model solar system homework. The most able students could also develop their critical thinking skills regarding evidence for how the universe began and how it will end.*	**Stretch & Challenge** *Students will come across further dissections in the plant topic. The most able can be stretched by being given the freedom to investigate the dissection for themselves rather than following written instructions. Stretch activities signposted at lesson level*
Reading *A Little History of Science, William Bynum* *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Horrible science: Microscopic monsters* *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *How to Invent Everything, Ryan North.* *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library.*	**Reading** *Horrible Science: Chemical Chaos by Nick Arnold* *The Disappearing Spoon by Sam Kean*	**Reading** *Hidden Figures, Margot Lee Shetterly* *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library.*	**Reading** *Horrible science: Painful Poisons* *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library.*

Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title: *13 - Forces* *14 - Health and Lifestyle* ***Aims:*** *The aim of this unit is to develop students' understanding of forces and their effects, and to explore the key factors that affect human health and lifestyle choices.* ***Lesson / Content Overview:*** *Forces: Students will learn about contact and non-contact forces, balanced and unbalanced forces, friction, air resistance, and how forces affect the motion of objects. Students will investigate the relationship between force, mass and acceleration. Health and Lifestyle: Students will explore the components of a balanced diet, the effects of drugs, alcohol and smoking on the body, and the importance of exercise and sleep. Students will learn about the digestive system and how nutrients are absorbed and used by the body.* ***Skills / Concepts:*** *Focus on using and manipulating equations and developing an understanding of how scientific knowledge applies to everyday health decisions.*	**Unit Title:** *15 - The Periodic Table* *16 - Electricity and Magnetism* **Aims:** The aim of this unit is to deepen students' understanding of the periodic table, elements and their properties, and to introduce the principles of electricity and magnetism. **Lesson / Content Overview:** The Periodic Table: Students will explore the structure of the periodic table, groups and periods, patterns in reactivity, and properties of metals and non-metals. Students will study key groups including alkali metals, halogens and noble gases. Electricity and Magnetism: Students will learn about electric circuits, series and parallel circuits, current, voltage and resistance. Students will explore magnetic fields, electromagnets and their practical applications. **Skills / Concepts:** Focus on interpreting patterns and trends, and building and analysing electrical circuits.	**Unit Title:** *17- Ecosystem Processes* *18 - Separation Techniques* **Aims:** *The aim of this unit is to develop students' understanding of how organisms interact within ecosystems and to build upon their knowledge of separation techniques from Year 7.* **Lesson / Content Overview:** *Ecosystem Processes: Students will learn about photosynthesis, respiration, food chains and food webs, and the cycling of materials through ecosystems. Students will explore interdependence, competition and how organisms are adapted to their environment.* *Separation Techniques: Students will revisit and extend their understanding of filtration, evaporation, distillation and chromatography. Students will learn about more complex separation methods and apply these techniques to solve practical problems.* ***Skills / Concepts:*** *Focus on practical skills in separation techniques and understanding energy transfer in ecosystems.*	**Unit Title:** *19 - Material Science* *20 - Energy* **Aims:** *The aim of this unit is to introduce students to the properties of materials and their uses, and to develop their understanding of energy stores, transfers and resources.* **Lesson / Content Overview:** *Material Science: Students will learn about the properties of materials including density, thermal conductivity, electrical conductivity and strength. Students will explore how materials are chosen for specific applications and investigate composites and ceramics.* *Energy: Students will study energy stores, energy transfers, conservation of energy, and efficiency. Students will explore renewable and non-renewable energy resources and their impact on the environment.* **Skills / Concepts on:** *Focus on using and manipulating equations, and evaluating the advantages and disadvantages of different energy resources.*	**Unit Title:** *21 - Adaptations and Inheritance* *22 - Motion and Pressure* **Aims:** *The aim of this unit is to develop students' understanding of how organisms are adapted to their environment and how characteristics are inherited, and to introduce the concepts of motion and pressure.* **Lesson / Content Overview:** *Adaptations and Inheritance: Students will learn about variation, adaptation, natural selection and evolution. Students will explore how characteristics are inherited, including basic genetics, dominant and recessive alleles, and genetic diagrams.* *Motion and Pressure: Students will study speed, distance-time graphs, and calculating average speed. Students will learn about pressure in solids, liquids and gases, and explore applications such as hydraulics and atmospheric pressure.* **Skills / Concepts on:** *Focus on interpreting and drawing graphs, using equations, and understanding scientific models of inheritance.*	**Unit Title:** *23 - The Earth and Atmosphere* *End of KS3 Test* **Aims:** *The aim of this unit is to develop students' understanding of the structure of the Earth, the atmosphere, climate and the rock cycle.* **Lesson / Content Overview:** *The Earth and Atmosphere: Students will learn about the structure of the Earth including the core, mantle and crust, and plate tectonics. Students will explore the composition of the atmosphere, the carbon cycle, climate change and global warming. Students will study the rock cycle, types of rocks and how they are formed.* **Skills / Concepts on:** *Focus on interpreting scientific data about climate change and understanding geological time scales.*
Homework *Homework is set once a week for science with a variety of tasks ranging from creating models of atoms and cells, to home experiments, to completing practice question booklets. Homework is posted on Google classroom, and may be handed in within lesson or via Google Classroom.*					
Stretch & Challenge: *The most able students can be stretched by exploring Newton's laws of motion in greater depth and making links to KS4 content. In Health and Lifestyle, students can research the long-term effects of lifestyle choices and evaluate evidence from scientific studies. Stretch activities signposted at lesson level.*	**Stretch & Challenge** *The most able students can be stretched by exploring the history and development of the periodic table, predicting properties of unfamiliar elements, and investigating complex circuit designs. Students can also research real-world applications of electromagnets in modern technology. Stretch activities signposted at lesson level.*	**Stretch & Challenge** *The most able students can be stretched by exploring biogeochemical cycles in depth and analysing complex food webs. Students can design their own separation techniques for novel mixtures and make links to industrial applications. Stretch activities signposted at lesson level.*	**Stretch & Challenge** *The most able students can be stretched by calculating efficiency in complex systems and exploring the science behind emerging technologies such as smart materials. Higher level debating skills can be developed through discussions about energy policy and environmental impact. Stretch activities signposted at lesson level.*	**Stretch & Challenge** *The most able students can be stretched by exploring more complex genetic crosses, including sex-linked characteristics and codominance. Students can analyse velocity-time graphs and make links to KS4 content on acceleration and momentum. Stretch activities signposted at lesson level.*	**Stretch & Challenge** *The most able students can be stretched by analysing complex climate data, evaluating evidence for climate change, and exploring the evidence for plate tectonics. Students can research current scientific debates about climate change mitigation strategies. Stretch activities signposted at lesson level.*
Reading: The Way Things Work Now by David Macaulay	**Reading** *Horrible science: Shocking electricity* and *Horrible Science: Chemical Chaos* by Nick Arnold	**Reading** *The Hidden Life of Trees by Peter Wohlleben* *Horrible Science: Disgusting Digestion* *The Magic School Bus series books on ecosystems*	**Reading** *The Elements by Theodore Gray* *Energy Island by Allan Drummond* *What is Energy? by Lisa Kurkov*	**Reading** *The Double Helix by James Watson* *Horrible Science: Evolve or Die by Phil Gates* *Who Was Charles Darwin? by Deborah Hopkinson*	**Reading** *A Short History of Nearly Everything by Bill Bryson*

PINNER
HIGH SCHOOL

Pinner High School: Biology

KS4: Separate Sciences – Biology AQA [8461], Combined Science - AQA Trilogy [8464]
KS5: Biology AQA [7402]

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:

<u>Scientific Knowledge (AO1 & 2):</u>

- *Cell biology*
- *Organisation and Transport within multicellular organisms*
- *Health and Disease*
- *Bioenergetics: Energy Transfers in Nature*
- *Homeostasis and the nervous system*
- *Genetics and reproduction*
- *Ecology*

<u>Scientific skills (AO1, 2 & 3):</u>

- *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.

Career 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:** *Unit 1a - Cell structure* *Unit 1c - Moving substances* **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:** *Unit 1b - Cell division* **Aims:** *Building on KS3 knowledge of cells to enhance student knowledge of how cells divide to allow growth and repair.*	**Topic Title:** *Unit 2a – 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:** *Unit 2b – Organising, breathing and circulation in animals* *Unit 2c - Organisation in 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:** *Unit 4a – Photosynthesis* **Aims:** *Building on KS3 knowledge of photosynthesis to enhance student knowledge of the photosynthesis and its limiting factors*	**Topic Title:** *Unit 4b – 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 75min paper covering units 1 and 2*	**Assessment:** *Due to time constraints there will be no test for the end of unit until students start back in September,, with a 40min end of unit test. but self assessment, peer assessment and teacher assessment will be carried out during the course of this topic*

	Homework: *Homework is set once a week for each of the 3 sciences at GCSEs. This homework is set in accordance with the schools CARP model, with a variety of homework tasks, supporting students with Consolidation, Application, Reading and Preparation work. Students often complete consolidation tasks through the My-GCSE-Science website and Practice exam questions using Classroom42.* *In the lead-up to exams, students are given homework that will support them with their revision.*					
	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
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:

Year 10	**Topic Title:** *Unit 3a - Communicable disease* **Aims:** *Applying knowledge of pathogens to understand different types of communicable diseases, caused by a range of pathogens.*	**Topic Title:** *Unit 3b – Non-communicable disease* *Unit 3c - Preventing and treating disease* **Aims:** *Building on prior knowledge of cell division to enhance student knowledge of the different types of cancer and the risk factors involved.* *Applying knowledge of disease to explain how the spread of disease can be prevented*	**Topic Title:** *B10 – The human nervous system* **Aims:** *This content is mostly new, therefore knowledge of the nervous syststem, the eye and brain must be established so students can appreciate how this is relevant in a real life context.*	**Topic Title:** *B11 – Hormonal coordination* **Aims:** *Building on knowledge from KS3 (reproduction) to enhance knowledge of the hormones involved in the menstrual cycle and their influence in contraception and IVF treatment as well as learning how hormones affect plant growth* **Topic Title:** *B17 Organising an ecosystem* **Aims:** *Building on prior knowledge of ecosystems to understanding or how materials are cycled (using knowledge of photosynthesis and respiration)*	**Topic Title:** *B16 - Adaptations, interdependence and competition* **Aims:** *Building on prior knowledge of adaptations in nature, students will explore how organisms interact with each other*	**Aims:** GCSE End of year 10 Examination and feedback
	Lesson / Content Overview: *1 – Pathogens and disease* *2 – Preventing infections* *3 – Viral and bacterial diseases* *4 – Diseases caused by fungi and protists* *5 – Human defence responses* *6 - Plant diseases and responses* **Skills / Concepts on:** *The required practical for this unit focuses on aseptic technique and growing bacteria safely in a lab.**	**Lesson / Content Overview:** *1 – Non-communicable disease* *2 – Cancer* *3 – Smoking and the risk of disease* *4 – Diet, exercise and disease* *5 – Alcohol and other carcinogens* **Skills / Concepts on:** *Focus on the difference between correlation and causation. Data interpretation.* **Lesson / Content Overview:** *1 – Vaccination* *2 – Antibiotics and painkillers* *3 – Developing and discovering drugs* *4 – Monoclonal antibodies ** **Skills / Concepts on:** *This is a particularly relevant topic as a result of Covid-19. Students will be required to analyse data and suggest methods to prevent the spread of disease in the future.*	**Lesson / Content Overview:** *1 – Principles of homeostasis* *2 – The structure and function of the human nervous system* *3 – Reflex actions* *4 – The brain** *5 – The eye** *6 – Common problems of the eye** **Skills / Concepts on:** *Focus on the required practical which involves students applying their knowledge in order to evaluate data,*	**Lesson / Content Overview:** *1 – Principles of hormonal control* *2 – The control of blood glucose* *3 – Treating diabetes* *4 – The role of negative feedback* *5 – Human reproduction* *6 – Hormones and the menstrual cycle* *7 – The artificial control of fertility* *8 – Infertility treatments* *9 - Hormones in plants** **Skills / Concepts on:** *Focus on applying scientific concepts to the real world* **Lesson / Content Overview:** *1 – Feeding relationships* *2 – Materials cycling* *3 – The carbon cycle* *4 – Rates of decomposition** **Skills / Concepts on:** *Focus on the application of biological cycles that link with GCSE chemistry.*	**Lesson / Content Overview:** *1 –Importance of communities* *2 – organisms in their environment* *3 – Competition in animals and plant* *4 – Adaptations in animals and plants* **Skills / Concepts on:** *Students will complete a required practical on distribution of organisms and use mathematical skills to work out the mode, median and mean in terms of abundance of the organism.*	**Lesson / Content Overview:**

	Assessment: *There is a short knowledge test at the end of the topic*	**Assessment:** *There is a short skills test at the end of the topic* **Assessment:** *There will be a 40min end of unit assessment covering unit 3: Infection & Response (topics 5, 6 and 7)*	**Assessment:** *There is a short skills test at the end of the topic*	**Assessment:** *There will be a 40min end of unit assessment covering unit 5 (topics 10 and 11)* **Assessment:** *There is a short knowledge test at the end of the topic*	**Assessment:** *There is a short skills test at the end of the topic*	**Assessment:**
	Homework: *Homework is set once a week for each of the 3 sciences at GCSEs. This homework is set in accordance with the schools CARP model, with a variety of homework tasks, supporting students with Consolidation, Application, Reading and Preparation work. Students often complete consolidation tasks through the My-GCSE-Science website and Practice exam questions using Classroom42.* *In the lead-up to exams, students are given homework that will support them with their revision.*					
	Stretch and Challenge: *This chapter lends itself well to developing graph analysis skills. HAP can learn to describe what graphs are showing, and analyse them to draw conclusions.* *Challenge activities are signposted during the lesson and will be completed using a red pen.*	**Stretch and Challenge:** *There is excellent opportunity for stretch and challenge as students explore the difference between correlation and causation.* *Students can also suggest how scientific studies can be improved and the importance of peer review can be discussed.* *Challenge activities are signposted during the lesson and will be completed using a red pen.* **Stretch and Challenge:** *There is excellent opportunity for stretch and challenge as students explore the difference between correlation and causation.* *Students can also suggest how scientific studies can be improved and the importance of peer review can be discussed.* *Challenge activities are signposted during the lesson and will be completed using a red pen.*	**Stretch and Challenge:** *Students can be provided with different symptoms of brain injuries and use this to make links to what area of the brain was damaged.* *Other problems of the eye can be explored, e.g. colour blindness. Students could research how the eyes of different animals are similar/ different to our own.* *Challenge activities are signposted during the lesson and will be completed using a red pen.*	**Stretch and Challenge:** *Stretch activities include: students can explore examples of positive feedback loops. How does this compare to negative feedback loops?* *Linking of hormones involved in reproduction and methods of contraception and infertility treatments will stretch the most able.* *Challenge activities are signposted during the lesson and will be completed using a red pen.* **Stretch & Challenge** *Stretch and challenge activities include links to chemistry (recap carbon cycle). *Students will also complete a required practical on decay of milk and gain mathematical skills to interpret data.* *Students can be introduced to A-level ideas such as the nitrogen cycle.* *Challenge activities are signposted during the lesson and will be completed using a red pen.*	**Stretch and Challenge:** *This topic introduces students to A Level concept of exploring organisms in the environment and preparing the mto use the equipment independently while being respectful to nature.* *Challenge activities are signposted during the lesson and will be completed using a red pen.*	**Stretch and Challenge:**
	Reading: The Great Trouble: A Mystery of London, the Blue Death, and a Boy Called Eel" By Deborah Hopkinson	**Reading:** "Cancer Crossings: A Brother, His Doctors, and the Quest for a Cure to Childhood Leukaemia" by Tim Wendel **Reading:**	**Reading:** "The Man Who Mistook His Wife for a Hat" by Oliver Sacks	**Reading:** "The Body: A Guide for Occupants" by Bill Bryson **Reading:** **"***How To Read Water: luCes, Signs & Patterns from Puddles to the Sea" by Tristan Gooley*	**Reading:** "The Web of Life" by Fritjof Capra	**Reading:**

		"The Immortal Life of Henrietta Lacks" by Rebecca Skloot				
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 11	**Topic Title:** *B18 - Biodiversity* **Aims:** *To build upon prior knowledge of food chains by exploring energy transfer between organisms and looking at the impact humans have had on biodiversity and how we can become more sustainable*	**Topic Title:** *B13 – Reproduction* **Aims:** *Building on knowledge of cell division from B2 to understand more about DNA and the genome.*	**Topic Title:** *B14 - Variation and evolution* **Aims:** *Building on knowledge of evolution and natural selection from KS3 to understand more about variation and cloning techniques.*	**Topic Title:** *B15 - Genetics and evolution* **Aims:** *Building on knowledge from Ks3 to further understand the theory of evolution.*	**Topic Title:** *B12 - Waste Management (Separate science only) Combined Science Revision for GCSE* **Aims:** *Building on B10 knowledge of homeostasis and B1 knowledge of cell transport to develop students' knowledge of how we remove waste from our bodies.*	**Aims:** *GCSE Examination*
	Lesson / Content Overview: *1 – The human Population* *2 –Land,water and air pollution* *3 – Deforestation and peat destruction* *4 – Climate change* *5 – Maintaining biodiversity* *6 - Biomass & trophic levels** *7 - Food security and sustainability** **Skills / Concepts on:** *Focus on the application of biodiversity in the real world.*	**Lesson / Content Overview:** *1 –Types of reproduction* *2 – Cell division in sexual reproduction* *3 – DNA and the genome* *4 – Protein synthesis* *5 – Gene expression and mutation* *6 – Inheritance in action* *7 – Inherited disorders* *8 – Screening for genetic disorders* **Skills / Concepts on:** *Focus on using genetic diagrams to calculate probability of inherited characteristics.*	**Lesson / Content Overview:** *1 – Variation* *2 – Evolution by natural selection* *3 – Selective breeding* *4 – Genetic engineering* *5 – Cloning* *6 – Ethics of genetic engineering* **Skills / Concepts on:** *Focus on the evaluation of the ethics of genetic technologies and how this could impact our lives in the future.*	**Lesson / Content Overview:** *1 – The history of genetics* *2 – Theories of evolution* *3 – Accepting Darwin's ideas* *4 – Evolution and speciation* *5 – Evidence for evolution* *6 – Fossils and extinction* *7 – Antibiotic resistant bacteria* *8 – Classification* **Skills / Concepts on:** *Focus on the use of evidence to see how scientific theories have developed over time*	**Lesson / Content Overview:** *1 – Controlling body temperature* *2 – Removing waste products* *3 – The human kidney* *4 – Dialysis* *5 – Kidney transplants* **Skills / Concepts on:** *Focus on applying scientific concepts to the real world and evaluative skills.*	**Lesson / Content Overview:**
	Assessment: *There will be a 40min end of unit assessment covering unit 7:Ecology (topics 16, 17 and 18)*	**Assessment:** *There is a short skills test at the end of the topic*	**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 6:Inheritance, evolution and variation (topics 13, 14 and 15)*	**Assessment:** *Practice questions and revision strategies*	**Assessment:**
	Homework: *Homework is set once a week for each of the 3 sciences at GCSEs. This homework is set in accordance with the schools CARP model, with a variety of homework tasks, supporting students with Consolidation, Application, Reading and Preparation work. Students often complete consolidation tasks through the My-GCSE-Science website and Practice exam questions using Classroom42.* *In the lead-up to exams, students are given homework that will support them with their revision. Within Year 11, Exam questions and full past papers will feature more frequently within homework tasks.*					

	Stretch and Challenge: *Specific stretch activities include: link to A-level standard looking at biomass energy transfer and calculations. Students can develop critical thinking skills.* *Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *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.* *Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *Students can be stretched by introducing some unusual classification groups. Students can also consider different organisms that may have been difficult to classify. Most able students will develop an appreciation for how scientific theories are constantly changing.* *Challenge activities are signposted during the lesson and will be completed using red pen.*	**Stretch and Challenge:** *Stretch and challenge activities include links to chemistry (recap combustion word equations). Students can also revise knowledge of renewable energy sources and climate change. Students can be introduced to A-level ideas such as the nitrogen cycle.* *Challenge activities are signposted during the lesson and will be completed using red pen*	**Stretch and Challenge:** *A focus on the in-depth structure of the kidney (introducing A-level terminology) will stretch the most able. Students could analyse the structure of a camel's kidney and observe how it is adapted to conserve water.* *Stretch activities signposted at lesson level*	**Stretch and Challenge:**
	Reading: "The Climate Book" by Greta Thunberg	**Reading:** "The selfish gene" by Richard Dawkins	**Reading:** "The Adoration of Jenna Fox" by Mary E. Pearson	**Reading:** "Sapiens" by Yuval Noah Harari	**Reading:** "The Sixth Extinction: An Unnatural History" by Elizabeth Kolbert	**Reading:**
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:

Year 12						
	Unit Title: *Section 1 - Biological molecules* *Section 2 - Cell structure* **Aims:** *Building on KS4 knowledge of carbohydrates, proteins and lipids.* *Building on KS4 knowledge of cell structure.*	**Unit Title:** *Section 1 - Biological molecules* *Section 2 – Cell structure* **Aims:** Extend knowledge of DNA structure to include DNA replication and RNA. *Building on KS4 knowledge of methods of transport*	**Unit Title:** *Section 4 – Genetic information, variation and relationships between organisms* *Section 2 – Cell structure* **Aims:** *Building on KS4 knowledge of genetics to improve subject knowledge of protein synthesis and variation.* *Building on KS4 knowledge of pathogens and disease to further understand the workings of the immune response.*	**Unit Title:** *Section 4 – Genetic information, variation and relationships between organisms* *Section 3 - Organisms exchange substances with the environment* **Aims:** *Building on KS4 knowledge of classification and biodiversity.* *Extent KS4 knowledge of the digestive and respiratory system.* *Building on KS4 knowledge of the circulatory system and transport systems in plants.*	**Unit Title:** *Section 5 – Energy transfer in and between organisms* **Aims:** *Building on KS4 knowledge of bioenergetics and nutrients cycling*	**Aims:**
	Lesson / Content Overview: *Topic 1 – Biological molecules* *Topic 3 - Cell structure* **Skills / Concepts on:** *Focus on applications of biological molecules in the real world* *There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.*	**Lesson / Content Overview:** *Topic 2 - Nucleic acids* *Topic 4 - Transport across cell membranes* **Skills / Concepts on:** *Focus on the applications of Biology in the real world and applying knowledge to unfamiliar contexts* *There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.*	**Lesson / Content Overview:** *Topic 8 - DNA, genes and protein synthesis* *Topic 9 - Genetic diversity* Topic 5 - Cell recognition and the immune system **Skills / Concepts on:** *Focus on the applications of Biology in the real world and applying knowledge to unfamiliar contexts.*	**Lesson / Content Overview:** *Topic 10 - Biodiversity* *Topic 7b Mass transport in plants* *Topic 6 - Exchange* *Topic 7a Mass Transport in animals* **Skills / Concepts on:** *Students focus on planning quantitative investigations on variation. This will also include a focus on data analysis and statistical calculations.* *Dissection skills are developed during this unit. There is a focus on how to safely and correctly use dissection instruments.*	**Lesson / Content Overview:** *Topic 11 – Photosynthesis* *Topic 13 – Energy and ecosystems* *Respiration (A-level topics) can be introduced in preparation for year 13* **Skills / Concepts on:** *There are a couple of required practicals for the photosynthesis topic. There is therefore a focus on practical skills throughout this term.*	**Lesson / Content Overview:**
	Assessment: *Settling in test at the start of year 12* *End of chapter test for Topic 1: Biological molecules.* *End of chapter test for Topic 3: Cells* *Required Practical 1: Enzyme controlled reaction* *Required Practical 2 Root tip Squash*	**Assessment:** *End of chapter test for Topic 2:Nucleic acids* *End of chapter test for Topic 4:Cell transport* *Required practical 3:Osmosis* *Required practical 4: Transport across the cell membrane*	**Assessment:** *End of chapter test forTopic 8 DNA, genes & protein synthesis* *End of chapter test for Topic 9: Genetic Diversity* *Required Practical 6: Aseptic Techniques*	**Assessment:** *End of chapter test forTopic 10: Biodiversity* *End of chapter test for Topic 6: Exchange* *End of chapter test for Topic 7: Mass transport* *Required Practical 5: Heart/Fish dissection*	**Assessment:** *End of chapter test for Topic 13: Energy in ecosystems* *Required practical 7: Plant pigment chromatography* *Required practical 8: Activity of chloroplast*	**Assessment:**

	Homework: *Homework is set twice a week within Year 12, with a total of 5 hours of work set for students to complete independently. This homework is set in accordance with the school's CARP model, with a variety of homework tasks, supporting students with Consolidation, Application, Reading and Preparation work. Students often complete consolidation tasks through worksheets and online quizzing platforms such as Wayground, and development of application is supported through exam questions from 'StudyMind' and 'PMT'. Students are also regularly set flipped learning work to prepare them for the following week of lessons.* *Weekly independent learning expectations include, finishing incomplete notes from class, creating flashcards of keywords from lessons, completing a mind-map of a subtopic each week.*					
	Stretch and Challenge: *Medics society group.* *Students can explore additional specialised cells.* *Students can explore additional proteins like collagen and keratin* *Students can link their knowledge of the cell cycle to explain how various cancer treatments work.* *Stretch activities signposted at lesson level*	**Stretch and Challenge:** *Medics society group.* *When learning about DNA replication, mutations can be introduced.* *Discussion of the Meselson-Stahl experiment and analysis of their results will stretch the most able.* *Higher level thinking could be applied by asking students to evaluate the ethical issues associated with vaccination programmes.* *Stretch activities signposted at lesson level*	**Stretch and Challenge:** *Medics society group.* *Stretch activities could include:* providing students with data from experimental work investigating the role of nucleic acids e.g. the Hershey-Chase experiment and asking them to interpret it. More able students could complete further research into mutations such as sickle cell anaemia, albinism, cancer and Down's syndrome. Beneficial mutations can also be explored (eg. lactase enzyme) *Stretch activities signposted at lesson level*	**Stretch and Challenge:** *Medics society group.* Students could research and investigate comparative anatomy and embryology. Designing their own dissection practical and selecting appropriate equipment to carry out the dissection. *Stretch activities signposted at lesson level*	**Stretch and Challenge:** *Medics society group.* Students learn how to use specialist equipment during required practicals and interpret data and to cme to a valid conclusion.	**Stretch and Challenge:**
	Reading: *"The Song of the Cell" by Siddhartha Mukherjee* *"Life on the Edge: The Coming of Age of Quantum Biology" by Jim Al-Khalili*	**Reading:** *"The Immortal Life of Henrietta Lacks" by Rebecca Skloot*	**Reading:** *"The Body: A Guide for Occupants" by Bill Bryson* *"The Hot Zone: The Chilling True Story of an Ebola Outbreak" by Richard Preston*	**Reading:** *"Caesar's Last Breath: The Epic Story of The Air Around Us" by Sam Kean* "The Brilliant Abyss: Exploring the Majestic Hidden Life of the Deep Ocean, and the Looming Threat That Imperils It" by Helen Scales "The Sixth Extinction: An Unnatural History" by Elizabeth Kolbert	**Reading:** "The Hidden Life of Trees" by Peter Wohlleben	**Reading:**
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:

Year 13	**Unit Title:** *Section 5 – Energy transfer in and between organisms* *Section 7 - Genetics, populations, evolution and ecosystems.* **Aims:** *Building on KS4 knowledge of bioenergetics and nutrients cycling* *Building on KS4 knowledge of genetics and inheritance and applying it to real life contexts.*	**Unit Title:** *Section 6 - Organisms respond to changes in their environment* *Section 7 - Genetics, populations, evolution and ecosystems.* **Aims:** *Developing knowledge of the human nervous system from KS4.* *Building on KS4 knowledge of genetics and inheritance and applying it to real life contexts.*	*Section 6 - Organisms respond to changes in their environment* *Section 8 – The control of gene expression* **Aims:** *Extend knowledge of homeostasis from KS4* *Build upon knowledge of mutation and gene expression* Build upon knowledge of stem cells and the human genome project from KS4	**Aims:** *Essay writing skills/Required Practical catch up sessions/ Revision*	**Aims:** *A Level Exams*
	Lesson / Content Overview: *Topic 12 – Respiration* *Topic 17 - Inherited change* *Topic 18 - Populations and evolution* **Skills / Concepts on:** *There is therefore a focus on practical skills during required practical 9.* *Focus on using genetic diagrams to calculate probability of inherited characteristics.* *There is a focus on data analysis and statistical calculations.*	**Lesson / Content Overview:** *Topic 14 - Response to stimuli* *Topic 15 - Nervous coordination of muscle* *Topic 19 - Populations in ecosystems* **Skills / Concepts on:** *Focus on using modelling to describe the passage of an action potential.* *There is a focus on data analysis and statistical calculations.*	**Lesson / Content Overview:** *Topic 16 - Homeostasis* *Topic 20 –Gene expression* *Topic 21 - Recombinant DNA technology* **Skills / Concepts on:** *Understanding the applications of homeostasis in the real world, including unfamiliar contexts.* *Focus on the applications of Biology in the real world and applying knowledge to unfamiliar contexts.* *Understanding the applications of DNA technologies in the real world.*		
	Assessment: *End of chapter test for Topics 11 & 12 Photosynthesis & Respiration* *End of chapter test for Topic 17:Inherited Change* *Required practical 9: Respiration in yeast*	**Assessment:** *End of chapter test for Topic 14: Response to Stimuli* *End of chapter test for Topic 15: Nervous* *End of chapter test for Topic 19: Populations in Ecosystems* *Students will also have November Mocks* *Required Practical 10: Response to stimuli* *Required Practical 12: Distribution of species*	**Assessment:** *End of chapter test for Topic 16: Homeostasis* *End of chapter test for Topic 20: Gene Expression* *End of chapter test for Topic 21: Recombinant DNA* *Required Practical 11: Glucose in urine*		

	Homework: *Homework is set twice a week within Year 12, with a total of 5 hours of work set for students to complete independently. This homework is set in accordance with the school's CARP model, with a variety of homework tasks, supporting students with Consolidation, Application, Reading and Preparation work. Students often complete consolidation tasks through worksheets and online quizzing platforms such as Wayground, and development of application is supported through exam questions from 'StudyMind' and 'PMT'. Students are also regularly set flipped learning work to prepare them for the following week of lessons.* *Weekly independent learning expectations include, finishing incomplete notes from class, creating flashcards of keywords from lessons, completing a mind-map of a subtopic each week.* In addition to the above Year 12 expectations, Year 13 students are expected to complete a past exam paper each half-term, and a 2 practice essays each half-term.				
	Stretch and Challenge: *Medics society group.* *Students could* research examples involving sex linkage eg Duchenne muscular dystrophy and Haemophilia. Students could also conduct a chi-square statistical test by flipping a coin or rolling a dice. *Stretch activities signposted at lesson level*	**Stretch and Challenge:** *Medics society group.* *Planning an investigation* to assess how woodlice respond to different variables. This would provide a good opportunity for stretching and challenge. To further develop investigative skills, students may carry out investigations into receptors within the skin. *Stretch activities signposted at lesson level*	**Stretch and Challenge:** *Medics society group.* *Students could use calculators with exponential functions and a logarithmic scale to represent the increase in the number of copies of DNA fragments present after multiple cycles of PCR.* *The Virtual PCR lab would also stretch the most able.* *Students could also Identify examples of DNA fingerprinting in the news. This may include the identification of most suitable zoo animals for breeding programmes, medical diagnosis, forensic science.*		
	Reading: "The Omnivore's Dilemma: A Natural History of Four Meals" by Michael Pollan	**Reading:** *"Sapiens" by Yuval Noah Harari* "Do No Harm: Stories of Life, Death and Brain Surgery" by Henry Marsh	**Reading:** "The Code Breaker" by Walter Isaacson *"The selfish gene" by Richard Dawkins*		

Those lessons with * will be for separate Biology students to be completed in year 11

Curriculum Overview: CHEMISTRY

KS4: Separate Sciences – Chemistry AQA [8462], Combined Science - AQA Trilogy [8464]
KS5: Chemistry AQA [7405]

PINNER HIGH SCHOOL

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.

Career 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 googleclassroom. 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.

Year 9

Year 9 is an important transition year in science, our ambitious curriculum supports students in consolidating learning through practise, building on prior knowledge and introducing skills and knowledge which allow students to excel as scientists. During this year, students are introduced to foundational key concepts and skills that will support their success ensuing that they are confident in application and learning of both substantive and disciplinary knowledge. Year 9 builds on foundational knowledge that is taught in Years 7 and 8. Through our strong links with local primary schools our KS3 curriculum has been designed to ensure that students are challenged in their learning from the very beginning of Year 7, this creates capacity to ensure that the Year 9 curriculum bridges KS3 and KS4 learning. Some examples of these foundational threshold concepts include a strong understanding of diffusion, cell components, cell specialisation, the structure of and atom, and trends of reactivity in the periodic table.

In addition to their main lessons, Year 9 students take part in dedicated skills sessions designed to strengthen their 'working scientifically skills' - an area of the National Curriculum that students must continue to develop from KS1 through to KS5. The lessons that Year 9 are taught to support them with these skills include: "Understanding Variables", "How to draw a line of best fit", and "Rearranging physics formulae". These lessons have all been designed specifically for Pinner High School students, and is a unique approach to curriculum design that allows us to not only support students in their transition to Key-stage 4, but extend their scientific thinking in these areas.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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* **Cross-Curricular: Maths** **Skills / Concepts on:** *Focus on the development and use of models within science.*	**Unit Title:** *C1 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. They should also be able to identify the importance of an inherent pattern to the elements and how this guided Mendeleev's thinking.* **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:**	**Unit Title:** *C2 Structure and bonding* **Aims:** *Students will develop their understanding of states of matter, the different types of bonding and how the bonding of a substance affects its bulk properties.* **Lesson / Content Overview:** 1- Ionic bonding 4- Giant ionic structures 5 – Covalent Structures 6 – Structure of simple molecules **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:** *C3 Structure and bonding* **Aims:** *Students will develop their understanding of states of matter, the different types of bonding and how the bonding of a substance affects its bulk properties.* **Lesson / Content Overview:** 7 – Giant covalent structures 8- Special case study: Carbon 9 – Nanoparticles **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:** *C5 Chemical Changes* **Aims:** *Students will revise and develop their understanding of the reactivity series from KS3. They will apply their understanding of the reactivity series to displacement reactions and the extraction of metals, as well as introducing higher-tier students to the concepts of oxidation and reduction as the loss and gain of electrons respectively.* **Lesson / Content Overview:** *1 – The reactivity series* *2 – Displacement reactions* *3 – Extracting metals* *4 –Salts from metals* *5 – Salts from insoluble bases* *6- Making more salts* *7 – Neutralisation and the pH scale* *8- Strong and weak acids.* **Skills / Concepts on:**	**Unit Title:** *C6a Collision theory* **Aims:** *Students will learn about the factors that affect the rate of a reaction and apply their knowledge on endothermic and exothermic reactions to equilibrium reactions and predict position of the equilibrium.* **Lesson / Content Overview:** 1 – Rates of reaction 2 – Collision theory 3 –The effect of temperature 4 – The effect of concentration and pressure **5**- The effect of catalysts

		They should also be able to identify trends in properties and reactivity.			*Students will also learn about salts and how they are prepared, including from metals and acids, acids and bases, and acids and carbonates. Students should be able to prepare a pure, dry sample of a salt from an insoluble metal oxide or carbonate as part of the required practical.*	
	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 *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.* ** 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** Students could: **Does diamond deserve to be so precious? Give both side of the argument and then your opinion.*	**Stretch & Challenge** *Students could:* **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:** **Research why we use these factors to increase the rate of a reaction and why we may sometimes need to compromise in order to make the reaction sustainable*
	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** Stuff Matters: The Strange Stories of the Marvellous Materials that Shape Our Man-made World by Mark Miodownik	**Reading** The Disappearing Spoon by Sam Kean	**Reading** Chemistry: Getting a Big Reaction! By Dan Green

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title: *C4 Chemical calculations* **Aims:** *Students will build upon their understanding of the structure of atoms and sub-atomic particles to understand relative atomic mass and relative formula mass, the mole and Avogadro's constant, moles to concentrations.* **Cross-Curricular: Maths** **Lesson / Content Overview:** *1 – Relative masses and moles* *2- Equations and calculations* *3 – From masses to balanced equations* *4- Volume of gases* **Skills / Concepts on:** Students will carry out a titration as part of the required practical, with higher-tier students using their results to calculate the concentration of an unknown solution.	**Unit Title:** *C5 Electrolysis* **Aims:** *Students are introduced to electrolysis. They will build upon their knowledge from Chapter C3 to explain why ionic compounds can undergo electrolysis when molten or in solution. They should also be able to explain the movement of particles during electrolysis, and the reactions that occur at the electrodes.* **Cross-Curricular: Maths** **Lesson / Content Overview:** *1 – Introduction to electrolysis* *2 – Changes at the electrodes* *3 – The extraction of aluminium* *4 –Electrolysis of aqueous solutions* **Skills / Concepts on:** *Students will then apply their understanding of electrolysis to the extraction of aluminium, and learn how to investigate the electrolysis of a solution. They should be able to predict the products of electrolysis and higher-tier students should be able to write balanced half equations.*	**Unit Title:** *C6 Rates and equilibrium* **Aims:** *Students will learn about the factors that affect the rate of a reaction and apply their knowledge on endothermic and exothermic reactions to equilibrium reactions and predict position of the equilibrium.* **Lesson / Content Overview:** 1 – Rates of reaction 2 – Collision theory 3 –The effect of temperature 4 – The effect of concentration and pressure 5- The effect of catalysts 6- Reversible reactions 7 – Energy and reversible reactions 8- Dynamic equilibrium 9- Altering conditions **Skills / Concepts on:** *Focus on graphing skills specifically calculate the gradient of a tangent to the curve on these graphs as a measure of rate of reaction at a specific time.*	**Unit Title:** *C7 Crude oil and fuels* **Aims:** *Students will learn about hydrocarbons and been introduced to the alkanes, as well as some of the reactions of hydrocarbons, including combustion (both complete and incomplete) and cracking.* **Lesson / Content Overview:** *1 – Hydrocarbons* *2 – Fractional distillation of oil* *3 – Burning hydrocarbon fuels* *4 – Cracking hydrocarbons* **Cross-Curricular: Geography** **Skills / Concepts on:** *To write balanced symbol equations for the complete combustion of hydrocarbons and to describe the conditions of cracking.*	**Unit Title:** *C8 – Chemical analysis* **Aims:** *Students about various techniques for analyzing substances; tests for gases,* chromatography and positive and negative ions. **Lesson / Content Overview:** *1 – Pure substances and mixtures* *2 – Analysing chromatograms* *3 – Testing for gases* **Skills / Concepts on:** ***Required practical:** Investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate R_f values.*	**Unit Title:** *C9 The Earth's atmosphere* **Aims:** *Students will gain an understanding of the origins of the atmosphere, students should also understand how it has evolved over time.* **Lesson / Content Overview:** *1 – History of our atmosphere* *2 – Our evolving atmosphere* *3 – Greenhouse gases* *4 – Global climate change* *5 –Atmospheric pollutants* **Cross-Curricular: Geography** **Skills / Concepts on:** *Students will develop the ability to evaluate models and interpreting and evaluating evidence for scientific theories.*
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 *Students could:* **Research 5 real world applications of titration.*	**Stretch & Challenge** *Students could answer:* **Can covalent molecules ever be broken down by electrolysis, include reasons for your answer.*	**Stretch & Challenge** *Students could:* **Explore the way industry exploits dynamic equilibrium to ensure economic gains. Research specific examples.*	**Stretch & Challenge** *Students could:* **Research how nature can be used to help sustain our world by replacing crude oil products.*	**Stretch & Challenge** *Students could:* **Evaluate why one test may not be sufficient to identify the element, use magnesium as an example if you wish. Identify the advantages and disadvantages.*	**Stretch & Challenge** *Students could* **Research and Evaluate the methods we employ to reduce pollutants and their effects, include the advantages and disadvantages.*

			Research why we use these factors to increase the rate of a reaction and why we may sometimes need to compromise in order to make the reaction sustainable.			
	Reading Molecules: The Elements and the Architecture of Everything by Theodore Gray	**Reading** Chemistry for Breakfast: The Amazing Science of Everyday Life by Mai Thi Nguyen-Kim	**Reading** Gory Details: Adventures from the Dark Side of Science by Erika Engelhaupt	**Reading** Liquid Rules: The Delightful and Dangerous Substances That Flow Through Our Lives by Mark Miodownik	**Reading** Molecules of Murder Criminal Molecules and Classic Cases by John Emsley	**Reading** Caesar's Last Breath: Decoding the Secrets of the Air Around Us by Sam Kean and Silent Spring Rachel Carson

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 11 Combin						
	Unit Title: *C9 Chemistry of the atmosphere* **Aims:** *Students will gain an understanding of the origins of the atmosphere, students should also understand how it has evolved over time.* **Lesson / Content Overview:** *1 – History of our atmosphere* *2 – Our evolving atmosphere* *3 – Greenhouse gases* *4 – Global climate change* *5 –Atmospheric pollutants* **Cross-Curricular: Geography** **Skills / Concepts on:** *Students will develop the ability to evaluate models and interpreting and evaluating evidence for scientific theories.*	**Unit Title:** *C10 Using resources* **Aims:** *Students will learn how the resources that we use, including water and metals (in particular copper); to describe the different ways that water is treated, both to create potable water and to remove waste products so it is safe to release into the environment* **Lesson / Content Overview:** *1 –Finite and renewable resources* *2 – Water safe to drink* *3 –Treating waste water* *4 – Extracting metals from ores* *5 – Life cycle assessments* *6 –Reduce, reuse, and recycle* **Cross-Curricular: Geography** **Skills / Concepts on:** **Required practical:** *Analysis and purification of water samples from different sources, including pH, dissolved solids, and distillation.*	**Unit Title:** *Content revision: Required practical focus* **Aims:** *Students will consolidate their understanding of practicals with the knowledge and applications* **Lesson / Content Overview:** **Practical 8: Salt Preparation** Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution. **Practical 9: Electrolysis** Investigate what happens when aqueous solutions are electrolysed using inert electrodes. Practical 10: Temperature Changes in Reactions Investigate the variables that affect temperature changes in reacting solutions. **Practical 11: Rates of Reaction** Investigate how changes in concentration affect the rates of reactions. **Practical 12: Paper Chromatography** Investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate Rf values. **Practical 13**: **Water Analysis** Analysis and purification of water samples from different sources.	**Unit Title:** *Content revision* **Aims:** *Revisit knowledge from KS4 to ensure all students have the ability to reach their full potential at GCSE* **Lesson / Content Overview:** *Content revision for all topics* **Skills / Concepts on:** *Focus on examination specific skills*	**Unit Title:** *GCSE examinations*	**Unit Title:** *GCSE examinations*
	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.*		

e d	**Stretch & Challenge** *Students could* **Research and Evaluate the methods we employ to reduce pollutants and their effects, include the advantages and disadvantages.*	**Stretch & Challenge** *Students could:* **Evaluate whether phytomining and bioleaching are the answer to the world's copper shortage. Give both sides of the argument and then your overall opinion.*	**Stretch & Challenge** *Students could:* **Evaluate whether the Haber process has been good or bad for society. Give both sides of the argument and then your overall opinion.*	**Stretch & Challenge** *Students could:* **Work out how many links between topics are there in GCSE Chemistry? See how many you can find. For example ionic bonding (C3) and electrolysis (C6).*		
	Reading Caesar's Last Breath: Decoding the Secrets of the Air Around Us by Sam Kean and Silent Spring Rachel Carson	**Reading** H_2O: A biography of water by Philip Ball	**Reading** The Story of N: A Social History of the Nitrogen Cycle and the Challenge of Sustainability by Hugh Gorman	**Reading** Everything You Need to Ace Chemistry in One Big Fat Notebook by Workman Publishing Company		

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit Title: *C9 The Earth's resources;* *Separate content:* *C1 Transitions metals* *C2 Nanoparticles* *C3Yield and titrations* **Aims:** *Students will learn how the resources that we use, including water and metals (in particular copper); to describe the different ways that water is treated, both to create potable water and to remove waste products so it is safe to release into the environment* **Lesson / Content Overview:** *1 –Finite and renewable resources* *2 – Water safe to drink/Treating waste water* *4 – Extracting metals from ores/ Life cycle assessments* *6 –Reduce, reuse, and recycle/transition metals* *7 – Yield and titrations* **Skills / Concepts on:** **Required practical:** *Analysis and purification of water samples from different sources, including*	**Unit Title:** *C7 Organic reactions* **Aims:** *Students will learn about more organic functional groups – alkenes, alcohols, carboxylic acids, and esters* . **Lesson / Content Overview:** *1 – Chemical cells and batteries* *2 – Fuel cells* **3**– *Reactions of the alkenes* *4 – Structures of alcohols, carboxylic acids, and esters* *5 – Reactions and uses of alcohols* *6 – Carboxylic acids and esters* **Skills / Concepts on:** *Students should be able to identify, name, and draw the structural formula of the first four alkenes, alcohols, and carboxylic acids, and ester ethyl ethanoate.*	**Unit Title:** *C7 –Polymers* **Aims:** *Students will learn different types of manufactured polymers, including addition polymers and condensation polymers.* **Lesson / Content Overview:** *1 – Addition polymerisation* *2 – Condensation polymerisation* *3 – Natural polymers* *4 – DNA* **Skills / Concepts on:** *Students should be able to identify the types of monomers that form these polymers, and be able to describe the basic structure of DNA.*	**Unit Title:** *C10 Using resources* **Aims:** *Students will develop their understanding of rusting from KS3 to understand how both water and air are required for iron to corrode; the Haber process and how it is carried out economically on an industrial scale.* **Lesson / Content Overview:** *1 – Rusting* *2 – Useful alloys* *3 – The properties of polymers* *4- Glass, ceramics, and composites* *5- Making ammonia- the Haber process* *6- The economics of the Haber process* *7 – Making fertilisers in the lab* *8 – Making fertilisers in industry* **Skills / Concepts on:** *Focus on the use of evidence to see how scientific theories have developed over time*	**Unit Title:** *GCSE examinations*	**Unit Title:** *GCSE examinations*

p ar at e	*pH, dissolved solids, and distillation.*					
	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 *Students could* **Evaluate whether phytomining and bioleaching are the answer to the world's copper shortage. Give both sides of the argument and then your overall opinion.*	**Stretch & Challenge** *Students could:* **Can all esters be made into perfumes and are they safe? Discuss both the advantages and disadvantages and give an overall opinion.*	**Stretch & Challenge** *Students could:* **Research: Are mushrooms the new plastics?* **Evaluate whether all polymers are plastics. Give both sides of the argument and then your overall opinion.*	**Stretch & Challenge** *Students could:* **Work out how many links between topics are there in GCSE Chemistry? See how many you can find. For example ionic bonding (C3) and electrolysis (C6).*		
	Reading H_2O: A biography of water by Philip Ball	**Reading** Perfumes by Luca Turin and Tania Sanchez	**Reading** Our Plastic Problem and How to Solve It by Sarah J. Morath	**Reading** Everything You Need to Ace Chemistry in One Big Fat Notebook by Workman Publishing Company		

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 12						
	Unit Title: *Physical Chemistry:* *1. Atomic Structure* *3. Bonding* **Aims:** **Atomic Structure** revises the idea of the atom , looking at evidence for sub-atomic particles, introduce the mass spectrometer and the arrangement of the electrons. **Bonding** revisits the three strong types of bonds and introduced the three types of weaker- forces that act on molecules and drawing shapes of molecules. **Lesson / Content Overview:** *-Fundamental particles* *-Mass spectrometer* *-Arrangement of electrons* *-Covalent, ionic and metallic bonding* *-Electronegativity and forces acting on molecules.* *-Shapes of molecules.* **Skills / Concepts on:** *Focus on drawing shapes of molecules and electronic structure.*	**Unit Title:** *Physical Chemistry:* *2. Amount of substance* *5. Kinetics* *Organic Chemistry:* *11. Introduction to organic chemistry* **Aims:** Amount of substance builds on quantitative chemistry, moles is used to compare equal numbers of atoms and molecules of different substances. Balanced equations are used to describe and measure the efficiency of chemical processes. Kinetics shows the rate of reaction with the Maxwell-Boltzmann distribution. Introduction to Organic Chemistry looks at the nature of carbon compounds and the different types of formulae that can be used to describe organic compound and IUPAC naming system. **Lesson / Content Overview:** *- Relative atomic mass, the moles and Avogardo constant, balanced equations, atom economies- and percentage yield.* *-Collision Theory, Maxwell-Boltzmann distribution and catalysts* *-Carbon compounds, nomenclacture and isomerism.* **Skills / Concepts on:** *Using standard form in calculations;* *Using appropriate significant figures*	**Unit Title:** *4. Energetics* *12. Alkanes* *13. Halogenalkanes* **Aims:** **Energetics** builds upon the concepts of exothermic and endothermic reactions with the different ways of measuring enthalpy changes. **Alkanes** covers crude oil and the chain length in alkanes can be cracked. **Halogenalkanes** looks at how these compounds are formed, react and their role in depletion of the ozone layer. **Lesson / Content Overview:** *- Exothermic and endothermic reactions* *-Enthalpy, measuring enthalpy, Hess' Law and thermochemical cycles* *- Alkanes, fractional distillation, cracking and formation of halogenoalkanes* *-Nucleophilic substitution and elimination reactions in halogenoalkanes* **Skills / Concepts on:** *Students should be able to use Hess's law to perform calculations, including calculation of enthalpy changes for reactions from enthalpies of combustion or from enthalpies of formation.*	**Unit Title:** *6. Equilibria;* *7. Oxidation, reduction and redox equations* *14. Alkenes* **Aims:** **Equilibria** further covers the study of the equilibrium constant, K_c, considers how the mathematical expression for the equilibrium constant enables us to calculate how an equilibrium yield will be influenced by the concentration of reactants and products **Oxidation, reduction and redox equations** covers separate half-equations written for the oxidation or reduction processes. These half-equations can then be combined to give an overall equation for any redox reaction. **Alkenes** further studies the high electron density of the carbon–carbon double bond leads to attack on these molecules by electrophiles. **Lesson / Content Overview:** *-Equilibrium reaction and changing conditions, the equilibria constant and calculations* *- Oxidation, reduction and redox equations* *- Alkenes and its reactions and addition polymers* **Skills / Concepts on:** *Students will be able to combine half equations*	**Unit Title:** *9.Group 2, the alkaline earth metals* *15. Alcohols* **Aims:** **Group 2 alkaline earth metals** covers the trends in the solubilities of the hydroxides and the sulfates of these elements are linked to their use. Barium sulfate, magnesium hydroxide and magnesium sulfate have applications in medicines whilst calcium hydroxide is used in agriculture to change soil pH, which is essential for good crop production and for maintaining the food supply. **Alcohols** further covers the uses and production, with a particular focus on ethanol. **Lesson / Content Overview:** *-The physical and chemical properties of Group 2* *-Alcohols, ethanol production, reactions of alcohols* **Skills / Concepts on:** *Students should be able to use chemical knowledge and understanding to explain some of the trends in physical and chemical properties of Group 2 elements. Appreciate that science doesn't always have neat explanations for unexpected, observed properties.*	**Unit Title:** *8.Periodicity* *10. Group 7, the halogens* 16.Organic analysis **Aims:** **Periodicity** covers the structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. **Group 7** covers trends in their physical properties are examined and explained as well as challenges in studying the properties of elements in this group include explaining the trends in ability of the halogens to behave as oxidising agents and the halide ions to behave as reducing agents. **Organic analysis** considers some of the analytical techniques used by chemists, including test-tube reactions and spectroscopic techniques. **Lesson / Content Overview:** *-The Periodic Table and trends in the properties of elements in Period 3 and ionisation energies* *-Chemical reactions of halogens, reaction of halide ions and uses of chlorine* *-Test-tube reactions, mass spectroscopy and infrared spectroscopy* **Skills / Concepts on:** *Students should be able to use precise atomic masses and the precise molecular mass to determine the molecular formula of a compound*
	Homework *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*

	Stretch & Challenge *Research other methods of isotope and molecule detection than mass spectroscopy. Give the advantages and disadvantages.*	**Stretch & Challenge** *How are the units: Amount of substance and organic chemistry linked to combustion analysis. Where is combustion analysis useful- and what are its limitations.*	**Stretch & Challenge** *Research the chemistry of food with the focus on food colourings. Is there a common chemical that makes food more attractive?*	**Stretch & Challenge** *How many real world examples of redox can you find? Think: how can redox be used to solve a problem of energy.*	**Stretch & Challenge** *Research the breathalyser, explain the chemistry behind it. Is there a more effective way to detect alcohol level.*	**Stretch & Challenge** *Synoptic link: how are halogens and alkanes linked? How could they be analysed?*
	Reading *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 13						
	Unit Title: Thermodynamics Acids and bases Optical isomerism, aldehydes, carboxylic acids and derivatives **Aims:** **Thermodynamics** further Hess' Law to investigate the enthalpy changes when an ionic compound is formed. **Acids, bases, and buffers** further covers the relationship between acids, bases and buffers and the pH scale. **Lesson / Content Overview:** *-Enthalpy change, Born-Haber cycle* *-Defining acids and pH scale* *-Weak acids and alkalis, acid-base titrations and buffer solutions* **Skills / Concepts on:** *Students will be able to construct Born–Haber cycles to calculate lattice enthalpies using these enthalpy changes.*	**Unit Title:** Electrode potentials and electrochemical cells Kinetics - Rate equations Amines and Polymers **Aims:** **Electrode potentials and electrochemical cells** covers enthalpy change can be measured accurately and how chemical reactions that are used as a source of heat energy in applications such as domestic boilers and internal combustion engines. **Kinetics/Rate equations** covers the measurement of reaction rates **Amines and Polymerisation** covers the derivatives of ammonia and the polymer formation. **Lesson / Content Overview:** *-The electrochemical series, cells and predicting the direction of redox reaction* *-The rate of chemical reactions, the Arrhenius equations and the rate-determining step* *- Properties of amines and condensation polymers* **Skills / Concepts on:** use the orders with respect to reactants to provide information about the rate determining/limiting step of a reaction.	**Unit Title:** Transition metals Amino acids, proteins and DNA Equilibrium constant Kp **Aims:** **Transition metals** covers the properties and formation of complex ions, transition states and uses of transition metals. **Amino acids, proteins and DNA** covers the structure of the building blocks of protein and DNA and applications in a chemistry context. **Equilibrium constant Kp for homogeneous systems** further covers partial pressure and applying the equilibrium law to gaseous equilibria **Lesson / Content Overview:** *-The general properties of transition elements and complex ion formation* *-Coloured ions, variable oxidation states and catalysts.* *- Amino acids, peptides, proteins, enzymes, DNA* *-the action of anti-cancer drugs* *- Equilibrium constant Kp for homogeneous systems* **Skills / Concepts on:** *Students will need to relate previous knowledge and skills to develop their Chemistry acumen.*	**Unit Title:** Reactions of ions in aqueous solutions Periodicity Structural determination Chromatography Organic synthesis **Aims:** **Reactions of ions in aqueous solutions** covers the acid-base reactions and ligand substitution reactions **Periodicity** further covers the reactions and nature of Period 3 elements **Structural determination** covers NMR and proton NMR and how to interpret the results to find out a chemical **Chromatography** further covers the separation of mobile substances **Organic synthesis i**ntroduces the idea of working out a series of reaction to make a target molecule. **Lesson / Content Overview:** *-Acid-base chemistry of aqueous transition metal ions, ligand substitution reactions* *-Synthetic routes and organic analysis* *-Nuclear Magnetic Resonance* *-Chromatography* **Skills / Concepts on:** *Focus on examination specific skills*	**Unit Title:** *A-level examinations*	**Unit Title:** *A-level examinations*
	Homework *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *. Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*		
	Stretch & Challenge *Research how is carbon dioxide affecting the oceans. Is there a way to reverse the affect?*	**Stretch & Challenge** *How are 'smart' phones linked to chemistry? What is the chemistry within the technology?*	**Stretch & Challenge** *Investigate: How Moisture-Wicking Fabrics Keep You Cool and Dry. Can you explain the chemistry behind this?*	**Stretch & Challenge** *Synoptic link – how does the structural analysis techniques to determine protein, amino acids and DNA and the development of new therapeutic compounds*		

	Reading *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*	**Reading** *Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library*		

Pinner High School: Physics

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

KS5: Physics AQA [H556]

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.

Curriculum Overview: PHYSICS

KS4: Separate Sciences – Physics AQA [8463], Combined Science - AQA Trilogy [8464]
KS5: Physics AQA [7408]

PINNER HIGH SCHOOL

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 (18 in 2024 sixth form intake, 15 in 2025 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.

Career 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*
- *Data Science, AI & Computing: This is the most rapidly growing industry and Physics gives you the logical tools to excel in this innovative field. The mathematical problem solving skills gained in KS4 and KS5 Physics establishes a strong statistical foundation to transition and progress in this dynamic area.*

- *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 is homework 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.

Year 9

Year 9 is an important transition year in science. Our ambitious curriculum supports students in consolidating learning through practice, building on prior knowledge and introducing skills and knowledge which allow students to excel as scientists. During this year, students are introduced to foundational key concepts and skills that will support their success ensuring that they are confident in application and learning of both substantive and disciplinary knowledge. Year 9 builds on foundational knowledge that is taught in Years 7 and 8. Through our strong links with local primary schools our KS3 curriculum has been designed to ensure that students are challenged in their learning from the very beginning of Year 7, this creates capacity to ensure that the Year 9 curriculum bridges KS3 and KS4 learning. Some examples of these foundational threshold concepts include a strong understanding of particle theory, energy transfers, and electricity.

In addition to their main lessons, Year 9 students take part in dedicated skills sessions designed to strengthen their 'working scientifically skills' - an area of the National Curriculum that students must continue to develop from KS1 through to KS5. The lessons that Year 9 are taught to support them with these skills include: "Understanding Variables", "How to draw a line of best fit", and "Rearranging physics formulae". These lessons have all been designed specifically for Pinner High School students, and is a unique approach to curriculum design that allows us to not only support students in their transition to Key-stage 4, but extend their scientific thinking in these areas.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CC Links: *Maths, Biology*	**CC Links:** *Maths, DT*	**CC Links:** *Geography, PSHE*	**CC Links:** *Maths, DT*	**CC Links:** *DT, PSHE*	**CC Links:** *Chemistry*
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 skills 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 they 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 discussed (e.g. humans). Stretch activities signposted at lesson level.*	**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 during this part of the course.* *Stretch activities signposted at lesson level*	**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 fossil fuels/nuclear power). Stretch activities signposted at lesson level.*	**Stretch & Challenge** *Higher level practical skills lend themselves to this topic, in particular during the required practical. Producing complex circuits stretches student understanding. Modelling skills are also part of this unit with the most able students being able to identify a variety of more complex analogies to electricity. Stretch activities signposted at lesson level*	**Stretch & Challenge** *Specific n class activities include calculations involving prefixes and unit conversions. Energy, power and efficiency calculations can sometimes use different units – these provide excellent stretch opportunities. Stretch activities signposted at lesson level*	**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. 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*

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CC Links: *Chemistry, History, PSHE*	**CC Links:** *Maths, DT*	**CC Links:** *Maths*	**CC Links:** *Maths, DT, PSHE*	**CC Links:** *Geography*	**CC Links:** *Geography, Maths*
Unit Title: *P7 – Radioactivity* **Aims:** *Developing knowledge of radioactivity and applying it to how it is used in the real world.* **Lesson / Content Overview:** *1 – Atoms and radiation* *2 – Comparing radiation* *3 – The discovery of the nucleus* *4 – Activity and half-life* *5 – Uses and dangers of radiation* *6 – Nuclear fission* *7 – Nuclear fusion* *8 – Issues associated with nuclear power* **Skills / Concepts on:** *Focus on analysing the use of radiation in the world*	**Unit Title:** *P8 – Forces in balance* **Aims:** *Building on KS3 knowledge of forces to enhance student knowledge of the different types of force and their applications in the real world.* **Lesson / Content Overview:** *1 – Scalars and vectors* *2 – Centre of mass* *3 – Moments* *4 – Levers and gears* **Skills / Concepts on:** *Focus on using and manipulating equations*	**Unit Title:** *P9 – Motion* **Aims:** *Developing knowledge of forces and relating it to speed and acceleration.* **Lesson / Content Overview:** *1 – Distance time graphs* *2 – Velocity and acceleration* *3 – Velocity time graphs* **Skills / Concepts on:** *Focus on graphing skills*	**Unit Title:** *P10 – Force and motion* **Aims:** *Developing knowledge of forces and applying it to how objects move.* **Lesson / Content Overview:** *1 – Force and acceleration* *2 – Weight and terminal velocity* *3 – Forces and braking* *4 – Momentum* *5 – Conservation of momentum* *6 – Impact forces* *7 – Newton's laws* *8 – Car safety* *9 – Forces and elasticity* **Skills / Concepts on:** *Focus on the citizenship issues associated with car safety.*	**Unit Title:** *P11 – Force and pressure* **Aims:** *Building on knowledge from P6 (molecules and matter) to enhance knowledge of pressure and the implications of it in the real world.* **Lesson / Content Overview:** *1 – Pressure and surfaces* *2 – Pressure in a liquid at rest* *3 – Atmospheric pressure* *4 – Up thrust and floatation* **Skills / Concepts on:** *Focus on applying scientific concepts to the real world*	**Unit Title:** *P12 – Waves* **Aims:** *Building on KS3 knowledge of waves to enhance student knowledge of the different types of waves and their applications in the real world.* **Lesson / Content Overview:** *1 – Properties of waves* *2 – Transverse and longitudinal* *3 – Wave velocity* *4 – Reflection* *5 – Refraction* *6 – Sound waves* *7 – Seismic waves* **Skills / Concepts on:** *Focus on unit prefixes and standard form*
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 *Higher level debating skills lend themselves to this topic. In particular developing arguments regarding nuclear power. Being able to discuss nuclear fission will help stretch the most able. Stretch activities signposted at lesson level*	**Stretch & Challenge** *KS4 Engineering group helps stretch those outside of lessons for this topic. Link topics with Engineering within lessons. Mathematical skills involved in the gears and lever calculations are challenging, especially for yr10 students. Students can be stretched by giving them less scaffolding during this part of the course. Stretch activities signposted at lesson level*	**Stretch & Challenge** *KS4 Engineering group helps stretch those outside of lessons for this topic. Graphing is a key part of this topic. Higher level graphing skills can be introduced, in particular using displacement and velocity graphs rather than distance and speed graphs. Velocity-time graphs for bouncing balls check understanding for the most able Stretch activities signposted at lesson level*	**Stretch & Challenge** *KS4 Engineering group helps stretch those outside of lessons for this topic. Link topics with Engineering within lessons. Especially during the car safety section. Stretch activities signposted at lesson level*	**Stretch & Challenge** *Atmospheric pressure calculations become challenging. Linking these with real world applications of meteorology stretches the most able. Stretch activities signposted at lesson level*	**Stretch & Challenge** *Spending more time on the evidence that different types of seismic waves provide for the structure of the earth will challenge the most able. Stretch activities signposted at lesson level*
Reading *10 Days of Nuclear Science – Dr Ref*	**Reading** *Engines: The inner workings of machines that move the world*	**Reading** *Engineering for teens – Pamela McCauley*	**Reading** *How was that built? – Roma Agrawal*	**Reading** *Physics for curious kids – Laura Baker*	**Reading** *Secret Science – the amazing world beyond your eyes – Dara O Briain*

Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CC Links: *Biology, Art, History*	**CC Links:** *DT, Geography*	**CC Links:** *Maths, PRE*	**CC Links:**	**CC Links:**	**CC Links:**
Unit Title: *P13 – Electromagnetic waves* *P14 – Light (separate only)* **Aims:** *Building on knowledge of waves from P12 to understand more about electromagnetic waves and how we use them.* **Lesson / Content Overview:** *1 – Electromagnetic spectrum* *2 – Different EM waves* *3 – Communicating with waves* *4 – Medical uses of EM waves* *5 – Colour (separate only)* *6 – Lenses (separate only)* **Skills / Concepts on:** *Focus on the application of waves in the real world*	**Unit Title:** *P15 - Electromagnetism* **Aims:** *Building on knowledge of electricity and KS3 magnetism to understand more about electromagnetism and its uses.* **Lesson / Content Overview:** *1 – Magnetism basics* *2 – Magnetic fields* *3 – Electromagnetism in devices* *4 – Magnetic fields of electric currents* *5 – Motor effect* *6 – Generator effect* *7 – Transformers* *8 – The national grid* **Skills / Concepts on:** *Focus on the application of electromagnetism to the real world.*	**Unit Title:** *Content revision* *P16 - Space* **Aims:** *Building on knowledge from Ks3 to further understand about the solar system and beyond.* **Lesson / Content Overview:** *1 – Solar system* *2 – Life cycle of a star* *3 – Planets, satellites and orbits* *4 – The expanding universe* *5 – The beginning and future of the universe* **Skills / Concepts on:** *Focus on the use of evidence to see how scientific theories have developed over time*	**Unit Title:** *Content revision* **Aims:** *Revisit knowledge from KS4 to ensure all students have the ability to reach their full potential at GCSE* **Lesson / Content Overview:** *Content revision for all topics* **Skills / Concepts on:** *Focus on examination specific skills*	**Unit Title:** *GCSE examinations*	**Unit Title:** *GCSE examinations*
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 *Understanding of lenses and calculations relating to these are challenging for all students. Pushing the most able with understanding virtual images in calculations will stretch the most able.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *Although not specifically on the syllabus, an understanding of domain theory in magnetism will push students towards A-level content.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *The most able students should develop their critical thinking skills regarding evidence for how the universe began and how it will end.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *In class and homework stretch activities when appropriate. Stretch activities include higher level extended response tasks, mathematical/graphing skills and further real world applications. A focus on critical thinking for challenging students.* *Stretch activities signposted at lesson level*		
Reading *On a beam of light: A story of Albert Einstein – Jennifer Berne*	**Reading** *Professor Povey's Perplexing Problems – Thomas Povey*	**Reading** *The Universe in your hand: A journey through Space, Time and Beyond – Christophe Galfard*	**Reading** *Get ahead in Physics – GCSE revision without the boring bits – Tom Whipple*		

Year 12

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CC Links: *Maths*	**CC Links:** *Maths, DT*	**CC Links:** *Chemistry*	**CC Links:** *Art, Biology*	**CC Links:** *Maths, DT*	**CC Links:** *Maths, Chemistry*
Unit Title: *Intro – Measurements and their errors* *Section 3 – Mechanics and materials* **Aims:** *Building on KS4 knowledge of forces and the applications of them to understand how objects move.* **Lesson / Content Overview:** *Topic 6 – Forces in equilibrium* *Topic 7 – On the move* *Topic 8 – Newton's laws of motion* *Topic 9 – Force and momentum* **Skills / Concepts on:** *Focus on using and manipulating equations.*	**Unit Title:** *Section 3 – Mechanics and materials* **Aims:** *Building on KS4 knowledge of energy and materials to further understand how materials act in the real world.* **Lesson / Content Overview:** *Topic 10 – Work, energy and power* *Topic 11 - Materials* **Skills / Concepts on:** *Focus on the applications of Physics in the real world.*	**Unit Title:** *Section 1 – Particles and radiation* **Aims:** *Building on KS4 knowledge of radiation to enhance student knowledge of the subject and how we can use it in the real world.* **Lesson / Content Overview:** *Topic 1 – Matter and radiation* *Topic 2 – Quarks and leptons* *Topic 3 – Quantum phenomena* **Skills / Concepts on:** *Focus on the use of evidence to see how scientific theories have developed over time*	**Unit Title:** *Section 2 – Waves and optics* **Aims:** *Building on KS4 knowledge of waves to further understand waves, light and real world applications.* **Lesson / Content Overview:** *Topic 4 – Waves* *Topic 5 - Optics* **Skills / Concepts on:** *There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.*	**Unit Title:** *Section 4 – Electricity* **Aims:** *Building on KS4 knowledge of electricity to enhance student knowledge of the subject and how we can use it in the real world.* **Lesson / Content Overview:** *Topic 12 – Electric current* *Topic 13 – Direct current circuits* **Skills / Concepts on:** *Students focus on different models of electricity, creating analogies between electricity and the real world.*	**Unit Title:** *Section 6 – Further mechanics and thermal physics* **Aims:** *Building on yr12 knowledge of mechanics to enhance student knowledge of the subject and how we can use it in the real world.* **Lesson / Content Overview:** *Topic 17 – Circular motion* *Topic 18 – Simple harmonic motion* *Topic 19 – Thermal physics* *Topic 20 - Gases* **Skills / Concepts on:** *Focus on using and manipulating equations.*
Homework *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*
Stretch & Challenge *Engineering Scholars group.* *Many students find calculations for this half term hard. The most able should be able to deal with multi-step calculations so further practice with this is required.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *Engineering Scholars group.* *Practical's during this half term provide an opportunity for students to start planning and designing their own experiments.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *Engineering Scholars group.* *In class and homework stretch activities when appropriate. Stretch activities include higher level extended response tasks, mathematical/graphing skills and further real world applications. A focus on critical thinking for challenging students.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *Wizard; the life and times of Nikola Tesla by Marc J Seifer provides excellent stretch for the electricity topic* *In class and homework stretch activities when appropriate.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *QED by Richard Feynman should be encouraged as further reading for the most able students.* *In class and homework stretch activities when appropriate.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *Professor Povey's Perplexing Problems by Thomas Povey provides excellent stretch for the further mechanics topic* *In class and homework stretch activities when appropriate.* *Stretch activities signposted at lesson level*
Reading *The Physics Book: Big ideas simply explained – Jim Al-Khalili*	**Reading** *Engineering for teens – Pamela McCauley*	**Reading** *Quantum Physics for beginners: Into the light – John Stoddard*	**Reading** *How to make your own electricity – Dillan Powell*	**Reading** *QED – Richard Feynman*	**Reading** *Absolute zero and the conquest of cold – Tom Shachtman*

Year 13

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CC Links: *Maths, DT*	**CC Links:** *History, Geography, Chemistry*	**CC Links:** *Biology, History, DT*	**CC Links:**	**CC Links:**	**CC Links:**
Unit Title: *Section 7 – Fields* **Aims:** *Building on KS4 knowledge of magnetism, electricity and gravity to enhance student knowledge of fields and their applications in the real world.* **Lesson / Content Overview:** *Topic 21 – Gravitational fields* *Topic 22 – Electric fields* *Topic 23 – Capacitors* *Topic 24 – Magnetic fields* *Topic 25 – Electromagnetic induction* **Skills / Concepts on:** *There are a number of required practicals for this unit. There is therefore a focus on practical skills throughout this term.*	**Unit Title:** *Section 8 – Nuclear physics* **Aims:** *Developing knowledge of radioactivity and applying it to how it is used in the real world.* **Lesson / Content Overview:** *Topic 26 – Radioactivity* *Topic 27 – Nuclear energy* **Skills / Concepts on:** *Focus on analysing the use of radiation in the world*	**Unit Title:** *Section 9 – Options topic* **Aims:** *Focusing on the optional topic that students would like to study* **Lesson / Content Overview:** *Students will study one of the following optional topics:* ● *Astrophysics* ● *Medical Physics* ● *Electronics* ● *Turning points in Physics* ● *Engineering* **Skills / Concepts on:** *Skills dependent on topic chosen*	**Unit Title:** *Content revision* **Aims:** *Revisit knowledge from KS5 to ensure all students have the ability to reach their full potential at A-level.* **Lesson / Content Overview:** *Content revision for all topics* **Skills / Concepts on:** *Focus on examination specific skills*	**Unit Title:** *A-level examinations*	**Unit Title:** *A-level examinations*
Homework *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*	**Homework** *Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.*		
Stretch & Challenge *Gravity by Jim Al-Khalili provides excellent stretch for the gravitational fields topic* *In class and homework stretch activities when appropriate.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *Chernobyl – TV series* *How to drive a Nuclear reactor by Colin Tucker provides excellent stretch for the radioactivity topics* *In class and homework stretch activities when appropriate.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *In class and homework stretch activities when appropriate. Stretch activities include higher level extended response tasks, mathematical/graphing skills and further real world applications. A focus on critical thinking for challenging students.* *Stretch activities signposted at lesson level*	**Stretch & Challenge** *In class and homework stretch activities when appropriate. Stretch activities include higher level extended response tasks, mathematical/graphing skills and further real world applications. A focus on critical thinking for challenging students.* *Stretch activities signposted at lesson level*		
Reading *The World according to Physics – Jim Al-Khalili*	**Reading** *How to drive a nuclear reactor – Colin Tucker*	**Reading** *The Beginning and End of Everything: From the Big Bang to the End of the Universe – Paul Parsons*	**Reading** *Revision guides*		

PINNER
HIGH SCHOOL

Pinner High School: Art

KS3: Art and Design

KS4: Fine Art GCSE - AQA (8202)

KS5: Fine Art A Level - AQA (7202)

Intent

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

Implementation

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

Impact

- Confidence and Well-being: Students should enjoy their learning and be proud of the work they have produced. Individual enjoyment of activities and the therapeutic qualities of the subject are key to the wellbeing of students in our school community.
- Inclusivity: Students are encouraged to explore and celebrate similarities and differences between people, places and cultures.
- Students learn to be understanding and respectful of others' work, opinions and abilities. Students have the opportunity to work collaboratively, share ideas, engage in class critique and discussions as they become aware of artists, art periods, art styles and develop visual communication skills. We would hope to build confidence and encourage students to take ownership of their work and to develop their own creative thinking.
- SMSC (Spiritual, Moral, Social and Cultural): Students learn to communicate and develop ideas, they consider meaning and feelings. Art gives students 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 across the whole year.
- The Year 7 and 8 curriculum is delivered through a series of connected 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, sculpture and clay, digital art and tactile activities such as knitting and embroidery.

Key Stage 3 Art Practical (Double Lessons) Termly Carousel	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7 INSPIRED BY NATURE	**Observation** Explore **observational drawing** techniques inspired by 3d natural forms.(Skulls, shells) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Clay Relief** Explore texture and relief through the medium of **clay sculpture.** *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Textiles Based Design** Explore **tactile and adventurous drawing techniques** and materials. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Relief Printmaking** Explore mark-making and pattern through **relief printmaking. (poly-tile)** *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Collage and Digital Art** Focus on **Collage Composition** and development of Pattern. Introduction to Photoshop Editing tools. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Experiments with Media** Trials with paint and other experimental media. (Science/ Petri Dish Inspired) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*
Year 8 OUR SURROUNDINGS	**Observation** **Exploration of Observational Drawing** techniques inspired by the school building and built environment. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Exploring Ideas** **Observation Task:**Transparent Vessel - developing 3D shape and tonal skill. **Personalisation Task:** Combine imagination with realism. *Assessment: Student Self-Evaluation and **Formal Teacher Assessment point.***	**Digital Drawing** **Explore digital drawing using tablets. Editing and Experiment using Photoshop layers.** *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Composition** **Collage -Develop an Understanding of Composition** inspired by structures. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Clay Sculpture** Students Develop **layered Clay Relief Sculptures** in response to their understanding of perspective. *Assessment: Student Self-Evaluation and **Formal Teacher Assessment point.***	**Printmaking** **Develop Relief Printmaking: Collagraph Compositions** inspired by architecture. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*
Key Stage 3 Fortnightly Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 7 INSPIRED BY NATURE	**Observation** An Introduction to Observational Drawing methods. (Explore Shapes and Forms from Plant Life) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Artist Investigations** Artists in Context An investigation into ways that artists are inspired by nature. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Paint Experimentation** Colour theory and Watercolor Painting practice techniques. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Painting Development** Individual Watercolour Painting Outcome : Application of painting technique. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Tactile Experiments** Use of **varied materials** to create a response inspired by science and Cells *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Adventurous Drawing** Exploring unconventional methods of drawing e.g sgraffito. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*
Year 8 OUR SURROUNDINGS	**Observation** Develop Observation and Drawing Technique -(3d shapes and lego structure sketches) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Perspective Technique** Develop understanding using Perspective - One point perspective drawings *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Painting Technique** Application of watercolour Painting technique, personal outcome (atmospheric perspective) *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Artist Investigations** Street Art and Public Art in context. Consider the intentions and ideas behind street art. Investigate street art as a timeline. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Exploring Materials** Street Artist Inspiration - experimental paint techniques. Use of mixed media in layers. Creating and Working into background surfaces. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Exploring Ideas** Create a mixed media outcome based on the student's chosen imagery. Consider appropriate references. (linked to street art inspiration) *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*
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.*
Year 10	**Drawing Technique and**	**Acrylic Painting Skill**	**Component 1: Introduction**	**Component 1: Project**	**Component 1: SUSTAINED**	**Component 1: SUSTAINED**

ABSTRACT/ Component 1 Thematic Project development	**Media Workshops** Investigate abstract themes. Abstract paper and rope sculpture. Sketchbook documentation, Students take inspiration from a series of relevant artists - Mark-making, clay, relief printmaking. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Building Task** Photography challenge - students capture a series of photographic images and develop successful compositions into a large scale painted outcome. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**to Student Led Topic.** Introduction to thematic work, mind-mapping, artist research, image collection and observational drawing. Sketchbook expectations. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Development** Digital editing, Photoshop ideas, experimentation, creating a personal response. Thematic fabric transfer painting. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**PHASE** Students move towards personalised project direction. Development of ideas towards a large scale. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**PHASE** Reflection on project direction, refined media experiments. Evidence of Each AO provided for chosen areas of interest. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*
Year 11 GCSE FINE ART	**Component 1: SUSTAINED PHASE** Experimental Techniques, Visual response to artists., Photography and Image selection *Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.*	**Component 1: SUSTAINED PHASE** Students prepare ideas for the final outcome to be completed in mock practical time (10 hours) *Assessment: Student self-evaluation and formal teacher assessment point.*	**Component 2- Externally Set Assignment** Students select a topic from the paper provided by AQA Mind mapping, investigating artists, exploring materials. *Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.*	**Component 2- Externally Set Assignment** Students refine their use of materials and techniques. Record and document project ideas. *Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.*	**Component 2- Externally Set Assignment** (NEA) 10 hours of sustained studio time to produce final outcome under controlled conditions. *(All Component 2 work submitted for assessment)*	**Evidence Presented for Assessment** Component 1 and 2 - evidence is selected and presented as evidence for the final assessment process. *(Internal standardisation and external moderation process)*
Key Stage 5 A-Level 6 periods per week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 A- LEVEL FINE ART	**Thematic Investigation** Skills materials and technique workshops, Ideas development Composition, Image Selection, Artist reference, Experimental Drawing techniques *Assessment: Ongoing Formative feedback given*	**Thematic Investigation** Printmaking: Lino, Mono and Screenprint, Digital Editing. Exploration of painting techniques. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Thematic Investigation** Individual planning towards a final outcome (AO4) Students Refine their use of materials and techniques. Record project ideas. *Assessment: Ongoing Formative feedback given based on portfolio/*	**Large Scale Sustained Outcome** Students work on a final large scale outcome in response to the theme. Create a final piece alongside sketchbook documentation of ideas and processes.	**Personal investigation - Component 1** Students will select their own topic theme based on a series of suggested titles. Students map out initial ideas and begin investigating the chosen theme.	**Personal Investigation - Component 1** Students work towards a large scale outcome in response to their chosen theme so far during a sustained period of time. *Assessment: Student Self-Evaluation and Formal*

	based on portfolio/ sketchbook work.		*sketchbook work.*	*Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	*Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	*Teacher Assessment point.*
Year 13 A- LEVEL FINE ART	**Personal Investigation - Component 1** Practical and written elements of Coursework. Skills and technique workshops. Generation of Ideas Contextual studies. *Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.*	**Personal Investigation - Component 1** Leading up to Final Piece created during Sustained 15 hours (Mock Practical time) Create Sketchbook evidence to support the making process. *Assessment: Student self-Evaluation and Formal Teacher Assessment point.*	**Component 2- Externally Set Assignment** Students select a topic from the paper provided by AQA Mind Mapping, Investigating Artists and contexts, Exploring materials. *Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.*	**Component 2- Externally Set Assignment** Students Refine their use of materials and techniques. Record and document project ideas. *Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.*	**Component 2- Externally Set Assignment** (NEA) 15 hours Sustained Studio Time to produce final outcome under controlled conditions. *(All component 2 work submitted for assessment)*	**Evidence Presented for Assessment** Component 1 and 2 - Evidence is selected and presented as evidence for the final assessment process. *(Internal standardisation and external moderation process)*

Pinner High School: Design & Technology

KS3: Design and Technology

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

KS5: Art & Design: Three-Dimensional Design A Level 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.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	Introduction to the workshop as well as Health & Safety rules within the workshop environment. **Skills / Concepts on:**	Using the design process to design and make a key ring including going through research, design and development. **Skills / Concepts on:**	Students will be introduced to tools and machines in the workshop. Learning basic skills of how to use materials (Acrylic) with the consideration of there characteristics. **Skills / Concepts on:**	An introduction to designers: Zaha Hadid, Gerrit Rietveld, Charles Rennie Mackintosh, Ettore Sottsass, Raymond Templier and conducting a product analysis **Skills / Concepts on:**	Following the design process to make a clock based on a designer. Design Brief & Specification Design Ideas & Design Development **Skills / Concepts on:**	Prototype & Final Design. **Skills / Concepts on:** ● Prototyping ● Plastics and their properties ● Sustainability

	● Health & Safety in the workshop Assessment is at the end of the unit.	● The Design Process ● Plan of Manufacture Assessment is at the end of the unit.	● Key Ring Project Practical Skills ○ Coping Saw ○ Scroll Saw ○ Filing ○ Pillar Drill Assessment is at the end of the unit.	● Investigating designers ● Product analysis Assessment is at the end of the unit.	● Ideas Development ● Plastics and their properties ● Sustainability Assessment is at the end of the unit.	● Clock Project – Practical Skills: ○ Coping Saw ○ Scroll Saw ○ Filing ○ Pillar Drill ○ Sanders Assessment is at the end of the unit.
Year 8	Introduction to Night Light Project. Recap and refresh health & safety rules of the workshop. **Skills / Concepts on:** ● Health & Safety in the workshop Assessment is at the end of the unit.	Students are introduced to the properties of wood and different wood joining methods and will learn how to mark out and make accurate finger joints. **Skills / Concepts on:** ● Practical Skills ○ Tenon Saw ○ Coping Saw ○ Scroll Saw ○ Filing ○ Sanding Assessment is at the end of the unit.	Health & Safety of the soldering iron. Students will build a colour changing USB LED circuit for their night light **Skills / Concepts on:** ● Soldering iron safety ● Solder ● Circuit components Assessment is at the end of the unit.	Investigating the work of a design movement and creating designs. Introduction to isometric drawing. **Skills / Concepts on:** ● Designer research ● Design development ● Isometric drawing Assessment is at the end of the unit.	Introduction to 2D Design and CAD CAM. Developing designs to be cut on the laser cutter. **Skills / Concepts on:** ● Techsoft 2D Design ● Laser cutter Assessment is at the end of the unit.	Developing skills in multitasking. Students will put together all elements of the product to complete their night light **Skills / Concepts on:** ● Using a Power Drill ● Countersinking Assessment is at the end of the unit.
Year 9	Plastic Forming Skills Students will develop skills and knowledge in different plastic forming techniques 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.	Developing skills in 2D design & CAD/CAM students will design a medal based on an olympic sport. **Skills / Concepts on:** ● 2D Design ● Laser Cutter ● Investigating a theme Assessment is at the end of the unit.	Wooden Joints To develop knowledge on different wood joints and the structure of wood. 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.	Students will apply their knowledge and skills of plastics and woods to develop designs for a desk tidy based on a design movement. **Skills / Concepts on:** ● Design movement investigation ● Design Development ● Manufacturing Assessment is at the end of the unit.	Introduction to Nature Project. Students will investigate the theme of nature and develop designs 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.	Students will learn safe practice with Pewter Casting. Develop moulds for their designs using CAD and 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.
Year 10	**Lighting Project - Practice NEA**	**Lighting Project - Practice NEA**	**Lighting Project - Practice NEA**	**Introduction to Component 1 NEA**	**Component 1 NEA**	**Component 1 NEA**

	Skills / Concepts on: ● Designer Research ● Design Development Assessment is at the end of the unit. Assessment is at the end of the unit.	**Skills / Concepts on:** ● Prototyping Final Design Assessment is at the end of the unit.	**Skills / Concepts on:** ● Product Manufacture ● Evaluation . Assessment is at the end of the unit.	**Skills / Concepts on:** ● Designer Research ● Initial Designs Students will participate in an education visit to The V&A Museum Assessment is at the end of the unit.	**Skills / Concepts on:** ● Design Development ● Testing & Experimenting *5hr Practical Mock Exam* Assessment is at the end of the unit.	**Skills / Concepts on:** ● Prototyping ● Development ● Final Design Assessment is at the end of the unit.
Year 11	**Component 1 NEA** **Skills / Concepts on:** ● Product Manufacture Assessment is at the end of the unit.	**Component 1 NEA** **Skills / Concepts on:** ● Product Manufacture ● *5hr Practical Mock Exam* ● Evaluation Assessment is at the end of the unit.	**Component 2 - Exam** **Skills / Concepts on:** ● Analysis of exam theme ● Designer Research ● Design Ideas ● Development Assessment is at the end of the unit.	**Component 2 - Exam** **Skills / Concepts on:** ● Prototyping ● Final Design ● Exam preparation Assessment is at the end of the unit.	**Component 2** **Skills / Concepts on:** ● Final Exam ● 10hr Supervised Practical Assessment is at the end of the unit.	Study Leave
Year 12	**Intro to A Level** **Skills / Concepts on:** ● Health & Safety ● Focused practical tasks ● Developing skills using new machinery. Assessment is at the end of the unit.	**Furniture Project - Design & Make Task** **Skills / Concepts on:** ● Design Museum Trip ● Design Ideas ● Product Manufacture Assessment is at the end of the unit.	**Architecture project - Practice NEA** **Skills / Concepts on:** ● Designer Research ● Design Ideas ● Development ● Prototyping ● Final Design Assessment is at the end of the unit.	**Architecture project - Practice NEA** **Skills / Concepts on:** ● Product Manufacture ● Evaluation Assessment is at the end of the unit.	**Introduction to Component 1 NEA** **Skills / Concepts on:** ● Designer Research Assessment is at the end of the unit.	**Component 1 NEA** **Skills / Concepts on:** ● Design Ideas Assessment is at the end of the unit.
Year 13	**Component 1 NEA** **Skills / Concepts on:** ● Design Ideas ● Written component ● Design Development Assessment is at the end of the unit.	**Component 1 NEA** **Skills / Concepts on:** ● Written component ● Prototyping ● Testing & Experimenting ● Final Design ● Product Manufacture Assessment is at the end of the unit.	**Component 1 NEA** **Skills / Concepts on:** ● Product Manufacture ● *10hr Practical Mock Exam* ● Evaluation **Component 2 - Exam** ● Analysis of exam theme ● Designer Research Assessment is at the end of the unit.	**Component 2 - Exam** **Skills / Concepts on:** ● Design Ideas ● Development ● Prototyping ● Final Design ● Exam preparation Assessment is at the end of the unit.	**Component 2** **Skills / Concepts on:** ● Final Exam ● 15hr Supervised Practical Assessment is at the end of the unit.	Study Leave

Pinner High School: Food Preparation and Nutrition

Food Preparation and Nutrition GCSE - Eduqas

Intent

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

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

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

Why is our curriculum designed the way it is?

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

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

Implementation

How are lessons structured?

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

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

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

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

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

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

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

Impact

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

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

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

	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.	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. .	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.	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.	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.	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.
Year 10	Students develop an understanding of the role of micronutrients in the body. Their specific functions, main sources, dietary reference values, the consequences of malnutrition and their complementary actions. Students also learn about the dietary value of water and dietary fibre. Students continue to cook a variety of dishes to develop their practical skills. Assessment is at the end of the unit.	Students explore the unit on " Diet and Good Health". They look at the energy requirements for individuals with specific dietary needs and different life stages. Assessment is at the end of the unit.	Students use their knowledge of nutrition to plan and prepare balanced meals for individuals in the different life stages. Students also focus on food styling and presentation skills to ensure that dishes look appetising and are presented to high standards. They also learn to use nutritional software to plan and calculate recipes and meals for different individuals with special dietary needs. Assessment is at the end of the unit.	In this unit, "The Science of Food" students develop a theoretical and practical working knowledge and understanding of how preparation and cooking affects the sensory and nutritional properties of food. Students undertake experimental work and produce dishes by modifying recipes to develop and apply knowledge and understanding of working properties and chemical characteristics of food. Assessment is at the end of the unit.	Students develop knowledge and understanding of food spoilage and food preservation. They learn about the correct conditions for storing food safely and the consequences of inadequate food hygiene practices. Assessment is at the end of the unit.	Students gain knowledge and understanding of food provenance, and food manufacturing. Students explore the unit on, " Cooking and Food Preparation" They learn to plan, prepare, cook and serve a number of recipes to restaurant standards. Assessment is at the end of the unit.

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

Pinner High School: Business

Business GCSE - Pearson Edexcel

Business A Level - Pearson Edexcel (9BS0)

Intent

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

Implementation

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

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

Impact

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

Careers

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

- Business Development
- Marketing
- Recruitment
- Banking and finance

- Administration
- Accounting and Finance
- Business Management

Recommended Textbook: Pearson Edexcel A level Business by Ian Marcouse

Reading and Podcasts:
How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions - Rachel Bridge,
The Tipping Point: How Little Things Can Make a Big Difference - Malcolm Gladwell,
The Google Story - The definitive account of one of the most remarkable organisations of our time by David A. 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*

Year 10 Building a business	**Recap of year 9 topics** - Growing the business - Business growth - Changes in business aims and objectives *Assessment: Key terms and knowledge test from year 9 topics*	**Growing the business** - Business and globalisation - Ethics, the environment and business *Assessment: Topic test 2.1*	**Making marketing decisions Product** - Price - Promotion *Assessment: Questions on topics covered (exam questions)*	**Making marketing decisions Place** - Using the marketing mix to make business decisions *Assessment: Topic 2.2 test and exam questions*	**Making operational decisions** - Business operations - Working with suppliers *Assessment: Topic test 2.3*	**Revision and recap of year 10 topics** *Assessment: End of year mocks*
Year 11 Building a business	**Recap Year 10 content** - Making financial decisions - Business calculations - Understanding business performance *Assessment: Calculations test & topic test 2.4*	**Making human resource decisions** - Organisational structures - Effective recruitment *Assessment: Exam questions*	**Making human resource decisions (continued)** - Effective training and development - Motivation *Assessment: Topic test 2.5*	**Exam prep and revision**	**Exam prep and revision**	**Exam season**
Year 12 Theme 1 & 2	**1.1 Meeting customer needs** 1.1.1 The market 1.1.2 Market research 1.1.3 Market positioning **1.2 Market** 1.2.1 Demand 1.2.2 Supply 1.2.3 Markets 1.2.4 Price elasticity of demand 1.2.5 Income elasticity of demand *Assessment: Knowledge test on 1.1 and 1.2 & exam questions*	**1.3 Marketing mix and strategy** 1.3.3 Pricing strategies 1.3.4 Distribution 1.3.5 Marketing strategy **1.4 Managing people** 1.4.1 Approaches to staffing 1.4.2 Recruitment, selection and training 1.4.3 Organisational design 1.4.4 Motivation in theory and practice 1.4.5 Leadership *Assessment: Knowledge test on 1.3 and 1.4 & exam questions*	**1.5 Entrepreneurs and leaders** 1.5.1 Role of an entrepreneur 1.5.2 Entrepreneurial motives and characteristics 1.5.3 Business objectives 1.5.4 Forms of business 1.5.5 Business choices 1.5.6 Moving from entrepreneur to leader *Assessment: Knowledge test on 1.5 and & exam questions*	**2.1 Raising finance** 2.1.1 Internal finance 2.1.2 External finance 2.1.3 Liability 2.1.4 Planning **2.2 Financial planning** 2.2.1 Sales forecasting 2.2.2 Sales, revenue and costs 2.2.3 Break-even 2.2.4 Budgets *Assessment: Knowledge test on 2.1 and 2.2 & exam questions*	**2.3 Managing finance** 2.3.1 Profit 2.3.2 Liquidity 2.3.3 Business failure **2.4 Resource management** 2.4.1 Production, productivity and efficiency 2.4.2 Capacity utilisation 2.4.3 Stock control 2.4.4 Quality management *Assessment: Knowledge test on 2.3 and 2.4 & exam questions*	**2.5 External influences** 2.5.1 Economic influences 2.5.2 Legislation 2.5.3 The competitive environment *Assessment: End of years 12 mock exam* Depending on number of lessons available - start some year 13 content & set over holidays
Year 13 Theme 3 & 4	**3.1 Business objectives and strategy** 3.1.1 Corporate objectives	**3.4 Influences on business decisions** 3.4.1 Corporate influences 3.4.2 Corporate culture	**4.1 Globalisation** 4.1.1 Growing economies 4.1.2 International trade and business growth	**4.3 Global marketing** 4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factors	**Revision and exam practice** **Exams**	**Exams**

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

Curriculum Plan: KS5: Edexcel A level Economics A (9EC0)

PINNER HIGH SCHOOL

A-level Economics-A is a **synoptic linear course**: students are required to **make synoptic links** between the different themes within their economics specification; between micro-economics and macro-economics and will be examined on their ability to do so at the end of the two year course. In order to develop these skills students will study micro-economics (Theme 1 & 3; markets and business behaviour) and macro-economics (Theme 2 & 4; the 'bigger picture') in parallel; with three lessons of microeconomics (Theme 1, 3) and three lessons of macroeconomics (Theme 2, 4) each week as follows.

Year	Micro-economics	Macro-economics
Yr12	**Theme 1 – Introduction to Markets, Failure, and Intervention** ***Insert day and periods taught***	**Theme 2 – The National Economy and Macro Policy** ***Insert day and periods taught***
Yr13	**Theme 3 - Business behaviour and the labour market** **Insert day and periods taught**	**Theme 4 - A Global Perspective** ***Insert day and periods taught***

Intent

To cultivate a love for Economics at Pinner High School and to promote the ability for our students to think like economists, enabling students to develop logical arguments and make sound economic judgments.

We emphasise the importance of understanding fundamental economic concepts, to critically evaluate the models they learn 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 aim, facilitate and empower students to justify economic arguments based in scrutiny, real world context and with equity and environmental considerations. 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 inquiry 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 real world contexts such as 2021-2024 cost of living crisis, transgression of nine planetary boundaries with the understanding that the economy is a subset of the ecosphere, or the UK's productivity puzzle, students are able to relate theoretical knowledge to real-life challenges, 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 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 and at Russel Group universities.

Regular assessments inform teachers of student understanding and identify misconceptions linked to assessment objectives and critical skills, such as evaluation (AO4). 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 folders 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.

Beyond assessments, students will acquire the confidence and skills necessary to excel in various economic contexts outside the classroom. Our hope is for Pinner High School Economics students to become informed consumers, employees, managers, entrepreneurs, policy makers and changemakers of the future. The transferable skills gained through studying Economics would equip them to enter a wide range of careers including Economist, Data Analyst, Accountant, Journalist, Investment Banker, Financial Risk Analyst, Stockbroker, Sustainability Advocate, Economic Development advisor, Policy Advocate, Researcher and careers in many more fields. It's a fascinating and broad ranging subject that affects every area of life and that can open a range of doors. We aim to support students to explore career pathways based on their individual interest and strengths.

Enrichment Opportunities & Super Curricular

- Trips: Bank of England – links to topics on interest rates, monetary policy & inflation
- Guest speakers - Bank of England – Positive Money, Green Party on Degrowth, Chief Examiner on NHS, Q&A for A level students looking at the role of the BOE in the economy
- Essay competitions such as the RES
- Oxbridge reading list – 'Digging Deeper'`
- Financial Times Student Advocates
- Economics Olympiad
- Student Investor Challenge
- Incorporating comprehension tasks from economics news articles and the economist, 'Read Now'
- Wide range of learning material for Economics in the school library

Commitment to Equality, Diversity & Inclusion

- Having an inclusive classroom with positive representation
- Using a range of diverse learning material in our teaching – from case study work, to research presentations
- Differentiating tasks/activities, such as harder 15markers or 25m essay question for the readier learner
- Visual learning aids such as knowledge organisers by topic
- Using student profiles and planning accordingly
- Mixed ability classes which support and challenge all our learners

We aim to equip our students with an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Economics 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. We aim to 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 depth at KS5. Homework is set to meet these goals in delivering a challenging curriculum. It is designed to further deepen and broaden the knowledge and skill set of our students. All homework is set on Google Classroom and is regularly checked by the Head of Department. The following plan allows time for teachers to incorporate projects, research tasks and group work on various topics without compromising on being able to finish the content over the 3 academic years.

A-level Economics-A is a **synoptic linear course**: students are required to **make synoptic links** between the different themes within their economics specification; between micro-economics and macro-economics and will be examined on their ability to do so at the end of the two year course. In order to develop these skills students will study micro-economics (Theme 1 & 3; markets and business behaviour) and macro-economics (Theme 2 & 4; the 'bigger picture') in parallel; with three lessons of microeconomics (Theme 1, 3) and three lessons of macroeconomics (Theme 2, 4) each week as follows.

Year	Micro-economics	Macro-economics
Yr12	**Theme 1 – Introduction to Markets, Failure, and Intervention** ***Insert day and periods taught***	**Theme 2 – The National Economy and Macro Policy** ***Insert day and periods taught***
Yr13	**Theme 3 - Business behaviour and the labour market** **Insert day and periods taught**	**Theme 4 - A Global Perspective** ***Insert day and periods taught***

Year 12

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Theme 1 units: 1.1, 1.2
 	
- Economics as a social science
- Positive and normative economic statements
- The economic problem
- Production possibility frontiers
- Specialisation and the division of labour
- Free market economies, mixed economy and command economy
- Rational decision making
	Theme 1: 1.2
	
	- Demand
	- Price, income and cross elasticities of demand
	- Supply
	- Elasticity of supply
	- Price determination
	- Price mechanism
	- Consumer and producer surplus
		Theme 1: 1.2, 1.3
		
		- Indirect taxes and subsidies
		- Alternative views of consumer behaviour
		- Types of market failure
		- Externalities
			Theme 1: 1.3, 1.4
			
			- Public goods
			- Information gaps
			- Government intervention in markets:
			  - Price schemes (minimum and maximum price)
			  - Information provision
			  - Direct provision
			  - Tradeable pollution permits
			  - Regulation
				Theme 1: 1.4
				
				Government failure
				
				Exam practice and revision
					Exam Practice and Revision across Theme 1 and Theme 2.
					
					Preparation for UCAS Exams
					
					One to one and small group interventions
					
					Paper specific exam intervention during UCAS exam study leave

Cross curricular links **E1.1.3–1.1.4 (opportunity cost & PPF) ↔ Geography** (resource management / water-energy-food nexus): Both analyse finite resources and trade-offs between competing uses. **Task:** Use UK land-use data to sketch a PPF between housing and food production, then explain the opportunity cost of shifting resources toward one output.	**Cross curricular links** **Economics 1.2 (price mechanism, elasticity) ↔ Maths (gradient, percentage change, functions):** Both use rates of change to interpret responsiveness. Task: Calculate PED from a demand schedule, then explain why a steeper demand curve represents relatively inelastic demand.	**Cross curricular links** **Economics 1.2 (alternative consumer behaviour) ↔ A-level Psychology (cognitive biases and decision-making):** Both challenge assumption of perfectly rational choices by exploring how heuristics and biases influence behaviour. **Task:** Explain how loss aversion or anchoring could affect consumer demand for a product, then compare this with the assumptions of traditional economic theory.	**Cross curricular links** **Economics 1.3.1 (positive and negative externalities) ↔ A-level Biology (ecosystems and human impacts on biodiversity):** Both examine how human activities create unintended environmental consequences. **Task:** Use a negative externality diagram to explain the effects of agricultural fertiliser runoff on freshwater ecosystems, linking market failure to biodiversity loss.	**Cross curricular links** **Economics 1.4.2 (government failure) ↔ A-level Politics (state intervention and policy effectiveness):** Both analyse why government decisions may produce unintended consequences due to information gaps, bureaucracy or conflicting objectives. **Task:** Evaluate a government policy (e.g. rent controls), identifying potential government failure and using political arguments about the role and limits of the state.	

	Theme 2 units: 2.1, 2.2 Economic growth Inflation Employment and unemployment Balance of Payments The characteristics of AD Consumption (C) Investment (I) Government expenditure (G) Net trade (X-M)	**Theme 2: 2.3, 2.4** The characteristics of AS Short-run AS Long-run AS National income Injections and withdrawals Equilibrium levels of real national output The multiplier	**Theme 2: 2.4, 2.5** Causes of growth Output gaps Trade (business cycle) The impact of economic growth Possible macroeconomic objectives Demand-side policies: fiscal policy	**Theme 2: 2.4, 2.5, 2.6** Demand-side policies: Monetary Policy Supply-side policies	**Theme 2: 2.6** Conflicts and trade-offs between objectives and policies Exam practice and revision	
	**Cross curricular links** **Economics 2.1 (macroeconomic objectives and indicators) ↔ A-level Geography (economic development and globalisation**): Both analyse GDP, living standards and regional inequalities as measures of economic development. **Task:** 1) Compare GDP per capita and HDI data for two countries, evaluating whether GDP alone is an effective measure of development. 2) compare the circular flow of income with the Doughnut models' embedded economy, incorporating the care economy and planetary boundaries.	**Cross curricular links** **Economics (multiplier effect: injections, withdrawals and changes in national income) ↔ A-level Maths (sequences and geometric series):** Both use repeated proportional changes to model cumulative effects over time. **Task:** Use a geometric sequence to calculate how an initial £1bn increase in investment creates a larger final increase in national income through successive rounds of spending.	**Cross curricular links** **Economics (fiscal policy: demand management, deficits and national debt) ↔ A-level Maths (sequences, modelling and data analysis):** Both use quantitative methods to assess changes over time and forecast outcomes. **Task:** Use debt-to-GDP data to model future government debt levels, then evaluate whether persistent budget deficits are sustainable, question this analysis by a look at how states actually finance spending: Modern Monetary Theory (print currency) and research a state balance sheet for state finance in relation to MMT.	**Cross curricular links** Economics 2.4 (financial markets, money and **the role of the Bank of England**) ↔ A-level Politics (central bank independence and economic governance): Both examine how institutions influence economic stability and policy decisions. **Task:** Evaluate whether an independent central bank is more effective at controlling inflation than direct government control, using interest rate decisions as evidence.	**Cross curricular links** **Economics 2.6 (conflicts: inflation, unemployment** and the Phillips curve) ↔ **A-level Politics (government economic policy and elections):** Both explore the trade-offs faced by governments when managing the economy. **Task**: Assess how a government reducing inflation through tighter monetary policy may affect unemployment, using the Phillips curve and political considerations around voter priorities.	

	Aims: Theme 1: 1.1, 1.2 To develop an understanding of the basic economic problems of scarcity and choice, of how economic modelling is used and through understanding the parallels and differences between Economics and the study of sciences. To be able to model the issue of scarcity, illustrating opportunity cost by the use of production possibility curves and apply these to different scenarios. To understand the drawbacks and benefits of economic specialisation; focussing the use of factors of production into a narrow range of activities with a particular focus on the division of labour To be able to evaluate the merits and drawbacks of planned economies versus free market economic systems of resource allocation in order to maximise welfare and of mixed economic systems between the two extremes, with reference to country examples.	**Aims: Theme 1: 1.2** To explore and understand how markets work through an understanding of the functions of price: signalling, rationing and incentive and to use the underlying assumptions of rational economic decision making. To understand the Law of Demand: the reasons for the inverse relationship between price and quantity of demand including the Law of Diminishing marginal utility. To understand the difference between movements and shifts in demand and supply curves and to analyse the non-price factors that may shift/affect demand and supply in difference scenarios or industries To be able to illustrate these using accurate and fully labelled demand and supply diagrams showing old and new equilibria. To understand the factors influencing the responsiveness of demand to changes in price, income and to changes in prices of related goods	**Aims: Theme 1: 1.2, 1.3** To explain the impact of indirect taxes on consumers, producers and government e.g. on consumer and producer surplus, using diagrams. To be aware of and evaluate some of the alternative views of consumer behaviour including reasons why consumers may not behave rationally e.g. rules of thumb/heuristics To understand why the market fails to maximise welfare – students need to be aware of a range of examples and be able to explain and evaluate with the use of complex diagrammatic analyses (e.g. negative production and positive consumption externality diagrams)	**Aims: Theme 1: 1.3, 1.4** To understand market failure and the different types continued: - Public goods – explaining why these represent missing markets if left to the private sector e.g. due to the free rider problem - Information gaps – how these can lead to misallocation of resources e.g. asymmetric information and adverse selection in relation to complex goods – cars and computers To understand how and why governments intervene in markets to correct market failures and to make diagrammatic illustrations of these methods across a range of contexts e.g. indirect tax of demerit goods, subsidies for merit goods, price controls, tradeable pollution permits etc. To be able to evaluate the efficacy of these interventions for correcting market failure. Students may use the CLASPP tool to help them with this*	**Aims: Theme 1.4** To analyse how governments can worsen or fail to maximise welfare on intervention: through imperfect information, administration and monitoring costs etc. Students should be able to use examples of government failure to evaluate the various methods of intervention for different purposes in various markets.	

	To understand the concept of rational decision making by market agents, such as consumers and producers in terms of maximising behaviour and marginal analysis	(complements and substitutes), respectively: Price, income and cross elasticities of demand (PED, YED, XED). To understand and apply price elasticity of supply and the factors affecting the responsiveness of quantity supplied by producers to changes in price e.g. availability of stock, workers or land. To be able to calculate PED, YED, XED, PES using the correct formulae and construct demand and supply diagrams to illustrate them. Students should understand why PED, YED, XED and PES are important to market agents and their decision making. To be able to interpret all the numerical values relating to elasticities To understand the functions of the price mechanism in allocating resources through; rationing, incentive & signalling functions. To recognise the price mechanism in the context of different types of markets; including local, national and global markets To be able to explain the distinction between consumer and producer surplus, their significance and illustrate them on a demand and supply diagram.				

	Aims: Theme 2.1 To understand the key measures of macro-economic performance in terms of UK data trends for, factors affecting and effects of the following and the units used to measure them and the limitations of these measures: - Economic growth – use of GDP per capita figures, GNI, real versus nominal, PPP - Inflation – cost push versus demand pull factors, CPI/RPI measures and calculations - Employment - Unemployment – Claimant count versus - Balance of Payments – different components and focus on factors affecting and impacts of changes in the balance of trade of the current account. To understand Aggregate Demand and the factors affecting and characteristics of each of its components in detail and the relative importance of these components: - Consumption (C) - Investment (I) - Balance of Trade/ net trade (X-M)	**Aims: Theme 2.2-2.3** To understand the characteristics of Aggregate Supply and distinguish between Short-run AS and Long-run AS (and Keynesian and Classical distinctions of AS) To be able to analyse the distinct factors impacting short and long-run AS - Short run AS factors linked to factors affecting cost of production nationally given that they are assumed to be constant in the short run - Long run AS factors linked to factors influencing the production potential of the economy; long run growth To understand the three ways national income can be measured with a focus on the basic model of the macro-economy: the circular flow of income; the different economic actors and the injections and leakages of income into the circular flow and the impact of these, for example of Government Spending (Injection) and Taxes (Leakage) on the macro-economy To understand Equilibrium real national output as where AD is equal to AS.	**Aims: Theme 2.4, 2.5** To be able to analyse the causes of short run and long run growth, the former relating to a movement towards the PPF and closing of a negative output gap. To be able to evaluate the impacts of economic growth on the macro-economy and economic agents now and in the future. To understand apply understanding of the trade cycle and its different phases. To understand output gaps and issues relating to positive and negative output gaps in relation to the trade cycle and to be able to link this back to measures of economic performance e.g. inflation and economic growth. To understand the macro-economic objectives and how they may be achieved via demand side policies: fiscal and to be able to illustrate the impact of these macro-economic tools via AD/AS analysis. To understand the role of demand side policies in addressing the impacts of	**Aims: Theme 2.4-2.6** To be able to analyse the causes of short run and long run growth, the former relating to a movement towards the PPF and closing of a negative output gap. To be able to evaluate the impacts of economic growth on the macro-economy and economic agents now and in the future. To understand apply understanding of the trade cycle and its different phases. To understand output gaps and issues relating to positive and negative output gaps in relation to the trade cycle and to be able to link this back to measures of economic performance e.g. inflation and economic growth. To understand the macro-economic objectives and how they may be achieved via demand side policy: fiscal and to be able to illustrate the impact of these macro-economic tools via AD/AS analysis	**Aims: Theme 2.6** To analyse how macroeconomic objectives may be achieved via demand side policies: fiscal and monetary policy and supply side policies and to be able to illustrate the impact of these macro-economic tools via AD/AS analysis and to evaluate their efficacy in real world context. To understand the role of demand side policies in addressing the impacts of the global financial crisis on the UK economy post 2008. To be able to evaluate the efficacy of these macroeconomic policies. Students may use the CLASPP tool	

		To be able to analyse the contrasting policy implications of two major contrasting schools of thought: the Keynesian view that markets do not function effectively and require government intervention versus the Classical view that markets function efficiently to correct macro-economic disequilibria such as unemployment in a recession and should be left to itself: 'laissez faire' To be able to construct AD/AS diagrams to be able to illustrate the contrasting schools of thought and the subsequent different shapes of the LRAS: inverted-L shape for the Keynesian School and vertical for the Classical School. AD/AS diagrammatic analysis of changes in macroeconomy and from macro-interventions To understand that the size of the impact of factors influencing AD on national income and thus the size of the shifts of AD is affected by the size of the Multiplier (K) To understand and apply in turn, that the size of the Multiplier is impacted by the Marginal Propensity to Consume and the size of the leakages from the circular flow of income: The marginal propensities – MPC, MPS, MPT, MPM o The significance of the multiplier for shifts in AD	the global financial crisis on the UK economy post 2008. To be able to evaluate the efficacy of these macroeconomic policies. Students may use the CLASPP tool.	and to evaluate their efficacy in real world context. To understand the role of demand side policies in addressing the impacts of the global financial crisis on the UK economy post 2008. To be able to evaluate the efficacy of these macroeconomic policies. Students may use the CLASPP tool.		

	Theme 1 Lesson / Content Overview: Students identify opportunity costs in their everyday decision making about how best to use their finite resources, which include time and energy as well as money and factors of production and those faced by market agents: consumers, producers, government. Construction of PPF diagrams to illustrate various economic circumstances, relating to specialisation, scarcity and opportunity costs e.g. recession, shift from an agricultural to manufacturing economy, economic growth etc Videos illustrating the advent of assembly line production of the division of labour e.g. Ford, from which students evaluate the pros and cons of such specialisation and case studies of what this looks like in the modern day or higher-value added sectors. Group work involving country research on examples of different economic systems as allocated to students e.g. Group 1: Singapore for	**Theme 1 Lesson / Content Overview:** Teacher led PPTs covering 1.2, 1.3 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. Mnemonics quite useful in this area and throughout the course. For example, for supply: PINTS WC P productivity I indirect tax N number of firms T Technology S subsidies W weather C costs of production Note: students often confuse production with productivity. Analysing factors that may affect the elasticities in different scenarios e.g. PES factors relating to PES of electricity from wind farms. Worksheets calculating elasticities	**Theme 1 Lesson / Content Overview:** Teacher led PPTs covering 1.2 1.3 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. Constructing diagrams analysing impact of changes in demand and supply factors, including indirect taxes and subsidies using demand and supply diagrams through a range of given scenarios; showing original and new equilibria and consumer and producer surplus. Diagrammatic analysis of market failure and interventions such as negative externality MSC>MPC and positive externality MSB>MPC Students mind map types of market failure in the context of real world examples e.g. negative externalities definition and REW Articles on market failures and interventions e.g. obesity and sugar tax etc. Education is a good example of a merit good: video clips useful to introduce BBC video clips on benefits of university – get students to research benefits for a student of going to university and benefits for society in general. It is vital that students can differentiate between private	**Theme 1 Lesson / Content Overview:** Teacher led PPTs covering 1.3, 1.4 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. Diagrammatic analysis of market failure and government interventions such as minimum price schemes applied to alcohol, agriculture or wages, and tradeable pollution permits etc. using demand and supply diagrams through a range of given scenarios; showing original and new equilibria and consumer and producer surplus changes and deadweight loss where relevant. Articles with Q&A on real world application of these interventions e.g. energy price cap or rent caps or EU cap and trade system. Diagrammatic analysis of market failure and interventions. Answer 5, 8, 10, 12m, 15m marker exam questions: data response questions analysing and evaluating specific market failures	**Theme 1 Lesson / Content Overview:** Teacher led PPTs covering 1.4 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. Diagrammatic analysis of market failure and government interventions such as minimum price schemes applied to alcohol, agriculture or wages, and tradeable pollution permits etc. using demand and supply diagrams through a range of given scenarios; showing original and new equilibria and consumer and producer surplus changes and deadweight loss where relevant. Articles with Q&A on real world application of these interventions e.g. energy price cap or rent caps or EU cap and trade system. Diagrammatic analysis of market failure and interventions. Answer 5, 8, 10, 12m, 15m marker exam questions: data response questions analysing and evaluating specific market failures and interventions. These require knowledge;	***Exam Practice and Revision across Theme 1 and Theme 2.*** *Preparation for UCAS Exams* *SAQ practice* *DRQ practice* *Essay Practice*

	free market economy. Students present an evidence-based picture of the advantages and disadvantages of particular economic systems.		benefits and external benefits of consuming education. Healthcare, public libraries, local sports facilities are also good examples to discuss. Answer 5, 8, 10, 12m, 15m marker exam questions: data response questions analysing and evaluating specific market failures and interventions. These require knowledge; application/ use of data from extract, analysis and evaluation (may use CLASPP tool). Teacher models and facilitates students to answer these.	and interventions. These require knowledge; application/ use of data from extract, analysis and evaluation (may use CLASPP tool). Teacher models and facilitates students to answer these. 25m essay introduction. Practice using skills mat and writing frame.	application/ use of data from extract, analysis and evaluation (may use CLASPP tool). Teacher models and facilitates students to answer these. 25m essay practice using skills mat and writing frame	
	Theme 2 Lesson / Content Overview Teacher led PPTs covering 2.1 Macro measures, facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. AD diagrammatic analysis of changes in macroeconomy and from macro-interventions Group work: Students track and research UK macro-economic trends. Group split by macro-economic measure: Economic Growth, Inflation,	**Theme 2 Lesson / Content Overview:** Teacher led PPTs covering 2.3, 2.4 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. AD / AS diagrammatic analysis of changes in macroeconomy and from macro-interventions, using both the Keynesian and Classical LRAS, as relevant Group work: 'macroeconomic policy experts': students make an evidenced based analysis and evaluation of the contrasting uses of	**Theme 2 Lesson / Content Overview:** Teacher led PPTs covering 2.3, 2.4 facilitating student understanding, application and 'Read Now' with Q&A tasks linking theory to economic events. Mind-mapping of factors affecting SRAS vs LRAS Drawing the circular flow of income model Calculations of the multiplier using the formula Construction of AD/AS diagrams based on various macro-economic	**Theme 2 Lesson / Content Overview:** Teacher led PPTs covering 2.5, 2.6 facilitating student and 'Read Now' with Q&A tasks linking theory to economic events. understanding and application. AD / AS diagrammatic analysis of changes in macroeconomy and from macro-interventions, using both the Keynesian and Classical LRAS, as relevant Group work: 'macroeconomic policy experts': students make an evidenced based analysis and evaluation of the contrasting uses of	**Theme 2 Lesson / Content Overview:** Teacher led PPTs covering 2.6 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. AD / AS diagrammatic analysis of changes in macroeconomy and from macro-interventions, using both the Keynesian and Classical LRAS, as relevant Group work: students focus on a particular macro economic conflict to explore e.g. environmental protection vs employment in context of	***Exam Practice and Revision across Theme 1 and Theme 2.*** *Preparation for UCAS Exams* *SAQ practice* *DRQ practice* *Essay Practice*

	Unemployment, Balance of Payments. Mind maps of factors influencing the components of AD Evaluate possible factors causing rises in AD in context of an extract. Students could use the CLASPP tool: *C – conclusion (after evaluation)* *L – Long run versus short run outcomes / timelag* *A – Assumptions – question these/ question ceteris paribus* *S – Stakeholders – weigh up winners against losers* *P – Pros and cons: weigh them up against each other* *P – Prioritise factors, effects, policy with justification*	demandside policies to respond to 2008 countries in relation to specific countries e.g. UK and Europe – austerity and US – stimulus package.	scenarios: diagrammatic analysis. Paper 2 Section A and B questions relating to AD/AS	demandside policies to respond to 2008 countries in relation to specific countries e.g. UK and Europe – austerity and US – stimulus package. Research the factors behind the UK's 'productivity puzzle' particularly after 2008 crisis; consider weak animal spirits, austerity, chronic underinvestment, skills shortages in digital and STEM etc. Task students to evaluate appropriate supplyside policies to address these.	a particular economy an evaluate the extent to which they conflict and why, in context.	
	Overall Skills / Concepts on: Concept of modelling Section A technique Data analysis Research Evaluation Analysing micro-economics and macro-economic trends Research Evaluation Demand and Supply and AD/AS diagrammatic analysis	**Overall Skills / Concepts on:** Paper 1/2 Section A exam technique Paper 1/2 Section B: Data Response exam technique Diagrammatic analysis Numerical calculations Application to different industries or scenarios Analysing macro-economic trends Research	**Overall Skills / Concepts on:** Diagrammatic analysis of failures and interventions in markets Application of real-world market failure Numerical calculations Evaluation of government interventions (CLASPP) Exam technique	**Overall Skills / Concepts on:** Diagrammatic analysis of failures and interventions in markets and AD/AS diagrammatic analysis with respect to macroeconomic events and policy Research Modelling Paper 1/2 Section A exam technique Paper 1/2 Section B: Data Response exam technique 25m technique Application of real-world market failure and macroeconomic events e.g. 2008 Global Financial Crisis Numerical calculations Evaluation of government interventions (CLASPP) Exam technique	**Overall Skills / Concepts on:** Diagrammatic analysis of failures and interventions in markets and AD/AS diagrammatic analysis with respect to macroeconomic events and policy Research Modelling Paper 1/2 Section A exam technique Paper 1/2 Section B: Data Response exam technique 25m technique Application of real-world market failure and macroeconomic events e.g. 2008 Global Financial Crisis Numerical calculations Evaluation of government interventions (CLASPP) 25m essay practice using skills mat and writing frame	**Overall Skills practiced** Diagrammatic analysis of failures and interventions in markets and AD/AS diagrammatic analysis with respect to macroeconomic events and policy Paper 1/2 Section A exam technique Paper 1/2 Section B: Data Response exam technique 25m technique Application of real-world market failure and macroeconomic events e.g. 2008 Global Financial Crisis Numerical calculations Evaluation of government interventions (CLASPP) 25m essay practice using skills mat and writing frame Exam technique

					Exam technique	
	Theme 1 Homework Practice constructing PPF diagrams based on various scenarios Scarcity: A homework task might be to find examples from recent news stories. For example: a lack of snow ploughs provided by the local authority; the story of a drug being unavailable for a patient. *BBC news, newspaper websites and local newspapers.* Research country case studies of given economic case studies Research benefits and costs of division of labour. Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	**Theme 1 Homework** Paper 1 Section A questions including MCQs and SAQs involving diagrams, definitions and calculations and P1 Section B 5m, 8m. Worksheets on elasticities including performing calculations Worksheet on different market changes requiring diagrammatic analysis using demand and supply diagrams. Textbook case study questions Topic based exam practice from Expert Tuition Paper 1 Section A questions including MCQs and SAQs involving diagrams, definitions and calculations	**Theme 1 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions: data response questions analysing and evaluating specific market failures Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	**Theme 1 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions: data response questions analysing and evaluating specific market failures and government intervention. Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	**Theme 1 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions: data response questions analysing and evaluating specific market failures and government intervention. Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	**Homework across Theme 1 and 2** Timed exam practice and developing intervention case studies/real world context and studying key macroeconomic events in UK e.g. Global Financial Crisis – anatomy of the crisis – make synoptic links to Theme 4 Financial Sector: causes of FM failure – *asset bubbles, externalities, market rigging, moral hazard.* ***Exam Practice and Revision across Theme 1 and Theme 2.*** ***Preparation for UCAS Exams*** ***SAQ practice*** ***DRQ practice*** ***Essay Practice***
	Other Theme 1 Homework Tasks **1.2 Price Mechanism, Demand, Supply & Elasticity** **Task:** Analyse whether UK food price rises are mainly caused by supply-side shocks or changes in consumer demand. Use PED, supply and demand diagrams and evaluate how different stakeholders are affected. **News article:** *"Food price inflation still rising as lower income households feel the squeeze" – Sky News* (Sky News) **Supporting source:** ONS – *Consumer Price Inflation (UK)* (Office for National Statistics) **Skill developed:** Builds ability to apply elasticity theory, interpret real-world data and evaluate market adjustments. **1.3 Market Failure & Externalities** **Task:** Evaluate whether the UK sugar tax is an effective way of correcting negative externalities from unhealthy consumption. Use externality diagrams, stakeholder analysis and evidence on consumer behaviour. **News article:** *"Sugar tax cut children's sugar consumption from soft drinks" – UK news coverage* (YouTube) **Supporting source:** UK Government – *Soft Drinks Industry Levy*					

https://www.gov.uk/government/collections/soft-drinks-industry-levy
Skill developed: Develops critical evaluation of government intervention, considering both intended outcomes and unintended consequences

1.4 Government Intervention & Government Failure
Task: Assess whether government intervention in the housing market improves efficiency or creates new market distortions. Evaluate policies such as rent controls, tenant protections or housing subsidies using market failure theory.
News article: *"Historic Renters' Rights Act becomes law" – UK Government* (gov.uk)
Supporting source: Institute for Fiscal Studies – *Housing and the UK economy*
https://ifs.org.uk/
Skill developed: Develops the ability to evaluate intervention using opportunity cost, unintended consequences and competing stakeholder perspectives.

Theme 2 Homework	**Theme 2 Homework**	**Theme 2 Homework**	**Theme 2 Homework**	**Theme 2 Homework**	***Exam Practice and Revision across Theme 1 and Theme 2.***
Paper 2 Section A questions including MCQs and SAQs involving diagrams, definitions and calculations 'Macro-economic experts' Group research on UK macro trends split by macro-economic measure. Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	Textbook case study questions AD/AS diagram practice Paper 2 Section A questions including MCQs and SAQs involving diagrams, definitions and calculations and Section B, 5m and 8m. 'Macro-economic experts' research on UK macro trends split by macro-economic measure. Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	AD/AS diagram practice Paper 2 Section A exam questions relating to AD/AS Paper 2 Section B: Data Response exam questions relating to AD/AS Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	Textbook case study questions Diagram practice illustrating output gaps via AD/AS diagrams and business cycle and illustrating the impacts of demandside and supplyside policies Group work research for 'macroeconomic policy experts' Paper 2 Section A exam questions relating to AD/AS Paper 2 Section B: Data Response exam questions relating to AD/AS Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	Diagram practice illustrating output gaps via AD/AS diagrams and illustrating the impacts of demandside and supplyside policies Paper 2 Section A exam questions relating to AD/AS Paper 2 Section B: Data Response exam questions relating to AD/AS, macroeconomic conflicts (*inflation, economic growth, unemployment, balance of payments*) and demand-side and supplyside policy, and macroeconomic conflicts. Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	*Preparation for UCAS Exams* *SAQ practice* *DRQ practice* *Essay Practice*

Other Theme 2 Homework Tasks
Theme 2.6
Task: Evaluate whether increasing government spending on infrastructure is the most effective way to achieve long-term economic growth. Use AD/AS analysis, productivity theory and evidence on investment multipliers.

Source: ONS – *Infrastructure investment in the UK* (https://www.ons.gov.uk/) (Office for National Statistics)
News link: *"UK and Japan agree investment partnership worth billions, creating jobs and growth opportunities" – GOV.UK* (GOV.UK)
Skill developed: Develops the ability to distinguish between short-run demand-side stimulus and long-run supply-side improvements when evaluating fiscal policy.

Theme 2.6
Task: Assess whether the Bank of England should continue prioritising inflation control even if higher interest rates reduce consumption and investment. Use monetary policy theory and AD/AS analysis.
Source: Bank of England – *Monetary Policy Reports* (https://www.bankofengland.co.uk/monetary-policy-report) (Bank of England)
News link: *"Energy prices and global tensions complicate the UK inflation outlook" – Reuters* (Reuters)
Skill developed: Develops evaluation of macroeconomic trade-offs between inflation, economic growth, unemployment and living standards.

Theme 2.1.3
Task: Analyse whether UK unemployment is mainly caused by weak aggregate demand or structural problems in the labour market. Use the Phillips curve, labour market data and supply-side analysis.
Source: Office for National Statistics – *UK Labour Market Overview* (https://www.ons.gov.uk/employmentandlabourmarket) (Office for National Statistics)
News link: *"UK jobs market weakens as unemployment rises amid slower growth" – UK news coverage* (reddit.com)
Skill developed: Develops the ability to compare competing economic explanations, apply theory to evidence and construct balanced judgements.

Stretch & Challenge tasks and Reading by Theme: Theme 1 – pink, Theme 2, blue

Stretch & Challenge	Stretch & Challenge	Stretch & Challenge	Stretch & Challenge	Stretch & Challenge	Stretch & Challenge
Compare two different mixed economies and the varying roles/ degrees of involvement of the state and market in the economy. Research use of PPFs to illustrate two trading countries specialising in their respective comparative advantages Higher order questioning and extension tasks in PPT	Compare PED and PES of two different industries explain why the elasticities differ in relation to valid factors An 8 marker evaluate question Gifted and talented students could be directed towards utility theory and the equilibrium position to extend the analysis. Higher order questioning and extension tasks in PPT	Research UK government real world interventions correcting market failure: their effectiveness and failures Evaluating interventions by comparison with other interventions – relative merits/drawbacks 10 and 12 marker evaluation questions Higher order questioning and extension tasks in PPT	Explore and research issues relating to rapid growth, high inflation, unemployment, and current account deficits or surpluses with reference to real world data. Consider alternative measures to those studied for measuring the performance of the macro-economy Higher order questioning and extension tasks in PPT	Create a continuum of economic thinkers from Classical to Keynesian and behavioural school and those in between e.g. Milton Friedman and Frederich Hayek etc. Researching evidence for the pros and cons of the Classical versus Keynesian policy prescriptions and presenting evidence from different policy eras in different countries. 12 marker evaluate questions Higher order questioning and extension tasks in PPT	Use CLASPP tool to evaluate specific real world macroeconomic policies used by different nations Higher order questioning and extension tasks in PPT

Reading

Below are updated **Theme 1 enrichment resources** with **specific, reliable UK news articles** (rather than generic section pages) that are appropriate for A-level Economics students.

---

1. UK as a Mixed Economy – Government Funding of the NHS and State Education
Focus: Evaluate the role of government provision versus market provision; assess arguments around efficiency, equity and opportunity cost.
Core

- Institute for Fiscal Studies (IFS) – *Public spending on healthcare and education*
  https://ifs.org.uk/
  Use for: analysing government intervention, merit goods, taxation and whether state provision improves equity but creates efficiency trade-offs.

News article

- **BBC News – "NHS in England gets £29bn funding boost over three years"**
  https://www.bbc.co.uk/news/articles/c5ylk4z9zp4o
  Use for: evaluating whether increased public expenditure alone improves outcomes or whether productivity and resource allocation are equally important.

Stretch reading

- Adam Smith Institute – Public services and markets
  https://www.adamsmith.org/
- Guardian debate: *Should public services be run by private equity firms?*
  https://www.theguardian.com/business/2026/jul/01/should-public-services-be-run-by-private-equity-firms

---

2. Why Economics Cannot Be Treated as a Natural Science
Focus: Explore limitations of economic models, rational behaviour assumptions and the difficulty of conducting controlled experiments.
Core

- Bank of England – Quarterly Bulletin and forecasting
  https://www.bankofengland.co.uk/quarterly-bulletin
  Use for: understanding why economists rely on models alongside judgement.

News article

- **Financial Times – "Why economists keep getting forecasts wrong"**

Reading

Edexcel A-level Economics Theme 2 – Enrichment Reading & Stretch Resources
2.1 Measures of Economic Performance (Growth, Inflation, Unemployment & Balance of Payments)
Focus: Evaluate whether GDP growth is the best measure of economic success and examine conflicts between macroeconomic objectives.
Core

- Office for National Statistics – UK Economy
  Use for: analysing GDP, inflation, unemployment and living standards using official UK data.

News article

- BBC News – "Bills push UK inflation to highest in more than a year"
  Use for: applying inflation measures, causes of inflation and conflicts between inflation and growth. (BBC News)

Stretch reading

- Institute for Fiscal Studies (IFS)
  Challenge: Evaluate whether GDP growth should remain the government's primary objective.

2.2 Aggregate Demand & Aggregate Supply
Focus: Analyse demand-side and supply-side shocks and their effects on inflation, output and employment.
Core

- Bank of England – Inflation and the 2% Target
  Use for: understanding inflationary pressures, AD/AS analysis and monetary policy. (Bank of England)

News article

- The Guardian – Why the Bank of England is holding rates despite a weakening economy
  Use for: evaluating how aggregate demand and aggregate supply influence monetary policy decisions. (The Guardian)

Stretch reading

- OECD Economic Outlook – United Kingdom
  Challenge: Assess whether recent UK inflation is primarily demand-pull or cost-push. (OECD)

2.3 Economic Growth
Focus: Evaluate the causes of long-run growth and distinguish between actual and potential growth.
Core

- OECD Economic Outlook – United Kingdom
  Use for: analysing productivity, investment and long-run economic performance. (OECD)

News article

- The Times – UK growth to fall below 1% and jobless rate to rise, OECD warns
  Use for: evaluating barriers to long-run growth and productivity improvements. (The Times)

Stretch reading

- Productivity Institute
  Challenge: Investigate why UK productivity growth has remained weak since the financial crisis.

2.4 Macroeconomic Objectives & Policy Conflicts
Focus: Evaluate trade-offs between inflation, unemployment, economic growth and the balance of payments.
Core

- Bank of England – Monetary Policy Reports
  Use for: analysing interest rate decisions and policy objectives.

News article

- Financial Times – Bank of England hit by internal divisions over shake-up
  Use for: evaluating the uncertainty involved in setting monetary policy when objectives conflict. (Financial Times)

https://www.ft.com/economics
Use for: exploring uncertainty, behavioural responses and why economic predictions are less precise than those in the natural sciences.

Stretch reading

- Richard Thaler – *Misbehaving: The Making of Behavioural Economics*
  Challenge: Evaluate whether traditional assumptions of rational behaviour remain useful for economic analysis.

---

3. Division of Labour in Action – Assembly Lines to Modern Firms

Focus: Apply specialisation, productivity, economies of scale and efficiency gains to real businesses.

Core

- Toyota Production System
  https://global.toyota/en/company/vision-and-philosophy/production-system/
  Use for: linking Adam Smith's division of labour to modern manufacturing.

News article

- **BBC News – "Jaguar Land Rover to cut UK production as chip shortage continues"**
  https://www.bbc.co.uk/news/business-58254846
  Use for: evaluating how highly specialised global production systems increase productivity but can become vulnerable to supply-chain disruption.

Stretch reading

- McKinsey – *The Future of Work*
  https://www.mckinsey.com/featured-insights/future-of-work
  Challenge: Assess whether automation complements or replaces labour in highly specialised industries.

---

4. Demand-Side and Supply-Side Shocks – Microchip Shortages and Global Supply Chains

Focus: Analyse how supply shocks affect prices, output, shortages and market equilibrium.

Core

- OECD – Economy and inflation resources
  https://www.oecd.org/economy/
  Use for: applying supply-side shocks, inflationary pressures and market adjustment.

News article

- **BBC News – "Global chip shortage: Why the semiconductor supply chain matters"**
  https://www.bbc.co.uk/news/business-58230388

Stretch reading

- IMF – UK Article IV Consultation
  Challenge: Assess whether central banks should prioritise inflation over economic growth during supply-side shocks. (imf.org)
- 'Limits of the Market: The Pendulum Between Government and the Market' (Paul De Grauwe)
- Misbehaving: The Making of Behavioural Economics (Richard Thaler)

Suggested Stretch Reading Across Theme 1

- **Ha-Joon Chang – *Economics: The User's Guide***
  Challenge: Critiques assumptions behind free markets and introduces alternative economic perspectives.
- **Tim Harford – *The Undercover Economist***
  Challenge: Applies economic models to everyday markets and consumer behaviour.
- **Daron Acemoglu & James Robinson – *Why Nations Fail***
  Challenge: Extends market failure and institutional economics beyond Theme 1 into development and government effectiveness.

Useful websites

www.tutor2u.net
Economic Review
Macroeconomic blogs
www.tradingeconomics.com/www.economicshelp.org/
'Great Economic Thinkers: An Introduction from Adam Smith to Amartya Sen' Hardcover – by Jonathan Conlin
www.ft.com
www.economist.com
www.guardian.co.uk
www.timesonline.co.uk
www.independent.co.uk
http://www.bbc.co.uk/news/business/economy

	Use for: analysing how reduced supply created shortages, excess demand and rising prices across multiple industries. **Stretch reading** • The Economist – Business & semiconductor industry https://www.economist.com/business *Challenge:* Evaluate whether governments should subsidise domestic semiconductor production to improve economic resilience. **5. UK Housing Market – Demand and Supply Shocks / Housing Bubbles** **Focus:** Apply demand and supply analysis, PED, government intervention and market failure. **Core** • Bank of England – Financial Stability https://www.bankofengland.co.uk/financial-stability *Use for:* understanding how interest rates, mortgage lending and expectations influence house prices. **News article** • **BBC News – "UK house prices rise as mortgage rates begin to fall"** https://www.bbc.co.uk/news/business-68477595 *Use for:* analysing how interest rates, affordability and supply constraints affect equilibrium in the housing market. **Stretch reading** • Office for National Statistics – House Price Index https://www.ons.gov.uk/peoplepopulationandcommunity/housing *Challenge:* Use ONS data to determine whether UK house price movements are driven more by shifts in demand (income, credit, confidence) or constraints on housing supply.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 13

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme 3: 3.1 – 3.3 Sizes and types of firms Business growth Demergers Revenue Costs Business objectives	**Theme 3: 3.3-4** Normal profits, supernormal profits and losses Economies & diseconomies of scale Efficiency Introduction to Market Structures: an overview of their features Perfect competition	**Theme 3: 3.4** Monopolistic competition Oligopoly Monopoly Contestability Monopsony (incorporate into labour markets) ***Re-introduce Paper 3 begin synoptic essay practice***	**Theme 3: 3.5** Demand for labour Supply of labour Wage determination in competitive and non-competitive markets ***Synoptic essay practice***	**Theme 3** ***Revision lessons:*** *Review 'red' topic areas Follow up with exam practice* *Paper 3 synoptic essay practice* *DRQs, 10m, 12m, 15m 25m essay*	**STUDY LEAVE** *Paper 1 Exam Booster* *Paper 2 Exam Booster* *Paper 3 Exam Booster*
Economics 3.1 (firm growth, economies of scale and diseconomies of scale) ↔ **A-level Business (business strategy and operations**): Both examine how firms expand, improve efficiency and manage growth challenges. **Task:** Analyse a firm's expansion strategy (e.g. vertical integration or organic from setting up more branches), identifying sources of economies of scale and potential diseconomies from increased complexity.	**Economics 3.2 (revenue, costs, profits and business objectives**) ↔ **A-level Maths (functions, gradients and optimisation):** Both analyse how changing inputs affect outcomes and decision-making. **Task:** Use marginal analysis, cost and revenue functions to identify the profit-maximising output where marginal cost equals marginal revenue, then interpret the result economically	**Economics 3.4 (oligopoly, strategic behaviour and game theory) ↔ A-level Maths (game theory, matrices and probability):** Both formally analyse strategic decision-making where outcomes depend on the actions of competing agents. **Task:** Create a payoff matrix for two firms choosing between competing and colluding, then identify the Nash equilibrium and explain implications for consumer welfare. Provide a conceptual explanation for	**Economics 3.5 (wage differentials, occupational choice and labour mobility) ↔ A-level Sociology (social stratification and inequality):** Both investigate why income differences exist and how social factors influence economic opportunities. **Task:** Analyse whether differences in educational access or discrimination contribute more to persistent wage gaps, using labour market theory.	**Economics 3.6 (government intervention: privatisation, regulation and limiting monopoly abuse) ↔ A-level Politics (Thatcherite economic policy, privatisation and the regulatory state):** Both examine the shift from state ownership to regulated private markets. **Task:** Evaluate whether regulators such as Ofgem and ORR have successfully balanced competition, consumer protection and incentives for investment since privatisation. Identify the political constraints in doing so.	

	Theme 4: 4.1 Globalisation Specialisation and trade Pattern of trade Trading blocs and the World Trade Organisation (WTO) Restrictions on free trade Terms of trade	**Theme 4: 4.1-4.2** Balance of payments Exchange rates International competitiveness Absolute and relative poverty Inequality	**Theme 4: 4.3-4.4** Measures of development Factors influencing growth and development Strategies influencing growth and development The role of the financial markets Market failure in the financial sector Role of central banks ***Begin synoptic essay practice***	**Theme 2: 4.5** Macroeconomic policies in a global context Tie into fiscal policy: public expenditure, taxation, Public sector finances Macroeconomic policies in a global context (Monetary, Fiscal, Supplyside policy) **End of Specification**	***Revision lessons and exam practice:*** *Review 'red' topic areas* *Follow up with exam practice* *Paper 3 synoptic essay practice* *DRQs, 10m, 12m, 15m 25m essay*	**STUDY LEAVE** *Paper 1 Exam Booster* *Paper 2 Exam Booster* *Paper 3 Exam Booster*
	**Cross-curricular links** **Economics 4.1 (international trade, comparative advantage and trade blocs) ↔ A-level Geography (globalisation, development and spatial inequality):** Both examine how trade patterns shape economic growth and the distribution of resources between countries. **Task:** Evaluate whether membership of a trade bloc (e.g. EU or USMCA) promotes development through increased trade or creates dependency between regions	**Cross-curricular links** **Economics 4.3 (economic development, growth, poverty and inequality) ↔ A-level Geography (development indicators, globalisation and the development gap):** Both evaluate why countries experience different levels of development and the limitations of measures such as GDP per capita. **Task:** Compare two countries using HDI, GNI per capita and inequality data, then assess which policies are most effective in promoting sustainable development	**Cross-curricular links** **Economics 4.4 (financial markets, credit creation and the causes of financial crises) ↔ A-level Psychology (behavioural finance, herd behaviour and irrational decision-making):** Both examine how individual decisions can create collective market outcomes. **Task:** Analyse how panic, loss aversion and herd behaviour contributed to bank runs, then assess whether regulation can reduce irrational financial behaviour.	**Cross-curricular links** **Economics 4.5.4 (macroeconomic policy in a global context: fiscal policy responses to external shocks) ↔ A-level Geography (global resource systems, energy security and commodity shocks):** Both examine how global supply disruptions affect national economies and policy responses. Task: Evaluate how a government should respond to a global energy price shock using taxation, subsidies and public expenditure, considering inflation and fiscal sustainability. Incorporate AD/SRAS analysis	**Cross-curricular links** **Paper 3 Synoptic Economics (micro–macro links**: market failure, government intervention and economic welfare) **↔ A-level Geography (climate change, resource management and sustainability**): Both require evaluating how economic decisions create wider social and environmental outcomes. **Task:** Assess whether carbon taxes, subsidies or regulation are the most effective policy to correct negative externalities while promoting economic development. Evaluate wrt to development metric like GPI.	

	Aims: Theme 3.1-3 **To be able evaluate** why some firms tend to remain small and why others grow in context of different firm, industry examples, in terms of motivations and nature of the business. Some businesses offer niche services so may charge a high price but stay small, for e.g. other firms have huge capital costs and potential markets so expand to exploit economies of scale. *Students should be able to explore all reasons in context.* To be able to analyse issues with large firms, such as those that become PLCs in terms of the divorce of ownership from control: the principal-agent problem To be able to distinguish between different types of firms such as between public and private and profit and not-for-profit organisations. To be able to analyse and evaluate internal (organic) versus external forms of growth and explain the specific types e.g. expanding the number of branches versus a horizontal merger, and	**Aims: Theme 3.3-4** To understand the distinction and diagrammatic representation of normal and supernormal profits and their implications for firms To be able to explain conceptually, Illustrate diagrammatically and by using a formula, the key types of economic efficiency wherever possible: - Allocative efficiency - Productive efficiency (AR=AC) - Dynamic efficiency - X-inefficiency	**Aims: Theme 3.4** To be able to evaluate whether a particular market structure e.g. from perfect competition to monopoly, is efficient or inefficient overall in context of the efficiencies above To be able to understand the following forms of market structures their characteristics and justify whether or not they adopt profit maximising equilibrium in the short run and long run, illustrating where this is on a diagram, degree of competition, barriers to entry/exit and what this means for consumer and producer welfare and the types of efficiencies above*: - Perfect competition - Monopolistic competition To be able to consider the above* for oligopoly as well as the high concentration ratios, interdependence of firms, product differentiation, ability to calculate n-firm concentration ratios and their significance, their reasons for collusive and non-collusive behaviour, overt and tacit collusion; cartels and price	**Aims: Theme 3.5** To be able to understand and apply concepts of monopsony in terms of a) Characteristics and conditions for a monopsony to operate b) Costs and benefits of a monopsony to firms, consumers, employees and suppliers To be able to analyse factors that affect demand for and supply of labour To understand Demand for labour as a derived demand and thus related to demand for the good/service being sold in the industry that would employ them. To be able to analyse factors that influence the supply of labour to a particular occupation To be able to analyse the types of market failure in labour markets: the geographical and occupational mobility and immobility of labour To be able to understand how wage determination in competitive and non-competitive markets takes place and analyse it diagrammatically, labour market equilibrium	**Aims: Theme 3.6** To analyse how governments can worsen or fail to maximise welfare on intervention: through imperfect information, administration and monitoring costs etc. Students should be able to use examples of government failure to evaluate the various methods of intervention for different purposes in various markets.	

	vertical and conglomerate integration. To be able to analyse the reasons for and impacts of demergers on businesses, workers and consumers, such as lack of synergy or diseconomies of scale, and potential unemployment resulting from a demerger, for example. To understand the formula and to be able to calculate and understand the relationship between different revenue concepts: TR, AR, MR and how PED influences these. For e.g. if PED<1 and firms increase price TR should increase and to explain why. To understand the formula and to be able to calculate and understand the relationship between different cost concepts: TC, TFC, TVC, ATC, AVC, MC. To understand the formula and to be able to calculate and understand the relationship between different revenue concepts: TR, MR, AR. To understand profit maximisation diagrammatically and		leadership, simple game theory: the prisoner's dilemma in a simple two firm/two outcome model, types of price competition: price wars predatory pricing limit pricing and types of non-price competition To be able justify why Monopolies adopt profit maximising equilibrium in the short run and long run, illustrating where this is on a diagram, degree of competition, barriers to entry/exit and what this means for consumer and producer welfare and the types of efficiencies (productive, allocative, dynamic, X-inefficiency) To be able to analyse third degree price discrimination: necessary conditions diagrammatic analysis and evaluate costs and benefits to consumers and producer costs and benefits of monopoly to firms, consumers, employees and suppliers and natural monopoly To be able to understand and apply concepts of contestability in terms of: *a) Characteristics of contestable markets* *b) Implications of contestable markets for the behaviour of firms*	To be able to apply wage determination model in understanding current labour market issues To be able to evaluate government intervention in the labour market: maximum and minimum wages, public sector wage setting, policies to tackle labour market immobility To be able to apply the significance of the wage elasticity of demand for labour and the elasticity of supply of labour to different labour markets. To be able to analyse the reasons for and evaluate the different types of government intervention in the market in order to; a*) control mergers* *b) control monopolies: price regulation,* *profit regulation,* *quality standards,* *performance targets* *c) promote competition and contestability:* *enhancing competition between firms through promotion of small business* *d) deregulate markets* *e) competitively tender for government contracts privatisation* *f) protect suppliers and employees:* *restrictions on monopsony power of firms* *g) nationalisation*		

	conceptually in terms of MC=MR. To be able to justify why firms may pursue objectives other than profit maximisation, such as sales maximisation or revenue maximisation etc and to be able to illustrate these diagrammatically. To be able to evaluate these different firm objectives.		*c) Types of barrier to entry and exit* *d) Sunk costs and the degree of contestability*	In evaluation of these interventions students should be able to consider the impact of government intervention on: prices, profit, efficiency, quality, choice and the limits to government intervention in terms of regulatory capture, asymmetric information		
	Aims: Theme 4.1 To be able to identify characteristics of and analyse factors contributing to globalisation in the last 50 years from transport to the WTO To be able to evaluate impacts of globalisation and global companies on individual countries, governments, producers and consumers, workers and the environment To be able to evaluate advantages and disadvantages of specialisation and trade in an international context and to be able to apply the concepts of Absolute and comparative advantage conceptually, numerically and	**Aims: Theme 4.1-2** To be understand the balance of payments and its components in terms of the current account the capital and financial accounts and to evaluate causes, effects of imbalances and policies to correct a current account imbalance. To understand the different exchange rate systems of floating fixed, managed and distinctions between revaluation and appreciation, and between devaluation and depreciation, of a currency To be able to analyse factors influencing floating exchange rates and government intervention in currency markets	**Aims: Theme 4.3** To be able to explain and analyse data relating to the three dimensions of the Human Development Index (HDI) (education, health and living standards) and how they are measured and combined To be able to evaluation the advantages and limitations of using the HDI to compare levels of development between countries and over time and compare with indicators of development To be able to analyse factors influencing growth and development:	**Aims: Theme 4.4** To be able to explain, apply and evaluate macroeconomic policies in a global context including: a) Use of fiscal policy, monetary policy, exchange rate policy, supply-side policies and direct controls in different countries, with specific reference to the impact of: b) measures to reduce fiscal deficits and national debts c) Use and impact of macroeconomic policies to respond to external shocks to the global economy d) Measures to control global companies' (transnationals') operations: the regulation of transfer pricing	***Revision and Exam Practice*** *Exam Practice and Revision across all Themes* *Paper 3 Synoptic essay practice* *Preparation for UCAS Exams* *SAQ practice* *DRQ practice* *Essay Practice*	**STUDY LEAVE** *Paper 1 Exam Booster* *Paper 2 Exam Booster* *Paper 3 Exam Booster*

	diagrammatically and to question assumptions and identify limitations relating to the theory of comparative advantage To be able to analyse factors influencing the pattern of trade between countries and changes in trade flows between countries over time with country examples, from comparative advantage and emerging economies to growth of trading blocs and bilateral trading agreements and changes in relative exchange rates advantage To be able to evaluate the case for restrictions on trade (protectionism) by referring to different types of trade barriers from tariffs to non-tariffs barriers like regulation and subsidies, in terms of the impacts of protectionist policies on consumers, producers, governments, living standards, equality To be able to understand the importance of Terms of trade conceptually, by formula and be able to calculate in and analyse and or evaluate Factors influencing and impacts of changes in a country's terms of trade such as on	through foreign currency transactions and the use of interest rates as well as competitive devaluation/depreciation and its consequences To be able to assess the impact of changes in exchange rates on the current account of the balance of payments (reference to Marshall-Lerner condition and J curve effect) economic growth and employment/ unemployment rate of inflation foreign direct investment (FDI) flows To be able to identify measures of international competitiveness, analyse factors influencing international competitiveness and understand significance of international competitiveness: benefits and problems of being internationally competitive. To be able to consider policies that might help countries boost international competitiveness (these are generally supplyside) To be able to distinguish between absolute poverty	a) Impact of economic factors in different countries: *Primary product dependency, volatility of commodity prices, savings gap: Harrod-Domar model, foreign currency gap, capital flight, demographic factors, debt access to credit and banking infrastructure, Impact of economic factors in different countries: education/skills, absence of property rights, Impact of non-economic factors in different countries* To be able to evaluate strategies influencing growth and development including: a) Market-orientated strategies: *trade liberalisation* *promotion of FDI* *removal of government subsidies* *floating exchange rate systems* *microfinance schemes* *privatisation* b) Interventionist strategies: *development of human capital* *protectionism* *managed exchange rates* *infrastructure development* *promoting joint ventures with global companies* *buffer stock schemes* To be able to evaluate other strategies, relating to	To be able to draw on limits to government ability to control global companies and problems facing policymakers when applying policies: inaccurate information risks and uncertainties inability to control external shocks, when evaluating macro-economic policy in global context.		

	macroeconomic objectives. To be able to explain different degrees of economic interdependence in relation to different trading blocs and the role of World Trade Organisation (WTO) (regional trade agreements and bilateral trade agreements) from free trade areas and customs unions to common markets and monetary unions: and the conditions necessary for their success with particular reference to the Eurozone To be able to evaluate regional trade agreements and the role of the WTO in trade liberalisation and consider possible conflicts between regional trade agreements and the WTO	and relative poverty and describe measures of absolute poverty and relative poverty and to be able to analyse figures relating to these measures and thus potential factors in changes in absolute poverty and relative poverty To be able to distinguish between wealth and income inequality and to explain and analyse income inequality: the Lorenz curve (diagrammatic analysis) and the Gini coefficient. To be able to analyse causes and impacts of income and wealth inequality within countries and between countries and impact of economic change and development on inequality To be able to to analyse the significance of capitalism for inequality	*industrialisation: the Lewis model* *development of tourism* *development of primary industries* *Fairtrade schemes* *Aid debt relief and the role of international institutions and non-government organisations (NGOs):* *World Bank* *International Monetary Fund (IMF)* *NGOs in economic development.* To be able to explain the various roles of financial markets in the economy: *a) To facilitate saving* *b) To lend to businesses and individuals* *c) To facilitate the exchange of goods and services* *d) To provide forward markets in currencies and commodities* *e) To provide a market for equities* To be able to identify, explain and apply knowledge of the different types of market failure in the financial sector, *including:* *a) Consideration of:* *asymmetric information* *externalities* *moral hazard* *speculation and market bubbles* *market rigging* To be able to explain and apply knowledge of the			

			role of central banks in the economy: a) Key functions of central banks: *implementation of monetary policy* *banker to the government* *banker to the banks – lender of last resort* *role in regulation of the banking industry*			
	Autumn 1 **Theme 3 Lesson / Content Overview:** Teacher led PPTs covering 3.1, 3.2 facilitating student understanding and application. Do Now: two news articles reporting on the expansion of a firm, either organically e.g. Deliveroo adding WHSmith to the range of its delivery products or externally, such as the merger of Morisson's and McColls. Students work in pairs to analyse two benefits and two potential costs of this internal or external growth in context of those companies' or industries. Provide examples of firms that are small in scale and task students to determine why either it may make sense for those firms to stay small, or to	**Autumn 2** **Theme 3 Lesson / Content Overview:** Teacher led PPTs covering 3.2-3, 3.3 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. Task students to create a table which analyses the different types of market structures based on important characteristics, the following occupy a row each in the first column and the types of market failure are headed up by column in the header row: - Degree of competition - Barriers to entry/exit - Efficiencies (productive, dynamic, allocative) - Price maker or price taker - Supernormal profit or normal profit	**Spring 1** **Theme 3 Lesson / Content Overview:** Teacher led PPTs covering 3.4 on monopolistic competition and oligopoly facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events. Case studies of barbers, uber drivers, fast food, takeaway – justify why they are monopolistically competitive and analyse in context of the diagram. Why are they not allocatively efficient? Why do they only make normal profit in the LR? Use of kinked demand curve to illustrate the characteristic of non-price competition, the risk of price wars and the dominant strategies in	**Spring 2** **Theme 3 Lesson / Content Overview:** Teacher led PPTs covering 3.5, 3.6 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events wrt to monopsony abuse, labour market changes. A wide range of contexts can be found to illustrate monopsony power. Show students: 'Supermarkets "hurting suppliers"' BBC video clip. Answer 5, 8, 10, 12m, 15m marker exam questions: data response questions analysing and evaluating monopsony, contestilbility market structures. These require knowledge; application/ use of data from extract, analysis and evaluation (may use	***Summer 1*** ***Revision and Exam Practice*** *Exam Practice and Revision across all Themes* *Paper 3 Synoptic essay practice* *Preparation for UCAS Exams* *SAQ practice* *DRQ practice* *Essay Practice*	***Summer 2*** **STUDY LEAVE** *Paper 1 Exam Booster* *Paper 2 Exam Booster* *Paper 3 Exam Booster*

	identify benefits for these specific firms for doing so. Ask students to construct flow chart visuals of what a horizontal merger, forward vertical merger and backward vertical merger look like using an example e.g. a petrol retail company buying up the oil rig (backwards) etc. Present conglomerate integrated company examples and students find out what type of products and services fall under these and to consider the potential issues with such integration. Provide chart data on the largest firms in the world/ UK and students research how they grew. Organic or external and how? And how they have benefitted from economies of scale and consider cases of diseconomies of scale where these firms may have become too bureaucratic and also may face issues of divorce of ownership and control. F1 racing industry is a good example of external economies of scale with reference to 'agglomeration' processes.	- Innovation high or low Present case studies of different market structures where students have to justify the characteristics of the market (above) in context of the firm or industry e.g. – Perfect competition – crops, currency - Monopoly – digital platforms - Oligopoly – airlines, supermarkets - Monopolistic competition – barbers, fast food joints, taxi drivers.	case of price changes as well as the motivation *Game theory:* 1.Students play the prisoner's dilemma game. 2.Worksheets in which students have to populate matrices for particular firm/industries which state the different pay offs of firm pricing decisions in an; using the matrices to illustrate that the collective optimal outcome is collusion but that there is temptation to cheat 'under cut a price fix' as it offers the highest 'win'. Use of oligopolistic industries for the above e.g. supermarkets, air flight, digital platforms, oil, smart phones.	CLASPP tool). Teacher models and facilitates students to answer these. Students to practice labour market diagrams in context of different scenarios where factors affecting labour supply and labour demand change and students are tasked to illustrate these diagrammatically and be able to explain why the factor shifts LD or LS. Paper 1 Section A questions: Look at MRP theory with numerical examples. Task students to analyse whether wage elasticity of demand and wage elasticity of supply of labour is inelastic/elastic based on given industry e.g. for software programmers supply is likely to be wage inelastic because these are high level technical skills requiring undergrad post grad and on the job experience, as a result, workers have more wage bargaining power, students to consider the role of barriers to entry into markets e.g. qualifications. *Its important to emphasise the difference between product markets and labour markets. In this case it is the firm that 'demands' the workers. This should help students consider labour*		

	Provide brief case study with questions. Students draw diagrams that relate the different types of costs all on one diagram, such as average total cost with TC, TFC, TVC, AVC and AFC and MC on the same diagram. Students draw diagrams that relate the different types of costs all on one diagram, such as average TR, AR, MR. Students attempt 8 to 15 markers evaluating the benefits and costs of say horizontal mergers. Highlight to students the role of economies and diseconomies of scale. Task students to illustrate the different forms of efficiency noted above diagrammatically and refer to these diagrams in explanations and supported with an example. For example, allocative efficiency which is when price=MC or AR=MC, where demand and supply meet in a diagram and resource allocation meets society wants thus opportunity cost is at a minimum			*demand factors for different occupations.* Once students understand the term 'labour supply' in this context, pick different occupations and task students to identify the different factors affecting it. *Students should make the link to structural unemployment where demand for a particular industry wanes or technological change* In terms of government intervention (3.6), task students to research case studies/ examples where Competition and Markets Authority or regulators have acted and write out the specific intervention, reason for it and pros and cons of that intervention, including scope for government failure. Plenty of examples are available on *Tutor2u* and newspaper websites. Emphasise the difficulties of setting price caps, performance targets, etc. e.g. energy price cap in the 2020-2023 energy price crisis providing real world examples. Another example is rail. Link to recap knowledge from 1.4.2 government failure. A link to Stockholm Syndrome could be made: regulatory capture is a similar phenomenon. Also link to government failure.		

	Autumn1	Autumn2	Spring 1	Spring 2	*Summer 1*	Summer 2
	Theme 4 Lesson Content/Overview Teacher led PPTs covering 4.1 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events relating to Specialisition and Trade, Patterns of Trade, Terms of Trade, Restrictions etc. Students could watch The Open University video clip: '60 seconds adventure in economics: The Principle of Comparative Advantage'. Teacher structured worksheet with numerical examples which demonstrate absolute and comparative advantage using PPFs. It can be extended to numerically show how total output can be higher after specialisation compared to self-sufficiency. On the sheet are two column tables of production outputs of two countries before and after trade which students use to draw Task students to draw the tariff diagram to analyse	**Theme 4 Lesson Content/Overview** Teacher led PPTs covering 4.1-4.2 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events relating to Balance of Payments, Inequality etc. Present students with a range of global flows of money and income in and out of an economy and asked to identify which component of the Balance of Payments it would be recorded and then asked to justify this. The UK has had a historic current account deficit. Task students to research factors, distinguishing between cyclical and structural causes. Students evaluate three categories of policy to reduce a current account deficit. Students mindmap factors that influence the value of currency Students may consider the ERM fixed exchange rate	**Theme 4 Lesson Content/Overview** Teacher led PPTs covering 4.3-4.4 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events relating to Measures, factors and strategies for economic development and causes of financial market failure and interventions to reduce systemic risk. For the duration of the unit, task students to focus on particular countries re how development is being achieved and what constraints exist. For e.g. the resource curse for SSA and corruption, and poor infrastructure in rural India etc. as constraints. Re development strategies students may research about ISI in 1950s/1960s and export orientation of East Asian tigers in 1970s/80s for example and more current examples of 'leapfrogging' development in Africa. This can then be collated	**Theme 4 Lesson Content/Overview** Teacher led PPTs covering 4.3-4.4 facilitating student understanding and application and 'Read Now' with Q&A tasks linking theory to economic events relating to macro-policy in global context: Present students with a range of real-world economic events and shocks and in pairs task them to evaluate appropriate policies to deal with them such as - *Surge in global commodity prices leading to cost push inflation – cost of living crisis* - *Inequality* - *UK's 'productivity puzzle' and sluggish long run growth* - *An unsustainable current account worsening/deficit* - *Stagflation* - *Deep recession* - *Runaway inflation* - *TNCs and Capital flight* - *Controlling TNCs* The above may involve variations and combinations of monetary policy (QE, exchange rate policy, interest rate), supply-side (market based or interventionist), fiscal policy and contemporary	***Revision and Exam Practice*** *Exam Practice and Revision across all Themes* *Paper 3 Synoptic essay practice* *Preparation for UCAS Exams* *SAQ practice* *DRQ practice* *Essay Practice*	**STUDY LEAVE** *Paper 1 Exam Booster* *Paper 2 Exam Booster* *Paper 3 Exam Booster*

	costs and benefits of and/ or illustrate: protectionism, free trade, trade creation and trade creation in context of the formation. Students should refer to changes in producer/consumer surplus changes for domestic economy, the deadweight loss area of the tariff and reasons for it. Section A questions on Terms of Trade including calculations and Section B questions tasking student to analyse/evaluate factors that may cause an improvement or worsening in the terms of trade in context of a country. Emphasise that an 'improvement' in ToT isn't always a positive aspect; for example it maybe due to rising costs and worsen the current account. Worsen or improve are not value judgements but refer to the change in value of ToT as per the formula as decreasing or increasing. Task students to create a visual continuum of increasing degrees of integration from Free trade area e.g. NAFTA on one end and Monetary Union e.g. The Eurozone, on the other end, in each	in UK 1990-92 and why it collapsed to consider the disadvantages of that system and thus draw on the merits of a free-floating exchange rate. Students may study a country that has risen up in the Global Competitiveness index and consider the factors that may have contributed. Students should be tasked to evaluate policies that a country may use in terms of efficiency enhancers, innovations enhancers Useful to consider how relative poverty might fall despite the gini coefficient rising – this was a June 2014 Edexcel data response question. Task students to draw Lorenz curves from a data set. Students are likely to be able to brainstorm their ideas. 'UK Income and Wealth Inequality' is a good video on Tutor2u. It shows how both income and wealth inequality has changed since 1950s. Look at the debate between those who argue that inequality is essential	into a resource for everyone. An opportunity to consolidate work in Theme 2 on supply-side policies as well as previous work on exchange rates, relating to both market-based and interventionist supplyside policies. Students plan 25markers evaluating factors or strategies to promote economic development in context i) emerging economy ii) stage ½ Rostow LEDC. The World Bank has development indicator data for individual countries over time which students may refer to. The World Bank also has a browse by country feature where, with some search, you can get a good overview on how much developmental progress has been made and what constraints still exist for that country. N.B. students will not have covered buffer stocks previously, but synoptic links can be made to minimum and maximum price schemes in Theme 1.4.1	issues, such as liquidity traps. Extend Theme 2. Spend some time looking at recent decisions of ECB. Students need to understand the implications of changes in interest rates and quantitative easing and the reasons why impact may be limited e.g. liquidity traps. Tutor2u has a good revision mind map that highlights some main issues. Make sure students can illustrate global shocks using AD/AS diagrams – a worksheet would be useful. Relate examples to main policy tools used by governments: relate to policies used in the financial crisis and why it was not clear to what extent they would work Short bursts of timed practice: DRQs, 5, 8, 10, 12, 15m Plan one out of the two PEEL points in a 25m, then evaluate it.		

	case stating the features of each and with examples of each. Set Data Response 10-15m questions or an essay, which task students to evaluate the case for a country to join a trade bloc / enter into a free trade agreement, or to leave it (e.g. UK). Students should consider the significance of the degree of integration: whether it is a customs union, or a common market in their arguments. For example, it creates trade diversion in the former and the impacts of migration and FDI maybe considered in the latter.	in a capitalist system to provide incentives to create conditions necessary for economic growth, versus those who argue that inequality itself constrains economic growth. For example, look at articles on how inequality impacts on barriers to social mobility. Also explore evidence that inequality impacts negatively on economic well-being. Task students to look at the contrasting view between capitalism creating levels of inequality which are unsustainable versus Kuznet's view. Pair work: Task each pair to focus on presenting policies to reduce poverty and inequality. The should explain how the measure would work, to what extent it would be an effective measure overall and how it may conflict with other macro or policy objectives. The World Bank has development indicator data for individual	The Financial Crisis of 2008 resulted in many countries using fiscal policy as a Keynesian tool to stimulate the economy. Examples of how this was done could be highlighted and students may be asked to carry out a project evaluating various policy prescriptions – austerity in Europe versus stimulus packages in US, for example and whether they were effective and comparing the outcomes. It would be useful to discuss cyclical and structural deficit data for UK. Highlighting why the UK wanted to reduce its fiscal deficit and national debt. Discuss the Eurozone crisis in terms austerity programme and how it deepened recession in Eurozone. Students could look at BBC News: 'EU Austerity drive country by country' and 'Austerity has been a disaster for the Eurozone' – The Guardian. Q&A on an article relating to US or UK housing and stock market bubbles preceding the financial crisis and how they crashed to lend understanding of the role of asset			

		countries over time which students may refer to. The World Bank also has a browse by country feature where, with some search, you can get a good overview on how much developmental progress has been made and what constraints still exist for that country. N.B. students will not have covered buffer stocks previously but links can be made to price controls theme 1.	upswings/downswings as well as sub prime lending Task students to review market failure - this is revision from Theme 1 – link to failure of financial markets. Relate to the experience of the credit crisis and bank bailouts. For example, the US subprime mortgage market was based on speculation that US house prices would continue to rise.			
	Overall Skills practiced Diagrammatic analysis Evaluation Data Response skills Contextual analysis Numerical skills Application to industry Application to countries			**Overall Skills practiced** Diagrammatic analysis Evaluation Data Response skills Contextual analysis Numerical skills Application to countries Research Application/ use of country case studies Numerical (Gini, Lorenz curve Evaluation of policy		
	Theme 3 Homework Students attempt to 15 markers evaluating such business growth questions.	**Theme 3 Homework** Textbook/Tutor2u case study questions based on different market structures	**Theme 3 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions: data response questions analysing and evaluating specific market structures	**Theme 3 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions on monopsony, labour market	**Theme 3 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions: data response questions evaluating different government intervention and	**Homework across Theme 3 and 4** ***Exam Practice and RAG based consolidation***

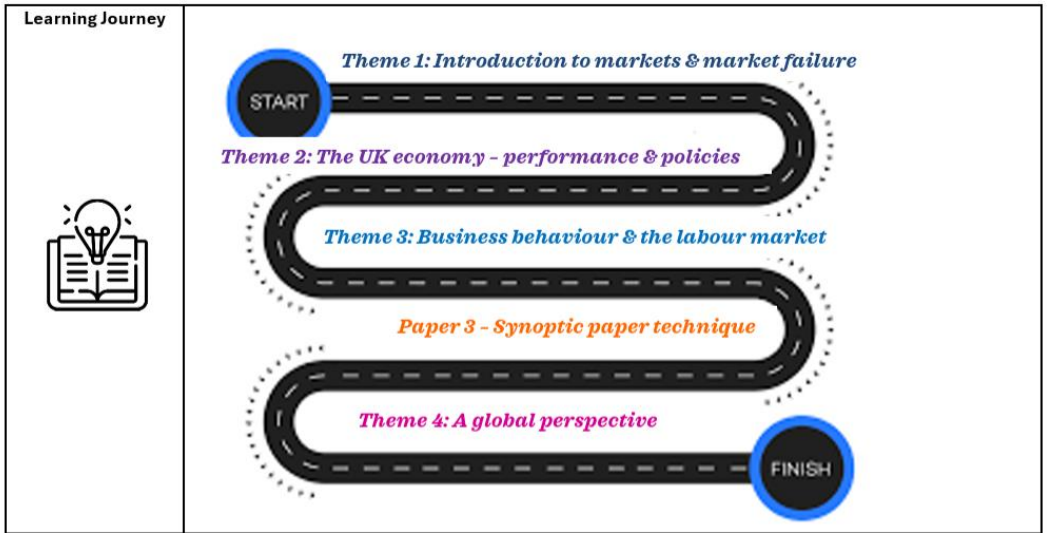
	Case study articles on article of a merger/ acquisition/ demerger with questions. See textbook. Diagram practice illustrating the various business objectives AC/DC and Tutor2u Worksheets	Paper 1 Data Response questions on different market structures Paper 1 Section A MCQ/SAQs requiring diagrammatic and numerical application (cost revenue diagrams, concentration ratio calculations) AC/DC and Tutor2u Worksheets Textbook case study questions Topic based exam practice from Expert Tuition Paper 1 Section A questions including MCQs and SAQs involving diagrams, definitions and calculations	Newspaper articles with questions on firms representing certain sectors of a particular market structure e.g. supermarkets (oligopoly), energy/utilities infrastructure (natural monopoly) AC/DC and Tutor2u Worksheets Textbook case study questions Topic based exam practice from Expert Tuition	25m essays evaluating effects of monopsony on particular market Paper 1 Section A MCQ/SAQs requiring diagrammatic analysis of labour markets Newspaper articles with questions based on: - different occupations/ labour markets Topic based exam practice from Expert Tuition AC/DC and Tutor2u Worksheets	regulation e.g. on RPI-X (price capping) Newspaper articles with questions based on: - different occupations/ labour markets and on anti-competitive behaviour of firms or monopoly abuse in which CMA/watchdogs sanction or intervene to correct failure. E.g. mergers or famously collusion between banks that shared interest rate information and thus involved in rate fixing (RBS, Barclays).	
	Theme 4 Homework Globalisation research project: students work in small groups to present the factors, costs and benefits of globalisation in the context of an emerged or emerging economy e.g. BRICS or one of the next11. Students must meet criteria relating to A01-4 and academic honesty Exercises which task students to work out whether there is a basis	**Theme 4 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions: data response questions on exchange rates, BofP, exchange rates, inequality. Students evaluated exchange rate systems, managed vs floating in context of economy of their choice for example the pros and cons of China pegging its currency against dollar over given time period.	**Theme 4 Homework** 25 marker evaluating strategies for development re a particular country or region Paper 2 Data Response questions on the constraints to development. Q&A relating to factors and strategies of development based on country case studies (many available on	**Theme 4 Homework** 25m essay practice on evaluating macro policies to deal with: - *Surge in global commodity prices leading to cost push inflation – cost of living crisis* - *Inequality* - *UK's 'productivity puzzle' and sluggish long run growth* - *An unsustainable current account worsening/deficit*	**Theme 4 Homework** Paper 1 Section B: 5, 8, 10, 12, 15 marker exam questions: data response. Task students to make synoptic links across specification, such as analyse micro and macro effects of a rise in global commodity prices. Synoptic essay practice. Brainstorm effects based on micro and macro impact mneumonics	**Homework across Theme 3 and 4** ***Exam Practice and RAG based consolidation***

	for trade based on trade data, by constructing/plotting PPFs Diagram practice using tariff diagrams to illustrate the case for against or both of free trade and of economic integration via trade blocs 10-15 marker data response questions evaluating the case for trade, or protectionism or joining or leaving a trade bloc 25 marker on whether globalisation has benefitted a specific group of economies	Stimulus material on nations with current account imbalances. Students look at current account deficit and surplus nations e.g. UK vs Germany and investigate the causes, are they cyclical or structural are they problematic or not and why? Students may compare factors driving inequality in LEDCs vs MEDCs	Tutor2u) e.g. primary product dependency issues in SSA and use of micro-finance in Bangladesh etc. Country research to create a two-page development profile of an LEDC or emerging economy based on a range of measures from the Gini coefficient to HDI to export value as % GDP and highlighting the challenges and opportunities for development for that country (a SWOT)	- *Stagflation* - *Deep recession* - *Runaway inflation* - *TNCs and Capital flight* - *Controlling TNCs* Students tasked to develop economic profiles wrt development challenges and opportunities for: - *High income nation* - *Emerging economy* - *Low income nation* This will help provide application for the Paper 2 essay.	DIGESTIF POPSICLE	
	Stretch & Challenge tasks and Reading by Theme: Theme 3 and Theme 4					
	Stretch & Challenge Higher order questioning relating to a case study article of a merger/ acquisition/demerger and extension tasks in PPT Higher order questioning relating to case studies of mergers and acquisitions. Comparison of whether internal growth versus external growth is the better approach for a particular firm of a particular industry with justification Higher order questioning and extension tasks in PPT	**Stretch & Challenge** Task: *"Are large technology firms beneficial innovators or harmful oligopolists?"* *Research a real-world oligopoly (e.g. Apple, Google, Microsoft or the airline industry). Create a 10-minute briefing evaluating whether their market power leads to dynamic efficiency through innovation or consumer exploitation through reduced competition. Your analysis must include:* • *A game theory payoff matrix showing strategic decisions between two competing firms.* • *Evaluation of barriers to entry, contestability.*	**Stretch & Challenge** Task: compare the relative merits/drawbacks of a country joining a customs union versus a common market with reference of country examples for support and with reference to concepts such as 'trade diversion' and immigration. Ask students to identify why, when and in which circumstances a 'worsening' in the terms of trade may be beneficial for a country and 'improvement' in terms of trade for a country in context.	**Stretch & Challenge** Task: analyse the development of a country/counties in the context of a development model: e.g. Rostow's 'take off' by reference to the East Asian tigers and consider why countries may not develop this 'linear' way or the barriers to developing in this particular way faced by some developing countries (Sub-saharan Africa) Students to compare the development of countries via import substitution and export oriented industrialisation and role of IFIs		

	Students research real world examples of price wars, cartels, collusion and price leadership in this market.	• *A judgement on whether regulators should intervene or allow firms to retain monopoly profits* Task: Compare the market structure today with the same industry 20 years ago and assess whether technological change has increased or reduced contestability.	Higher order questioning and extension tasks in PPT	Higher order questioning and extension tasks in PPT Use CLASPP tool to evaluate specific real world macroeconomic policies used by different nations Higher order questioning and extension tasks in PPT		
	Reading **3.1 Firm growth, economies of scale & integration** Reading: *"The Rise of the Supermarket" – The Economist* Link: Apply economies of scale, vertical integration and buying power to evaluate whether large firms gain efficiency or create market dominance. **3.2 Revenue, costs, profits & business objectives** Reading: *"Why Amazon's Profits Are So Difficult to Understand" – Financial Times* Link: Explore how firms balance revenue growth, market share and profit maximisation when pursuing long-term strategic objectives. **3.4 Market structures: oligopoly, monopoly power & contestability** Reading: *"The Antitrust Case Against Big Tech" – Harvard Business Review* Link: Evaluate whether firms such as Google and Amazon create dynamic efficiency through innovation or exploit barriers to entry. **3.5 Labour markets: wages, productivity & monopsony power** Reading: *"The Rise of the Gig Economy" – OECD* Link: Apply monopsony theory and labour market imperfections to assess whether platforms **increase flexibility or weaken worker bargaining power.** **3.6 Government intervention: regulation of monopoly and monopsony abuse** Reading: *"Privatisation and Regulation in the UK: Lessons from Rail and Energy" – Institute for Government* Link: Evaluate whether regulators such as Ofgem and the Office of Rail and Road have successfully balanced competition, consumer protection and investment incentives. **www.ft.com** **www.economist.com** **www.guardian.co.uk**			**Reading** **4.1 International trade, comparative advantage & trade blocs** Reading: *"The Case for Free Trade" – The Economist* Link: Apply comparative advantage and protectionism theory to evaluate whether trade openness improves welfare or increases inequality between countries. **4.1 Balance of payments & exchange rates** Reading: *"Why Do Countries Have Trade Deficits?" – IMF Finance & Development* Link: Use current account theory and exchange rate analysis to evaluate whether trade deficits are harmful or a reflection of investment and economic growth. **4.3 Economic development, growth & poverty reduction** Reading: *"The Bottom Billion" – Paul Collier* Link: Apply development economics concepts such as institutional failure, human capital and foreign aid to explain why some countries remain trapped in low growth. **4.4 Financial markets, crises & systemic risk** **Reading: *"The Big Short" – Michael Lewis*** Link: Analyse how excessive risk-taking, asymmetric information and weak regulation contributed to the 2008 financial crisis. **4.5.4 Macroeconomic policies in a global context** **Reading: *"The Global Economy After the Energy Shock" – IMF*** Link: Evaluate how governments use fiscal policy (taxation, subsidies and public expenditure) to respond to global commodity price shocks while managing inflation and debt sustainability. **www.tutor2u.net** **Economic Review** **Macroeconomic blogs** **www.tradingeconomics.com/**		

	www.timesonline.co.uk www.independent.co.uk http://www.bbc.co.uk/news/business/economy	www.economicshelp.org/ Regenerative Economics https://www.regenerativeeconomics.earth/regenerative-economics-textbook/about-the-book

Learning Journey



PINNER
HIGH SCHOOL

Pinner High School: Computer Science

KS3: Computing

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

KS5: A Level Computer Science - OCR (H446)

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 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Year 7	**Welcome to PHS and E-Safety and Computational Thinking** ● Baseline Assessment ● File & Search Engine Management ● Cyberbullying ● Privacy and Security	**Spreadsheet Modelling** ● Working with cells ● Formatting ● Formulas and functions ● Charts	**Computer Systems** ● Input, Output and Storage ● Computer Components and software ● Search engines	**Programming with EduBlock** ● Computational Thinking ● Flowcharts ● Python turtle (Sequence)	**Physical Programming with Micro:Bits** ● Sequence ● Selection ● Iteration ***Assessments***	**Digital Project with GSuite** ● Writing a proposal ● Analysing data ● Creating a presentation ● Gathering feedback ● Presenting to an audience

	● Digital Footprint ● Email ***Assessments*** End of unit assessment at the end of half term	*Students also compete in Bebras.* ***Assessments*** End of unit assessment at the end of half term	***Assessments*** End of unit assessment at the end of half term	● Python turtle (Iteration) ● Python script introduction ● Python quiz (Selection) ● Python quiz (variables and formulas) ***Assessments*** End of unit assessment at the end of half term	End of unit assessment at the end of half term	***Assessments*** End of unit assessment at the end of half term
Year 8	**Digital Citizen & Cyber Security** ● Social Media ● Fake News ● Digital Media & Your Brain ● Phishing ● Malware ● Hacking ***Assessments*** End of unit assessment. **Computers Systems Part 2** ● File sizes ● File size conversions ● The CPU ● Boolean Algebra and Logic Gates ● Binary conversion ● Image representation ***Assessments*** End of unit assessment.	**Bebras Challenge November 2025** **Application Development** ● Preparing Assets ● Building an App ● Event driven programming ***Assessments*** End of unit assessment.	**Introduction to Python** ● Computational Thinking ● Flowcharts ● Data types and variables ● Selection ● Iteration ***Assessments*** End of unit assessment.	**Artificial Intelligence and Machine Learning** ● What is AI ● How computer learn from data ● Bias ● Decision trees ● ML problem solving ● Careers in AI ***Assessments*** End of unit assessment.	**Web Technologies** ● Introduction to HTML and formatting text ● Images and Hyperlinks ● Introduction to CSS ● DIV and Classes ● Layouts and CSS Box Model ● JavaScript - Inputs and Outputs ***Assessments*** End of unit assessment.	**2D Animation** ● Frame by frame animation ● Tweening ● Creating assets ● Holiday Animation ***Assessments*** End of unit assessment.
Year 9	**1. Computer Systems** (14 lessons) ● Computer Systems ● System Software ● Introduction to the CPU ● The FDE Cycle ● Main memory ● Secondary storage ● Optical and magnetic storage	**2. Data Representation** (11 lessons 1 Assessment Lesson) ● Number bases ● Binary Addition ● Binary Subtraction ● Binary Shifts ● Hexadecimal ● Representing Text ● Representing images	**3. Computer Networks** (8 lessons 1 Assessment Lesson) ● Computer networks ● Client Server models ● Network hardware ● Network topologies ● Transmission media ● Network performance	**4. Cyber Security** (5 lessons 1 Assessment Lesson) ● Cybercrime and hacker motivation ● Non automated cybercrime ● Automated cybercrime ● Network design as a defence	**5. Computer Software** (2 lessons) ● Operating systems ● Utility software **Drop down week** ● Computer Network (3 lessons) **Yr 9 Revision** (1 lesson) ● Topics 1-4 review	**6. Impact of Technology** (6 lessons 1 Assessment Lesson) ● Impact of technology ● Data Protection Act ● Computer Misuse Act ● Freedom of information act ● Copyright and Patents Act

	● Selecting secondary storage ● Logic gates ● Logic problems ***Assessments*** Students will be assessed midway through the topic and at the end of the topic.	● Representing sound ● Measurements of storage ● File calculations ***Assessments*** Students will be assessed midway through the topic and at the end of the topic.	● The internet ● Hosting services ● Protocols **Drop down week** ● Computer Systems (3 lessons) ***Assessments*** Students will be assessed midway through the topic. End of unit assessment will also include Topic 1 Computer Systems	● Protecting the network **Drop down week** ● Data Representation (3 lessons) ● ***Assessments*** Students will be assessed midway through the topic. End of unit assessment will also include Topic 2 Data Representation	**Year 9 Assessments** (2 lessons) ● End of year assessment covering topics 1-5 ***Assessments*** End of year assessment covering all topics.	● Cultural impact ● Environmental impact ● Ethical impact
	Programming Skills (6 lessons) ● Computational Thinking (2 lessons) ● Flowcharts (2 lessons) ● Programming Construct (2 lessons) Programming skills will be assessed through the completion of the challenges.	**Programming Skills** (6 lessons) ● Programming constructs Selection and For loops Programming skills will be assessed through the completion of the challenges.	**Programming Skills** (6 lessons) ● Programming constructs - Iteration ● Pseudocode ● Bebras Programming skills will be assessed through the completion of the challenges.	**Programming Skills** (6 lessons) ● Programming Challenges on all programming constructs Programming skills will be assessed through the completion of the challenges.	**Programming Skills** (4 lessons) This term practical lessons will focus on exam skills for Component 1	**Programming Project** (6 lessons) Students undertake a mini programming project based on a scenario to develop their planning, developing and testing skills.
Year 10	**Component 2 - 2.1.1 Computational Thinking** (11 lessons) ● Principles of computational thinking ● Input, Process and Outputs for a problem ● Structured diagrams ● Pseudocode ● Flowcharts ● OCR Reference Language ● Trace Tables **Drop down week** ● CPU and Registers (3 lessons)	**Component 2 - 2.1.2 Searching and Sorting Algorithms** (6 lessons) ● Searching algorithms (Binary and Linear) ● Sorting algorithms (Bubble, Merge, and Insertion) **Component 2 - 2.2.1 Programming Fundamentals** (3 lessons) ● Use of variables, constants, operators, inputs, outputs and assignments ● Programming constructs ● Arithmetic operators	**Component 2 - 2.2.2 Data Types & Additional Programming Techniques** (9 lessons) ● Use of data types ● String manipulation ● File handling operations ● Use of records ● SQL to search for data ● Arrays - 1D and 2D ● Functions ● Procedures ● Random number generation **Drop down week** (3 lessons)	**Component 2 - 2.3.1 Defensive Design** (4 lessons) ● Defensive design considerations ● Input validation ● Maintainability **Component 2 - 2.3.2 Testing** (3 lessons) ● Purpose of testing ● Types of testing ● Syntax and logical errors ● Test data ● Refining algorithms	**2.4 Boolean Logic** (4 lessons) ● Simple logic diagrams ● Truth tables ● Combining Boolean operators **2.5 Programming Languages and IDE** (4 lessons) ● High level programming languages ● Low level programming languages ● Translators ● Compilers and Interpreters	**Component 2 review** **End of year assessment** **Review Component 1** ● 1.1 Systems Architecture ● 1.2 Memory and Data ● 1.3 Networks ***Assessments*** Students start the term with an end of component assessment assessing all topics of Component 2.

	Assessments Students will be assessed midway through the topic. End of unit assessment will also include CPU and registers.	● Boolean operators **Drop down week** (3 lessons) ● Primary and Secondary Memory ***Assessments*** Students will be assessed at the end of each topic.	● Data representation ***Assessments*** Students will be assessed midway through the topic. End of unit assessment will also include data representation.	**Drop down week** (3 lessons) ● Types of networks ● Network performance ● The internet ● Topologies ***Assessments*** Students will be assessed at the end of each topic. End of unit assessment will also include Networks.	● Tools and facilities available in an IDE **Drop down weeks** (4 lessons) ● Wired and wireless networks, protocols and layers ***Assessments*** Students will be assessed at the end of each topic. End of unit assessment will also include Networks.	
	Programming Development (7 lessons) Application of Computational Thinking, Pseudocode and flowcharts to programming challenges	**Programming Development** (6 lessons) Application of programming constructs, arithmetic and boolean operators	**Programming Development** (6 lessons) Application of string manipulation, file handling, SQL and arrays	**Programming Development** (5 lessons) Application of developing robust systems	**Programming Development** (6 lessons) This term practical lessons will focus on exam skills for Component 2	**Programming Project** (3 lessons) Students undertake a mini programming project based on a scenario to develop their planning, developing and testing skills.
Year 11	**1.1 Systems Architecture** ● Von neumann architecture ● CPU components and functions **1.2 Memory and Storage (3 lessons)** ● Primary and secondary storage ● Units of data ● Data representation ● Compression **1.3 Networks (6 lessons)** ● Types of networks and Topologies ● Performance & Hardware ● The Internet ● Standards, Protocols & Layers ● Encryption and Address	**1.6 Impact of Technology** ● Impact of technology on wider society ● Legislation and software licences **Yr 11 Mocks** (10 - 21 Nov) **Mock Feedback** 1 December ***Assessments*** Students will sit Year 11 mocks this half term. This will consist of two full papers assessing all areas of the specification for both units.	**1.4 Network Security** (7 lessons) ● Forms of attack ● Common prevention methods ● EOT assessment **1.5 Systems Software** (5 lessons) ● Purpose and functionality of operating systems ● Purpose and functionality of utility software ● Utility system software ● EOT assessment ***Assessments*** Students will be assessed at the end of each topic for both components.	**Component 1 Assessment** ● Full paper (double lesson) ● Feedback (double lesson) **2.3 Producing Robust Systems** (6 lessons) ● Defensive design considerations ● Input validation ● Maintainability ● Purpose of testing ● Types of testing ● Identifying errors ● Test data ***Assessments*** Students will be assessed at the end of each topic. Students will also sit another full Component 1 paper this term during their double lessons.	**Component 1 and Component 2 recap** Topics for this term are recapped following the question level analysis from the mocks from Spring 2. **GCSE Public Exam Dates** *Component 1 - 13 May PM* *Component 2 - 19 May PM*	

	Assessments Students will be assessed at the end of each topic.					
	2.2 Programming Fundamentals (5 lessons) ● Selection ● Nested Selection ● For Loops ● While Loops ● Arrays ● File Handling	**2.4 Boolean Logic** (2 lessons) **2.5 Programming Languages and IDE** (2 lessons)	**2.1 Algorithms** (5 lessons) ● Flowchart ● Trace tables ● Standard searching algorithms ● Standard sorting algorithms	**2.2 Programming Fundamentals** (5 lessons) ● String Manipulation ● Arrays ● Random Number ● Records and SQL		

Year 12						
1.1.1 Structure and function of the processor (9) ● CPU components, registers and buses ● FDE cycle ● Performance of CPU ● Pipeline processing ● Processor architecture **1.1.2 Types of processor (4) CISC and RISC Processors** ● GPUs ● Multicore and Parallel systems **1.1.3 Input, output and storage (5)** ● Input, Output and Storage devices ● Magnetic, flash and optical storage ● RAM and ROM ● Virtual storage **2.1 Elements of computational thinking** ● Thinking abstractly ● Thinking ahead **Programming Development** ● Python Procedural Programming ***Assessments*** Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.	**1.2.1 Systems Software (8)** ● Function and purpose of operating systems ● Memory management ● Interrupts ● Scheduling ● Bios ● Device drivers ● Virtual machines **1.2.2 Application Generation (6)** ● Nature of applications ● Utilities ● Open source Vs closed source ● Translators ● Stages of compilation **2.1 Elements of Computational Thinking (6)** ● Thinking procedurally ● Thinking logically ● Thinking concurrently **Programming Development** ● C# Programming ***Assessments*** Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.	**1.3.1 Compression, Encryption and Hashing (5)** ● Lossy vs lossless compression ● Run length encoding ● Symmetric and asymmetric encryption ● Hashing **1.3.2 Databases (8)** ● Relational database ● Methods of capturing data ● Normalisation to 3NF ● SQL ● Referential integrity ● Transaction processing **1.2.4 Types of programming languages (6)** ● Programming paradigms ● Procedural languages ● Assembly languages ● Modes of addressing ● Object oriented languages **Programming Development** ● Java Programming ***Assessments*** Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.	**1.3.3 Networks (9)** ● Characteristics of networks ● Internet structure ● Network security and threats ● Network hardware ● Client-server and peer to peer **1.3.4 Web Technologies (10)** ● HTML, CSS and Javascript ● Search engine indexing ● PageRank algorithm ● Server and client side processing **2.1.1 Programming techniques (6)** ● Programming constructs ● Recursion ● Global and local variables ● Functions and procedures ● Parameter passing ● Use of IDE ● Object orientated techniques ***Assessments*** Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.	**1.4.1 Data Types (14)** ● Primitive data types ● Positive integers ● Sign and magnitude and two's complement ● Addition and subtraction of binary numbers ● Hex and Den ● Floating point binary ● Bitwise manipulation ● Character sets **1.4.2 Data Structures (8)** ● Arrays to 3D, records, lists and tuples ● linked lists, graph, stack, queue, tree, binary tree, hash table ***Assessments*** Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.	**1.4.3 Boolean Algebra (8)** ● Boolean logic ● Karnaugh maps ● Simplify boolean statements ● Truth tables ● D type flip flows ● Half and full adders **3.1. Analysis of the problem** ● Problem identification ● Stakeholders ● Research the problem ● Specify the proposed solution ***Assessments*** Yr 12 Mocks will consist of two papers covering all topics taught in Year 12.

Year 13	**1.2.3 Software Development** ● Software methodologies ● Writing and following algorithms **1.5 Legal, moral, cultural and ethical issues** ● Computer related legislations ● Moral and ethical issues **2.2.2 Computational Methods** ***Assessments*** Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit. **3.2 Programming Project** Design of the solution	**2.3.1 Algorithms** ● Analysis and Design of algorithms ● Big O notation ● Algorithms for data structures ● Standard Algorithms **1.1 Components of a computer and their uses review** **2.1 Understand what is meant by computational thinking recall** ***Assessments*** Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit. **3.3 Developing the solution** Iterative development process	**1.2 Software and software development review** **1.3.1 How data is exchanged between different systems review** **Year 13 mocks** (5 - 16 Jan) ***Assessments*** Year 13 mocks will consist of two full papers assessing all areas of the specification for both units. **3.3 Developing the solution** Testing to inform development	**1.3.2 Databases review** **1.3.3 Networks review** **1.4.3 Boolean Algebra recall** **Component 1 Assessment** Full paper **Component 2 Assessment** Full paper ***Assessments*** Students will complete two full papers at the end of this half term. **3.4 Evaluation** Testing to inform evaluation Success of the solution Describe the final product Maintenance and development NEA Submission	**Prepare for Summer Exams**	
	Homework and Consolidation Year 13 students are required to work on their programming project independently throughout the year ensuring they meet the interim deadlines at the end of each term. Students are also expected to complete set homework and continue with revision throughout the year.					

Curriculum Overview: Mandarin

KS3: Jinbu 1. Option to participate in the Mandarin Excellence Programme.
KS4: GCSE Chinese (Spoken Mandarin) (8673). Option to participate in the Mandarin Excellence Programme.
KS5: Year 12 and 13: Edexcel A Level Mandarin

PINNER HIGH SCHOOL

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, building skills outlined in the Pinner High School Oracy Success Criteria https://docs.google.com/document/d/1NA4SJMVHfatrAI-zXFQm_B0mDguA-azO/edit?usp=sharing&ouid=106195038582587635029&rtpof=true&sd=true

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

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

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

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

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

Key Stage 5 lessons make use of authentic cultural material including books and films in the target language. Our teachers take an active role in ongoing national discussions about assessment and resources for KS5 Mandarin study.

Impact

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

Our school is committed to delivering the Mandarin Excellence Programme, an intensive programme requiring 4 hours of teaching and 4 hours of homework each week. Students in Years 7 to 10 can apply to join. We are proud of the strong performance which our MEP students show on the annual hurdle tests.# Most importantly, we are pleased to see students across all year groups demonstrating an interest in and enjoyment of learning languages, and an understanding and appreciation of other cultures.

Careers

'China's growing international stature' has been acknowledged as 'by far the most significant geopolitical factor in the world today' in the March 2021 Integrated Review of Security, Defence, Development and Foreign Policy. Proficiency in Chinese Mandarin is a highly regarded skill by employers in the UK and around the world in fields such as international trade, diplomacy, education, translating and interpreting, financial consultancy, the cultural industries, journalism, law, advertising, the civil service, policy making, event management, security, tourism, and many more areas. We support students in considering how to utilise Mandarin in their future careers by hosting talks by professionals, and providing bespoke advice on next steps to our students, particularly those in Key Stage 5.

Assessment

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

At Key Stage 3, students are assessed on listening, reading, and writing once each term. At Key Stage 4 and 5, teachers provide written feedback about a piece of work twice every half term. This might be an assessment, a piece of homework or a piece of classwork. Students are given a green box task to complete in order to use the feedback to improve their work.
We use AQA for GCSE, and A-Level and Pre-U at Key Stage 5. Students on these courses participate in mock exams at least once a year. Students on the Mandarin Excellence Programme (in Years 7, 8, 9 and 10) also participate in the annual national hurdle tests.

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

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

Year 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My age	***My name; My family***	***My pets; My birthday***	***My hobbies***	***Sports***	***School***
Aims: - Know the rules of writing Chinese characters - Be able to ask and say how old you are - Be able to greet people in Mandarin **Lesson / Content Overview:** -Introduction to Chinese -Numbers 1-99 -Pronouns: I and you 我，你 -Chinese greetings **Skills / Concepts on:** Chinese characters Number formation Cultural greeting conventions	**Aims:** Be able to ask and answer "What's your name?" in Mandarin Be able to talk about family members and how many family members you have **Lesson / Content Overview:** -My name -'What' question -Pronouns -Family members -Verb: to have 有 **Skills / Concepts on:** Question words Chinese naming conventions	**Aims:** Be able to talk and write about pets Be able to talk about months and dates **Lesson / Content Overview:** -My pet -Measure word: 只 -Describing pets -Chinese New Year culture Saying and writing dates in Chinese Asking and answering questions about today's date Asking and answering questions about birthdays **Skills / Concepts on:** Measure words Question words Radicals Date formation Pictographic characters	**Aims:** -Describing hobbies Be able to express like or dislike **Lesson / Content Overview:** -Hobbies vocabulary **Skills / Concepts on:** Giving opinions Question words Pictographic characters Translation challenges	**Aims:** Be able to talk and write about sports you like and can do Be able to talk about when you do different sports. **Lesson / Content Overview:** Word order with time phrases -Sports vocabulary -be able to 会 **Skills / Concepts on:** Word order Radicals Giving opinions	**Aims:** Be able to ask what time it is Talk about your school routine **Lesson / Content Overview:** -Subjects -Days of the week -Time in Chinese -Describing timetable -Connective: but 但是 -Pronouns: he and she 他，她 -Pronouns (plural): We, you, they 我们，你们，他们 **Skills / Concepts on:** Word order Pictographic characters
Homework Activities based on Jinbu 1 pages 2-5	**Homework** Activities based on Jinbu 1 pages 6-19	**Homework** Activities based on Jinbu 1 pages 20-23	**Homework** Activities based on Jinbu 1 pages 24-35	**Homework** Activities based on Jinbu 1 pages 36-39	**Homework** Activities based on Jinbu 1 pages 40-53

	Stretch & Challenge Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets
	Reading *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library

Year 7 MEP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My family	***My pets, My birthday***	***My hobbies and sports***	***School life***	***Food and drink***
Year 7 MEP commences in Autumn 2.	**Aims:** Be able to talk about family members and how many family members you have **Lesson / Content Overview:** -Family members -Chinese New Year culture **Skills / Concepts on:** Measure words Question words Radicals	**Aims:** Be able to talk and write about pets Be able to talk about months and dates **Lesson / Content Overview:** -My pet -Measure word: 只 -Describing pet -Verb: to have 有 Saying and writing dates in Chinese Asking and answering questions about today's date Asking and answering questions about birthdays **Skills / Concepts on:** Measure words Question words Radicals Date formation Pictographic characters	**Aims:** -Describing hobbies Be able to express like or dislike Be able to talk and write about sports you like and can do Be able to talk about when you do different sports. **Lesson / Content Overview:** -Hobbies vocabulary Word order with time phrases -Sports vocabulary -be able to 会 **Skills / Concepts on:** Giving opinions Question words Pictographic characters Translation challenges Word order Radicals	**Aims:** Be able to ask what time it is Talk about your school routine **Lesson / Content Overview:** -Subjects -Days of the week -Time in Chinese -Describing timetable -Connective: but 但是 -Pronouns: he and she 他，她 -Pronouns (plural): We, you, they 我们，你们，他们 **Skills / Concepts on:** Word order Pictographic characters	**Aims:** Be able to talk and write about foods and drinks you like and dislike Be able to talk and write about some popular Chinese foods in Mandarin Be able to talk and write about what you eat and drink at different meals Be able to order at a restaurant **Lesson / Content Overview:** -Verb: to eat 吃，to drink 喝 - Food and drink vocabulary **Skills / Concepts on:** Giving opinions Pictographic characters Using helping verb 要 to talk about the future Using timephrases

		Homework Activities based on Jinbu 1 pages 20-21	**Homework** Activities based on Jinbu 1 pages 22-35	**Homework** Activities based on Jinbu 1 pages 36-53	**Homework** Activities based on Jinbu 1 pages 54-57	**Homework** Activities based on Jinbu 1 pages 72-79
		Stretch & Challenge Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets
		Reading *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library

Year 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food and drink 1	***Food and drink 2***	***Holidays 1***	***Holidays 2***	***All About Me 1***	***All about me 2***
Aims: Be able to talk and write about foods and drinks you like and dislike Be able to talk and write about some popular Chinese foods in Mandarin **Lesson / Content Overview:** -Verb: to eat 吃，to drink 喝 - Food and drink vocabulary **Skills / Concepts on:** Giving opinions Pictographic characters	**Aims:** Be able to talk and write about what you eat and drink at different meals Be able to order at a restaurant To understand Chinese food culture **Lesson / Content Overview:** -Verb: to want 要 **Skills / Concepts on:** Using helping verb 要 to talk about the future Using timephrases Cultural knowledge Identifying radicals	**Aims:** -State your nationality - State what countries you have been to and would like to go to - Discuss the weather **Lesson / Content Overview:** Countries and nationalities - Days (yesterday, today, tomorrow) -Describing weather: 很+热/冷 -Weather report: Chinese cities 今天天气好不好? 有+雨/雪/风/云 countries and languages- **Skills / Concepts on:** -Present/past/future tense: 今天 昨天 明天	**Aims:** -Talk about where you like to go on holiday -Talk about different modes of transport -Use past time markers to talk about where you went on holiday **Lesson / Content Overview:** vocabulary for different places for holiday Transport vocabulary **Skills / Concepts on:** -Present/past/future tense: 今天 昨天 明天,了 - Chinese Golden Rule	**Aims:** 1. Describe people's appearance 2. describe my room **Lesson / Content Overview:** Personal appearance adjectives Furniture vocabulary including 子 noun-suffix **Skills / Concepts on:** Using adjectives Measure words	**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 Time phrases
Homework Activities based on Jinbu 1 pages 54-57	**Homework** Teacher-created worksheets	**Homework** Activities based on Jinbu 1 pages 72-75	**Homework** Activities based on Jinbu 1 pages 76-79	**Homework** Jinbu 2 workbook Preparation for vocab tests	

	Stretch & Challenge Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets
	Reading *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library	**Reading** *Chineasy* *Fun with Chinese Characters* *Easy Peasy Chinese* *Intriguing Chinese Characters* *Chinese Myths and Legends* *Global Cities: Beijing* *The People of China* *Food and Festivals of China* *Exploring China* *Eyewitness: China* *Eyewitness: Modern China* All available in the school library

Year 8 MEP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holidays	***All About Me 1***	***All about me 2***	***My Town***	***Houses and Jobs***	***Going shopping***
Aims: State your nationality - State what countries you have been to and would like to go to - Discuss the weather **Lesson / Content Overview:** Countries and nationalities - Days (yesterday, today, tomorrow) -Describing weather: 很+热/冷 -Weather report: Chinese cities 今天天气好不好? 有+雨/雪/风/云 countries and languages- different places for holiday Transport vocabulary -Places **Skills / Concepts on:** -Present/past/future tense: 今天 昨天 明天,了	**Aims:** 1. Describe people's appearance 2. describe my room **Lesson / Content Overview:** Personal appearance adjectives Furniture vocabulary including 子 noun-suffix **Skills / Concepts on:** Using adjectives Measure words	**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 Time phrases	**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:** 1. town places 2. relative place words 3. future time phrases 4. my house 5. comparison **Skills / Concepts on:** Prepositions Time phrases	**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:** -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	**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 -Clothes -Colours 1. fruit and vegetable 2. buying clothes 3. present continuous 4. online shopping **Skills / Concepts on:** Currency Weights Measure words
Homework Jinbu 2 workbook	**Homework** Jinbu 2 workbook	**Homework** Jinbu 2 workbook	**Homework** Jinbu 2 workbook	**Homework** Jinbu 2 workbook	**Homework** Jinbu 2 workbook

	Preparation for vocab tests	Preparation for vocab tests	Preparation for vocab tests	Preparation for vocab tests	Preparation for vocab tests	Preparation for vocab tests
	Stretch & Challenge Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets
	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	**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	**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	**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	**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	**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

Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Town	***Houses and Jobs***	***Shopping 1***	***Shopping 2***	***Travel in China***	***Travel in China***
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:** 1. town places 2. relative place words 3. future time phrases 4. my house 5. comparison **Skills / Concepts on:** Prepositions Time phrases	**Aims:** -Talk and write about houses - Talk and write about the occupations of family members - Talk and write about what job you want to do in the future **Lesson / Content Overview:** -Rooms in the house -Jobs **Skills / Concepts on:** -Chinese golden rule: making sentences -Future tense: 想 -The use of positive-negative question pattern: 是不是, 有沒有… -Connective: because 因为 **Careers Development:** Thinking and talking about future career plans in Mandarin	**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 -Clothes -Colours 1. fruit and vegetable 2. buying clothes 3. present continuous 4. online shopping **Skills / Concepts on:** Currency Weights Measure words	**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	**Aims:** Gain familiarity with major cities in China Talk and write about sightseeing in China **Lesson/Content Overview:** 1. seasons and directions 2. Visiting Beijing 3. tourist information 4. buying souvenirs **Skills/Concepts on:** Talking about the past using 过 一点儿 得	**Aims:** Gain familiarity with major cities in China Talk and write about sightseeing in China **Lesson/Content Overview:** 1. seasons and directions 2. Visiting Beijing 3. tourist information 4. buying souvenirs **Skills/Concepts on:** Talking about the past using 过 一点儿 得

	Homework Jinbu 2 workbook Preparation for vocab tests	**Homework** Jinbu 2 workbook Preparation for vocab tests	**Homework** Jinbu 2 workbook Preparation for vocab tests	**Homework** Jinbu 2 workbook Preparation for vocab tests	**Homework** Jinbu 2 workbook Preparation for vocab tests	**Homework** Jinbu 2 workbook Preparation for vocab tests
	Stretch & Challenge Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets
	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	**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	**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	**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	**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	**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

Year 9 MEP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Travel in China	***My Life***	***My School***	***My School***	***Leisure***	***Media***
Aims: Gain familiarity with major cities in China Talk and write about sightseeing in China **Lesson/Content Overview:** 1. seasons and directions 2. Visiting Beijing 3. tourist information 4. buying souvenirs **Skills/Concepts on:** Talking about the past using 过 一点儿 得	**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。。。	**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	**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	**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	**Aims:** - Discuss advantages and disadvantages of mobile technology **Lesson / Content Overview:** - Technology - Television and media **Skills / Concepts on:** Use of 给 Giving opinions

			-use of time phrases -comparisons -using 了 to show completed action	-use of time phrases -comparisons -using 了 to show completed action		
	Homework Jinbu 2 workbook Preparation for vocab tests	**Homework** Jinbu 2 workbook Preparation for vocab tests	**Homework** Activities based on Edexcel textbook pages 6-25	**Homework** Activities based on Edexcel textbook pages 26-45	**Homework** Activities based on Edexcel textbook pages 46-63	**Homework** Activities based on Edexcel textbook pages 64-69
	Stretch & Challenge Australian Jinbu workbook and worksheets	**Stretch & Challenge** Australian Jinbu workbook and worksheets	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide	**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	**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	**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	**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	**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	**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

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
My Life	***My School***	***My School***	***Leisure***	***Media***	***Media***
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。。。	**Aims:** - Talk about your school routine - Share opinions about school - Discuss the position of things in your school **Lesson / Content Overview:** - School routine - Opinions about school (uniform, facilities, subjects) **Skills / Concepts on:** -giving opinions -use of time phrases	Aims: -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:** -comparisons -helping verbs such as 应该 -using 了 to show completed action -要是 -先。。。然后。。。 **Skills / Concepts on:** -comparisons -using 了 to show completed action	**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	**Aims:** - Discuss advantages and disadvantages of mobile technology **Lesson / Content Overview:** - Technology - Television and media **Skills / Concepts on:** Use of 给 Giving opinions	**Aims:** - Discuss online preferences negatives of social media **Lesson / Content Overview:** -Talk and write about surfing the internet -Talk and write about films and music -Talk and write about celebrities **Skills / Concepts on:** Giving opinions 一。。。就。。。 对。。。有兴趣 虽然。。。但是 得
Homework Activities based on Edexcel textbook pages 6-25	**Homework** Activities based on Edexcel textbook pages 26-31	**Homework** Activities based on Edexcel textbook pages 32-45	**Homework** Activities based on Edexcel textbook pages 46-63	**Homework** Activities based on Edexcel textbook pages 64-69	**Homework** Activities based on Edexcel textbook pages 70-83
Stretch & Challenge Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide

	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking 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	**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	**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	**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	**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	**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

Year 10 MEP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HSK 3 Lesson 1-4	**HSK 3 Lesson 5-8**	**HSK 3 Lesson 9-12**	**HSK 3 Lesson 13-16**	**HSK 3 Lesson 17-20**	***Where I Live***
Aims: -talk about your plan for the weekend and food **Lesson / Content Overview:** -topic 1: What's your plan for the weekend? -topic 2: when will he come back? -topic 3: There are plenty of drinks on the table -topic 4: She always smiles when talking to customers **Skills / Concepts on:** The complements of direction rhetoric questions	**Aims:** -restaurant conversations **Lesson / Content Overview:** - topic 1: Talk to customers -topic 2: describe physical appearance -topic 3: talk about four seasons --topic 4: I'll go where you go **Skills / Concepts on:** -The accompanying action V1 着 O2 +V2 O2 -越来越	**Aims:** To be able to use comparative sentences **Lesson / Content Overview:** -Topic 1: She speaks Chinese like a native -Topic 2: Maths is much harder than history -topic3: Don't forget to turn off the air conditioner -Topic 4: Leave the important items with me **Skills / Concepts on:** A 跟 B 一样; A 比 B adj. 一点儿/一些/得多/多了	**Aims:** To understand the usage of 把 **Lesson / Content Overview:** -Topic 1: I walked back -Topic 2: Please bring the fruit here -Topic 3:The rest of them are all ok -Topic 4: I am so tired that I want to do nothing but sleep after work **Skills / Concepts on:** -Expression of approximate numbers -the structure 一边…一边	**Aims:** Complex complements of state Prepare students for HSK 3 exam. **Lesson / Content Overview:** -Topic 1: Everybody is able to sure your "disease" -topic 2: I believe they'll agree -Topic 3: Didn't you recognise him -Topic 4: I've been influenced by him **Skills / Concepts on:** Interrogative pronouns; reduplication of monosyllabic adjectives	**Aims:** I can describe my house, the rooms and what is in the rooms - I can talk about the environment and the places in my town **Lesson / Content Overview:** - My house - My town - Environment **Skills / Concepts on:** 。。。离。。。近、远
Homework Workbook page 1-28.	**Homework** Workbook page 29-56	**Homework** Workbook 57-84	**Homework** Workbook 85-112	**Homework** Workbook 113-141	**Homework** Activities based on Edexcel textbook pages 84-91 Speaking booklet
Stretch & Challenge 着 structure;	**Stretch & Challenge** Compare 刚才 and 刚	**Stretch & Challenge** Chinese common sayings	**Stretch & Challenge** 被 structure	**Stretch & Challenge** Chinese idioms	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide

	V 着 +numeral+measure word+N					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	**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	**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	**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	**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	**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

Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Where I Live	***Holidays***	***Food and Drink***	***The World of Work***		
Aims: I can describe my house, the rooms and what is in the rooms - I can talk about the environment and the places in my town **Lesson / Content Overview:** - My house - My town - Environment **Skills / Concepts on:** 。。。离。。。近、远	**Aims:** - I can provide a weather forecast using given information - I can describe my daily routine - I can talk about where I would like to go on holiday - I can discuss countries/continents I have travelled to - I can discuss countries/continents I would like to travel to **Lesson / Content Overview:** - Weather - Daily routine - Holidays **Skills / Concepts on:** Use of time phrases	**Aims:** - I can discuss what I like and dislike eating - I can order food and drink in a role-play scenario - I can talk and write about Chinese traditional festivals **Lesson / Content Overview:** - Food and Drink - Eating Out **Skills / Concepts on:** Giving opinions Cultural knowledge related to Chinese traditional festivals	**Aims:** - Talk and write about what job you want to do in the future - Talk and write about part-time work and volunteering **Lesson / Content Overview:** - Jobs, career choices and ambitions **Skills / Concepts on:** Talking about the future **Careers Development:** Thinking and talking about future career plans in Mandarin	**Aim:** Revise what I have learned and prepare for exams	**Aim:** Revise what I have learned and prepare for exams
Homework Activities based on Edexcel textbook pages 84-91 Speaking booklet	**Homework** Activities based on Edexcel textbook pages 104-125 Speaking booklet	**Homework** Activities based on Edexcel textbook pages 126-127, 134-141 Speaking booklet	**Homework** Activities based on Edexcel textbook pages 142-153 Speaking booklet	**Homework** Past papers Speaking booklet	**Homework** Y12 Bridging work
Stretch & Challenge Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide

	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking 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	**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	**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	**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	**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	**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

Year 11 MEP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holidays	***Food and Drink***	***The World of Work***			
Aims: - I can provide a weather forecast using given information - I can describe my daily routine - I can talk about where I would like to go on holiday - I can discuss countries/continents I have travelled to - I can discuss countries/continents I would like to travel to **Lesson / Content Overview:** - Weather - Daily routine - Holidays **Skills / Concepts on:** Use of time phrases	**Aims:** - I can discuss what I like and dislike eating - I can order food and drink in a role-play scenario - I can talk and write about Chinese traditional festivals **Lesson / Content Overview:** - Food and Drink - Eating Out **Skills / Concepts on:** Giving opinions Cultural knowledge related to Chinese traditional festivals	**Aims:** - Talk and write about what job you want to do in the future - Talk and write about part-time work and volunteering **Lesson / Content Overview:** - Jobs, career choices and ambitions **Skills / Concepts on:** Talking about the future **Careers Development:** Thinking and talking about future career plans in Mandarin	**Aim:** Revise what I have learned and prepare for exams	**Aim:** Revise what I have learned and prepare for exams	**Aim:** Revise what I have learned and prepare for exams
Homework Activities based on Edexcel textbook pages 104-125 Speaking booklet	**Homework** Activities based on Edexcel textbook pages 126-127, 134-141 Speaking booklet	**Homework** Activities based on Edexcel textbook pages 142-153 Speaking booklet	**Homework** Past papers Speaking booklet	**Homework** Past papers Speaking booklet	**Homework** Y12 Bridging work
	Stretch & Challenge Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide	**Stretch & Challenge** Sinolingua GCSE Chinese Writing Revision Guide

		Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking Revision Guide	Sinolingua GCSE Chinese Speaking 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	**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	**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	**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	**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	**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

Year 12

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Family structures LYH	Generation Gap LYH	Population Ageing LYH	School Life LYH	Work Opportunities LYH	Work-Life Balance LYH
Spring Festival QLI	Family planning LYH	Mid Autumn Fesival QLI	Student Issues LYH	Television QLI	Reading QLI
Qingming Festival QLI	Dragon Boat Festival QLI	Customs QLI	Film QLI	Music QLI	Revision
A Very Special Pigeon LYH	A Very Special Pigeon LYH	A Very Special Pigeon LYH	A Very Special Pigeon LYH	A Very Special Pigeon LYH	A Very Special Pigeon LYH
Please Vote for Me QLI	Please Vote for Me QLI	Please Vote for Me QLI	Please Vote for Me QLI	Please Vote for Me QLI	Please Vote for Me QLI
Speaking QLI	Speaking QLI	Speaking QLI	Speaking QLI	Speaking QLI	Speaking QLI
Homework Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material
Stretch & Challenge Podcasts 慢速中文, 听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文, 听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文, 听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文, 听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文, 听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文, 听故事学中文 Past paper questions Chinese journalling
Reading Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book

	Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	Extensive selection of English nonfiction texts on China's society, history, and culture in the school library

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson / Content Overview: **Family structures LYH** **Generation Gap LYH** **A Very Special Pigeon LYH** **Spring Festival QLI** **Qingming Festival QLI** **Please Vote for Me QLI** **Skills / Concepts on:** **Listening, speaking, reading, writing and translation**	**Lesson / Content Overview:** Family Planning LYH Aging Population LYH A Very Special Pigeon LYH Dragon Boat Festival QLI Mid-Autumn Festival QLI Please Vote for Me QLI **Skills / Concepts on:** Listening, speaking, reading, writing and translation	**Lesson / Content Overview:** School Life LYH Student Issues LYH A Very Special Pigeon LYH Chinese Customs Reading Habits Please Vote for Me **Skills / Concepts on:** Listening, speaking, reading, writing and translation	**Lesson / Content Overview:** Employment Opportunities LYH Work-Life Balance LYH A Very Special Pigeon LYH Chinese Films Chinese TV A Very Special Pigeon **Skills / Concepts on:** Listening, speaking, reading, writing and translation	**Lesson / Content Overview:** Chinese Music A Very Special Pigeon Revision **Skills / Concepts on:** Listening, speaking, reading, writing and translation	**Lesson / Content Overview:** Revision **Skills / Concepts on:** Listening, speaking, reading, writing and translation
Homework **Prepare for vocab tests** **Write sentences using the new grammar structures** **Exercises from the textbook** **Read/watch Chinese cultural material**	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material	**Homework** Prepare for vocab tests Write sentences using the new grammar structures Exercises from the textbook Read/watch Chinese cultural material

Stretch & Challenge **Podcasts 慢速中文，听故事学中文** **Past paper questions** **Chinese journalling**	**Stretch & Challenge** Podcasts 慢速中文，听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文，听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文，听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文，听故事学中文 Past paper questions Chinese journalling	**Stretch & Challenge** Podcasts 慢速中文，听故事学中文 Past paper questions Chinese journalling
Reading **Chairman's Bao website** **BBC Chinese website** **Chinese Readers' Guild website** **101 Modern Chinese Phrases book** **Yufa! book** **Extensive selection of English nonfiction texts on China's society, history, and culture in the school library**	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book Extensive selection of English nonfiction texts on China's society, history, and culture in the school library	**Reading** Chairman's Bao website BBC Chinese website Chinese Readers' Guild website 101 Modern Chinese Phrases book Yufa! book Extensive selection of English nonfiction texts on China's society, history, and culture in the school library

Pinner High School: Spanish

KS3: Spanish Viva
KS4: GCSE Edexcel (1SP1)

Intent

This course aims to teach students to develop their Spanish language skills in a variety of contexts; 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 skills in listening, speaking, reading, writing and translation.

Implementation

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

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

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

Listening:
Teachers conduct lessons using as much target language as possible to ensure the students can maximise their exposure to the sound of the language. Students listen to audio tracks to get used to a variety of voices and accents spoken by native speakers, they watch video clips, sing 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, 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. 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, 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.

Enrichment

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

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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

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

Year 8

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title: Viva 2 Module 1 Mis vacaciones Aims: To understand and produce an account of a past holiday. Lesson Overview: Students revise present tense and move on to past tense of high frequency verbs to say how they spent the holidays and express opinions to say what they thought of it. Skills / Concepts: Writing a postcard using past and present verbs; describing a photo. End of Module Assessment	**Unit Title:** Viva 2 Module 2 Todo Sobre Mi Vida Aims: To understand and produce language to talk about hobbies and sport Lesson Overview: Students use present tense and frequency expressions to talk about how often they do hobbies (phone, /music/TV). They use the past tense to talk about recent sports participation. Skills / Concepts on: Listening for specific details; using two tenses in one sentence. End of Module Assessment	**Unit Title:** Viva 2 Module 3 A Comer Aims: To gain cultural knowledge of Spanish dishes and meal times. Lesson Overview: Students use the present tense to express opinions and timings of meals. Skills / Concepts on: Telling the time; adjectival agreement in grammar, reading for detail and decoding from context. End of Module Assessment	**Unit Title:** Viva 2 Module 4 Qué hacemos Aims: To understand and produce the language for making arrangements. Lesson Overview: Students make arrangements about where to meet and go out in town. They also learn the rules of reflexive verbs needed to talk about daily routine. Skills / Concepts on: Speaking for role play, the use of sequencers;Listening and Reading longer passages in more than one tense. End of Module Assessment	**Unit Title:** Viva 2 Module 5 Operación Verano 1 Aims: To use language to talk about tourism, directions and holiday houses. Lesson Overview: Students gain cultural knowledge about towns and cities in Spain, describe rooms, give directions. Skills / Concepts on: Speaking End of Module Assessment	**Unit Title:** Viva 2 Module 5 Operación Verano 2 Aims: To use language to plan a vacation to a summer camp. Learn how to describe a photo Lesson Overview: Students make comparisons between different holiday camp activities, they learn the key language to describe a photo and practise talking about towns and accommodation. Movie Project: Zipi y Zape y el club de las canicas
Homework weekly vocab pearson active learn	Homework weekly vocab pearson active learn	Homework weekly vocab pearson active learn	Homework weekly vocab pearson active learn	Homework weekly vocab revision booklets	Homework weekly vocab project work
Stretch & Challenge viva worksheets	Stretch & Challenge viva worksheets	Stretch & Challenge viva worksheets	Stretch & Challenge viva worksheets	Stretch & Challenge viva worksheets	Stretch & Challenge viva worksheets
Reading short messages account of a holiday	Reading text messages activity itinerary	Reading menu food diary	Reading social media messages description of a town	Reading directions and maps travel info	Reading internet websites travel brochures

Year 9

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Homework **Weekly vocab learning, Pearson Active Learn**	**Homework** **Weekly vocab learning, Pearson Active Learn** **Conversation Practice** **Holidays Booklet**	**Homework** **Weekly vocab learning, Pearson Active Learn** **Conversation Practice**	**Homework** **Weekly vocab learning, Pearson Active Learn** **Conversation Practice** **Schools Booklet**	**Homework** **Weekly vocab learning, Pearson Active Learn** **Guided Revision**	**Homework** **Weekly vocab learning, Pearson Active Learn** **Conversation Practice**
Stretch & Challenge **Active Learn Worksheets** **Grammar Workbook**	**Stretch & Challenge** **Active Learn Worksheets** **Grammar Workbook**	**Stretch & Challenge** **Active Learn Worksheets** **Grammar Workbook**	**Stretch & Challenge** **Active Learn Worksheets** **Grammar Workbook**	**Stretch & Challenge** **Active Learn Worksheets** **Grammar Workbook**	**Stretch & Challenge** **Active Learn Worksheets** **Grammar Workbook**
Reading **Accounts of holidays**	**Reading** **Tourist information** **Accounts of holidays**	**Reading** **Accounts of school life; excerpts from Spanish literature.**	**Reading** **Articles about school life**	**Reading** **Media reports on celebrities** **Text messages**	**Reading**

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Weekly HW all year= Weekly vocab learning, reading/writing homework; Speaking Booklet to complete	**Plus Hobbies Booklet**	**Plus Writing Assessment prep**	**Plus Titles from Target 5 or 9 Edexcel Writing Book.**	**Guided Revision**	**Project Collaboration**
	Stretch & Challenge Active Learn Worksheets Grammar Workbook (Edexcel)	**Active Learn Worksheets Grammar Workbook**	**Active Learn Worksheets Grammar Workbook**	**Active Learn Worksheets Grammar Workbook**	**Active Learn Worksheets Grammar Workbook**	**Active Learn Worksheets Grammar Workbook**
	Reading Accounts of hobbies.	**Reading Excerpts from Spanish news articles**	**Reading Excerpts from Spanish literature**	**Reading Menus Shopping lists**	**Reading Exam Rubrics**	**Reading News and information articles Video captions**

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	HW Weekly all year Vocab Learning, Pearson AL, Speaking Booklets	HW Mock exam guided and independent revision.	HW Prepare speech Speaking Booklets	HW Guided revision	HW Writing and translation	
	Stretch & Challenge Active Learn Worksheets,	Target 9 Writing, Grammar and Translation.			News articles Film list of Sp-Sp shows.	
	Reading-Job adverts; Accounts of jobs and spending money Excerpts of Spanish literature	Reading-CVs;Accounts of future ambitions; Excerpts of Spanish literature	Reading- Instructions and posters;Accounts of live events Excerpts of Spanish literature.	Reading Rubrics	Reading Reading past papers	

Curriculum Overview: DRAMA

KS3: Drama and Theatre
KS4: GCSE (9-1) Drama – Edexcel (1DR0)
KS5: A Level Drama and Theatre – Edexcel (9DR0)

PINNER HIGH SCHOOL

Intent

The drama department aim 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 booklet task to either consolidate or extend learning. These booklet tasks are monitored by the class teacher and acknowledged through verbal feedback and practical implementation, or, homework stamp. At the end of each unit, students will complete a performance and a written 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 through a combination of teacher led and independent tasks. Students at this point are encouraged to work self-sufficiently 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 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. The department is dedicated to ensuring an inclusive environment is created for all pupils and continues to collaborate with industry professionals and local theatre companies to provide as many additional opportunities as possible, including: free audition workshops, work experience, theatre trips, theatre masterclasses (acting, voice and movement), visiting performances, theatre tours, alumni led rehearsals and an annual school production.

Career Development

Drama provides students with various opportunities within the Creative Arts Industry, which is consistently one of the UK's highest grossing 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 department has formed strong professional relationships with local groups such as Unique, Sharpe Academy 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, summarising their learning for the unit thus far and applying appropriate techniques/skills. 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. Our commitment to diversity and inclusion means these productions will be a combination of amateur and professional work to expose students to Drama from a wide range of theatre makers.

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, as well as a prefect system with required duties that support professional growth.

Commitment to Equality, Diversity & Inclusion

We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. We do so by providing schemes of learning to students that celebrate the differences in culture, personality and skill with tasks designed that rely heavily on students bringing their personal experiences or viewpoints to the lesson. All students are given the equal pathways in Drama regardless of skill, experience or ability, with the option to specialise in either performance or design. Our inclusive school productions mean all students who audition or select 'Production Club' as part of their Heads Challenge choice will be given a role to play as either performers, designers or crew members based on their preference. In the past 2 years, the department has successfully produced 8 performances involving students from KS3-5.
In each year group, we aim to provide schemes of learning that encourage pupils to explore their differences, including their heritage and culture. In Year 7, our Myths and Legends unit teaches students about Greek Theatre, but also asks pupils to bring in stories from their culture. In Year 8, students will complete an extended devising project where they will be challenged into evaluating their personal response to certain stimuli and tasks. In Year 9, we dedicate an entire half term to teaching students about the work of a range of practitioners, such as Augusto Boal, Talawa Theatre Company, Mind The Gap, and many more, to ensure students transition into the GCSE with a clear understanding of the various backgrounds that have helped to build the subject. In Years 10-13, we have selected texts for the Component 2 exam from playwrights that we feel represent our current cohort; diverse in background, style and writing.

Year 7

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

Homework:
Students will complete 1 piece of HW every other lesson. These are mostly found in our extended learning booklet, but will also be found via Google Classroom unless stated otherwise in lesson.

Stretch and Challenge:
Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use if an advanced technique, an introduction to subject specific content requiring higher order thinking, or leadership roles. Students are encouraged to join extra-curricular clubs/productions to challenge themselves in relation to their Drama progress. Optional challenge tasks can be found throughout the extended learning booklet.

Reading:
Scripts explored this year include: The Terrible Fate of Humpty Dumpty, Charlie and The Chocolate Factory and excerpts of various Shakespeare plays and Greek Myths. Students will be asked to read these during lesson and/or home learning. Students may find it useful to do some additional reading of Ancient Mythology and look over the KS3 BBC Bitesize top-tips for Drama.

Year 8

AUTUMN 1 Horror	AUTUMN 2 Sparkleshark	SPRING 1 AND 2 Devising (Extended Project)	SUMMER 1 Guernica	SUMMER 2 Knife Crime (Theatre in Education)
CC Link: Music	**CC Link: PSHE**	**CC Link: IT, PSHE**	**CC Link: Art, History**	**CC Link: PSHE**
Aims: To analyse a new genre of performance and develop an understanding of how to build tension in performance.	**Aims:** To enhance our understanding of how to use scripts for a performance, as well as exploring the hidden moral and ethical issues.	**Aims:** To use 'social media' as a stimulus for devising, working in groups for an extended project lasting a full term.	**Aims:** To explore the techniques used to create abstract theatre related to the WW2 tragedy of Guernica.	**Aims:** To be introduced to the term 'Theatre in Education' (TiE) and create a piece that educates audience on the dangers and impact of knife crime. *In association with the Josh Hanson Trust, students will take part in a workshop/ assembly as part of the unit.*
Lesson / Content Overview: Using a range of theatrical elements and techniques, students will develop their understanding of how tension is built during a performance. They will then produce a piece of theatre that falls into the 'horror' genre by devising scenes using these components.	**Lesson / Content Overview:** Students will be introduced to a script and explore the ways in which scripts are formed. Students will explore key extracts and analyse and evaluate the themes of trust, friendship, responsibility and the rule of law.	**Lesson / Content Overview:** This unit mirrors Component 1 of the GCSE and requires students to recall all techniques taught in KS3 and appropriately apply them to their chosen scene. Students will present, reform, refine and evaluate work over 12 weeks, resulting in a final performance between 5-10 minutes long. They will consolidate their performance knowledge and be asked to work with the same group for an extended period, requiring consideration to communication, analysis and leadership skills.	**Lesson / Content Overview:** Students will look at skills such as physical theatre, proxemics and gesture in order to develop an understanding of how to show status in a scene and build tension. Using Pablo Picasso's 'Guernica' as inspiration, students will look into the roles of generals and civilians in society and war.	**Lesson / Content Overview:** Lessons will explore techniques such as direct address and narration in order to enhance students' understanding of how theatre can be devised to educate an audience. Students will then explore the case study of local resident, Josh Hanson, who was a victim of knife crime in 2015 and create a piece based on this topic.
Assessment: **Devised**: Students create a 'horror' performance where tension is built throughout. **Written:** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **Scripted**: Students use the script from the text to rehearse and perform an extract. **Written:** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **Devised**: Students will work as part of an ensemble to create a piece inspired by the stimuli given: social media. **Written:** Students will complete an accompanying written portfolio evaluating their progress for this unit, made of 6 questions, approximately 1500 words long. This will be completed alongside practical development individually.	**Assessment:** **Devised**: Students create a performance about the tragedy of Guernica in an abstract style. **Written:** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **Devised**: Students create a performance about knife crime in a typical TiE style. **Written:** Students will complete an accompanying written task evaluating their progress for this unit.
Homework: Students will complete 1 piece of HW every other lesson. These are mostly found in our extended learning booklet, but will also be found via Google Classroom unless stated otherwise in lesson.				
Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use if an advanced technique, an introduction to subject specific content requiring higher order thinking, or leadership roles. Students are encouraged to join extra-curricular clubs/productions to challenge themselves in relation to their Drama progress. Optional challenge tasks can be found throughout the extended learning booklet.				
Reading: Scripts explored this year include: Sparkleshark. Additionally, students will be given an article as part of their Devising unit as stimuli. Students will be asked to read this during lesson and/or home learning. Students may find it useful to do some additional reading relating to social media and knife crime, and look over the KS3 BBC Bitesize top-tips for Drama.				

Year 9

AUTUMN 1 Mugged	AUTUMN 2 Practitioners	SPRING 1 and 2 Blood Brothers	SUMMER 1 Devising	SUMMER 2 Elements of Theatre
CC Link: PSHE	**CC Link: -**	**CC Link: English**	**CC Link: History, PRE, IT**	**CC Link: Art, DT, IT**
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. This unit uses Component 2 as a base for assessment and performance.	**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. Students will also explore the social, cultural and historical context related to the play and develop their wider knowledge of the text as a whole.	**Aims:** To use the term, 'responsibility' as a stimulus for devising. The stimuli provided will encourage students to make strong cross-curricular links and pull knowledge from KS3 to research and develop for performance. This unit mirrors Component 1 of the GCSE.	**Aims:** To develop an understanding of the technical elements of theatre and explore how they contribute to creating an effective performance using Alison Carr's text 'Tuesday'. This unit mirrors Section A – Question C of the Component 3 exam at GCSE.
Lesson / Content Overview: Students will perform key extracts from the script and explore the work of theatre practitioner Konstantin Stanislavski. This scheme of learning will reintroduce students to key concepts such as units and objectives, emotion memory and other naturalistic techniques.	**Lesson / Content Overview:** Students will develop their inquiry skills in order to conduct out of class research 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.	**Lesson / Content Overview:** Students will complete a combination of assessments, including a scripted assessment of a key scene from the text. Students will deep dive into the key characters from the play and consider how staging, lighting, sound and costume impact a performance.	**Lesson / Content Overview:** Students will present, reform, refine and evaluate work over 6 weeks, resulting in a final performance between 10-15 minutes long. Students will be asked to track their progress using a 'devising log', answering 6 questions over the half term.	**Lesson / Content Overview:** Students will investigate how the elements of theatre communicate meaning and enhance an audience experience through practical, written and research-based learning. The elements of theatre covered include: costume, lighting, sound, set & props and staging.
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 (Component 3).	**Assessment:** **<u>Devised/Presentation</u>**: Students devise a performance in line with the practitioner of choice based on a stimulus. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**Assessment:** **<u>Scripted</u>**: Students use the script to rehearse and perform an extract from the text. **Assessment:** **<u>Devised</u>**: Students write and perform a monologue in role in response to a key moment from the text. **<u>Written:</u>** Students will complete an accompanying written task evaluating their progress for this unit.	**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 portfolio made of 6 questions, approximately 1500 words long.	**Assessment:** **<u>Practical/Design</u>**: Students will choose an extract from the text to design and perform, with dedication given to one design element. **<u>Written:</u>** Students will complete a full question C response in timed conditions (Component 3).

Homework:
Students will complete mostly research based tasks or recap quiz's 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 if 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 context of playwrights to develop their subject knowledge. Additional reading can also be found in the KS4 BBC Bitesize Drama folder – Edexcel exam board.

Year 10

AUTUMN 1 AND 2 DNA (Component 3)	SPRING 1 Live Theatre Evaluation (Component 3)	SPRING 2 Performance from Texts (Component 2)	SUMMER 1 AND 2 Devising (Component 1)
Aims: DNA is a play by Dennis Kelly exploring themes of adolescence, trust, law, death and relationships. Students will complete written work, including a Section A mock paper and explore the play practically to develop their understanding of key characters, scenes and context.	**Aims:** To watch a live theatre performance and analyse and evaluate the elements of theatre.	**Aims:** Students will deep dive into a list of set texts and work on rotation in a workshop style unit, performing key scenes and analysing character, plot and performance.	**Aims:** To use 'boundaries' as a stimulus for devising, working in groups for an extended project lasting a full term. **Students will complete this exam as per the unit requirements before the end of the academic year – 40%**
Lesson / Content Overview: Students will develop the required knowledge to complete the Section A part of their Component 3 exam. Students will think critically and creatively as a performer, designer and director. There will be opportunities for students to conduct their own research into playwrights, practitioners and original performance conditions. There will be opportunities in this unit for students to consider how costume, lighting, set, sound and staging is designed, to direct others and perform as part of a group and individually.	**Lesson / Content Overview:** Students will develop the required knowledge to complete the Section B of their Component 3 exam. Students may be taken to see a live show, or, watch a recorded performance for this unit. Students will analyse and evaluate the performance seen in writing.	**Lesson / Content Overview:** Students will perform key extracts from a list of set texts and use techniques such as cross-cutting, chorus, mime, soundscape, physical theatre and more to bring an extract to life. Students will need to memorise lines as part of a monologue, duologue or group performance.	**Lesson / Content Overview:** This unit will mark the completion of Component 1 of the GCSE and requires students to recall all techniques taught in KS3 and appropriately apply them to their performance. Students will present, reform, refine and evaluate work over 12 weeks, resulting in a final performance between 15-20 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: **Scripted**: Students use script from the text to rehearse and perform key extracts. **Written:** Students will complete a full Section A paper in exam.	**Assessment:** **Written:** Students will complete a full Section B paper in exam conditions.	**Assessment:** **Scripted**: Students use the script from the text to rehearse and perform an extract.	**Assessment:** **Devised**: Students will work as part of an ensemble to create a piece inspired by the stimuli given: social media. **Written:** Students will complete an accompanying written portfolio evaluating their progress for this unit, made of 6 questions, approximately 1500 words long. This will be completed alongside practical development individually.
Component 3 – 40% Section A – 45 marks Section B – 15 marks **Total: 60 marks**		**Component 2 – 20%** Performance 1 – 24 marks Performance 2 – 24 marks **Total: 48 marks**	**Component 1 – 40%** Performance – 15 marks Written Portfolio – 45 marks **Total: 60 marks**
Homework: Students will complete revision, research and coursework during home learning. Students will also be expected to attend 1 group rehearsal per week during Component 1 and Component 2 units.			
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 if 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: Adult Child/Dead Child, East is East and Find me (C2) and DNA (C3). Students may find it useful to do some additional reading of key texts, written with the intention to be performed in an abstract style. Students should select texts that have been written Pre 2000 and revise context of playwrights to develop their subject knowledge. Additional reading can also be found in the KS4 BBC Bitesize Drama folder – Edexcel exam board. Lastly, any practitioner study, for example, 'The Complete Toolkit' – Stanislavsky`, is advisable.			

Year 11	AUTUMN 1 DNA/Devising (Component 1/3)	AUTUMN 2 DNA/LTE (Component 3)	SPRING 1 Performance from Texts (Component 2)	SPRING 2 PFT/DNA/LTE (Component 2/3)	SUMMER 1 DNA/LTE (Component 3)	SUMMER 2 Exam/Study Leave
	Aims: Students will revisit Component 3 set text DNA and complete a mock paper. There will also be time in this unit to finalise C1 CW.	**Aims:** Students will revisit Component 3 set text DNA and complete a mock paper. There may also be a theatre trip during this time.	**Aims:** Students will complete their Component 2 exam during this time including 2 extracts of performance from text. There may also be a theatre trip during this time.	**Aims:** Students will complete their Component 2 exam during this time including 2 extracts of performance from text. Once complete students will revisit Component 3 requirements in preparation for exam.	**Aims:** Students complete exam practice in preparation for Component 3 exam.	
	Lesson / Content Overview: Students will secure their understanding of how to respond to Section A of the Component 3 exam. Students will complete a combination of practical and written tasks during this unit.	**Lesson / Content Overview:** Students will secure their understanding of how to respond to Section A and Section B of the Component 3 exam. Students will complete a combination of practical and written tasks during this unit.	**Lesson / Content Overview:** Students will rehearse, develop and present 2 key extracts from a list of set texts: 1 group performance (minimum 2 performers) and 1 monologue. Students will use the work of chosen practitioners to inspire and influence their performance.	**Lesson / Content Overview:** Students will complete any outstanding revision, presentation and evaluation of Component 2 and Component 3 exam.	**Lesson / Content Overview:** Targeted intervention and revision for students.	
	Assessment: Component 3 Section A paper.	**Assessment:** Component 3 Section A and Section B paper.	**Assessment:** 2 Performances with visiting examiner.	**Assessment:** 2 Performances with visiting examiner. Component 3 Section A and Section B paper.	**Assessment:** Component 3 exam.	
	Component 3 – 40% Section A – 45 marks Section B – 15 marks **Total: 60 marks**		**Component 2 – 20%** Performance 1 – 24 marks Performance 2 – 24 marks **Total: 48 marks**		**Component 3 – 40%** Section A – 45 marks Section B – 15 marks **Total: 60 marks**	
	Homework: Students will complete revision, research and exam practice during home learning. Students will also be expected to attend 1 group rehearsal per week during Component 1 and Component 2 units.					
	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 if 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: Adult Child/Dead Child, East is East and Find me (C2) and DNA (C3). Students may find it useful to do some additional reading of key texts, written with the intention to be performed in an abstract style. Students should select texts that have been written Pre 2000 and revise context of playwrights to develop their subject knowledge. Additional reading can also be found in the KS4 BBC Bitesize Drama folder – Edexcel exam board. Lastly, any practitioner study, for example, 'The Complete Toolkit' – Stanislavsky, is advisable.					

Year 12

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1 AND 2
Unit Title: **Introduction to A Level** **Aims:** To gain an understanding of the A Level course as a whole and be introduced to the Component 1 and Component 3 assessments. **Lesson / Content Overview:** Students develop skills related to Component 1 including improvisation, analysing texts and devising from a text as a stimulus. Students will complete a live theatre visit to develop writing skills for Component 3 – Section A. Students will explore the work of various playwrights and practitioners Frantic Assembly.	**Unit Title:** **Devising** **Aims:** To devise and perform an original piece of theatre relating to a chosen text and practitioner. **Lesson / Content Overview:** Students will be given an extract from a text and an accompanying practitioner. They will then work in groups to develop a performance inspired by the characters, key themes and content in the style of a chosen practitioner. Students will complete 1000 words of their portfolio to analyse and evaluate their work. Students will explore the work of Antonin Artaud.	**Unit Title:** **That Face** **Aims:** To explore Section B of Component 3 through the Polly Stenham text, *That Face*. To consolidate our learning through performance (Component 2). **Lesson / Content Overview:** Detailed study of the text and enhanced rehearsal techniques to provide knowledge and understanding of how to direct a production. Students will experiment with various elements of theatre and develop writing skills to respond to questions relating to the text (Comp 3 - Section B). Students will explore the work of Konstantin Stanislavski and Sanford Meisner.	**Unit Title:** **Metamorphosis** **Aims:** To develop an understanding of how artistic intention can impact story-telling through Franz Kafka's original text adapted by Stephen Berkoff, *Metamorphosis*. **Lesson / Content Overview:** Building on script exploration, *Metamorphosis* provides students with the opportunity to enhance their understanding of scriptwriting and communicating through movement and abstract dialogue. Students will complete physicality-based workshops and demonstrate their understanding of the text through performance. Students will revisit their knowledge of Antonin Artaud.	**Unit Title:** **Component 1: Devising (40%)** **Aims: This component will be externally moderated and make up 40% of the final A Level grade.** To devise and perform an original piece of theatre relating to a chosen text and practitioner. Texts and practitioners will be chosen based on cohort interest. **Lesson / Content Overview:** Students will be given an extract from a text and an accompanying practitioner. They will then work in groups to develop a performance inspired by the characters, key themes and content in the style of a chosen practitioner. Students will need to complete an accompanying portfolio of 3000 words detailing the devising process, analysing the work of the chosen practitioner and evaluating their contributions to the piece. The portfolio can be answered over the course of the term and final submission will be accepted post-performance.
Skills / Concepts on: Devising, Context, Practitioners, Analysing, Evaluating, Performance, Abstract Drama, Theatre of Cruelty.		**Skills / Concepts on:** Artistic Intention, Context, Practitioners, Playwrights, Analysing, Evaluating, Vocal and Physical Skills, Abstract and Naturalistic Drama.		**Skills / Concepts on:** Devising, Context, Practitioners, Analysing, Evaluating, Performance, Theatre of Cruelty.
Assessment: Component 1 – Devising (performance and portfolio Q5-6) Component 3 – Section A		**Assessment:** Component 2 – Performance From Text Component 3 – Section B		**Assessment: Component 1 – 40%** Performance – 25-30 minutes Portfolio – 3000 words
Homework Students are required to complete a minimum of x2 independent rehearsals per week (1hr per rehearsal slot) and can book studio space to do so via their class teacher. Students will also be required to complete timed exam practice where relevant. In addition to this, students will be set various research and development tasks throughout the year.				
Stretch & Challenge Students are encouraged to attend/gain exposure to as much live theatre as possible, including both professional and amateur productions to improve critical thinking and analysis and evaluation skills. Where possible, students should evaluate live theatre performance and practices through presentations and critical reviews. To encourage leadership, we run a 'Drama Champions' scheme where KS5 students can assist in KS3 and 4 lessons, support and lead rehearsals at GCSE and direct elements of our annual school productions.				
Reading Please see the KS5 reading list.				

Year 13

AUTUMN 1	AUTUMN 2 AND SPRING 1	SPRING 2 AND SUMMER 1	SUMMER 2
Unit Title: **Woyzeck** **Aims:** To gain an understanding of how Component 3, Section C is assessed through exploration of set text: Georg Büchner's Woyzeck. **Lesson / Content Overview:** Students will analyse the text's characters, concepts, themes and original performance conditions. Performances of key scenes and development of a performance concept will be developed throughout the term with consideration to Bertolt Brecht's 'Epic Theatre'.	**Unit Title:** **Component 2: Texts in Performance (20%)** **Aims: This component will be externally examined and make up 20% of the final A Level grade.** Students will need to rehearse and present 2 performances from texts of choice (classic and/or contemporary). Combinations of groupings will depend on class size. **Lesson / Content Overview:** Students will develop vocal and physical skills, interpretation and realisation of artistic intentions for performance. There will be emphasis on collaboration and leadership, with students required to make informed dramatic choices for performance.	**Unit Title:** **Component 3: Theatre Makers in Practice (40%)** **Aims: This component will be externally examined and make up 40% of the final A Level grade.** Students will spend this term finalising their knowledge of how the Component 3 exam is completed in preparation for the final summer examination. **Lesson / Content Overview:** Revision strategies, exam practice and additional research.	
Skills / Concepts on: Text Interpretation, Practitioners, Themes, Context, Analysing and Evaluating.	**Skills / Concepts on:** Rehearsal and Performance.	**Skills / Concepts on:** Analysing and Evaluating.	
Assessment: Component 3 – Section C	**Assessment: Component 2 – 20%** Extract 1 – Group performance of one key extract from a performance text Extract 2 – Monologue/Duologue from one key extract from an alternative text	**Assessment: Component 3 – 40%** Section A – 20 marks – Live Theatre Visit Section B – 36 marks – Page to Stage: Realising a Performance Text – *That Face* Section C – 24 marks – Interpreting a Performance Text – *Woyzeck*	

Homework
Students are required to complete a minimum of x2 independent rehearsals per week (1hr per rehearsal slot) and can book studio space to do so via their class teacher. Students will also be required to complete timed exam practice where relevant. In addition to this, students will be set various research and development tasks throughout the year.

Stretch & Challenge
Students are encouraged to attend/gain exposure to as much live theatre as possible, including both professional and amateur productions to improve critical thinking and analysis and evaluation skills. Where possible, students should evaluate live theatre performance and practices through presentations and critical reviews. To encourage leadership, we run a 'Drama Champions' scheme where KS5 students can assist in KS3 and 4 lessons, support and lead rehearsals at GCSE and direct elements of our annual school productions.

Reading
Please see the KS5 reading list.

KS3: Subject Name **MUSIC**
KS4: Specification & Subject Name **MUSIC GCSE (EDUQAS)**

PINNER HIGH SCHOOL

Intent

Our Intent for Music at this school contributes to the whole school curriculum intent by enabling students to explore music from different genres, eras, and cultures through listening, appraising, composing, and performing.

The overarching intent of our curriculum for Music is to maintain and/or stimulate pupil's curiosity, interest, and enjoyment of music. Pupils will experience music through listening and appraising, performance, and composition spanning a range of eras, genres, and cultures.
In addition to fulfilling the school aims Music courses and activities should: -

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

The Music department has defined some core first-order concepts that we feel are essential to the development of knowledge and understanding. These are listening, appraising, composing, and performing.

Implementation

We teach Music via a series of carefully sequenced units which are organised around enquiry questions and the development of the substantive and disciplinary knowledge of the subject.

The music curriculum ensures students listen, perform, create and evaluate. This is embedded in the classroom activities as well as various extracurricular clubs and opportunities. The elements and basic theory of music are taught in the classroom lessons so that students can discuss and evaluate how it is made up, performed, and appreciated. Students also learn and develop their instrumental skills through whole class performing and also within smaller group settings. Students also have opportunities to compose using different methods linking to and building on their performing, listening, and appraising skills.

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

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

Impact

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

Over time, assessment information will indicate that pupils have a secure grasp of the intended knowledge for particular units as well as prior learning.

Career Development

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

Performing

Classical/popular musician, session musician, live sound technician

Composing

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

Producing/engineering

Studio engineer, producer, maintenance, roadie

Other

Music publisher, journalist, scout, A & R

Assessment

How do you assess – what is your departmental feedback and assessment policy?
KS3 – termly report and half-termly whole-class feedback. Ongoing verbal feedback
KS4 – assessed listening and appraising assessments, recorded performances with exam assessment criteria, ongoing feedback for composition work

Enrichment Opportunities & Super Curricular

What trips, subscriptions, or Heads Challenge Curriculum will you plan to deliver to enrich the curriculum and take students beyond the classroom in their learning? When do these take place in the year and how do they link to programmes of study?

- School trips to theatre performances, concerts, and art trips to Europe.
- Weekly performances, Performances at Open Days, Winter Concert, Cluster Carol Concert, End of Year Musical show, and Pinnfest.
- Period 8 choir, orchestra/ensembles opportunities. H/C Ukulele Band for Y7/8 and Keyboards for beginners for Y9.
- Weekly Instrumental lessons (piano, drums, guitar/electric guitar, violin, viola, cello, double bass, woodwinds, brass instruments).
- Opportunities to participate at Harrow Music Arts Festivals for Piano, Guitar, Voice, etc.

Commitment to Equality, Diversity & Inclusion

How do you as a department consider equality, diversity, and inclusion within your subject?
To help with our curriculum policy is the below:
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 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 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.

PINNER
HIGH SCHOOL

Curriculum Overview: Geography

KS3 Geography

KS4 Geography GCSE - AQA (8035)

KS5 Geography A Level - AQA (7037)

Intent

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

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

Implementation

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

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

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

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

Impact

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

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

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

Career Development

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

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

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

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

Assessment

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

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

KS3 – One marked assessment per half term. Students will respond to teacher feedback in a reflection green box. Feedback will vary between individual or whole class feedback. Students will gain regular feedback through verbal and modelled examples. All marks are recorded on google classroom for parents and students to see.
KS4 - Two marked assessments per half term. One assessment will be retrieval-based, analysing students' understanding of content taught earlier in the curriculum. Students wil then receive whole-class feedback and a reflection activity to complete. The second assessment will be testing knowledge and understanding of content that is currently being taught in lessons. Students will receive individualised feedback for this and a differentiated green-box task. Students will gain regular feedback through verbal and modelled examples through using exam style questions and mark schemes. Students will also have SPaG marking in all assessments. All marks are recorded on google classroom for parents and students to see.
KS5 – Every 2 weeks students will complete a summative assessment, ranging from an essay to knowledge quizzes. These are designed to monitor students' understanding of the vast topics covered within the curriculum. Students will regularly apply knowledge to exam questions and spend lessons solely working on essay writing. All marks are recorded on google classroom for parents and students to see.

Enrichment Opportunities & Super Curricular

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

For our GCSE programme, we take Year 10 students to the River Chess. We visit Chesham Moor and Scotsbridge Mill to investigate the drainage basin characteristics and flood risks studied in the KS4 curriculum. The Chess is 18 km long and chalk-based river with an aquifer in Chesham. The purpose of this fieldwork is to measure different river sections using fieldwork tools and measure factors such as the width, depth, velocity, bedload angularity, and flood risk. We spend the day at the river and take measurements from the lower, middle and upper course. Students enjoy being able to understand how their written work links with being physically present in a river environment.
In the same academic year we also take students to East London as part of their human fieldwork. Part of the aims of the Olympics were to completely transform an area of East London to leave a lasting legacy or impact not just for sport but for the urban area in which thousands of people live. Students are taken around the Stratford area to complete environmental quality surveys, service tallies, land-use surveys, complete questionnaires and take pictures of contrasting areas around the region. They enjoy looking at how regeneration can impact areas very differently and get to have a quick lunch break at Westfield shopping centre.

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

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

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

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

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

Commitment to Equality, Diversity & Inclusion

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

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

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

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

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

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

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

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

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

	<u>Autumn 1</u> Paper 1 – Section A: The Challenges of Natural Hazards. *Natural and Tectonic Hazards*	**<u>Autumn 2</u> Paper 1 – Section A: The Challenges of Natural Hazards *Weather Hazards***	**<u>Spring 1</u> Paper 1 - Section A: The Challenges of Natural Hazards *Climate Change* *AND* Paper 1 - Section B: The Living World *Ecosystems***	**<u>Spring 2</u> Paper 1 – Section B: The Living World *Tropical Rainforests***	**<u>Summer 1</u> Paper 1 – Section B: The Living World *Hot Deserts***	**<u>Summer 2</u> 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 Ridge push and slab pull Continental drift	**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 Image analysis Diagram annotations Independent research and note-taking Locational description Graph/data creation and analysis Evaluation of factors	**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 Data analysis Evaluation of factors Locational description Diagram annotation Independent research and note-taking SEEP Identification adFL	**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

		Concepts: Global atmospheric circulation system Saffir-simpson scale	*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

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

	How was the Lower Lea Valley regenerated to create urban change? How can urban areas be more sustainable? How can transport be more sustainable in cities? **Skills / Concepts on:** *Skills:* Map analysis SEEP identification practice exam questions Independent research and note-taking Debate Graph/chart analysis *Concepts:* Regeneration Gentrification SEEP identification Integrated transport systems	**Skills / Concepts on:** *Skills:* Graph and data analysis Graph and data reproduction Independent research and note-taking Exam question practice SEEP Identification *Concepts:* Demographic Transition Model Brandt Line Development Quality of Life	What impact has economic development had on Nigeria's environment? How has economic development impacted the Quality of Life of Nigeria's people? **Skills / Concepts on:** *Skills:* SEEP Identification Map analysis Practice exam questions Data analysis Evaluation - advantages/disadvantages Debate Graph/chart analysis *Concepts:* Quality of Life Development Aid VS Trade	What social and economic changes have occurred in the UK's rural landscape? How is the UK's infrastructure been improved and developed? What regional differences and inequalities exist in the UK? What is the UK's place in the wider world? **Skills / Concepts on:** *Skills:* Chart/graph analysis Independent research and note-taking Evaluation of factors Exam question practice *Concepts:* North-south divide Development Post-industrial economy	*Concepts:* Hydrographs Bradshaw model fluvial processes Long and cross profiles	Image analysis Graph/data analysis Exam question practice *Concepts:* Hydrographs Bradshaw model fluvial processes Long and cross profiles
	Future Links Yr12 Contemporary Urban Environments Unit	**Future Links:** Yr12 Global Systems and Governance Unit			**Future Links:** Yr12 Water and Carbon Cycles 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 practice exam questions which are all marked in lessons. Students also have the opportunity to ask their classroom teacher for additional homework on top of this.					
	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 Future Cities - Camilla Ween A Book of Migrations - Rebecca Solnit	**Reading** Doughnut Economics - Kate Raworth	**Reading** The Almighty Dollar - Dharshini David Africa Is Not A Country - Dipo Faloyin	**Reading** Welcome to the Urban Revolution - Jeb Brugmann	**Reading** When The Rivers Run Dry - Fred Pearce	**Reading** The Johnstown Flood - David McCullough

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

	Image analysis Evaluation of engineering strategies Exam question practice *Concepts:* Longshore drift Wave refraction Concordant/discordant coastline Weathering and mass movement	Example of local sustainable use of water **Skills / Concepts on:** *Skills:* Choropleth maps Debate Graph/chart analysis Practice exam questions *Concepts:* Quality of Life Development Global governance National responsibilities	https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/subject-content/geographical-skills *Concepts:* Geographical enquiry Data collection and presentation Data analysis Conclusion and Evaluation	The UK *The Physical Landscape of the UK* Rivers Coasts *Resource Management* Onwards, pre-released material. **Skills / Concepts on:** All skills/concepts covered since the start of the course. Geographical skills and applied knowledge and understanding. Scales, diagrams, graphs, statistics photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Critical perspective on the issue(s) studied.	The UK *The Physical Landscape of the UK* Rivers Coasts *Resource Management* Onwards, pre-released material. **Skills / Concepts on:** All skills/concepts covered since the start of the course. Geographical skills and applied knowledge and understanding. Scales, diagrams, graphs, statistics photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Critical perspective on the issue(s) studied.	The UK *The Physical Landscape of the UK* Rivers Coasts *Resource Management* Onwards, pre-released material. **Skills / Concepts on:** All skills/concepts covered since the start of the course. Geographical skills and applied knowledge and understanding. Scales, diagrams, graphs, statistics photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups. Critical perspective on the issue(s) studied.
	Future Links: Yr12 Water and Carbon Cycles Unit Yr13 Hazards Unit	**Future Links:** References to resources in Yr12 Global Systems and Governance, and Yr13 Changing Places Unit.	**Future Links:** KS5 NEA Investigation		**Future Links:** In KS5, students will continue to learn how to revise effectively and develop independent learning strategies.	
	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 practice exam questions which are all marked in lessons. Students also have the opportunity to ask their classroom teacher for additional homework on top of this.					
	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 Making the British Landscape: How we have transformed the land etc… - Francis Pryor	**Reading** There is no Planet B - Mike Berners-Lee The Uninhabitable Earth - David Wallace-Wells Hungry for Disruption - Shen Ming Lee Water Supply Management - David Stephenson	**Reading** Study skills for geography students - Pauline Kneale	**Reading** Never Eat Shredded Wheat: The Geography We've Lost and How to Find it Again - Christopher Somerville		

Year 12

Homework and Consolidation

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

Stretch and Challenge

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

Term 1

Paper 1 Physical Geography

Unit Title:
Paper 1: Section A - Water and Carbon Cycles
The Water Cycle

Prior Links
Y11 - Physical Landscapes in the UK (Rivers)
Y9 - The Challenges of Natural Hazards and Climate Change
Y9 - The Living World - Tropical Rainforests

Aims:
To describe the distribution and size of stores of water
To explain the processes influencing the changes in global water stores, including hydrological flows and transfers.
To explain the drainage basin as an open system using various inputs and outputs.
To explain runoff variations and flood hydrographs
To explain changes in the water cycle over time involving storm events, water abstraction and other processes.
Using a case study to illustrate and analyse key themes from this unit and consider factors such as the impact of precipitation on drainage basin stores etc.

Lesson / Content Overview:
What are systems and models?
What is the global distribution and size of stores of water?
Factors driving changes in water stores
The drainage basin hydrological cycle
Water balance (soil moisture graph)
The rivers regime (hydrographs)
Case Study: River Eden
Changes in the water cycle over time
Water insecurity

Skills / Concepts on:
Skills:

Paper 2 Human Geography

Unit Title:

Paper 2: Global Systems and Global Governance

Prior Links
Y10 - Changing Economic World

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

Lesson / Content Overview:
Globalisation
Flows of capital
Flows of labour
Flows of product
Production, consumption and distribution
Flows revision
Formative assessment
Distribution and consumption
Factors in globalisation
Trading blocs
Global marketing

Skills / Concepts on:
Skills:

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

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

To explain various systems and processes that exist within coastal environments including, geomorphological processes, coastal processes, sediment sources and budges etc.

Lesson / Content Overview:
Coasts: open and closed systems
Energy and landscape
High energy coastlines and sediment cells
Tides, currents and storm surges
Coastal erosional landforms

Skills / Concepts on:
Skills:
Qualitative and quantitative skills such as observational, measurement and geospatial mapping, data manipulation and statistical skills applied to field measurements

Concepts
Flows and transfers
Place and space
Inputs and outputs
Energy
Stores
Dynamic Equilibrium
Positive/negative feedback loops
Eustatic and isostatic

Students will start their new topic on urbanisation and its importance in human affairs. Students will be able to map global patterns of urbanisation and demonstrate the changes in urbanisation, suburbanisation, counter-urbanisation, urban resurgence. They will also start the next part of the topic, which is focusing on Antarctica and how contemporary geography, including climate, of Antarctica has a role as a global common. They will be able to illustrate its vulnerability to global economic pressures

Lesson / Content Overview:
Climate - Antarctica
Climate graph
Threats to Antarctica
Protection of Antarctica
NGOs
Consequences of global governance
Exam practice
Urban environments
Causes of urban growth
Megacities
Suburbanisation
Counter urbanisation

Skills / Concepts on:
Skills:
Climate graph
Image analysis
Debate
Graph/chart analysis
Independent research
Presentations

Concepts:
Urbanisation
Counterurbanisation
Sustainable development
Critical appraisal
Integration

Reading
The Lie of the Land: The explosive story of how Britain was form - Ian Vince
Antarctica - Mel Friedman

Term 4

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

Reading

White Sands: Experiences from the Outside World - Geoff Dyer

The New Urban Crisis: Gentrification, Housing Bubbles, Growing Inequality, and What We Can Do About It - Richard Florida

Term 5

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

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

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

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

Lesson / Content Overview:
Introduction to hazards
Hazard Perception
Hazard Management
Seismic Hazards
Constructive Boundaries
Destructive Boundaries
Conservative and hotspots
Vulcanicity
Volcanic Hazards
Seismic Hazards
Seismic Impacts (Haiti)
Haiti vs Japan

Skills / Concepts on:
Skills
Use of key subject specific and technical terminology.
Opportunities to develop skills such as drawing, labelling and annotating diagrams.
Online research into volcanic hazards.
Construct a range of graphs and use statistical skills.
Developing extended writing skills.
Using atlas maps.
Producing annotated maps.
Engage with remotely sensed satellite data.

Concepts
Hazard perception
Hazard management
Geophysical Hazards
Plate tectonics
Distribution & magnitude
Preparation & response
Vulcanicity
Seismicity
Tropical Storms
Wildfires
Multi-Hazardous Environment

Students are to understand people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.

Lesson / Content Overview:
What is place
Sense of place
Perception of place
Social and spatial exclusion
Categories of place
Perception vs sense
Exogenous and endogenous factors
Character of place
NEA

Skills / Concepts on:
Skills:
Poem analysis
Independent research and note-taking
Video analysis
Image analysis
Graph/data analysis
Use of key subject specific and technical terminology
Developing extended writing skills
Measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.

Concepts:
Place vs space
Perception of place
Outsider
Insider

Reading

Brown, L. (2017) The Volcano, Montserrat and Me: Twenty years with an active volcano
Oppenheimer,C. (2011) Eruptions that shook the world – Cambridge, Cambridge University Press
Roberts, N. (2014). The Holocene: An environmental history (Third ed.) – Hoboken, NJ, Wiley-Blackwell.
Space And Place: The Perspective of Experience - Yi-Fu Tuan

Term 2

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

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

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

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

Pinner High School: HISTORY

Intent

- Our History curriculum at Pinner High aims to inspires 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 keystages.
- 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 revisited 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 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 range of extra curricula programme 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 range of jobs and careers within all fields.

Implementation

- We have created a blended curriculum that teachers 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 careful 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 enquires 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 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 enquires around a range of historians' interpretations. Students get the opportunity to understand how historians work and explore how history is evolving. For example, our enquiry that focuses on the recent works of Miranda Kaufman, who wrote Black Tudors: the untold story, highlights how a historian works with sources to make new claims about the past. Students will regularly read and engage with historians works to help improve their own historical understanding and ability to write. We continue to prompt literacy development through challenging reading materials, discussions, and opportunities for oracy through presentations, debates, and group work.
- We have a 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 keystage 3 all history lessons are taught through enquires that have an overarching question that build upon prior knowledge. These enquires create a strong foundation of knowledge for all pupils and provide them with a clear chronological understanding of the past. The units we chose 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 keystage 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 regularly sharing of best practice.
- We celebrate student achievements in History through showcasing and modelling students work. We regular 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 analysis, think logically and debate effectively. These skills prepare our students for ever changing world. This is resulted in a high uptake 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 student's overall growth and readiness for future endeavours as we inspire learning in all.

GCSE History Edexcel

A- Level OCR History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**How do we study History at PHS?** *Introduction and understanding chronology* Key content: ● What is history all about? ● Where do historians get their information from? ● How do historians measure the past? ● Why have historians "broken up" the past? ● Why can history be dangerous? **How did the Silk Roads change shape our world?** *Interpretations/ evidence* Key content: ● Cities on the Silk Roads ● China – where it all started? ● Trade – what was traded along the Silk Roads? ● Faith – How did Faith develop? Checkpoint 1 assessment:	**How far did Anglo-Saxon England survive the Norman Conquest?** *Change and continuity* Key content: ● What did England look like in year 1000? ● What was life like in Anglo-Saxon England (410-1066)? ● Why was 1066 a year of confusion in England? ● What did William I do immediately after the Battle of Hastings? ● What was England like when William died? Checkpoint 2 assessment **What does the Doomsday book reveal to us about Harrow?** *(Local History)* *Sources* Key content: ● Doomsday book ● Why William used the book to control England? ● How did the book help William control the Saxons? ● What does the Doomsday book say about Harrow?	**How powerful were Medieval Kings?** *Change and continuity* Key content: ● Who had power in Medieval England? ● How much power did royal women have in Medieval England? ● What does the death of Thomas Becket tell us about the influence of the Church? ● Why did the barons rebel against King John? (Magna Carta) ● Did the creation of parliament limit the powers of the monarch? Checkpoint 3 assessment: **How powerful were the Medieval Caliphs of Baghdad?** *Similarity and Difference* Key content: ● Who held power in Baghdad? ● How did knowledge give power to the Caliphs? ● What discoveries helped the Caliphs gain more power? ● How different were Caliphs to Medieval monarchs?	**What does the Mali Empire reveal to us about Africa's position in the world in 14th century?** *Significance* Key content: ● How was the Kingdom of Mali established? ● How did Mansa Musa make his vast wealth? ● What can we infer from sources about trade in Mali Empire? ● How did religion influence Mansa Musa's reign? ● Why did Mansa Musa encourage learning in Mali? Checkpoint 4 assessment: **What difference did the Black Death really make?** *significance* ● Understanding the causes of the Black Death ● The impact it has on Society ● Looking at the Case study of Walsham ● How did it cause the population to challenge authority of the monarch? Peasants Revolt (Linking to prior enquiry)	**Which Tudor was the most historically significant?** *Significance* *Debating* Key content: ● What happened during the Battle of Bosworth? (HW task) Was Richard III really a villain? (claim to the throne – who should be king) ● How did Henry Tudor seize power? – type of ruler ● Why did Henry VIII break with Rome? ● Edward VI ● Mary I ● Elizabeth I Checkpoint 5 assessment **How were hidden lives of Black Tudors uncovered?** *Interpretations* Key content: ● How historians uncover new historical sources? ● John Blanke story	**What was so turbulent about the Seventeenth Century?** *Sources/ Evidence* Key content: ● What does Gunpowder Plot tell us about the changing power of the King? ● Why did the Civil War break out in England? ● Why did people start believing in Witches? ● What should Parliament have done with King Charles I? ● How did plague and fire change the lives of Londoners? (Local History) Checkpoint 6 assessment

Year 8	**Why did Britain abolish the trade of enslaved people in the nineteenth century?** *Causation* Key content: ● What does it mean to be enslaved? ● What was Africa like before European invasion? ● Why is the Transatlantic slave trade known as the 'triangular trade'? ● What was it like to be enslaved working on a plantation? ● How did enslaved people resist against their master's will? ● Why was the trade of enslaved people abolished? ● How should the transatlantic slave trade be remembered? Checkpoint 1 assessment	**How far does the Industrial Revolution deserve its name?** *Change and continuity* Key content: ● Exploring change and continuity and significance ● Introduction to Industrial England ● Population increasing ● Creation of a train network ● Public health Checkpoint 2 assessment **What drove the creation of Metroland?** *(Local history)* *Causation* Key content: ● Metroland – what is it? ● Why was it set up? ● Significance of Metroland	**Why did women gain the vote by 1928?** *Causation* *Writing a speech* Key content: ● What was the position of women in the 1900s? ● Who were the suffragists? ● Who were the Suffragettes? ● How did the movement develop by Suffragettes? ● How did World War One help women gain the vote? ● How did women gain the vote in 1928? Checkpoint 3 assessment **What does the War Campaign reveal to us about Britain during WW1?** *Sources* Key content: ● Why did the government use campaign posters? ● What is Propaganda? ● Propaganda aimed at women ● Propaganda used in the Empire	**Why is it so important for us to learn about the Holocaust?** *Significance* Key content: ● What can the story of Frank Bright tell us about the experience of Jews in the period of Nazi Germany? ● Is antisemitism a modern, racist belief? ● What was life like for European Jews before 1933? ● How were German Jews treated by the Nazis between 1933 and 1938? ● How did people respond to the persecution of German Jews between 1933 and 1938? ● How did the life of European Jews change from 1939? ● How did the persecution of European Jews turn into 'genocide'? ● Why was it so difficult to fight back against the Holocaust? Checkpoint 4 assessment	**What were the key turning points in World War Two?** *Change and Continuity* Key content: ● Why did war break out in 1939? ● Was the war really a Phoney one? ● Turning points: Blitzkrieg, Dunkirk, Battle of Britain, US Entering the war, D-Day ● Homefront – Impact of War in Britain ● Ending of the war – use of Atomic weapons Checkpoint 5 assessment **What drove the collapse of the British Empire?** *Causation* Key content: ● Treaty of Versailles ● Rise of Nationalism ● Impact of WW2 ● Case study on India	**What were the biggest challenges facing the people of Britain post 1945?** *Interpretations* Key content: ● Post War Britain and the collapse of the Empire ● Attlee & Creation of the NHS ● Race relations Act ● Brixton Riots ● Birmingham Bus Boycott ● Technology changes Checkpoint 6 assessment
Year 9	**Introduction to Elizabeth England and GCSE History** In this unit you will understand how to engage with interpretations and sources from Tudor England to come to a judgement about the importance of religion and monarchy. You will also develop your oracy skills through debating. Checkpoint 1 assessment	**Key Topic 1: Queen, Government and Religion, 1558-88** ● Situation on Elizabeth's accession ● The settlement of religion ● Challenge to the religious settlement ● Problems of Mary, Queen of Scots Checkpoint 2 assessment	**Key Topic 2: Challenges to Elizabeth at home and abroad, 1569-88** ● Plots and revolts at home ● Relations with Spain and the Netherlands ● Outbreak of war with Spain ● The Armada Checkpoint 3 assessment	**Key Topic 3: Elizabethan society in the Age of Exploration, 1558-88** ● The problem of the poor ● Life in Elizabethan society: sports, culture, arts ● Exploration and voyages of discovery ● Raleigh and Virginia Checkpoint 4 assessment	**Key Topic 1: c1000-1500 Crime and punishment in medieval England** ● Crimes ● Law enforcement ● Punishments ● Case study: Power of the Church Checkpoint 1 assessment **Key Topic 2: c1500-1700 Crime and punishment in early modern England** ● Crimes ● Law enforcement ● Punishments	**Key Topic 2: c1500-1700 Crime and punishment in early modern England** ● Crimes ● Law enforcement ● Punishments ● Case study: Witchcraft & Gunpowder plot Checkpoint 2 assessment

					• Case study: Witchcraft & Gunpowder plot	
Year 10	**Key Topic 3: c1700-1900 Crime and punishment in 18th and 19th century Britain** • Crimes • Law enforcement • Punishments • Case study: Pentonville prison & Robert Peel Checkpoint 3 assessment **Key Topic 4: c1900-present Crime and punishment in modern Britain** • Crimes • Law enforcement • Punishments • Case study: conscientious objectors & Ending of Death Penalty Checkpoint 4 assessment	**Key Topic 4: c1900-present Crime and punishment in modern Britain** • Crimes • Law enforcement • Punishments • Case study: conscientious objectors & Ending of Death Penalty **Topic 5: Whitechapel, c1870-1900** • Crime in the area • Housing and conditions • Policing in the area • Immigration to the area • Jack the Ripper and difficulties of catching him Checkpoint 5: Full paper assessment	**Topic 5: Whitechapel, c1870-1900** • Crime in the area • Housing and conditions • Policing in the area • Immigration to the area • Jack the Ripper and difficulties of catching him Checkpoint 5: Full paper assessment **Key Topic 1: The Weimar Republic 1918-29** • Birth of the Republic • Period of instability 1919-23 • Period of stability • Golden Age Checkpoint 1 assessment	**Key Topic 2: Hitler's Rise to Power, 1919-33** • Creation of the Nazi Party • Early Years • The Lean Years • Rise to Power Checkpoint 2 assessment	**Key Topic 3: Nazi Control and dictatorship, 1933-39** • How Hitler became a Dictator • Police state • Propaganda • Censorship • Opposition to the Nazis Checkpoint 3 assessment	**Key Topic 4: Life in Nazi Germany, 1933-39** • Youth and education • Women • Workers • Minority groups Checkpoint Y10 Mocks

Year 11	**Key Topic 1: The Origins of the Cold War, 1941-58** • Starting of the Cold War • Nuclear weapons • Development of Alliances • Arms race • Space Race • Hungarian uprising Checkpoint 1 assessment	**Key Topic 2: Cold War Crises, 1958-70** • Berlin crisis 1958-63 • Cuba 1959-63 • Czechoslovakia 1968-69 Checkpoint 2: Y11 mock	**Key Topic 3: The end of the Cold War, 1970-91** • Attempts to reduce tension • Flashpoints in relations 1979-84 • Collapse of the USSR Checkpoint 3 assessment	**Revision on all 4 topics** Revision assessments: Topic tests on all areas – Y11 second mock		
Year 12	**Paper 3: Civil Rights in the USA** **Unit 1 - African Americans** • Reconstruction, white reaction and discrimination • Industrialisation • The impact of Westward Expansion • The impact of the New Deal • Role of African American leaders in the gaining of civil rights **Paper 1: Early Tudors Unit 1 Henry VII & Unit 2 Henry VII foreign policy** • Henry succession to the throne • Issues around Henry's claim to the throne • Yorkist challenges to the throne • Pretenders • Rebellions • Royal finances • Government of Henry VII • Henry VII foreign policies Assessment: Topic tests and exam questions	**Paper 3: Civil Rights in the USA** **Unit 1 - African Americans** • Reconstruction, white reaction and discrimination • Industrialisation • The impact of Westward Expansion • The impact of the New Deal • Role of African American leaders in the gaining of civil rights **Paper 1: Early Tudors Unit 1 Henry VII & Unit 2 Henry VII foreign policy** • Henry succession to the throne • Issues around Henry's claim to the throne • Yorkist challenges to the throne • Pretenders • Rebellions • Royal finances • Government of Henry VII • Henry VII foreign policies Assessment: Topic tests and exam questions	**Paper 3: Civil Rights in the USA** **Unit 4: Trade Unions** • Start of the Trade Union movement • Industrialisation • The Impact of Westward Expansion • WW1 • The impact of the New Deal • The impact of Federal and state government • 1960s America • Trade Unions and civil rights • Role of the leaders and key unions • Reagan era **Paper 1: Early Tudors Unit 3 Henry VIII** • Henry VIII style of leadership • Henry VIII & Wolsey • Domestic policy • Foreign Policy Assessment: Topic tests and exam questions	**Paper 3: Civil Rights in the USA** **Unit 4: Trade unions** • Start of the Trade Union movement • Industrialisation • The Impact of Westward Expansion • WW1 • The impact of the New Deal • The impact of Federal and state government • 1960s America • Trade Unions and civil rights • Role of the leaders and key unions • Reagan era **Paper 1: Early Tudors Unit 3 Henry VIII** • Henry VIII style of leadership • Henry VIII & Wolsey • Domestic policy • Foreign Policy Assessment: Topic tests and exam questions	**Paper 3: Civil Rights in the USA** **Unit 4: Women** • End of the civil war • Industrialisation • Prohibition • Women's suffrage • WW1 • The impact of the New Deal • The impact of Federal and state government • 1960s America • Role of leaders and key organisations **Unit 2: Native Americans** • Plain Wars • Dawes Act • US citizenship • The Impact of the New Deal • The impact of Federal and state government • 1960s America • Supreme Court • Role of leaders and key organisations Assessment: Topic tests and exam questions	**Paper 3: Civil Rights in the USA Unit 4: Women** • End of the civil war • Industrialisation • Prohibition • Women's suffrage • WW1 • The impact of the New Deal • The impact of Federal and state government • 1960s America • Role of leaders and key organisations **Unit 2: Native Americans** • Plain Wars • Dawes Act • US citizenship • The Impact of the New Deal • The impact of Federal and state government • 1960s America • Supreme Court • Role of leaders and key organisations Assessment: Y12 mock

Y13	**Paper 2: Cold war in Asia Unit 1 – Western Policies** ● Decision on Asia at Yalta & Potsdam ● Kennan's Long Telegram ● US foreign policies ● Model states ● US foreign policy aims ● China and Taiwan ● British policies in Malaysia ● USSR policies ● Dutch policies **Paper 2: Cold war in Asia Unit 2: Korean War** ● Causes behind the war ● Invasion of North Korea ● US/ UN entering ● China entering ● Stalemate ● Peace talks ● Post peace impact – SEATO, Non-Alignment movement **Paper 1: Early Tudors Unit 4 Henry VIII** ● English Reformation ● Religious changes ● Wars with France and Scotland ● Factions in Henry's court Assessment: Topic tests and exam questions	**Paper 2: Cold war in Asia Unit 2: Korean War** ● Causes behind the war ● Invasion of North Korea ● US/ UN entering ● China entering ● Stalemate ● Peace talks ● Post peace impact – SEATO, Non-Alignment movement **Paper 2: Cold War in Asia Unit 3 Indochina** ● French colony of Indochina ● Ho Chi Minh and rise of Viet Minh ● Indochina War ● Vietnam split into two countries ● Rise of the Viet Cong **Paper 1: Unit 5&6 Edward and Mary** ● Issues of Edward & Mary ruling ● Succession issues ● Religious changes ● Rebellions and unrest **NEA** Assessment: Topic tests and exam questions	**Paper 2: Cold war in Asia Unit 4 Vietnam and Cambodia** ● Vietnam War 1960-75 ● Kennedy policies ● Johnson policies ● Ending of the war ● Nixon Policies ● Cambodia and Pol Pot **Paper 1: Unit 5&6 Edward and Mary** ● Issues of Edward & Mary ruling ● Succession issues ● Religious changes ● Rebellions and unrest **NEA** Y13 mocks	**Revision on all 3 units**		

Careers

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

Extra Curricula opportunities extending learning outside the classroom

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

Pinner High School: Politics

KS5: Edexcel (9PL0)

Intent

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

Implementation

- All Politics lessons at Pinner High are taught through enquiries that have an overarching question that builds upon prior knowledge to help students gain a strong understanding of contemporary political structures and issues in their historical context. Within each unit of work, students develop and build their skills and learn specific political vocabulary to describe, explain and evaluate the functions and systems of government in the UK and USA.

- Lessons and homework tasks are carefully crafted to push all students to think beyond the specification demands by constantly engaging with current affairs through wider reading and flipped learning activities. Students on rotation present a weekly news summary of key stories from that week in politics and present how these new stories can be used in exams as examples. This allows our pupils to understand that politics is an ever-changing discipline.
- We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the 2-year course. Due to the synoptic nature of politics, students regularly are asked to link knowledge from all papers. We facilitate this through a range of activities that get students to think of the bigger picture and make connections. We have chosen to study US politics due to the increased impact and influence the US has on the wider political sphere. It also allows us to create cross curricular links with History, who study Civil Rights in the USA.
- Our curriculum has been designed to provide students with opportunities to develop their essay writing skills by teaching our pupils to analyse and evaluate key arguments and to support this with specific examples. We regularly teach how to debate key issues to help highlight the importance of balance and evaluate what makes a strong argument. Our students regularly improve their skills in research, communication and team building through our engaging and rigorous curriculum that transpires into the classroom.
- As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through flipped learning homework activities, research projects, and encouraging students to explore politics outside of the classroom through our Digging Deeper Project. For example, suggesting weekly podcasts to listen to keep informed of current affairs.

Impact

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

continue studying politics and other related subjects at university. We believe our politics pupils will become well rounded students who champion that it's through politics that many important questions are answered and global challenges are addressed.

Career Development

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

Enrichment Opportunities & Super Curricular

Learning opportunities beyond the classroom are available to all students through enrichment activities, further suggested reading for students based on individual lessons and through school trips. Students will get the opportunity to hear the role of Member of Parliament through a question and answer session. Students will also have the chance to visit Parliament by going on a walking tour to explore how significant this institution is to making laws and representation of democracy. Within the year the politics department will also run a range of super curricular trips and clubs from Debate club and Critical thinking 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 12 (6 Lessons)	Paper 1: Unit 1 Democracy and participation (3 lessons) Paper 2: Unit 1 UK Constitution (3 lessons)	Paper 1: Unit 2 Electoral systems (3 lessons) Paper 2: Unit 2 Parliament (3 lessons)	Paper 1: Unit 3 Voting behaviour and media (3 lessons) Paper 2: Unit 3 Congress (3 lessons)	Paper 1: Unit 4 Political parties (3 lessons) Paper 2: Unit 4 Relations between branches (3 lessons)	Paper 1: Unit 5 Conservatism Liberalism (3 lessons) Paper 2: Unit 5 Socialism Feminism (3 lessons)	Paper 1: Unit 5 Conservatism Liberalism (3 lessons) Paper 2: Unit 5 Socialism Feminism (3 lessons) Y12 end of year exams
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 13 (6 Lessons)	Paper 3: Unit 1 US Constitution Paper 3: Unit 4 Elections & Parties	Paper 3: Unit 2 Congress Paper 3: Unit 3 President	Paper 3: Unit 3 President Paper 3: Unit 5 US Supreme Court Y13 January Mocks	Paper 3: Unit 5 US Supreme Court Paper 3: Unit 4 Political parties and Pressure groups	Revision	

Curriculum Overview: PSYCHOLOGY

KS5: Psychology A Level AQA (7182)

PINNER HIGH SCHOOL

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

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

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

- The course will be delivered in a linear fashion and students will be required to take three two-hour exams at the end of the second year of the course. The subject area aims to assess and support the progression of its students through a combination of independent learning tasks, knowledge assessments, written assessments and homework. Teachers will provide detailed feedback to develop a rich dialogue both verbally and in the written form between teacher and student.
- Psychology teachers have good knowledge of the subject and course requirements. As the subject leader, I will provide effective support, including for those teaching outside their main areas of expertise. In addition, we believe that by sharing our enthusiasm for the subject and modelling the importance of reading

and lifelong learning we will inspire students to undertake their own research. This will, in turn, foster an environment for students to develop self-mastery and engagement in self-regulated learning.

- Psychology teacher/s present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts through exam questions, knowledge tests, class activities and discussions. Detailed feedback practice will be provided to develop a rich dialogue both orally and in the written form between teacher and student.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Teachers understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. In psychology literacy is developed through the reading of articles of relevant studies and theories related to the specification course from reputable educational institutions such as the BPS and Psychology Review Magazine.
- To address misconceptions, we employ formative assessment strategies, including class discussions, individual feedback, and targeted interventions.
- Subject expertise is shared across throughout the departments during CPD meetings and departmental meetings.

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

- The result of these should be extremely beneficial to our students who should also feel valued and respected as individuals. Students should feel challenged but also confident that they can do what we are asking them to. We hope that students are not only engaged in our subjects but are also able to achieve academic success and have clear opportunities to develop skills for life.
- Students will develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This will be reflected in results from examinations in the qualifications obtained. This will be quality assured through use of learning walks, book looks, evidence from observations and data analysis of student progress.
- Through the study of Psychology, the students are offered a scientific and rigorous education in how we develop, learn and behave. In addition, an appreciation of 'how science works' in conjunction with the application of the empirical method will be central to all lessons.
- Students will become critical thinkers, engaging with academic literature, which develops their cultural and academic capital in order to participate fully in society. Promoting academic success is crucial to the study of Psychology, broadening student horizons and opportunities in their future careers.
- Students will be ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.
- Assessment plays a crucial role in identifying misconceptions and providing timely feedback to students across the department. Formative assessment strategies, including quizzes and essays, are utilised to gauge student progress. Our aim is to ensure that students, including those with special educational needs (SEND), those eligible for pupil premium (PP), and high-achieving students (HAP), meet their projected ALPS grade. The Psychology department diligently tracks and monitors student progress through regular assessments, enabling effective support measures such as parent communication or targeted intervention efforts as needed.

Career Development

- AQA A-Level Psychology extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents in a broad range of topics that cover bio-psycho-social aspects of topics such as development psychology, social psychology, clinical psychology etc.
- The AQA A-Level Psychology curriculum and our wider work 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, research homeworks 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.
- 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

The psychology feedback and assessment policy outlines the approaches to assessment, marking and feedback in the Psychology department. It is designed to achieve four main aims:

1. Provide clear and unambiguous guidance to teachers in this subject about:
    - **What** student work should be assessed, marked or used to generate feedback
    - **How** this assessment, marking or feedback should be carried out and organised
2. Specify approaches to assessment, marking and feedback which work best in the context of individual subjects
3. Provide the framework of expectations and best practice through which work sampling and quality assurance work will be carried out
4. Translate the wider school expectations – that assessment, marking and feedback are **manageable**, **meaningful** and **motivating** – into a subject-specific set of guidelines and approaches

5. **Summary of approaches** - in Psychology, there are several approaches to feedback and assessment which are expected to take place in and outside of lessons. These include:

    1. Class discussion and questioning
    2. Peer and self-assessment
    3. Mid-term assessments
    4. Mini-quizzes in class, e.g. to recall previously taught information
    5. End of topic tests
    6. Formal mock exams / end of year tests
    7. Teacher feedback on practice exam questions / extended writing

There is a centralised file for the mark book. This is/should be used by all staff for all subjects / years within the Sixth Form Subjects. This is designed to;

- Reduce teacher's time in creating their own mark books and recording student marks.
- Promotes dialogue between teachers with shared classes, allows subject leaders and FL to look at 'working at' data which can be useful when supporting students/staff and also be one source of evidence for reflections on teaching and learning within the faculty.

Mid-Term (Formative) Assessment:

- **Pre-learning homeworks**, of core knowledge and vocabulary and the creation and learning of revision materials.
- **Self/peer marked multiple choice tests and mini quizzes** are used across modules and sub-topics to give quick feedback (students to record marks so that teacher can enter onto faculty mark book)
- **Questioning and discussion** – at a whole class, small group and individual level
- **Annotation** of student work / models / exemplars in class
- **Extensive use of models** and **explicit teaching of AOs/command words** for the purpose of improving students knowledge of course requirements and to allow them to compare with their own work.
- **A range of practice timed exam questions** to be built into lessons / set as homework with whole class feedback given on key areas of strength and development, followed up with specific feedback lessons that focus on the re-teaching of either knowledge or skills. For example, per topic students will do a longer essay (8/16 marker essay, short answer essays and a set of multiple choice quizzes as per the exam).
- **Peer and self assessment** alongside models and criteria
- **Explicit teaching of revision techniques** including revision cards, mind maps and essay planning
- **Folder checks** completed once every 2 terms.

End of Unit (Summative) Assessment:

- **End of topic test**, which is teacher marked (using subject specific standardised feedback sheets) with feedback lesson to focus on progress needed when the topic is revisited in end of key stage tests
- **Use of walking talking mocks** used within lessons to develop and model exam skills
- **Effective revision techniques** and writing revision cards will be **modelled** by teachers to enable all students to access these tests
- **Mock exams** students to be issued with specific guidance prior to the mocks. All mocks to be teacher marked and have a follow up lesson to address key areas of development.

Further notes

How do we ensure that approaches are motivating for students?

- Students will be praised using the schools reward system for excellent effort.
- The focus in feedback lessons will be on improved understanding and knowledge and developing exam and writing skills.
- Marks will never be returned to a class without the class being shown how to address problems that have been revealed.
- Assessments will be designed to develop skills rather than find them lacking, eg lower groups will be supported through annotation, modelling and walking talking approaches to build skills and confidence.
- At key stage 3 revision techniques and the skills required to successfully complete tests will be taught during lessons early in the year, so that no student is disadvantaged. In this way students will build the skills needed to do revision homework tasks later in the year.
- Standardised feedback sheets will be available at KS4 and KS5 to help students focus on areas where they are lacking in knowledge and skill during the feedback lesson.

How do we ensure that approaches are manageable for teachers?

- Notes written in class and general activities in books will not be teacher marked but feedback will be given as a result of selected student exam answers and knowledge test results
- Feedback will focus on moving forward student progress and feedback lessons will be clearly identified in student books
- Teachers will use time previously given to writing comments in books to assess knowledge, understanding and application where students may not be able to accurately assess themselves or each other. An effective feedback lesson will be planned to address the issues that arise from this marking.
- Time will be released by not writing on books so that effective feedback lessons can be planned and carried out. Teaching time will be used to give these feedback lessons, and time will be more effectively managed in these sessions by stressing improved knowledge and understanding rather than traffic lighting

How do we ensure that homework is manageable, meaningful and motivating?

- At key stage 5 homework will include answering questions that develop exam skills, revision of content for mid-term tests, or creation of revision materials (with clear instruction by the teacher).
- For V/PP key stage 5 students revision guides or course textbooks will be provided to support completion of homework.

Enrichment Opportunities & Super Curricular

What trips, subscriptions or Heads Challenge Curriculum will you plan to deliver to enrich the curriculum and take students beyond the classroom in their learning. When do these take place in the year and how do they link to programmes of study?

- We aim to plan a trip once a year for all psychology students. An example of such trips would include a 'Psychology in Action' conference. Psychology in Action is a wide-ranging programme examining the theories and applications of psychology in the modern world! The engaging sessions throughout the day aim to help students realise their potential and discover the impact they can have on the world. Students will hear from renowned speakers from academia and industry which then is also complemented by a special session on examination success.
- We have subscribed to Psychology Review - Each annual volume includes relevant resources, materials and articles with a range of up to date psychological research.

Commitment to Equality, Diversity & Inclusion

How do you as a department consider equality, diversity and inclusion within your subject?
To help on our curriculum policy is the below:
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. 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.

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit Title: Memory **Aims:** Students should demonstrate knowledge and understanding of the introductory topics in psychology such as cognitive psychology and be able to apply their knowledge to contextual aspects of psychology (approaches that underpins psychology theory, studies and research). **Lesson / Content Overview:** - Models of memory: the multi-store model and the working memory model - Explanations for forgetting - Eyewitness testimony - The use of the cognitive interview **Approaches:** - Behaviourism - Cognitive	**Unit Title: Research Methods** **Aims:** Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations. Students should demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests. **Lesson / Content Overview:** - Designing research - Conducting research Analysing and interpreting data **Skills / Concepts on:** Knowledge and understanding of	**Unit Title: Clinical Psychology and Mental Health** **Aims:** Students should demonstrate knowledge and understanding of the Introductory topics in psychology such as clinical psychology. **Lesson / Content Overview:** - Definitions of abnormality - The behavioural, emotional and cognitive characteristics of phobias, depression and OCD. - The behavioural approach to explaining and treating phobias - The cognitive approach to explaining and treating depression - The biological approach to	**Unit Title: Biopsychology** **Aims:** Students should demonstrate knowledge and understanding of topics such as biopsychology which introduces them to the clinical psychology and neuroscience. **Lesson / Content Overview:** - The nervous system - Hormones and glands - The fight or flight response - Ways of studying the brain - Localisation of function - Hemispheric lateralisation - Plasticity and functional recovery of the brain after trauma.	**Unit Title: Social Influence** **Aims:** Students should demonstrate knowledge and understanding of the Introductory topics in psychology such as social psychology. **Lesson / Content Overview:** - Types of conformity - Explanations for conformity - Explanations for obedience - Dispositional explanation for obedience - Authoritarian Personality - Explanations of resistance to social influence - Minority influence **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the	**Unit Title: Attachment** **Aims:** Students should demonstrate knowledge and understanding of the Introductory topics in psychology such as developmental psychology. **Lesson / Content Overview:** - Animal studies of attachment - Explanations of attachment - Ainsworth's 'Strange Situation' - Cultural variations in attachment - Bowlby's theory of maternal deprivation - The influence of early attachment on childhood and adult relationships **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological

	- Psychodynamic - Humanism - Biological - Comparison of approaches **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 and 2 content Apply psychological knowledge and understanding of the specified Paper 1 and 2 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 and 2 content Evaluate therapies and treatments including in terms of	research methods, practical research skills and mathematical skills: Mathematical requirements and exemplifications These skills should be developed through study of the specification content and through ethical practical research activities, involving: • designing research • conducting research • analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).	explaining and treating OCD **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.	**Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 2 content Apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 2 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.	specified Paper 1 content Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.	concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 1 content Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 1 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

	their appropriateness and effectiveness.					
	Assessments throughout the Unit: • **Key Terminology / Studies / Theories Test** • **Multiple-Choice Quiz** • **Revision for Knowledge Tests** • **Short Answer Questions** • **Timed 8 and/or 16 Marker Essays**	**Assessments throughout the Unit:** • **Key Terminology / Studies / Theories Test** • **Multiple-Choice Quiz** • **Revision for Knowledge Tests** • **Short Answer Questions** • **Design a study style question**	**Assessments throughout the Unit:** • **Key Terminology / Studies / Theories Test** • **Multiple-Choice Quiz** • **Revision for Knowledge Tests** • **Short Answer Questions** • **Timed 8 and/or16 Marker Essays**	**Assessments throughout the Unit:** • **Key Terminology / Studies / Theories Test** • **Multiple-Choice Quiz** • **Revision for Knowledge Tests** • **Short Answer Questions** • **Timed 8 and/or16 Marker Essays**	**Assessments throughout the Unit:** • **Key Terminology / Studies / Theories Test** • **Multiple-Choice Quiz** • **Revision for Knowledge Tests** • **Short Answer Questions** • **Timed 8 and/or 16 Marker Essays**	**Assessments throughout the Unit:** • **Key Terminology / Studies / Theories Test** • **Multiple-Choice Quiz** • **Revision for Knowledge Tests** • **Short Answer Questions** • **Timed 8 and/or 16 Marker Essays**
	Stretch & Challenge Approaches: This website gives an overview of Maslow's	**Stretch & Challenge** Read through the article that lists the top 10 unethical studies in psychology.	**Stretch & Challenge** Application: Stephen Fry is an actor, comedian and television personality.	**Stretch & Challenge** An illustrated guide to the case of Phineas Gage.	**Stretch & Challenge** What happened to Emily Davison in the cause of women's suffrage is an	**Stretch & Challenge** Sir Michael Rutter talks about his criticisms of Bowlby's research.

	theory which is very easy to digest. Here is a BBC Radio 4 Mindchangers programme about Maslow's hierarchy of needs. Approaches revision: Hank Green explains how different approaches tackle the treatment of psychological disorders. Forgetting and retrieval HW: Is it possible that most of what we have learned is stored in LTM, but we just have trouble accessing it? This video is about Jill, who seems to be able to remember just about everything that has happened to her. See this article as well.	Wider reading about case studies:- An overview of the case study method, giving some examples of famous case studies in psychology and documenting the strengths and limitations of case studies: Case Study Method The case study method The BBC Radio 4 series Mind Changers has eight episodes devoted to different case studies (audio only): ● John/Joan, born a boy and raised as a girl. ● HM, a case of severe amnesia. ● Little Hans, another of Freud's case studies. ● Phineas Gage, who had a hole in his head. ● Kitty Genovese, ignored and left to die (or was she?).	In this interview he talks about his experience of depression. See if you can pick out some behavioural, emotional and cognitive aspects of his depression. This episode of BBC Radio 4's Mindchangers discusses systematic desensitisation and its creator Joseph Wolpe.	Read about the split-brain studies. Watch this video on early split-brain research. Read an article from the journal *Nature*, with personal accounts of what it is like to have a split brain and a podcast featuring leading researcher Michael Gazzaniga. A video clip of the split-brain studies performed by Sperry. Read this article about a woman called Karen Byrne who has Alien Hand Syndrome. This illustrates brain lateralisation. Notice the difference between the way Karen behaves and Sperry's split-brain patients.	extreme example of social proof and the augmentation principle A documentary about Martin Luther King and his role in the civil rights movement in the USA. Includes material on the freedom riders.	This is a presentation about the effects of early deprivation, including some information on the ERA study. This is the website of the English and Romanian Adoptee Study. This is a report from January 2020 from *The Guardian* newspaper about some of the most recent findings from the ERA study about the brain sizes of Romanian adoptees.
	All lessons and homeworks will have a variety of challenge attached to them that pushes students to that higher level thinking needed for A/A* grade. All homework set will be building students' knowledge to make sure they are exam ready.					

	Reading Cognitive psychology: Bahrick, H., Hall, L. and Da Costa, L. (2008) Fifty years of memory of college grades: accuracy and distortions. Emotion, 8(1), 13–22.	**Reading** The following sites are helpful in narrowing down your field of extra reading, enabling you to find relevant articles quickly and easily: The Social Psychology Network British Psychological Society American Psychological Association PsycArticles	**Reading** Watson, J.B. & Rayner, R. (1920) Conditioned emotional responses. Journal of Experimental Psychology, 3, 1–14.	**Reading** Read an article from the journal *Nature*, with personal accounts of what it is like to have a split brain and a podcast featuring leading researcher Michael Gazzaniga.		**Reading** Demby, K. P., Riggs, S. A. and Kaminski, P. L. (2017) Attachment and family processes in children's psychological adjustment in middle childhood. Family process, 56(1), 234–249.

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Unit Title: Issues and Debates **Aims:** Students should demonstrate knowledge and understanding of the Issues and Debates in Psychology. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate	**Unit Title: Aggression** **Aims:** Students should demonstrate knowledge and understanding of the optional topics in psychology. **Lesson / Content Overview:** - Neural and hormonal mechanisms - Genetic factors in aggression. - The ethological explanation	**Y13 Mocks (2 weeks)** **Unit Title: Gender** **Aims:** Students should demonstrate knowledge and understanding of the optional topics in psychology. **Lesson / Content Overview:** - The role of chromosomes and hormones - Gender identities - Biological explanations	**Gender Continued.** - Social learning theory including the influence of culture and media - Gender incongruence **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content Apply psychological knowledge and understanding of the	** Formal Exams **	** Formal Exams **

	Lesson / Content Overview: - Gender and culture in Psychology - Gender bias including androcentrism. - Cultural bias, including ethnocentrism and cultural relativism. - Free will and determinism - The nature-nurture debate - Holism and reductionism - Biological reductionism and environmental - Idiographic and nomothetic approaches - Ethical implications of research studies and theories, including reference to social sensitivity. **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content	- Evolutionary explanations of human aggression. - Social psychological explanations - Institutional aggression in the context of prisons - Media influences on aggression, including the effects of computer games. **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content Evaluate therapies and treatments including in	- Cognitive explanations of gender development **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. **Assessments throughout the Unit:** ● **Key Terminology / Studies / Theories Test** ● **Multiple-Choice Quiz** ● **Revision for Knowledge Tests** ● **Short Answer Questions**	specified Paper 3 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. **Assessments throughout the Unit:** ● **Key Terminology / Studies / Theories Test** ● **Multiple-Choice Quiz** ● **Revision for Knowledge Tests** ● **Short Answer Questions** ● **Timed 8 and/or 16 Marker Essays** **Structured Revision**		

	Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. **Assessments throughout the Unit:** ● **Key Terminology / Studies / Theories Test** ● **Multiple-Choice Quiz** ● **Revision for Knowledge Tests** ● **Short Answer Questions** ● **Timed 8 and/or 16 Marker Essays**	terms of their appropriateness and effectiveness. **Assessments throughout the Unit:** ● **Key Terminology / Studies / Theories Test** ● **Multiple-Choice Quiz** ● **Revision for Knowledge Tests** ● **Short Answer Questions** ● **Timed 8 and/or 16 Marker Essays** **Unit Title: Schizophrenia** **Aims:** Students should demonstrate knowledge and understanding of the optional topics in psychology such as clinical psychology. **Lesson / Content Overview:** - Positive and negative symptoms. - Issues in diagnosis: comorbidity, culture bias, gender bias and symptom overlap - Biological and psychological explanations	● **Timed 8 and/or 16 Marker Essays**			

		- Drug therapy - CBT and family therapy - The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. **Skills / Concepts on:** Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.				

		Assessments throughout the Unit: • **Key Terminology / Studies / Theories Test** • **Multiple-Choice Quiz** • **Revision for Knowledge Tests** • **Short Answer Questions** • **Timed 8 and/or 16 Marker Essays**				
	Stretch & Challenge YouTube video about androcentrism and male bias in science. An article from the Telegraph proposing that the influences of nature and nurture depend on where you live in the UK. A summary of cultural bias in psychology from Psychology through diagrams. This article discusses scientific racism, how science has been used to promote racist ideas and justify racist discrimination.	**Stretch & Challenge** Sir David Attenborough explains the aggressiveness of the Siberian tiger. A five-minute clip from the BBC series *Human Instincts* on male sexual jealousy. A 30-minute BBC Radio 4 programme from the Mind Changers series about Albert Bandura's Bobo doll research	**Stretch & Challenge** This episode of BBC Radio 4's *All in the Mind* includes a segment on drug therapy for psychosis. This episode of BBC Radio 4's *All in the Mind* includes a short segment on how CBT is used to treat schizophrenia. An article about family therapy; who is involved in family therapy and how it is conducted.	**Stretch & Challenge** Read more about SLT explanations of gender development. TED talk on the biology of gender, from DNA to the brain.		
	All lessons and homeworks will have a variety of challenge attached to them that pushes students to that higher level thinking needed for A/A* grade. All homework set will be building students' knowledge to make sure they are exam ready.					

	Reading This is an article from the American Psychological Association about how to avoid gender bias in research. Broadening beyond Psychology, this article from *The Guardian* newspaper argues that male bias in medical research has negatively affected women's health.	**Reading** Kniffin, K.M. and Wansink, B. (2012) It's not just lunch: Extra-pair commensality can trigger sexual jealousy. *PloS One, 7*, e40445. This is an article from the journal *Scientific American* that asks the question, 'Why is everyone on the internet so angry?'	**Reading** Here is an overview of schizophrenia from the MentalHelp.net website. It takes a very biological approach to the disorder, which is challenged in some of the comments below the article.	**Reading** Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, *42*, 155–162. Stochholm, K., Bojesen, A., Jensen, A. S., *et al.* (2012) Criminality in men with Klinefelter's syndrome and XYY syndrome: A cohort study. *BMJ Open*, *2*, e000650. You can read the full study/article here.		

Examples Stretch and Challenge and Reading is provided for each module above in the table.

Homeworks are set according to the needs of the class. They are in line with the psychology department HW policy. HWs are a combination or revision, making of revision resources, answering practice questions, completing activities in relation to the subtopic. Specific consolidation work is also set weekly from their consolidation booklet.

British Values in Psychology

Respect civil and criminal law

- To understand the Mental Health Act and how this protects individuals diagnosed with mental health conditions and how the Act indirectly protects members of society

Appreciate viewpoints of others on ethical issues

- Understanding the issues of using animals in research – how this impacts society for the greater good
- Having an awareness of ethical issues such as socially sensitive research and how measures need to be taken to ensure this is handled appropriately

- Understanding the ethical issues surrounding the diagnosis and treatment of abnormality - dealing with the associated stigma attached to both aspects

Acceptance and engagement with fundamental British Values of democracy

- Respecting theories and concepts put forward to explain human behaviour – engage in debate to consider these and the possible wider social implications of what they predict
- Understand how Free Will impacts on Deterministic behaviour

Contribute positively to life in modern Britain

- Understanding Socially Acceptable Norms and how deviation from these can upset society
- How Social Change occurs through a minority influence

PINNER
HIGH SCHOOL

Pinner High School: Philosophy and Religious Education

KS3: Philosophy and Religion Education (PRE)

KS4: GCSE Religious Studies, Route A, WJEC Eduqas

Harrow agreed Syllabus

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.

	Autumn: Symbols	Spring: Inspirational Leaders	Summer: Religion in my local community
Year 7	**Enquiry question: How are symbols used in religion?** **Aims:** This unit deepens students' understanding of the six major world religions by exploring key beliefs and practices through symbolism. Students will study how religious symbols are expressed and how they have evolved over time. Through comparative study, students will examine both the unique and shared aspects of religious symbolism across different faiths.	**Enquiry question: What makes someone an inspirational leader?** **Aims:** To consider what it means to be a leader. This term students will look at the leadership of religious founders and leaders who are regarded as inspirational in society. Students will learn about how laws and human rights in society have developed over time due to campaigns fought by religious and non-religious leaders.	**Enquiry question: How do religions practise their faith in the local community?** **Aims:** To identify how the 6 main religions worship and look at how religions in the local community practice their faith through worship and celebrating festivals. Students will begin to understand what rights religious communities have to worship in line with British Values and analyse what this looks like in a pluralist society.
	Lesson / Content Overview: 1. Introduction to symbols 2. Symbols used in early Christianity 3. The importance of the Star of David 4. Symbolism in Islam 5. How are Symbols used in Hinduism? 6. Mid-term assessment 7. Feedback 8. What does the eightfold path symbolise? 9. What do the 5 K's represent in Sikhism? 10. Group presentations: Symbols in other groups 11. Presentations	**Lesson / Content Overview:** <u>HT 3: Religious leaders / founders</u> 1. Abraham 2. Jesus 3. Prophet Mohammad 4. Guru Nanak 5. Buddha 6. Mid-term Assessment and feedback <u>HT 4: Inspirational leaders</u> 7. Rosa Parks 8. Martin Luther King 9. Malala Yousefzi 10. Inspirational leader's presentation work 11. Presentations 12. Presentations	**Lesson / Content Overview:** 1. Christianity worship 2. Judaism worship 3. Islam and the 5 pillars 4. Hinduism- worship at home 5. Buddhism- the life of a monk 6. Sikhism- importance of scriptures 7. Mid-term knowledge check quiz 8. Feedback 9. Jainism 10. Zoroastrianism 11. Baha'i faith. 12. Pluralism and Secularism
	Assessment: Students complete a mid-term knowledge check assessment and an end of unit formal piece of writing assessment. Throughout the term students will receive verbal feedback throughout lessons.		
	Homework: 6 pieces of homework completed within a term. This includes research tasks, comprehension, flip learning tasks and formal writing tasks.		
	Stretch and Challenge: Comparative analysis tasks, extended writing tasks, independent research projects, creative expression with evaluation, role play, presentations and speeches. Critical source evaluation**.**		

	Reading: *What Do You Believe? – DK Publishing, Usborne Encyclopaedia of World Religions – Susan Meredith, Martin Luther King Jr.: A Dream of Hope – Alice Fleming, Malala Yousafzai: Warrior with Words – Karen Leggett Abouraya,*		
	Autumn: Religious and Philosophical Stories	**Spring: Ethics and Morality**	**Summer: Faith in Action**
Year 8	**Enquiry question: What are the stories that shape us?** **Aims:** This unit explores the power of stories in religious and philosophical traditions, highlighting their role in shaping beliefs, values, and identity. Students will analyse key moral and metaphysical questions, interpret diverse narratives, and reflect on how these stories influence culture and ethics.	**Enquiry question: How do we know how to be moral?** **Aims:** Throughout this module, students consider the question, 'how do we know how to be moral?' Students study a range of different ethical viewpoints, with the aim of introducing students to ethical thinking and developing student debating and analysis skills.	**Enquiry question: How do religious believers show their faith in action?** **Aims:** This unit explores how both religious and non-religious beliefs inspire individuals to take action in the world. Students will examine key figures, teachings, and movements that reflect 'faith in action'. They will reflect on personal values, key life moments, and rites of passage, developing and understanding of diverse perspectives.
	Lesson / Content Overview: 1. Introduction: Why stories matter 2. The Good Samaritan 3. The two wolves 4. The Buddha and the mustard seed 5. The story of Joseph 6. Savitri and Satyavan 7. The Blind Men and the Elephant 8. The Taoist Farmer 9. End of unit assessment 10. Feedback lesson 11. Creative story telling worship 12. Performances	**Lesson / Content Overview:** 1. Introduction to ethics and morality 2. Divine Command theory 3. Natural Moral Law theory 4. Utilitarianism 5. Situation Ethics 6. Karma 7. Humanism 8. End of Unit assessment and knowledge check 9. Feedback lesson 10. Application of ethical theories 11. Ethical dilemma 1: Is war ever justified? 12. Ethical dilemma 2: The use of animals	**Lesson / Content Overview:** 1. Introduction to faith in action. 2. Sewa and equality 3. The liberation theory 4. The Sangha 5. Stewardship 6. Faith and the environment 7. Mid-term assessment and knowledge check 8. Rites of passage: Initiation rights 9. Coming of age ceremonies 10. Marriage 11. Last rites 12. Knowledge check quiz
	Assessment: Students complete a mid-term knowledge check assessment and an end of unit formal piece of writing assessment. Throughout the term students will receive verbal feedback throughout lessons.		
	Homework: 6 pieces of homework completed within a term. This includes research tasks, comprehension, flip learning tasks and formal writing tasks.		

	Stretch and Challenge: Comparative analysis tasks, extended writing tasks, independent research projects, creative expression with evaluation, role play, presentations and speeches. Critical source evaluation**.**		
	Reading: The Alchemist (abridged edition) by Paulo Coelho, Children's Book of Philosophy by DK, *Walking with the Wind: A Memoir of the Movement* (Young Readers Edition) by John Lewis, The Philosophy files by Stephen Law, The Book of Heroes by Crispin Boyer (National Geographic Kids).		
	Autumn: Problem with Evil and Suffering	**Spring: Religion and Human Rights**	**Summer: New Movements in Society**
Year 9 Core	**Enquiry question: 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 and psychological explanations.	**Enquiry question: To what extent does religion and discrimination coincide?** **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 the impact of The Humans Rights Act 1997 in relation to different types of discrimination in the 21st century.	**Enquiry question: 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.
	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 2 11. Assessment 12. Suffering for a cause	**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	**Lesson / Content Overview:** 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?
	Autumn: Ethics and Morality	**Spring: Application of Ethical Theories to Issues of Life and Death**	**Summer: Key thinkers in Philosophy**
Year 10 Core	**Enquiry question: What ethical theories have influenced morality?** **Aims:** To gain an understanding of ethical discussion. Students study a range of ethical theories and consider how ethics affects daily life, not only in making decisions about actions but in making judgments about others, giving advice and developing good character to live a good life.	**Enquiry question: How do ethical theories respond to issues of life and death?** **Aim:** Students will apply the key teachings of ethical theories they have learned in Term 1 to issues of life and death. In doing so, students will analyse and evaluate different case studies to form a judgement on whether each ethical theory would justify the ethical issue being taught as acceptable. Students will also form their own decision.	**Enquiry question: Who are the key thinkers in Philosophy that have a modern influence?** **Aim:** Students will explore ethical theories and key philosophers who have influenced modern thought. They will develop critical thinking and discussion skills, gaining insight into how philosophy shapes society and governance, while deepening their understanding of moral ideas and differing worldviews.
	Lesson / Content Overview: 1. Introduction to Normative Ethics 2. Aristotle and values 3. Natural Moral Law 4. Utilitarianism 5. Application of ethical theories. 6. End of unit knowledge check quiz	**Lesson / Content Overview:** 1. Introduction 2. Capital Punishment 3. Quality of life 4. Euthanasia 5. Prolife Vs Pro choice 6. End of Unit knowledge check quiz	**Lesson / content overview** 1. Introduction to Philosophy 2. Kantian Ethics 3. Marxism 4. Feminism 5. End of unit knowledge check quiz
	Autumn: Science, Religion and Ethics	**Spring: Religion and Society**	**Summer**
Year 11 Core	**Enquiry question: What are the ethical issues surrounding religion and science?** **Aim:** An introduction to issues of scientific development and medical ethics that question the relevance of key religious teachings. Students will look at a variety of different reasoning and	**Enquiry question: How has the role of religion in society changed over time?** Aims: This scheme of work introduces Year 10 students to sociological perspectives on religion, exploring its role in society, social change, and secularisation. It develops critical thinking, ethical	*Students on study leave*

	arguments to form a judgement as to whether such issues could ever be accepted by religious believers.	discussion, and evaluative skills through interactive tasks and real-world examples. Students reflect on belief systems, ideologies, and religion's influence on identity and culture.	
	Lesson / Content Overview: 1. Introduction to religion, situation and medical ethics. 2. Cloning / genetic engineering 3. Issues surrounding IVF 4. Organ transplants 5. Animal experiments (group work/different arguments) 6. Medical ethics in theocracy countries	**Lesson / Content Overview:** 1. What is religion? 2. Religion and society- functionalism 3. Religion and conflict - Marxism and Feminism 4. Secularisation- Is Religion in decline? 5. Religion and social change- religion as a force for change 6. Knowledge check quiz	
	Autumn: Christianity Beliefs and Teachings	**Spring: Christianity practices**	**Summer: Islam Beliefs, Teachings and Practices**
Year 9 GCSE	**Aims:** This module introduces students to key Christian beliefs and teachings. Students consider key biblical teachings and the core beliefs that form Christianity.	**Aims:** 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.	**Aims:** 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.
	Lesson / Content Overview: - Genesis and creation - Nature of God - Problem of Evil and Suffering - Trinity - Importance of Jesus: Incarnation, Crucifixion, Resurrection, Ascension - The afterlife: Judgement day, Heaven and Hell - Sin and Salvation	**Lesson / Content Overview:** - Worship - Prayer - Sacraments: Baptism and Eucharist - Festivals: Christmas and Easter - Pilgrimage - Religious persecution - Reconciliation and atonement - Divine law: The Bible.	**Lesson / Content Overview:** - Nature of God - Holy books - Prophethood - Angels - Afterlife - 5 pillars - Festivals: Eid ul Adha and Eid ul Fitr - Jihad - 10 obligatory acts

	Assessment: Students will be set 1 piece of homework every week. This includes research tasks, comprehension, flip learning tasks, extended reading tasks or exam questions. Each term students will have a mid-topic knowledge check quiz, a skills test (practising A01 or A02 exam questions) and an end of unit assessment (exam paper).		
	Homework: Students will be set 1 piece of homework every week. This includes research tasks, comprehension, flip learning tasks, extended reading tasks or exam questions.		
	Reading: My Life, My Religion: Christianity by Cath Senker (suitable for visual learners), My Life, My Religion: Islam by Ruqaiya Haris, The Case for Christ (Student Edition) by Lee Strobel, Does My Head Look Big in This? by Randa Abdel-Fattah, Muhammad: His Life Based on the Earliest Sources (abridged for teens) by Martin Lings, The God Debate by John Humphrys		
	Autumn: Issues in Relationships	**Spring: Issues of Good and Evil**	**Summer: Issues of Life and Death**
Year 10 GCSE	**Aims:** This module considers a range of issues within relationships and the diversity of viewpoints towards these. Students focus in particular on diversity within Christianity and Islam.	**Aims:** Students consider what morality is and a range of issues within this, such as how to make moral decisions, what evil and suffering is and a range of views and aspects on the justice system.	**Aims:** In 'issues of life and death', students explore a range of ethical issues relating to both how the world was created, the origins of life and the afterlife.
	Lesson / Content Overview: - Nature and purpose of families - Roles and responsibilities - Nature and purpose of marriage - Divorce, separation and remarriage - Cohabitation - Purpose of sex - Contraception - Gender roles and gender equality	**Lesson / Content Overview:** - Morality - Crime - Aims of punishment - Utilitarianism - Death penalty - Prisons - Good, evil and suffering - Forgiveness	**Lesson / Content Overview:** - Origin and value of creation - Intelligent design theories - Stewardship - Sanctity of life and quality of life - Euthanasia (right to die debate) - Abortion (pro-choice vs pro-life) - The soul - Death and the afterlife
	Assessment: Students will be set 1 piece of homework every week. This includes research tasks, comprehension, flip learning tasks, extended reading tasks or exam questions.		
	Homework: Students will be set 1 piece of homework every week. This includes research tasks, comprehension, flip learning tasks, extended reading tasks or exam questions.		
	Reading: The Giver by Lois Lowry, Of Mice and Men by John Steinbeck, Noughts and Crosses by Malorie Blackman, To Kill a Mockingbird by Harper Lee, The Kite Runner by Khalid Husseini, The Handmaid's Tale by Margaret Atwood, Respecting Religious Diversity by Louise Spilsbury		

	Autumn 1: Christianity Revision	Autumn 2: Islam Revision	Spring 1: Issues of Human Rights	Spring 2: Ethics and Philosophy Revision
Year 11 GCSE	**Aims:** A review and consolidation of all topics studied in Christianity and Islam. Applying reviewed knowledge to exam questions to ensure students are prepared for their mock exams which will take place at the end of the Autumn term.		**Aims:** Students consider a range of topics relating to human rights. ethical issues that relate to all our rights and freedoms.	**Aims:** A review and consolidation of all topics studied in Ethics and Philosophy. Applying reviewed knowledge to exam questions to ensure students are prepared for their first PRE exam which will be the Ethics and Philosophy paper.
	Lesson / Content Overview: - Christianity beliefs and teachings - Christianity Practices - Islam beliefs and teachings - Islam practices		**Lesson / Content Overview:** - Human Rights and Social Justice - Personal Conviction - Censorship - Prejudice and discrimination - Racism - Religious expression and religious extremism - Wealth and Poverty - Women in Worship	**Lesson / Content Overview:** - Issues of Relationships - Issues of Good and Evil - Issues of Life and Death - Issues of Human Rights
	Revision material: Eduqas RS GCSE Route A textbook Eduqas RS GCSE Route A revision guide Eduqas online resources: https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=26&lvlId=2			

INTENT

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

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

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

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

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

IMPLEMENTATION

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

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

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

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

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

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

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

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

IMPACT

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

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

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

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

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

Career Development

Students can find out about future careers through AQA website links, The Sociology Journal and Google Classroom resources.

- **Careers in Sociology include:** teaching, social work, law, policing, criminal justice, advertising, human resources, charity organisations, civil service, policy researcher, youth worker, market research analysis, journalism, lawyer and police officer.
- **Social Science related degree choices include:** Sociology, Psychology, Social Studies, Anthropology, Criminology, Law, Philosophy, Marketing, Game Design, Teaching, Archaeology, Midwifery, Food Science, Media Studies, Politics, Geography, Economics, Classical Studies, Nursing and History.
- **Career Pilot:** https://www.careerpilot.org.uk/job-sectors/subject/sociology
- **UCAS Subject Guides:** https://www.ucas.com/explore/search/subject-guides?query=
- **Prospects Sociology:** https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology

Assessment and Feedback - KS5 Sociology Feedback Policy and Sociology Assessment Calendar

- **Summative assessment** consists of three 2 hour exams in the summer term totalling 240 marks.
- **Formative assessments** are carried out throughout the course of the A Level through quizzes, exam questions, mini-plenaries and consolidation activities.
- Feedback is provided **verbally and in written** form throughout the course of lessons, alongside regular exam questions at the end of each sub-topic within a unit.
- Exam questions are **self or peer assessed** and marked within two weeks of completion.
- To ensure best assessment practice work the department will be **standardised and moderated**.
- Use of shared assessment tracking on **Pupil Progress** to ensure that projected grades remain accurate.

Enrichment Opportunities & Super Curricular (potential options)

- **Education** – School Visit e.g. Harrow School, Tutor2U Revision Session (Westfield)
- **Families and Households** – Young V&A Museum
- **Crime and Deviance** – Witness of the Prosecution (Theatre Show), The Supreme Court
- **Beliefs in Society** – Sociology in Action, Wellcome Collection
- **Theory and Methods** - The Marxism Festival, 'Methods in Practice' - the students can conduct observations in the school, alongside visiting another sixth form where students will conduct semi-structured group interviews.

Commitment to Equality, Diversity & Inclusion

The Sociology department ensures equality, diversity and inclusion when discussing various changing social and political areas such as gender identity or ethnic differences. Multifaceted topics such as intersectionality provide a depth of understanding when exploring social characteristics.

Sensitive topics such as domestic violence or suicide are addressed in a manner that encourages gentle conversation with an opportunity for discussion thereafter.

There is consistent breadth and challenge when exploring relevant social issues that are affecting students in today's world and the future that is to come, for instance when discussing if eating meat will be considered deviant in the future.

Year 12	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Assessment Objectives: **AO1:** Demonstrate knowledge and understanding of sociological theories, concepts and evidence **AO2:** Apply sociological theories, concepts, evidence and research methods to a range of issues **AO3:** Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements and draw conclusions.					
	Unit Title: Education **Aims:** An examination of the British education system and its fairness, past and present. **Content Overview:** 1) The Role of Education 2) Social Class Differences in Achievement 3) Ethnic Differences in Achievement 4) Gender Differences in Achievement 5) Social Policies and Education **Specification:** The role and functions of the education system, including its relationship to the economy and to class structure. Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning. The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome,		**Unit Title:** Families and Households **Aims:** An examination of the families in relation to the past, present changes, and diversity. **Content Overview:** 1) Theoretical Perspectives of Families and Households 2) Couples 3) Childhood 4) Demography 5) Changing Family Patterns 6) Family Diversity 7) Social Policies and Families **Specification:** The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures. Gender roles, domestic labour and power relationships within the family in contemporary society.		**Unit Title:** Theory and Methods **Aims:** To evaluate research methods and apply them to the context of education. **Content Overview:** 1) Research Methods Characteristics 2) Experiments 3) Questionnaires 4) Interviews 5) Observations 6) Official Statistics 7) Documents **Specification** Quantitative and qualitative methods of research; research design. Sources of data, including questionnaires, interviews, participant and non-participant observation,	**Unit Title:** Theory and Methods **Aims:** To evaluate the use of sociology as a social science and theoretical perspectives. **Content Overview:** 1) Functionalism 2) Marxism 3) Social Action Theory 4) Feminism 5) Postmodernism 6) Qualitative and Quantitative 7) Is Sociology a science? 8) Can Sociology be value free? 9) Sociology and social policy **Specification:** Consensus, Conflict, Structural And Social Action Theories. The Concepts Of Modernity And Post-Modernity In Relation To Sociological Theory.

	for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.	The nature of childhood, and changes in the status of children in the family and society Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.	experiments, documents and official statistics. The distinction between primary and secondary data, and between quantitative and qualitative data. The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'. The theoretical, practical, and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. Students must be able to apply sociological research methods to the study of education.	The Nature Of Science And The Extent To Which Sociology Can Be Regarded As Scientific. The Relationship Between Theory And Methods. Debates About Subjectivity, Objectivity And Value Freedom. The Relationship Between Sociology And Social Policy.
	Homework - CARP Approach **Consolidate:** strengthening knowledge covered in class through a retrieval quiz based on key concepts learnt in previous lessons (Google Form Quizzes). **Apply:** applying knowledge acquired in class to consolidation tasks and exam questions (Consolidation and Exam Question Booklet). **Reading:** engaging in a topic that is linked to the unit being studied e.g. news articles, research papers, both fiction and non-fiction texts.			

	Prepare: flipped learning through pre-reading and watching videos to prepare for the next lesson (Textbook, Topic Companions and Tutor2U Videos).			
	Stretch and Challenge: Choice of challenge activities and additional textbook within lessons. **Audio Based:** Podcast: Cambridge University – Education's Moment of Reckoning Discussion: BBC – Social Class and Cultural Capital Podcast: Encyclopaedia Womanica Podcast: Over The Bridge Podcast: IFS – How To Fix The Education System **Visual Based:** Film: The Breakfast Club Film: Freedom Writers Film: This is England Film: Boyz in the Hood Documentary: BBC iPlayer – Back in Time for School Documentary: Channel 4 - Educating East End **Action Based:** Ask parents whether they feel as though they feel in control of their child's schooling. Poll teachers on whether they believe they have a favourite student. Observe whether boys or girls disrupt lessons more. Observe which ethnicity asks more questions during lesson. Ask older individuals how education differed when they were in school.	**Stretch & Challenge** Choice of challenge activities and additional textbook within lessons. **Audio Based:** Podcast: Ted Talks Kids and Family Podcast: Family Estrangement Podcast: BBC – Do Children of Married Parents Do Better? Podcast: The Social Breakdown Podcast: Creating a Family Podcast: Multicultural Family Man **Visual Based:** Film: Baby Daddy Film: The Wife Film: Wonder Documentary: The Curious Estrangement of Marriage and Family Film: Love, Simon Film: American Beauty Show: The Nightly Show – Black Fatherhood **Action Based:** Join the women's march. Poll couples on who does the most housework. Observe how children are treated in restaurants. Ask people whether they would consider being child free. Ask people their view on why more people are getting divorced. Ask 3 different generations of their opinion on family life. Create a social policy that believe would be beneficial.	**Stretch & Challenge** Choice of challenge activities and additional textbook within lessons. **Audio Based:** Podcast: 99% Invisible SAGE Journals – Sociology Podcast Series Podcast: No Such Thing as a Fish Podcast: The Society Pages **Visual Based:** YouTube: Bandura – Bobo Doll Series: DEVS Documentary – Seven Up! Documentary: Educating Greater Manchester Documentary: Educating East End Census - ukdataservice.ac.uk Archive – thesocietypages.org **Action Based:** Conduct your own experiment at lunchtime.	**Stretch & Challenge** Choice of challenge activities and additional textbook within lessons. **Audio Based** BBC Radio 4 – Thinking Allowed, Marx and Marxism Podcast: This Is Not A Sociology Blog **Visual Based** Movie: A Girl Walks Home Alone at Night Movie: Corpus Christi Movie: Ema Movie: Blindspotting Movie: Parasite Movie: The Great Indian Kitchen Series: Black Mirror Movie: Anton's Right Here **Action Based** Ask people how they believe capitalism has evolved over time. Act like your 'school self' at home. Join the annual Women's March. Research if your favourite stores are in other countries.

			Create a survey discussing a recent educational issue. Interview a teacher on their perspective of the education system. Observe gender differences in a lesson. Analyse the league tables of schools in Harrow. Read the school's latest Ofsted report.	Decide which type of data is more useful for sociologists. Ask someone studying natural sciences their view on social sciences. Which values do you bring into the classroom when discussing topics? Create your own social policy.
	Reading Textbook: Sociology Book One by Webb et al Textbook: Sociology 4th Edition by Chapman et al Topic Companion: Tutor2U Book: Ha-Joon Chang – 23 Things They Don't Tell You About Capitalism Book: Owen Jones – Chavs Book: Akala – Natives Article: BBC – 'we can't teach girls of the future with books of the past' Article: Guardian – 'view on multi-academy trusts: one direction'	**Reading** Textbook: Sociology Book One by Webb et al Textbook: Sociology 4th Edition by Chapman et al Topic Companion: Tutor2U Book: 6 Hidden Behaviours That Destroy Families Book: Conversations on Love Book: Children of the Quicksands Book: Of Women and Salt Book: Guide to Kemetic Relationships Book: All About Love – Bell Hooks Article: Two child policy has made families poorer	**Reading** Textbook: Sociology Book One by Webb et al Textbook: Sociology 4th Edition by Chapman et al Topic Companion: Tutor2U Book: Kozol – Savage Inequalities Book: Goffman – Stigma: Notes on Spoiled Identity Book: Ehrenreich – Nickel and Dimed Book: Patrick – A Glasgow Gang Observed Research: Office For National Statistics Gov.co.uk	**Reading** Textbook: Sociology Book Two by Webb et al Topic Companion: Tutor2U Book: Weber – The Protestant Ethic and Spirit of Capitalism Book: Marx – The Communist Manifesto Book: Goffman – The Presentation of Self in Everyday Life Book: Girl, Woman, Other Book: Ritzer – The McDonaldization of Society Book: Durkheim – Suicide: A Study in Sociology Book: Klein – The Shock Doctrine

Cross Curricular Links With Sociology

- **Psychology:** Research Methods (Term 2, Y12) links to Theory and Methods - Research Methods (Term 4, Y12).
- **Psychology:** Attachment - Animal Studies (Term 6, Y12) links to Families and Households - Childhood (Term 3&4, Y12).
- **Psychology:** Issues and Debates - Gender Issues (Term 1, Y13) links to Theory and Methods - Feminism (Term 5&6, Y12)
- **Politics:** Political Parties - Political Parties in the UK (Term 2, Y12) links to Education - Social Policies (Term 1&2, Y12) and Families and Households - Social Policies (Term 3&4, Y12).
- **Politics:** Ideologies - Liberalism, Conservativism, Socialism and Feminism (Term 5, Y12) links to Theory and Methods - Marxism, Feminism, Sociology and Social Policy (Term 4, Y12).
- **History:** Women (Term 5&6, Y12) links to Education - Gender and Education (Term 1&2, Y12) Families and Households - Couples (Term 3&4, Y12).
- **Geography:** Global Systems and Global Governance - Globalisation (Term 1, Y12) links to Education - Globalisation (Term 1&2).
- **Geography:** Urban Issues and Challenges - Cultural Diversity and Economic Inequality (Term 4, Y12) links to Families and Households - Couples and Family Diversity (Term 3&4, Y12).
- **Economics:** Theme 1.1 - Division of Labour (Term 1, Y12) links to Families and Households - Couples (Term 3&4, Y12).
- **Art:** Memory and Nostalgia (Term 1, Y12) links to Families and Households - Childhood (Term 3&4, Y12).
- **PSHE:** Living in the Wider World - Career Opportunities (Term 2, Y12) links to Families and Households - Changing Family Patterns (Term 3&4, Y12).
- **PSHE:** Relationships - Respectful Relationships (Term 3, Y12) links to Families and Households - Family Diversity (Term 3&4, Y12).
- **PSHE:** Health and Wellbeing - Acknowledging Skills and Assets (Term 6, Y12) links to Education - Functionalist Perspective Education (Term 1&2, Y12)

Year 13	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Assessment Objectives: **AO1:** Demonstrate knowledge and understanding of sociological theories, concepts and evidence **AO2:** Apply sociological theories, concepts, evidence and research methods to a range of issues **AO3:** Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements and draw conclusions.					
	Unit Title: Beliefs in Society **Aims:** To analyse the role of religious belief in society from various sociological viewpoints and examine the patterns across different social groups and organisations. **Content Overview:** 1) Beliefs and Ideologies 2) Religion as Social Change or Stability		**Unit Title: Crime and Deviance** **Aims:** To analyse the role of crime in society from various sociological viewpoints and examine the patterns of crime across different social groups and organisations. **Content Overview:** 1) Theoretical Perspectives 2) Crime Statistics		. **REVISION** **&** **FORMAL EXAMINATIONS**	

	3) Religious Organisations and Movements 4) Social Patterns of Belief and Participation 5) Secularisation, Globalisation and Fundamentalism **Specification** Ideology, science and religion, including both Christian and non-Christian religious traditions The relationship between social change and social stability, and religious beliefs, practices and organisations. Religious organisations, including cults, sects, denominations, churches, New Age movements and their relationship to religious and spiritual belief and practice. The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.	3) Ethnicity, Crime and Victimisation 4) Gender and Crime 5) Social Class and Crime 6) Globalisation and Crime 7) Crime Control, Prevention and Punishment 8) Victims of Crime 9) Media Representations **Specification:** Crime, deviance, social order and social control. The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime. Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.		
	Homework - CARP Approach **Consolidate:** strengthening knowledge covered in class through a retrieval quiz based on key concepts learnt in previous lessons (Google Form Quizzes). **Apply:** applying knowledge acquired in class to consolidation tasks and exam questions (Consolidation and Exam Question Booklet). **Reading:** engaging in a topic that is linked to the unit being studied e.g. news articles, research papers, both fiction and non-fiction texts. **Prepare:** flipped learning through pre-reading and watching videos to prepare for the next lesson (Textbook, Topic Companions and Tutor2U Videos).			
	Stretch & Challenge Choice of challenge activities and additional textbook within lessons.	**Stretch & Challenge** Choice of challenge activities and additional textbook within lessons.		

	Audio Based: Podcast: The Sociology of Religion Podcast: Oxford Academic Podcast: Religious Lives of Young People Podcast: Gerardo Marti – A Sociologist on American Religion Podcast: Science and Belief in Society **Visual Based:** Documentary: Inside the NXIVM Cult Documentary - Scientology: The Ex-Files Documentary: Bikram Yoga Movie: The Road to Guantanamo Documentary: Theft of Our Values **Action Based:** Draw a totem pole. Compare which religion most aligns with feminism. Research religious belief in another country. Poll 10 people on whether they are religious. Is there a trend across social groups? Reflect – are you religious or not religious? Why?	**Audio Based:** Podcast: Criminal Podcast: AllSociology Podcast: Canadaland – Cool Mules Podcast: The Thing About Pam Podcast: Women and Crime Podcast: The Shrink Next Door Podcast: Crime Higher Podcast: Serial Podcast: The Criminologist Podcast: Sweet Bobby **Visual Based:** Film: Shutter Island Film: Silence of the Lambs Film: Shawshank Redepmtion Film: The Departed Film: Monster Film: The Godfather Film: Goodfellas Film: Mr Brooks Documentary: Rotten Series: Sherlock Holmes Film: Zodiac Documentary: Trial By Media **Action Based:** Poll people on why they believe criminals commit illegal acts. Look at government statistics such as the Crime Survey for England and Wales. Compare how two criminals are treated based on their ethnicity. Ask women if they feel as though they would get away with criminal activity compared to men. Ask people to describe ‘criminal activity’ and assess how often white collar crimes are mentioned.		

		Create a poll on which crimes require global and local organization. Ask people whether they believe the criminal justice system is effective. Try to pinpoint the latest 'moral panic' circulating in the media .		
	Reading Textbook: Sociology Book Two by Webb et al Textbook: Sociology 4th Edition by Chapman et al Topic Companion: Tutor2U Book: Unorthodox Book: Sociology of Religion – Max Weber Book: Under The Banner of Heaven Book: Reading While Black Book: The Moral Landscape	**Reading** Textbook: Sociology Book Two by Webb et al Topic Companion: Tutor2U Book: Mindhunter Book: The Stranger Beside Me Book: In Cold Blood Book: My Sister The Serial Killer Book: Furious Hours Book: Bad Blood Book: Dark Places Book: Gone Girl		
	**Cross Curricular Links With Sociology** ➔ **Psychology:** Social Influence - Social Change (Term 5, Y12) links to Crime and Deviance - Religion and Social Change (Term 3, Y13). ➔ **Psychology:** Gender - Influence of Culture and Media (Term 3, Y13) links to Crime and Deviance - Gender and Crime (Term 3, Y13). ➔ **Politics:** Voting Behaviour and the Media - Influence of the Media (Term 4, Y12) links to Crime and Deviance - Media Representations (Term 3, Y13). ➔ **Politics:** US Supreme Court and Civil Rights - Race and Rights (Term 2, Y13) links to Beliefs in Society - Religion and Social Change (Term 1&2, Y13). ➔ **History:** Wars in Vietnam and Cambodia - Vietnam War (Term 2, Y13) links to Crime and Deviance - Globalisation and Crime (Term 3, Y13). ➔ **Geography:** Global Systems and Global Governance - International Trade (Term 2, Y12) links to Crime and Deviance - Globalisation and Crime (Term 3, Y13). ➔ **Geography:** Changing Places - Gentrification (Term 3, Y13) links to Crime and Deviance - Social Class and Crime (Term 3, Y13). ➔ **English:** Introduction to Social and Political Protest - Vietnam War (Term 6, Y12) links to Crime and Deviance - Globalisation and Crime (Term 3, Y13). ➔ **English:** The Kite Runner - Feminist Theory and Marxist Theory (Term 1, Y13) links to Crime and Deviance Gender and Crime, Social Class and Crime (Term 3, Y13). ➔ **Economics:** Theme 4.1 - World Trade Organisation (Term 2, Y13) links to Crime and Deviance - Globalisation and Crime (Term 3, Y13). ➔ **PSHE:** Living in the Wider World - Savings and Debt (Term 4, Y13) links to Families and Households - Couples (Term 3&4, Y12). ➔ **PSHE:** Relationships - Pregnancy (Term 3, Y13) links to Beliefs in Society - Religion As A Conservative Force (Term 1&2, Y13). ➔ **PSHE:** Health and Wellbeing - Moving Away (Term 2, Y13) links to Crime and Deviance - Victims of Crime (Term 3&4, Y13).			


1 Education
Role & functions
Social class achievement
Gender achievement
Ethnicity achievement
In-school processes
Educational policies
2 Families & Households
Family diversity
Demography
Childhood
Roles & relationships
Social policy
3 Beliefs in Society
Religion & social change
Secularisation
Religious organisations
Ideology & science
Fundamentalism
4 Crime & Deviance
Functionalist explanations
Marxist explanations
Interactionism
Realism
Media & crime
Globalisation & crime
Control & punishment
AQA A-level Sociology
Curriculum Map
5 Research Methods
Quantitative methods
Qualitative methods
Primary & secondary data
Sampling
Reliability, validity & ethics
6 Theory & Methods
Positivism
Interpretivism
Functionalism
Marxism
Feminism
Postmodernism
Key Sociological Perspectives
Functionalism
Marxism
Feminism
Interactionism
Postmodernism
This curriculum map shows the seven core topic areas of AQA A-level Sociology.
Research Methods (5) and Theory & Methods (6) underpin and connect across all substantive topics.
KEY
Direct links – each topic area is informed by core methods and theories
Methods and theories apply across all topic areas

Pinner High School: Physical Education

GCSE Physical Education - OCR (J587)

A Level Physical Education - Edexcel (9PE0)

Intent:

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

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

Implementation:

Learners will be taught to:

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

Impact:

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

Physical skills:

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

Psychological Skills:

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

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

Careers in Sport:

- Athletic Careers
- Professional Athlete: Competing at the highest levels in sports such as football, basketball, tennis, etc.
- Coach: Training and developing athletes and teams at various levels.
- Referee/Umpire: Officiating games and ensuring they are played according to the rules.
- Sports Management and Administration
- Sports Medicine and Health
- Sports Marketing and Public Relations
- Sports Journalism and Media
- Sports Science and Technology
- Fitness and Recreation
- Education and Youth Sports
- PE Teacher: Educating students about physical fitness, sports, and health
- Youth Sports Coach: Developing young athletes and promoting sports participation at the grassroots level

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Netball **Aims:** - Learners will be able to demonstrate good performance of footwork, positioning, passing, attacking and defensive - techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Footwork Passing Shooting Positions	Football **Aims:** - Learners will be able to demonstrate good performance of dribbling, passing, attacking and defensive techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Dribbling Passing Shooting Tactics to make space	Table Tennis **Aims:** - Learners will be able to demonstrate performance of basic forehand, backhand and service techniques with control, fluency and some consistency. - Learners will be able to know the official rules of table tennis and be able to fairly umpire a match. - Learners will be able to analyse their own and others performances in each skill and highlight areas for improvement. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Service Forehand shots Backhand shots Spin	Gymnastics/Dance **Aims:** - Learners will be able to demonstrate good levels of physical fitness, showing precision, control, timing and determination within a range of gymnastics activities. - Learners will be able to describe key learning points and techniques involved in roll, balance, and vaulting and why we would use them. Learners will learn canon. - Learners will be able to analyse on their own and others performances and technique commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Rolls Travel Balance	Athletics **Aims:** - Learners will be able to demonstrate good performance in running, jumping and throwing techniques with precision and control. - Learners will be able to describe techniques and explain why they are used. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Running Sprinting Throwing Jumping *Teacher assessment throughout unit*	Rounders **Aims:** - Learners will be able to demonstrate good performance of fielding, batting and bowling techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. **Skills / outcomes:** Throwing Catching Batting Bowling Tactics *Teacher assessment throughout unit*

	Teacher assessment throughout unit	*Teacher assessment throughout unit*	*Teacher assessment throughout unit*	Vaulting Timing / count *Teacher assessment throughout unit*		
Year 8	Football **Aims:** - Learners will be able to demonstrate good performance of dribbling, passing, attacking and defensive techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Dribbling Passing Shooting Tactics Year 8 football learn more about executing these skills when 'on the move'. *Teacher assessment throughout unit*	Netball / OAA (during Mock exams) **Aims:** - Learners will be able to demonstrate good performance of footwork, positioning, passing, attacking and defensive - techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Footwork Passing Shooting Positions Year 8 netball learners learn more about executing these skills when 'on the move'. *Teacher assessment throughout unit* **OAA Aims:** Acquiring and developing Skills: Pupils will refine and demonstrate individual and group skills. Pupils will be able to identify key features on a map and set up small courses. They will further develop their skills of map reading, orientating the map, compass work, taking a bearing, problem solving, and orientating themselves and a partner. They will also be able to develop the fitness components that impact on sport.	Badminton During Mock examinations, year 8 completes OAA lessons. **Aims:** - Learners will be able to demonstrate performance of basic smash forehand / backhand and service techniques with control, fluency and some consistency. - Learners will be able to know the official rules of badminton and be able to fairly umpire a match. - Learners will be able to analyse their own and others performances in each skill and highlight areas for improvement. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / Concepts on:** Service Clears Drop Shots Smash	Basketball **Aims:** - Learners will be able to demonstrate good performance of dribbling, passing, attacking and defensive techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Dribbling Passing Shooting Tactics *Teacher assessment throughout unit*	Athletics **Aims:** - Learners will be able to demonstrate good performance in running, jumping and throwing techniques with precision and control. - Learners will be able to describe techniques and explain why they are used. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. - Learners are constantly encouraged to communicate articulately and with confidence. **Skills / outcomes:** Running Sprinting Throwing Jumping Year 8 learn more advanced techniques like gliding in shot put and crossover steps in javelin. *Teacher assessment throughout unit*	Cricket **Aims:** - Learners will be able to demonstrate good performance of fielding, batting and bowling techniques with precision, control and fluency. - Learners will be able to describe key learning points for techniques involved in each skill and why we use them. - Learners will be able to analyse on their own and others performances in each skill commenting on how to improve. **Skills / outcomes:** Throwing (overarm focus) Catching Batting Bowling Fielding Tactics *Teacher assessment throughout unit*

		OAA skills: Orientating a Map Teamwork Compass skills Working out distance Bearings *Teacher assessment throughout the unit.*				
Year 9	**Transition to GCSE**: **Theory: Physical Training Methods** **Aims:** Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured. Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury. **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	**Transition to GCSE**: **Theory: Physical Training Methods continued.** **Aims:** See previous column **Lesson / Content Overview:** Training Methods **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*	**Transition to GCSE**: **Theory: Physical Training Methods** **Aims:** See column one **Lesson / Content Overview:** 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*	**Transition to GCSE**: **Theory: Socio Cultural Influences** **Aims:** Physical activities and sports play an integral part of society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports. Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports. The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports. **Lesson / Content Overview:** Engagement Patterns in Sport **Practical: Table Tennis** **Skills / outcomes:** Core skills, to include: Serving	**Transition to GCSE**: **Theory: Socio Cultural Influences** **Aims:** See previous column **Lesson / Content Overview:** 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*	**Transition to GCSE**: **Theory: Socio Cultural Influences** **Aims:** See column 4 **Lesson / Content Overview:** 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:

	• 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 • 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*			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 (doubles only) *Practical Assessment throughout unit* *Theory topic test at end of unit*		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: • 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*
Year 10	**GCSE** **Theory: Applied Anatomy and Physiology** **Lesson / Content Overview:** Skeleton and Muscles **Aims:**	**GCSE** **Theory: Applied Anatomy and Physiology** **Lesson / Content Overview:** Cardiorespiratory System **Aims:** See previous column	**GCSE** **Theory: Applied Anatomy and Physiology** **Lesson / Content Overview:** Movement Analysis **Aims:** See column 1	**GCSE** **Theory: Health, Fitness and Well Being** **Lesson / Content Overview:** Heath, Fitness and Well Being **Aims:**	**GCSE** **Theory: Health, Fitness and Well Being** **Lesson / Content Overview:** Diet and Nutrition	**GCSE** **Theory: AEP Task (NEA)** **Lesson / Content Overview:** Assessment Analysis Overview Movement Analysis

	Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports. They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance. Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport. **Practical: Football** **Skills / outcomes:** Advanced skills, (all outfield positions) to include: Ball Control using: • Using chest, thigh Non dominant foot passing Dominant foot shooting: • Use of swerve • Volleys Non dominant foot shooting Dribbling: • Ability to beat opponents Heading: • Defensive or attacking Marking: • Player without the ball Advanced skills, (goalkeeper) to include: Ball Control using: • Using chest, thigh Clearance of back passes, (Non dominant foot) Shot-stopping: • Defending penalties • One-against-ones Practical Assessment throughout unit Theory topic test at end of unit	**Practical: Basketball** **Skills / outcomes:** Advanced skills, to include: Shooting: • Non dominant hand Lay up • Hook shot Rebounding Dribbling: • Use of either hand Beating opponents: (individual) • Fake and drive • Cross over step Beating opponents: (team) • Cutting Marking: • Intercepting passes Practical Assessment throughout unit Theory topic test at end of unit	**Practical: Netball** **Skills / outcomes:** Advanced skills, (applies to all positions, except where stated) to include: Ball handling: • Catching on the run • Catching in the air Passing over mid-long distance: • Chest • Overhead • Bounce • Shoulder pass Shooting: (GS and GA only) • Stepping Defence: • Shadowing • Interception • Marking player without the ball Practical Assessment throughout unit Theory topic test at end of unit	Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports. **Practical: Badminton** **Skills / outcomes:** Advanced skills, to include: Serving: • Flick Net shots Backhand shots: • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive Footwork and court positioning Practical Assessment throughout unit Theory topic test at end of unit	**Aims:** See previous column **Practical: Table Tennis** **Skills / outcomes:** Advanced skills, to include: High toss service Offensive strokes: (forehand only) • Loop • Counter-hit Defensive strokes: (forehand only) • Block • Lob Application of spin on strokes: • Sidespin • Corkspin Footwork and positioning Practical Assessment throughout unit Theory topic test at end of unit	Evaluation **Aims:** In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to: • analyse aspects of personal performance in a practical activity • evaluate the strengths and weaknesses of the performance • produce an action plan which aims to improve the quality and effectiveness of the performance. **Practical: Athletics** (Same criteria as previous year) Practical Assessment throughout unit Theory topic test at end of unit
Year 11	**GCSE** **Theory: Sports Psychology**	**GCSE** **Theory: Sports Psychology**	**GCSE** **Theory: Revision**	**GCSE** **Theory: Revision**	**GCSE** **Theory: Revision**	**GCSE** **Exams**

	Lesson / Content Overview: Skill classification, goal setting and Mental Preparation **Aims:** Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice. **Practical: Football** (Same criteria as previous year)	**Lesson / Content Overview:** Guidance and Feedback **Aims:** See previous column **Practical: Netball** (Same criteria as previous year)	**Socio-Cultural Influences** **Practical: Basketball** (Same criteria as previous year)	**Physical Training** **Practical: Badminton** (Same criteria as previous year)	**Applied Anatomy and Physiology** **Practical: Table Tennis** (Same criteria as previous year)	
Year 12 (AS Components)	**AS Components** **Skill Acquisition** **Aims:** learners are required to show an understanding of the nature and development of skills in	**AS Components** **Skill Acquisition** **Aims:** Same as previous column **Lesson / Content Overview:** Guidance Feedback	**AS Components** **Component 4: Performance Analysis** **Aims:** In the Performance Analysis, in either the role of player/performer or coach, learners will	**AS Components** **Sports and Society** **Aims:** learners will understand the dynamic relationship between sport and society. They will understand the parallels between societal changes and	**AS Components** **Sports and Society** **Aims:** Same as previous column **Lesson / Content Overview:** Ethics and Deviance Sport and the Media	**AS Components** **Exams / Work Experience**

	sport. This understanding could be enhanced and developed through applied practical experiences in the role of either coach and/or performer. learners should have an awareness of the relevant learning theories and how they relate to skill development. At A Level, learners will develop a detailed appreciation of the role of memory systems in the acquisition of skill. learners are expected to be able to relate knowledge of practices, feedback and guidance to practical performance situations. learners should be able to understand how quantitative data can be generated in appropriate areas of skill acquisition and be able to produce and evaluate the meaning of such data. **Lesson / Content Overview:** Coach and the Performer Classification and Transfer of skills Learning Theories Practises **Unit Title:** **Applied Anatomy and Physiology** **Aims:** learners will understand the anatomical/structural and physiological/functional roles performed in the identified systems of the body. They will understand how the controlled stress of exercise will affect the systems and the way that the effect is measured. The topic will cover how different stresses/types of exercise will bring about both acute responses and chronic adaptations.	**Unit Title:** **Applied Anatomy and Physiology** **Lesson / Content Overview:** Cardiorespiratory system (continued) Neuromuscular system End of unit extended topic test Essay 12 mark question	investigate two components of a physical activity (one physiological component and either a technical or a tactical component) in order to analyse and evaluate the effectiveness of their own performance. learners will demonstrate knowledge and understanding of performance analysis in order to produce an evaluation to demonstrate strengths and weaknesses and areas for development of a performance. **Lesson / Content Overview:** Analyse physiological components of performance Analyse either technical OR tactical components of performance. **Unit Title:** **Exercise Physiology and Applied Movement Analysis** **Aims:** learners will understand the importance of diet and nutrition pre-, during and post-physical activity. They will also study fatigue and recovery, which will build from their knowledge of energy systems in Topic 1: Applied anatomy and physiology. learners will gain an understanding of how to apply knowledge of energy systems and how to train, maintain and improve their performance. This includes an understanding of fitness components, methods of training and physiological adaptations. Learners will also understand how to prevent and rehabilitate from injury. learners will be able to demonstrate an understanding of movement analysis through the use of examples to	sport and will utilise this knowledge and understanding to consider historical and contemporary events and trends and potential future developments. learners will understand how, as society developed and became increasingly commercial and political, these phenomena were reflected in sport. learners will understand the context of varying ethics, pressures on performers to cheat and consider a range of factors that influence deviance and the response of national and international organisations. learners will understand the relationship between media and sport and the role of social media. **Lesson / Content Overview:** Factors emerging to modern day sport Globalisation Participation and Health of the Nation **Unit Title:** **Sports Psychology** **Aims:** learners will have an understanding of the role that sports psychology has in facilitating optimal sporting performance of an individual athlete, sports teams and individuals in the teams. learners will understand the different psychological views, theories and perspectives, as indicated in the specification, and be able to apply this understanding by way of explanation to behaviours that ultimately affect sporting performance. Central to this topic will be the ongoing debate offering explanations between either nature or nurture or the	Talent and Identification **Unit Title:** **Sports Psychology** **Lesson / Content Overview:** Confidence Self-Efficacy End of unit extended topic test Essay 12 mark question	

	The principles of Newton's Three Laws of Motion – force, centre of mass and stability – will also be covered and are essential to a learner's understanding of how sporting technique and performance can be improved. learners will understand concepts of energy and how they relate to physical activity and sport. **Lesson / Content Overview:** Musculoskeletal system Cardiorespiratory system Neuromuscular system End of unit extended topic test Essay 12 mark question		include linear motion, angular motion, projectile motion and fluid mechanics. **Lesson / Content Overview:** Diet and Nutrition Preparation and Training Methods End of unit extended topic test Essay 12 mark question	interaction of both. learners will look at the theories and then apply the different interpretation of each to the different situations and scenarios identified. They will be able to demonstrate both support for, and challenge to, a given theory or perspective and provide sporting examples to support this view. **Lesson / Content Overview:** Factors that affect individual performance Group Dynamics Goal Setting End of unit extended topic test Essay 12 mark question		
Year 13 (A-Level Components)	**A-Level Components** **Applied Anatomy and Physiology** **Aims:** Same as applied anatomy and physiology in year 12 **Lesson / Content Overview:** Energy Systems and Recovery **Unit Title:** **Skill Acquisition** **Aims:** Same as skill acquisition in year 12 **Lesson / Content Overview:** Memory Models End of unit extended topic test Essay 15 mark question	**A-Level Components** **Exercise Physiology and Applied Movement Analysis** **Aims:** Same as physiology and applied movement in year 12 **Lesson / Content Overview:** Injury Prevention Linear Motion **Unit Title:** **Sports and Society** **Aims:** Same as sports and society in year 12 **Lesson / Content Overview:** Commercialisation Commericialisation of the Olympic Games End of unit extended topic test Essay 15 mark question	**A-Level Components** **Exercise Physiology and Applied Movement Analysis** **Aims:** Same as anatomy and physiology in year 12 **Lesson / Content Overview:** Angular Motion Projectile Motion **Unit Title:** **Component 4: Personal Development Plan** **Aim:** The Performance Development Programme (PDP) is designed to lead on from the learner's Performance Analysis. The purpose of the PDP is to optimise the learner's performance in the role of a player/performer or coach. **Lesson / Content Overview:** Planning Performing and Recording Reviewing and Evaluating End of unit extended topic test	**A-Level Components** **Sports Psychology** **Aims:** Same as sports psychology in year 12 **Lesson / Content Overview:** Attribution Theory Leadership **Unit Title:** **Component 3: Practical Performance** **Aim:** learners will be required to perform in one physical activity, in the role of either player/performer or coach. They will be required to demonstrate their skills while under pressure, in conditioned practice and a formal/competitive situation. learners are required to demonstrate their ability to: ● perform a range of skills and techniques in physical activity ● make decisions, implement strategies, tactics and/or compositional ideas, and apply	**A-Level Components** **Revision**	**A-Level Components** **Exams**

			Essay 15 mark question	knowledge and understanding of rules and regulations while performing physical activity ● apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance. **Lesson / Content Overview:** Filmed performance in a sport selected from edexcel practical sport criteria. End of unit extended topic test Essay 15 mark question		

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

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

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

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

Implementation

Implementation – How do we manage to implement these aims in the classroom?
PSHCE at Pinner is in line with the RSE (2020) Guidance where relevant and organised according to the themes suggested by the PSHE Association[2].

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

Within each theme students will learn a broad range of topics which are carefully sequenced and taught to students in a culturally sensitive and age-appropriate way. These topics support students' spiritual, moral, cultural, mental and physical development.
It is important to be mindful that there may be students in the class who have direct or indirect experience of the issues covered in PSHE. Nonetheless it is crucial that all students have access to information on how to stay safe and seek help. Therefore, teachers may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net it may be appropriate to do this in conjunction with the relevant pastoral teams in school.
Our lessons are designed to use non-emotive language, we strive to be factual rather than dramatic. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Students deserve to be provided with clear, accurate and consistent explanations. Often there will be key words provided, these should be printed out for students. Encourage students to use and refer to them throughout the lesson. Keywords and concepts are important for improving a student's ability to communicate effectively about the issues that affect them and other people around them.
We also emphasise the importance of being informed to support those around us. This, along with scenarios to practise problem solving, is a way of equipping students with knowledge and skills whilst allowing them emotional distance.

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

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

Impact

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

Careers

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

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

Assessment

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

Enrichment Opportunities & Super Curricular

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

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 7	Living in the Wider world • Introduction to PSHE Expectations and Working Together • Transition to Secondary School • Our Community Rights and Responsibilities	Health and well-being • Staying Safe Looking after Personal Safety • Healthy Lifestyles Achieving Balance • Taking responsibility for Physical Health Health Services	Relationships • Healthy Relationships Family and Friendships • Unhealthy and Abusive Relationships Signs and Triggers	Health and Wellbeing • Healthy Eating Diet and Exercise • Sleep Routines and Results • Introduction to Mental Health: Anxiety	Living in the Wider world • Introduction to Careers Terminology • Financial Decisions Budgeting and Saving • Credit Vs. Debt Understanding Finances	Relationships • Puberty Physical and Mental Changes and Impact • FGM Facts and Risks • Diversity and Inclusivity

	• Introduction to Citizenship • Understanding Democracy Advantages and Disadvantages	• Growing Up Personal Hygiene and Routines • Bullying Cyberbullying, Bystander Effect, Peer Pressure	• Sexuality and Gender Identity Challenging Stereotypes • Sexting and Online Grooming Online Consent, Exploitation and Coercion • Coping with Change Grief and Bereavement	• Social Media and Mental Health Personal Well Being • Self- Regulation and Resilience Recognising and Balancing Emotions	• Value for Money Good Money Habits • Job Market Future Careers and Unifrog	• Racism • Harassment Signs and Consequences • Understanding Marriage Religion and Culture
	Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of application of knowledge to novel scenarios, writing based activities and that requires higher order thinking, or leadership roles. Students are encouraged to research and read articles, scenarios and discus these elements with other high ability students.					
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 8	Health and Wellbeing • Introduction to Mental Health: Attitudes and Misconceptions • Managing Our Emotions Strategies to promote Wellbeing and express emotions • Self Esteem and Confidence Healthy and Unhealthy Coping Strategies • Stress and Triggers Understanding Techniques • Support and Advice Supporting Self and Friends	Living in the wider world • Looking to the Future Target Setting • Careers Exploration of Life Skills • Enterprise Problems and Opportunities • Human Rights Legal Rights and Human Rights • Gender Inequality Challenging Gender Stereotypes	Relationships • Relationships and Conflict Impact of Media • Body Image Cultural influences on body ideals • Industry Influences on Advertising Examples and Consequences • Healthy Lifestyle Self Care Techniques • Prejudice and Discrimination Disability and Sexism	Health and well-being • Addictive Substances Legal and Illegal Drugs: Tobacco and Alcohol • Crime and Punishment Recognising and Assessing Risk • Social Influences Peer Pressure and Bullying • Discrimination and Diversity Recognising and Preventing • Gangs Crime and Prevention	Living in the wider world • Digital Literacy Staying Safe Online • Interpreting Information Online The Consequences of Fraud • Gambling Addiction and Dangers • Fake News Signs of Misleading Information • Community Understanding Community Involvement	Relationships • Consent and Healthy Relationships Gender Stereotypes • Understanding Gender Identities LGBTQ+ • Dealing with Harassment Sexual and Emotional • Introduction to Contraception Safe Decisions • Religion and Sex Understanding different Attitudes
	Stretch and challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of application of knowledge to novel scenarios, writing based activities and that requires higher order thinking, or leadership roles. Students are encouraged to research and read articles, scenarios and discuss these elements with other high ability students.					
	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.					
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 10	**Living in the Wider World (WW)** Work and Career • Labour markets • Local, national and international work opportunities • Employment sectors and types • Changing patterns in employment • Career identity • Benefits and challenges of online careers	**Health and Wellbeing (H&W)** Health Related Decisions • Dealing with stress • Purpose of blood, organ and stem cell donation for individuals and society • Cosmetic and aesthetic procedures	**Living in the Wider World (WW)** Media Literacy and Digital Resilience • Inclusion and belonging • Addressing extremism and prevent training • Valuing diversity • Knife Crime	**Relationships (R)** Consent • The role of intimacy and pleasure • The impact of pornography • Pressure, persuasion and coercion • Managing relationships, conflicts and break-ups • Addressing relationship abuse	**Living in the Wider World (WW)** Financial Choices • Growth mindset • Careers / job options • What is good communication and self-confidence • Working as part of a team and leadership • Reframing failure • Financial Decision Making	**Relationships (R)** Social Influences • Toxic masculinity, misogyny, sexism • Behaviours that may influence peers, positively and negatively, including online, and in situations involving weapons or gangs • Importance of parenting skills and qualities for family life, the implications of young

	• Managing online presence to support employment Challenge/Extensions: • Getting Elected • Political Manifestos • Voting Age • Diversity in Parliament			• Sex and consent online	• Managing debt and budgeting	parenthood and services that offer support for new parents and families, adoption/foster care • Current legal position on abortion and the range of beliefs and opinions about it
	Form Time Focus: Bullying, abuse, and discrimination	**Form Time Focus:** Sexual Health and Fertility - Relationship choices including: IVF, Abortion and Miscarriage	**Form Time Focus:** Relationship Values - cultural practices and beliefs	**Form Time Focus:** Health related decisions - NHS Services	**Form Time Focus:** Drugs, Alcohol and Tobacco	**Form Time Focus:** Contraception and parenthood
	Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of application of knowledge to novel scenarios, writing based activities and that requires higher order thinking, or leadership roles. Students are encouraged to research and read articles, scenarios and discus these elements with other high ability students.					
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 11	**Living in the Wider World (WW)** Choices and Pathways • CV writing and job interviews • Aspirations and raising achievement • Dealing with Change • Managing Change • Advice on exam stress	**Relationships (R)** Bullying, Abuse and Discrimination • Healthy and Unhealthy Relationships • Forced marriage • Family life • Sexual harassment • consent	**Health and Wellbeing (H&W)** Managing Risk and Personal Safety • County Lines, violent crime and gangs • Gambling • Managing risks in unsafe and emergency situations • Support and guidance for emergency situations, including online	**Living in the Wider World (WW)** Choices and Pathways • Finding Your Pathway • Narrowing Down • Plans and Back-up Plans • Money Management • Know your rights (equality acts 2010)	**Formal Exams**	
	Form Time Focus: Forming and maintaining respectful relationships	**Form Time Focus:** Sexual Health and Fertility	**Form Time Focus:** - Managing risk and personal safety (CPR)	**Form Time Focus:** Mental health and emotional wellbeing (exam/post-16)		

			- Health promotion and self-examination - How to treat common injuries			
	Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of application of knowledge to novel scenarios, writing based activities and that requires higher order thinking, or leadership roles. Students are encouraged to research and read articles, scenarios and discus these elements with other high ability students.					
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 12	**Health and Wellbeing (H&W)** Mental health and emotional wellbeing • Mental health and emotional wellbeing • Managing stress • Body image Healthy coping strategies	**Living in the Wider World (WW)** Readiness for work • Career opportunities Preparing for the world of work	**Relationships (R)** Diversity and inclusion • Living in a diverse society Challenging prejudice and discrimination	**Living in the Wider World (WW)** Planning for the future • Exploring future opportunities • Post-18 options The impact of financial decisions	**Relationships (R)** Respectful relationships • Consent • Assertive communication • Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships	**Health and Wellbeing (H&W)** Health choices and safety • Independence and keeping safe • Travel • First aid The impact of substance use
	Stretch & 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. **Reading** Use of Google Classroom to upload resources, materials, and useful links. **Form Time Provision** ● Tuesdays - Life Skills: Students learn skills that prepare them for future life, such as budgeting, responding to feedback and having difficult conversations. ● Well-being Wednesdays: Focus on expanding knowledge around mental health and well-being ● Thursdays - Transitions: Skills to prepare students for the transition from GCSE to A-Level. This focuses on independent study. ● Fridays - Careers: Students learning more about post-18 pathways, including university, apprentices and careers.					
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:

Year 13	**Health and Wellbeing (H&W)** Independence • Responsible health choices • Managing change • Health and wellbeing, including sexual health, into adulthood	**Living in the Wider World (WW)** Next steps • Application processes • Future opportunities and career development • Maintaining a positive professional identity	**Relationships (R)** Intimate relationships • Personal values, including in relation to contraception and sexual health • Fertility • Pregnancy	**Living in the Wider World (WW)** Financial choices • Managing money • Financial contracts • Budgeting • Saving • Debt • Influences on financial choices	**Relationships (R)** Building and maintaining relationships • New friendships and relationships, including in the workplace • Personal safety • Intimacy • Conflict resolution • Relationship changes	**Formal Exams**
	Stretch & 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. **Reading** Use of Google Classroom to upload resources, materials, and useful links. **From Time Provision** ● Tuesdays - Life Skills: Students learn skills that prepare them for future life, such as budgeting, responding to feedback and having difficult conversations. ● Well-being Wednesdays: Focus on expanding knowledge around mental health and well-being ● Thursdays - Transitions: Skills to prepare students for the transition from A-Level to the adult world. This focuses on independent study. ● Fridays - Careers: Students learning more about post-18 pathways, including university, apprentices and careers.					