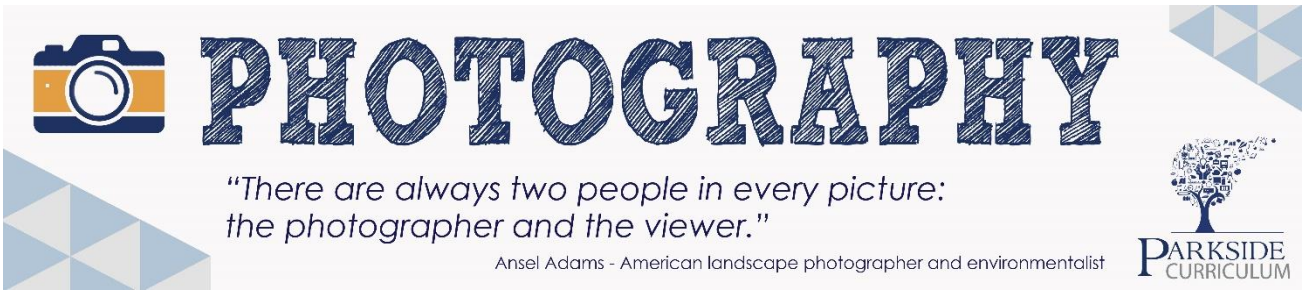
PARKSIDE
COMMUNITY SCHOOL
Small School • Strong Values • Great Experiences

PARKSIDE
CURRICULUM

Programmes of Study and Attainment Targets

Foreword

The following pages set out the programmes of study and attainment targets for all learning areas within the Parkside Community School curriculum.



ENGLISH

"Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world"

Malala Yousafzai - Activist for Female Education

ENTERPRISE

"All our dreams can come true, if we have the courage to pursue them."

Walt Disney - American entrepreneur

GEOGRAPHY

"Geography explains the past, illuminates the present and prepares us for the future".

Michael Palin - Actor, Writer and Travel Presenter

HEALTH and Social CARE

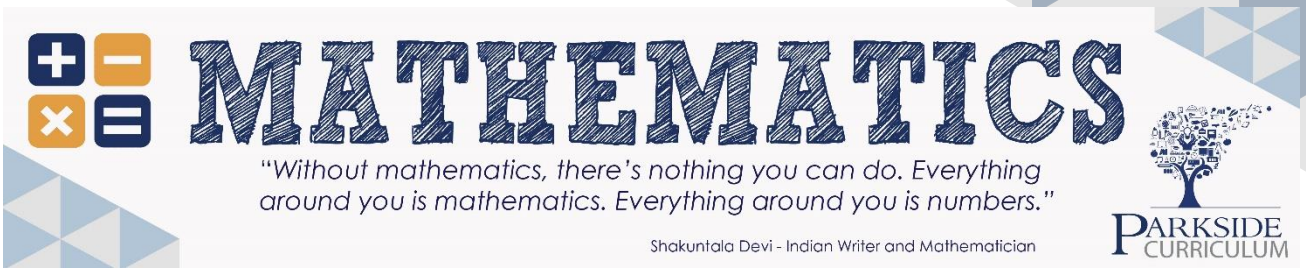
"Alone we can do so little; together we can do so much."

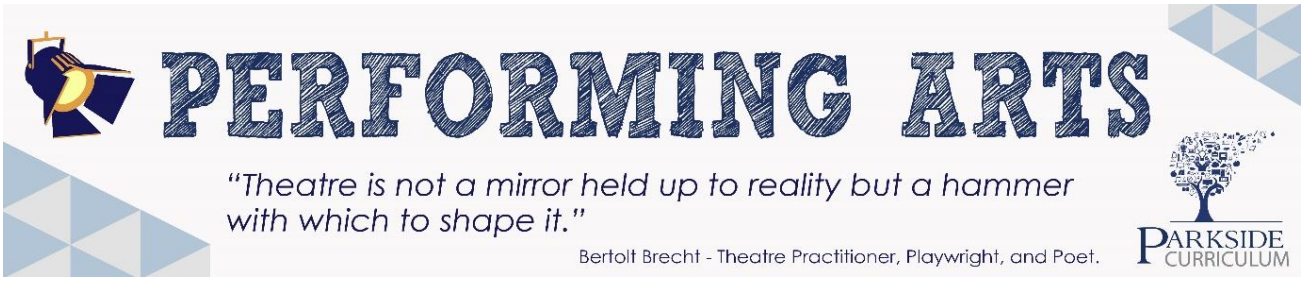
Helen Keller - American Author, Political Activist and Lecturer

HISTORY

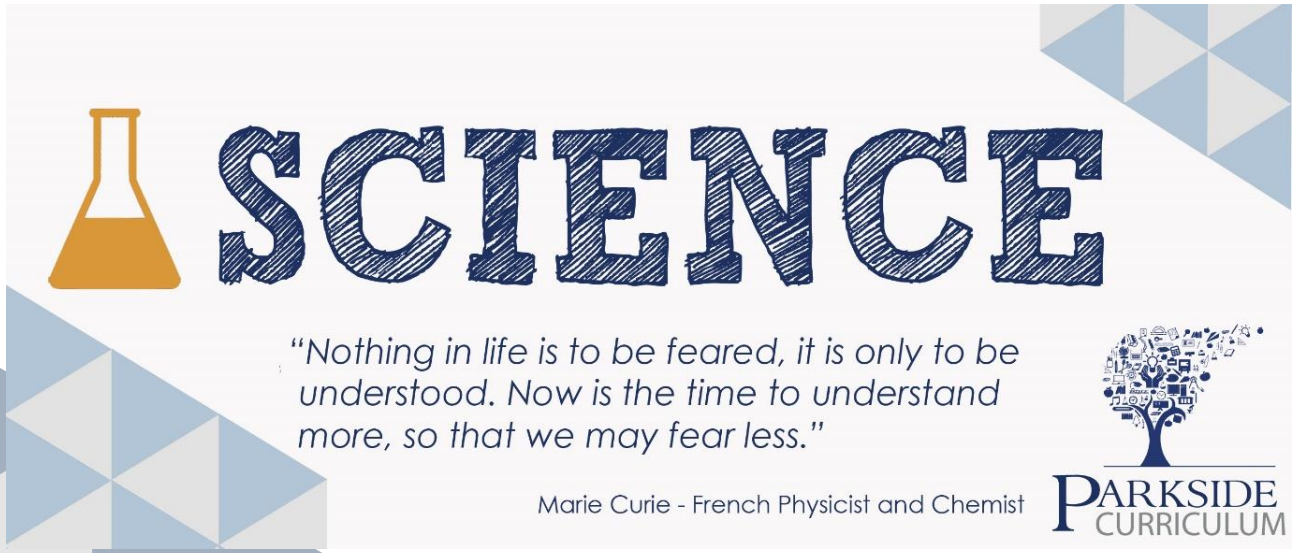
"A people without the knowledge of their past history, origin and culture is like a tree without roots."

Marcus Garvey - Jamaican political activist





Religious Education



Purpose of study

Art, craft, design and photography embody some of the highest forms of human creativity. A high-quality art, design and photography education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft, design and photography. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art, design and photography both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The curriculum for art, design and photography aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture, photography and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft, design and photography
- know about great artists, craft makers, designers and photographers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Art and Photography- Key stage 3

Pupils will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects, designers, and photographers expressing reasoned judgements that can inform their own work.

Pupils will be taught:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting and location photography
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design, architecture, and photography, including periods, styles and major movements from ancient times up to the present day.

OCR GCSE (1-9) Fine Art

The OCR GCSE Fine Art course develops pupils' knowledge, skills, understanding, creativity and imagination. It provides opportunities for pupils to take a personal interest in why Art matters. During the course, pupils will gain insight into the practices of individuals, organisations and creative and cultural industries and experiment and take risks with their work, whilst developing their own style.

Pupils are taught

Knowledge and understanding

Pupils will be taught to use sources to inspire the development of their ideas, though:

- the work and approaches of fine artists from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to pupils' own creative intentions and chosen area(s) of Fine Art
- the different purposes, intentions and functions of Fine Art in a variety of contexts and as appropriate to pupils' own work.

Techniques

Pupils are taught to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: painting (various media), drawing (various media), printing (e.g. screen printing, etching, aquatint, lithography, block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffito, kinetic media, light based media, digital media, mixed-media.

Skills

Pupils are taught the knowledge, skills and understanding through practical skills in the development of ideas. This may include:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- the ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, form, tone and texture

In addition, pupils will develop skills in:

- selecting and critically analysing sources
- application of understanding of relevant fine art practices to their work
- refinement of their ideas as their own work progresses
- recording their ideas, observations, insights and independent judgements
- using appropriate specialist vocabulary
- using visual language critically through effective and safe use of media, materials, techniques processes and technologies
- using drawing skills for different needs and purposes
- realising personal intentions in Fine Art, through the sustained application of the fine art process.

PHOTOGRAPHY

"There are always two people in every picture: the photographer and the viewer."

Ansel Adams - American landscape photographer and environmentalist

OCR GCSE (1-9) Photography

The OCR GCSE Photography course develops pupils' knowledge, skills, understanding, creativity and imagination. It provides opportunities for pupils to take a personal interest in why Photography matters. During the course, pupils will gain insight into the practices of individuals, organisations and creative and cultural industries and experiment and take risks with their work, whilst developing their own style.

Pupils are taught

Knowledge and understanding

Pupils will be taught to use sources to inspire the development of their ideas, though:

- the work and approaches of photographers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including colour, line, form, tone and texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to pupils' own creative intentions and chosen area(s) of Photography
- the different purposes, intentions and functions of photography in a variety of contexts and as appropriate to pupils' own work.

Techniques

Pupils are taught to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: photograms, pin hole cameras, digital processes, time-lapse photography, stop-frame animation, installation, film, video, animation, photomontage, digital manipulation of images.

Skills

Pupils are taught the knowledge, skills and understanding through practical skills in the development of ideas. This may include:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- the ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, form, tone and texture

In addition, pupils will develop skills in:

- selecting and critically analysing sources
- application of understanding of relevant photographic practices to their work
- refinement of their ideas as their own work progresses

- recording their ideas, observations, insights and independent judgements
- using appropriate specialist vocabulary
- using visual language critically through effective and safe use of media, materials, techniques processes and technologies
- using drawing skills for different needs and purposes
- realising personal intentions in Photography, through the sustained application of the photographic process.

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The curriculum for computing ensures that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Computing – Key Stage 3

Pupils are taught to:

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Computing – Key Stage 4

All pupils have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

All pupils are taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

DESIGN TECHNOLOGY

"Every great design begins with an even better story."

Lorinda Mamo - designer

including Construction, cooking and Nutrition

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The curriculum for design and technology ensures that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Design and Technology – Key Stage 3

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils are taught to:

Design

- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Identify and solve their own design problems and understand how to reformulate problems given to them
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate

- Analyse the work of past and present professionals and others to develop and broaden their understanding
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Technical knowledge

- Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- Understand how more advanced mechanical systems used in their products enable changes in movement and force
- Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].

Cooking and nutrition

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils are taught to:

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients.

Pearson BTEC Level 1/Level 2 First Award in Construction and the Built Environment

The BTEC in Construction and the Built Environment gives pupils the opportunity to gain a broad knowledge and understanding of the industry, one of the most important sectors of the UK economy. Pupils develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work and in understanding how client needs can shape building design.

Pupils are taught learn the fundamental knowledge, skills and understanding across:

Construction technology

- Structural performance required for low-rise construction (performance requirements and common structural forms)
- How sub-structures are constructed (preconstruction work, sub-structure groundworks)
- How superstructures are constructed (walls, floors, roofs)

Scientific and mathematical application for construction

- The effects of forces and temperature changes on materials used in construction
- Use of mathematical techniques to solve problems (algebraic and graphical methods, mensuration, trigonometry)

Construction and design

- The work of the construction industry (and the built environment)
- Understanding a client's needs to develop a design brief for a low-rise building (understanding a client's needs, understanding constraints on design, production of a brief)
- Production of initial sketch ideas to meet the requirements of a client brief for a low-rise building

Construction drawing techniques

- The requirements to produce construction drawings (purpose, materials and equipment, C.A.D.)
- The production of construction drawings (drawing conventions and production of drawings (floor plans, elevations, sections, foundation and roof detail)

Design and Technology: Catering – Key Stage 4

WJEC Eduqas Level 1/Level 2 Vocational Award in Hospitality and Catering

The Eduqas vocational award in hospitality and catering develops the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. Pupils learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Pupils will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

Pupils will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Pupils are taught about:

1: The Hospitality and Catering Industry

Pupils apply their learning by considering all aspects of the vocational sector. They acquire knowledge of all aspects of the industry and propose new hospitality and catering provision for specific locations. Pupils apply their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and be financially viable, whilst meeting the needs of their potential market.

Through studying the hospitality and catering industry, pupils will:

- Understand the environment in which hospitality and catering providers operate
- Understand how hospitality and catering provision operates
- Understand how hospitality and catering provision meets health and safety requirements
- Know how food can cause ill health
- Be able to propose a hospitality and catering provision to meet specific requirements

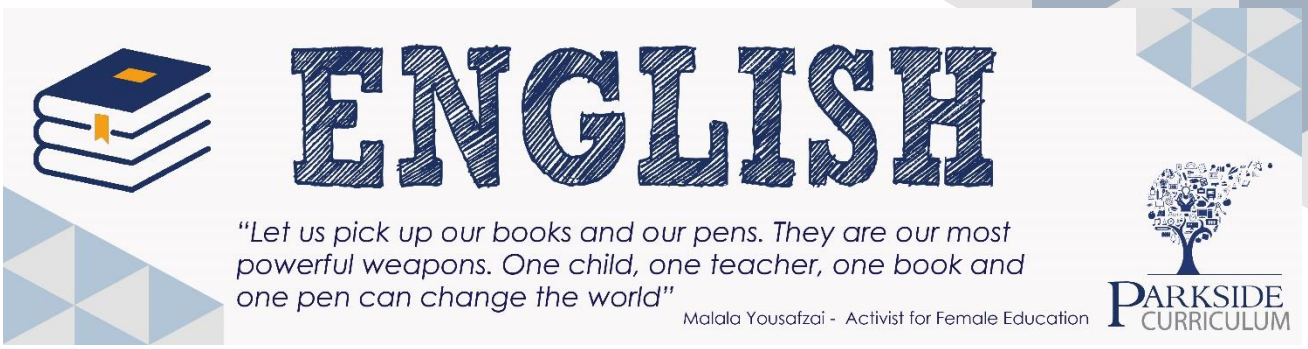
2: Hospitality and Catering in Action

Pupils apply their learning to safely prepare, cook and present nutritional dishes. They draw on their learning of different types of provision and kitchen and front of house operations, as well as personal safety in their

preparations. This learning is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners.

Through studying hospitality and catering in action, pupils will:

- Understand the importance of nutrition when planning menus
- Understand menu planning
- Be able to cook dishes



English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The curriculum for English ensures that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stages 3 and 4 and teachers therefore ensure pupils' confidence and competence in this area continue to develop. Pupils are taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Reading and writing

Reading at key stages 3 and 4 should be wide, varied and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information.

Pupils continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They are taught to write formal and academic essays as well as writing imaginatively. They are taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar.
Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils are taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. Pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Teachers build on the knowledge and skills that pupils have been taught at earlier key stages. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced are challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent consolidate their knowledge, understanding and skills, including through additional practice.

English – Key Stage 3 Subject content

Reading

Pupils are taught to:

R1: Develop an appreciation and love of reading, and read increasingly challenging material independently through:

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
    - English literature, both pre-1914 and contemporary, including prose, poetry and drama
    - Shakespeare (two plays) and seminal world literature
- Choosing and reading books independently for challenge, interest and enjoyment.
- Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.

R2: Understand increasingly challenging texts through:

- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense.

R3: Read critically through:

- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Recognising a range of poetic conventions and understanding how these have been used
- Studying setting, plot, and characterisation, and the effects of these
- Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- Making critical comparisons across texts
- Studying a range of authors, including at least two authors in depth each year.

Writing

Pupils are taught to:

W1: Write accurately, fluently, effectively and at length for pleasure and information through:

- Writing for a wide range of purposes and audiences, including:
    - well-structured formal expository and narrative essays
    - stories, scripts, poetry and other imaginative writing
    - notes and polished scripts for talks and presentations

- other narrative and non-narrative texts, including arguments, personal and formal letters

- Summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

W2: Plan, draft, edit and proof-read through:

- Considering how their writing reflects the audiences and purposes for which it was intended
- Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- Paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and vocabulary

Pupils are taught to:

GV1: Consolidate and build on their knowledge of grammar and vocabulary through:

- Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- Studying the effectiveness and impact of the grammatical features of the texts they read
- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- Using Standard English confidently in their own writing and speech
- Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

Spoken English

Pupils are taught to:

S1: Speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- Giving short speeches and presentations, expressing their own ideas and keeping to the point
- Participating in formal debates and structured discussions, summarising and/or building on what has been said
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

AQA English Language GCSE (1-9)

Pupils will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. They will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

Pupils will build on prior learning to read fluently and write effectively, demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

Pupils will be taught to:

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information or ideas from texts
- Use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken Standard English effectively.

Pupils will study and develop detailed knowledge and understanding of high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied represents a substantial piece of writing and makes significant demands on pupils in terms of content, structure and the quality of language. The texts, across a range of genres and types, support pupils in developing their own writing by providing effective models. The texts include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online).

Critical reading and comprehension

- *Critical reading and comprehension*: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text
- *Summary and synthesis*: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text
- *Evaluation of a writer's choice of vocabulary, form, grammatical and structural features*: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text

- Comparing texts: comparing two or more texts critically with respect to the above.

Writing

- *Producing clear and coherent text*: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text
- *Writing for impact*: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

Spoken language

- *Presenting information and ideas*: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches
- *Responding to spoken language*: listening to and responding appropriately to any questions and feedback
- *Spoken Standard English*: expressing ideas using Standard English whenever and wherever appropriate.

AQA English Literature GCSE (1-9)

Texts

Pupils will study the following works of English Literature:

Area of Literature	Author	Title
Shakespeare	Shakespear(!)	Macbeth
19th-Century Novel	Charles Dickens	A Christmas Carol
Modern Texts	JB Priestly	An Inspector Calls
Poetry	AQA poetry anthology (15 poems within Power and Conflict Theme) Unseen poetry (pupils develop their ability to closely analyse unseen poems and compare features).	

Skills

In studying the set texts pupils will develop the following skills:

Reading comprehension and reading critically

- *Literal and inferential comprehension:* understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- *Critical reading:* identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *Evaluation of a writer's choice of vocabulary, grammatical and structural features:* analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *Comparing texts:*comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above

Writing

- *Producing clear and coherent text: writing effectively about literature for a range of purposes such as:* to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- *Accurate Standard English:* accurate spelling, punctuation and grammar.

Enterprise and Marketing

Purpose of Study

Knowledge and practical skills in enterprise and marketing are essential elements of preparation for life. This combination of knowledge and key competencies support pupils to become effective independent and collaborative participants and contributors.

Developing knowledge and understanding of types of business and local, national and global opportunities is an important element of the personal development curriculum at Key Stage 3. Through

Study of this sector at Key Stage 4 complements GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Aims:

The curriculum for Enterprise and Marketing ensures that pupils:

- Acquire a sound knowledge and understanding of enterprise and marketing concepts. This knowledge enables the effective performance of skills underpins effective use of skills and processes within the enterprise and marketing sector.
- Develop the key skills for aptitude in enterprise and marketing such as analysis, evaluation, synthesis, creativity, collaboration and communication
- Processes that underpin enterprise and marketing, including components parts of designing, marketing, pitching and implementing business proposals

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Enterprise and Marketing – Key Stage 4

OCR Level 1/2 Cambridge National Certificate in Enterprise and Marketing

Through the Cambridge National Certificate in enterprise and marketing, pupils are taught sector-specific knowledge, skills and practices that support informed progression within the vocational area Post-16. The choices that pupils can make depend on their overall level of attainment at the end of Year 11. Pupils achieving a Level 2 may consider progression to A Levels in preparation for higher education, Level 3 vocational qualifications in preparation for higher education, employment or apprenticeships. Pupils achieving a Level 1 may consider Level 2 vocational qualifications in preparation for Level 3 or employment or apprenticeships.

Pupils are taught:

1. Enterprise and marketing concepts

This topic underpins the wider learning in this qualification. Pupils develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Pupils will also understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business.

2. Design a business proposal

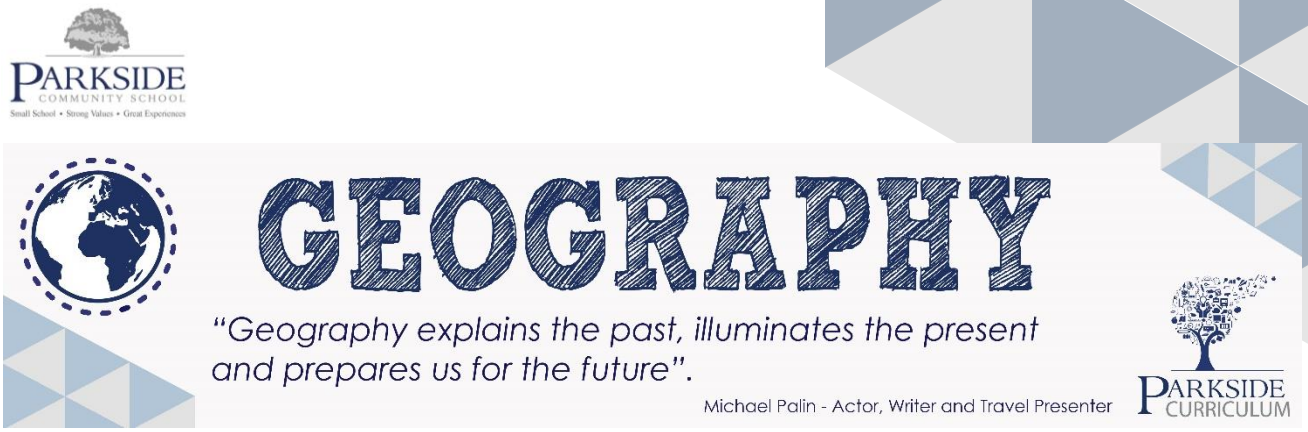
Pupils develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas**,** and use financial calculations to propose a pricing strategy and determine the viability of their product proposal.

This learning will assist pupils in the third learning area below.

3. Market and pitch a business proposal

Pupils develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second learning area above. They develop pitching skills in order to pitch their business proposal to an external audience. Finally, they review their pitching skills and business proposal using their learning, self-assessment and feedback gathered.

The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.



Geography

Purpose of study

A high-quality geography education inspires in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The curriculum for geography ensures that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Geography - Key stage 3

Pupils consolidate and extend their knowledge of the world's major countries and their physical and human features. They understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they become aware of increasingly complex geographical systems in the world around them. They develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Pupils are taught to:

Locational knowledge

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
    - physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts
    - human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Eduqas GCSE (1-9) Geography B

WJEC Eduqas GCSE Geography B teaches pupils to think 'like a geographer'. Pupils develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

Pupils are taught to think creatively, scientifically and independently through a distinctive problem-solving approach to the study of interactions between people and the environment.

Pupils are taught geographical knowledge across three themes:

1. **Changing places – changing economies**

- Urbanisation in contrasting global cities (whether urbanisation is a global phenomenon, challenges or urbanisation in two global cities, strategic management of the impact of urbanisation)
- Urban and rural processes and change in the UK (changes in urban and rural areas, distinctive features of urban areas, factors driving change, change in retail provision, issues with leisure use)
- A global perspective on development issues (global patterns of development, processes connecting countries at different levels of development, causes and consequences of uneven development, advantages of different types of aid project)

2. **Changing environments – shaping the landscape**

- Coasts and coastal management (development of distinctive coastal landscapes in the UK, coastline management and controversies, impact of climate change)
- Rivers and river management (development of distinctive river landscapes in the UK, flooding and consequences, river flooding risks management and controversies)
- Weather and climate (variability of UK climate, global atmospheric circulation and climate zones, global distribution of weather hazards, extreme weather events)
- Climate change – cause and effect (climate change during the Quaternary period, causes of global warming, consequences of climate change, variations in attitudes to climate change, the role of the UK in reducing the risk of climate change)

3. **Environmental challenges**

- Functions of ecosystems (Global relationships between climate and biomes, physical processes and interactions within ecosystems, use and management of ecosystems in the UK)
- Ecosystems under threat (uses of ecosystems, damage by human activity, sustainable management)
- Water resources and management (variations in supply and demand for water, responding to excessive demand, managing water supplies)
- Desertification (physical processes that make semi-arid regions vulnerable to desertification, human activity and desertification, management of environments vulnerable to desertification)

In addition, pupils will be taught about the geographical enquiry process and will undertake two fieldwork enquiries in a contrasting environment. Through the first fieldwork pupils will use one distinct geographical methodological approach (e.g. use of transects, change over time, qualitative surveys, geographical flows). Through the second fieldwork pupils will use on distinct geographical conceptual framework (e.g. place, sphere of influence, cycles and flows, mitigating risk, sustainability, inequality).

Purpose of Study

Approximately 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase.

Developing knowledge and awareness of underlying personal, social, economic, political and ethical issues and job roles within this sector at Key Stage 3 is an important component of the personal development and physical education curriculum areas.

Study of this sector at Key Stage 4 complements GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this important sector.

Aims:

At Key Stage 4, the curriculum for Health and Social Care ensures that all pupils:

- Acquire a sound knowledge and understanding of human growth and development, health and social care services, and factors affecting people's health and wellbeing. This knowledge enables the effective performance of skills underpins effective use of skills, processes and development of values and attitudes that are at the heart of the health and social care sector.
- Develop the key skills for aptitude in health and social care such as interpreting data to assess an individual's health
- Processes that underpin effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pearson BTEC Level 1/2 Technical Award in Health and Social Care

Through the BTEC Technical Award in Health and Social Care, pupils are taught sector-specific knowledge, skills and practices that support informed progression within the vocational area Post-16. The choices that pupils can make depend on their overall level of attainment at the end of Year 11. Pupils achieving a Level 2 may consider progression to A Levels in preparation for higher education, Level 3 vocational qualifications in preparation for higher education, employment or apprenticeships. Pupils achieving a Level 1 may consider Level 2 vocational qualifications in preparation for Level 3 or employment or apprenticeships.

Pupils are taught:

1. Human Lifespan Development

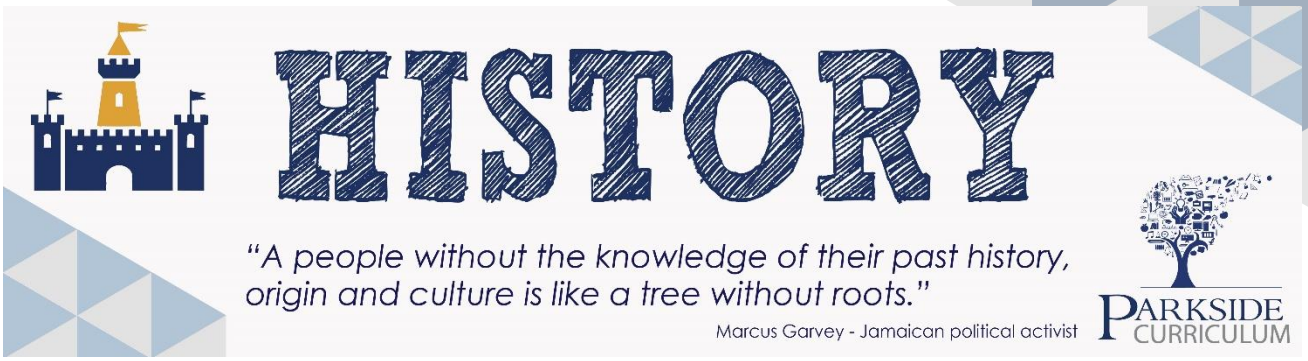
- Human growth and development across life stages and factors that affect it (main life stages, physical, intellectual/cognitive, emotional and social development (PIES) across the life stages; the impact of physical, social and cultural and economic factors)
- How individuals deal with life events (types of life event including physical, relationship, and life circumstances; coping with change caused by life events, including individual adaptations and sources and types of support)

2. Health and Social Care Services and Values

- Different types of health and social care services and barriers to accessing them (including physical, sensory, social, cultural, phycological, linguistic, geographical, intellectual, resource/financial)
- Care values and review of own practice (empowerment, respect, confidentiality, dignity, safeguarding and anti-discrimination; responding to feedback on own performance)

3. Health and Wellbeing

- Factors affecting health and wellbeing (definitions, physical, lifestyle, social, emotional and cultural, economic, environmental, life events)
- Interpreting physiological (e.g. BMI and peak flow) and lifestyle health indicators (e.g. substance consumption, levels of physical activity)
- Person-centred health and wellbeing improvement plans and obstacles to implementation (psychological/emotional, practical and theoretical)



History

Purpose of study

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in relevant programme of study.

History - Key stage 3

Pupils extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils learn to identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They use historical terms and concepts in increasingly sophisticated ways. They pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure progression through teaching the British, local and world history outlined below, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils are taught about:

Statutory area	School's chosen focus
The development of Church, state and society in Medieval Britain 1066-1509	
The development of Church, state and society in Britain 1509-1745	
Ideas, political power, industry and empire: Britain, 1745-1901	
Challenges for Britain, Europe and the wider world 1901 to the present day, including the Holocaust	
A local history study	
The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066	
At least one study of a significant society or issue in world history and its interconnections with other world developments	

OCR GCSE (1-9) History B

The OCR GCSE in History B course inspires pupils' enthusiasm for history. They develop their understanding of the present by studying significant periods and themes from the past at a local, national and global level, engaging with a range of contemporary sources and later interpretations.

Pupils are taught about

1. British history, including a thematic element and a British depth study.

The thematic study focuses requires pupils to understand change and continuity within *the people's health* from c. 1250 to the present. This period begins in the late middle ages and encourages pupils to think about the relationship between past and present by following the theme through to the present day.

The depth study focuses on *The Norman Conquest (1065-1087)* – a period in British history during which the country faced severe pressure due to invasion. The depth study encourages pupils to engage with the range of ways in which history is constructed and interpreted, and the interplay of political, military, religious, economic, social and cultural forces.

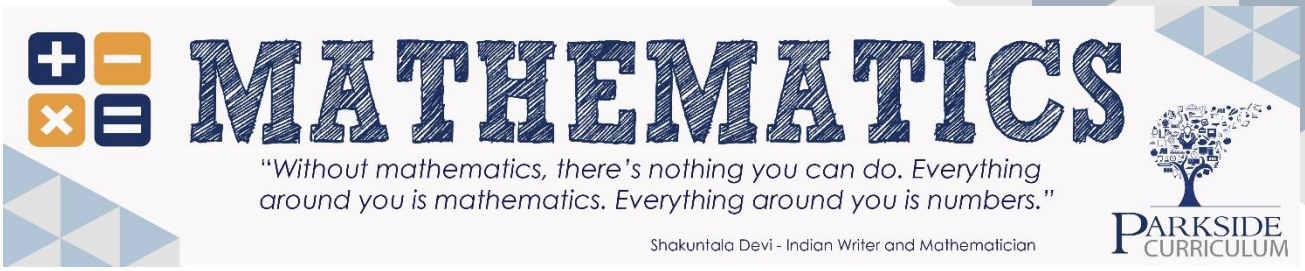
2. History around us

Pupils study the history of a selected local site. They discover how physical features and other sources inform an understanding of historical events both locally and in a wider historical context. Studying the history around them provides a valuable approach to studying history, and helps pupils find a connection with the lives of people from the past.

3. World history, including a Period study and a World depth study

The period study of The Making of America (1799-1900) offers pupils the opportunity to study the unfolding narrative of a wider world society during a particularly interesting period in its history. Pupils look at the relationships between different cultures at times of great upheaval, and consider the experiences and perspectives of different individuals and groups of people in the past.

The world depth study of Living under Nazi rule (1933-1945) enables pupils to develop an understanding of a traumatic short period in world history when different cultures or ideologies were in conflict. The richness of contemporary sources for this period encourages pupils to engage with the nature of evidence and the ways in which history is constructed.



Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The curriculum for mathematics ensures that all pupils:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can **solve problems** by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Information and communication technology (ICT)

Calculators should not be used as a substitute for good written and mental arithmetic. Teachers use their judgement about when ICT tools should be used.

Spoken language

The curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They are assisted in making their thinking clear to themselves as well as others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Mathematics – Key Stage 3

Introduction

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but pupils build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should apply their mathematical knowledge in science, geography, computing and other subjects.

The majority of pupils will move through the programme of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content in preparation for key stage 4. Those who are not sufficiently fluent consolidate their understanding, including through additional practice, before moving on.

Attainment targets

Pupils are expected to know, apply and understand the following matters, skills and processes.

Working mathematically

Through the mathematics content, pupils are taught to:

Develop fluency

- Consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
- Select and use appropriate calculation strategies to solve increasingly complex problems
- Use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- Substitute values in expressions, rearrange and simplify expressions, and solve equations
- Move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]
- Develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
- Use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

- Extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations
- Extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically

- Identify variables and express relations between variables algebraically and graphically
- Make and test conjectures about patterns and relationships; look for proofs or counter- examples
- Begin to reason deductively in geometry, number and algebra, including using geometrical constructions
- Interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
- Explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

Solve problems

- Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- Develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics
- Begin to model situations mathematically and express the results using a range of formal mathematical representations
- Select appropriate concepts, methods and techniques to apply to unfamiliar and non- routine problems.

Subject content

Pupils are taught Mathematics within the following content areas:

- Number
- Algebra
- Ration, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Number - Pupils are taught to:

- Understand and use place value for decimals, measures and integers of any size
- Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥
- Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property
- Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative
- Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals
- Recognise and use relationships between operations including inverse operations
- Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations

- Interpret and compare numbers in standard form A x 10^n 1≤A<10, where n is a positive or negative integer or zero
- Work interchangeably with terminating decimals and their corresponding fractions (such a s3.5 and 7/2 or 0.375 and 3/8)
- Define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages, and work with percentages greater than 100%
- Interpret fractions and percentages as operators
- Use standard units of mass, length, time, money and other measures, including with decimal quantities
- round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]
- Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a<x\leq b$
- Use a calculator and other technologies to calculate results accurately and then interpret them appropriately
- Appreciate the infinite nature of the sets of integers, real and rational numbers.

Algebra - Pupils are taught to:

- Use and interpret algebraic notation, including:
  - ab in place of $a\times b$
  - $3y$ in place of $y+y+y$ and $3\times y$
  - a^2 in place of $a\times a$, a^3 in place of $a\times a\times a$; a^2b in place of $a\times a\times b$
  - $\frac{a}{b}$ in place of $a\div b$
  - coefficients written as fractions rather than as decimals
  - brackets
- Substitute numerical values into formulae and expressions, including scientific formulae
- Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors
- Simplify and manipulate algebraic expressions to maintain equivalence by:
  - collecting like terms
  - multiplying a single term over a bracket
  - taking out common factors
  - expanding products of two or more binomials
- Understand and use standard mathematical formulae; rearrange formulae to change the subject
- Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs
- Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement)
- Work with coordinates in all four quadrants
- Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane
- Interpret mathematical relationships both algebraically and graphically

- Reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically
- Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations
- Find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs
- Generate terms of a sequence from either a term-to-term or a position-to-term rule
- Recognise arithmetic sequences and find the nth term
- Recognise geometric sequences and appreciate other sequences that arise.

Ratio, proportion and rates of change - Pupils are taught to:

- Change freely between related standard units [e.g. time, length, area, volume/capacity, mass]
- Use scale factors, scale diagrams and maps
- Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1
- Use ratio notation, including reduction to simplest form
- divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio
- Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction
- Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions
- Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics
- Solve problems involving direct and inverse proportion, including graphical and algebraic representations
- Use compound units such as speed, unit pricing and density to solve problems.

Geometry and measures - Pupils are taught to:

- Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)
- Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes
- Draw and measure line segments and angles in geometric figures, including interpreting scale drawings
- Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line
- Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric
- Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles

- Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies
- Identify properties of, and describe the results of, translations, rotations and reflections applied to given figures
- Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids
- Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
- Understand and use the relationship between parallel lines and alternate and corresponding angles
- Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons
- Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs
- Use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles
- Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D
- Interpret mathematical relationships both algebraically and geometrically.

Probability - Pupils are taught to:

- Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale
- Understand that the probabilities of all possible outcomes sum to 1
- Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams
- Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.

Statistics - Pupils are taught to:

- Describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)
- Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data
- Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.

Mathematics – Key Stage 4

OCR Mathematics GCSE (|1-9). Pupils are taught to:

Use and apply standard techniques

- Accurately recall facts, terminology and definitions
- Use and interpret notation correctly
- Accurately carry out routine procedures or set tasks requiring multi-step solutions.

Reason, interpret and communicate mathematically

- Make deductions, inferences and draw conclusions from mathematical information
- Construct chains of reasoning to achieve a given result
- Interpret and communicate information accurately
- Present arguments and proofs
- Assess the validity of an argument and critically evaluate a given way of presenting information.

Solve problems within mathematics and in other contexts

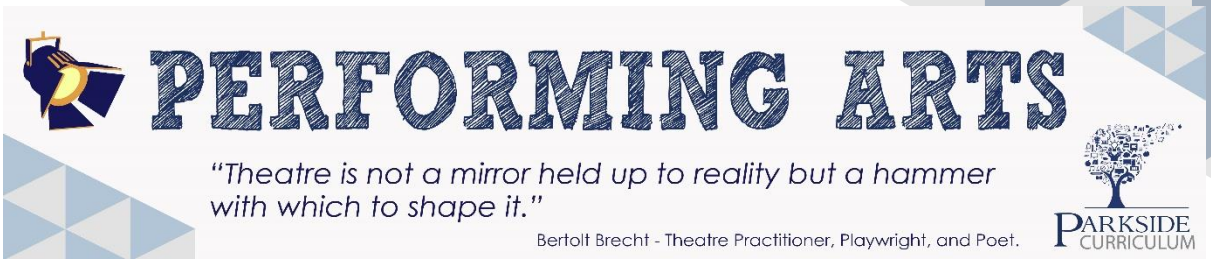
- Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
- Make and use connections between different parts of mathematics
- Interpret results in the context of the given problem
- Evaluate methods used and results obtained
- Evaluate solutions to identify how they may have been affected by assumptions made.

Subject Content

Pupils are taught mathematics across the following content areas:

- Collecting, Organising, Presenting and Analysing Data
- Accuracy and Rounding
- Geometric constructions and calculations
- Solving of Equations
- Indices and Standard Form
- Primes, Factors and Multiples
- Mensuration
- Direct and Inverse Proportion
- Fractions and Decimals
- Exact Calculations
- Algebraic Manipulation
- Proofs and Formulae
- Percentage Change
- Bivariate Data
- Equations and Inequalities
- Geometric Review
- Sequences
- Transformations
- Functions and Graphs
- Probability
- Graphs
- Similar Figures
- Vectors

Detail on learning at Foundation / Higher Tiers can be found on pages 7-46 of the GCSE specification, which can be accessed here: https://www.ocr.org.uk/Images/168982-specification-gcse-mathematics-j560.pdf



Purpose of study

The Performing Arts involve Drama and Music. Together, they provide pupils with the opportunity to engage the mind, the body and emotions in a collaborative expression of humanity. Through study and performance, pupils explore key themes and ideas. They discover their own voice, grow in confidence and develop empathy and ethical insight into the tensions and paradoxes of the human condition. A high-quality performing arts curriculum engages and inspires pupils to develop a love of performing arts and their talent as performers so as to increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with the performing arts, allowing them to create, and to observe with discrimination to the best in the performing arts.

Aims

The curriculum for performing arts ensures that all pupils:

- Perform, listen to, review and evaluate performance works across a range of historical periods, genres, styles and traditions, including the best of what has been produced, though and said across the performing arts
- Learn to perform through each of the arts, including opportunities to:
    - Adopt, create and sustain a range of roles and respond appropriately to others in role
    - Improvise, devise and script drama for one another and a range of audiences, and to rehearse, refine, share and respond thoughtfully to drama and theatre performances
    - Sing and to use their voices, to create and compose music on their own and with others
    - Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of excellence
- Understand and explore how performing arts works are created, produced and communicated, including through the inter-related dimensions.
- Develop skills of critical reflection, collaboration, creativity and communication: key competencies for success and fulfilment in further study and in life beyond school.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Performing Arts – Key Stage 3

Pupils build on their previous knowledge and skills through performing, creating and observing. They develop their performance, accuracy, expressiveness and capacity to empathise, improvise and respond. Pupils understand dramatical and musical structures, styles, genres and traditions, identifying the expressive use of drama approaches and musical dimensions. They should observe with increasing discrimination and awareness to inform their practice. They should use technologies appropriately and appreciate and understand a wide range of contexts and styles.

Pupils are taught to:

- Play and perform confidently in a range of solo and ensemble contexts using their acting skills and voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose/script; and extend and develop performing arts ideas by drawing on a range of dramatical and musical structures, styles, genres and traditions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- Identify and use the inter-related dimensions of drama and music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- Watch and listen with increasing discrimination a wide range of drama and music from great writers and performers, composers and musicians
- Develop a deepening understanding of the drama and music that they perform and to which they watch and listen, and its history.

BTEC Performing Arts

BTEC Performing Arts will make you a better communicator, team player and increase your confidence. It's not just for those interested in a career in the performing arts - but it will give you a grounding in the basics of performance- if that's the direction you want to go in. The course does involve elements of writing; however, video and audio can also be used as evidence.

How you will be assessed
There are 3 units, two are assessed in school the last is a practical performance and written controlled assessment.

Unit 1 Exploring the Performing Arts (30%)
This is a practical study of other actors' and directors' work. It is assessed through the production of a blog-video, written and photographic evidence are used to show that you understand how the performing arts work in practice.

Unit 2 Developing Skills and Techniques in the Performing Arts (30%)
Working as a performer or designer requires the application of skills, techniques and practices that enable you to produce and interpret performance work. You will learn how to communicate intentions to an audience through a variety of disciplines such as through performing or designing. It's assessed through practical work, and keeping a blog.

Unit 3 Responding to a Brief (40%)
You will be set a practical task and given 12 weeks to complete it. After this you will write a detailed evaluation of what you have done in 'controlled conditions you are allowed notes and prepared information, but only have a limited time to complete the work. The video of your final performance and the evaluation are what count towards your mark.

What can you do at the end of the course?
The course provides excellent preparation for further vocational study for those wishing to have a career in the performance industry. It also has many transferable skills that employers' value.

Personal Development (PD)

Purpose of study

A high-quality personal development education helps to provide pupils with attributes, values, knowledge, skills and understanding to prepare them to fulfil their potential and to play a full and active part in communities and society. Personal development education encompasses careers education information advice and guidance, personal, social, moral, spiritual and cultural development and citizenship education, which fosters pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching and 'great experiences' equip pupils with the attributes and values to be engage, positive participants, and the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It prepares pupils to be effective learners and to be positive contributors to society as responsible citizens, manage their lives well and make sound logical, ethical, social and financial decisions.

Aims

The curriculum for personal development ensures that all pupils:

- Develop personal, spiritual, moral, social and cultural knowledge and awareness to enable them to be healthy, fulfilled, effective positive participants and contributors
- Make informed choices and make effective lifestyle decisions in areas including sleep, nutrition, exercise, sex, relationships, drugs and substances
- Are equipped with key competencies for living and lifelong learning
- Make informed choices and make effective decisions regarding their own education, both at school and in planning future destinations and pathways
- Acquire a sound knowledge and understanding of and respect for democracy and the democratic process, public institutions and services, the rule of law and the justice system
- Develop an interest in and commitment to participation in volunteering and other developmental activities
- Are equipped with the skills to think critically and engage in debate
- Read for pleasure

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Personal Development - Key stage 3

Also reference:

- *Reading for pleasure*
- *SMSC*
- *Metacognition*
- *CEIAG & Key competencies*
- *Physical and mental wellbeing*
- *Sex and relationships*
- *Drugs and alcohol*
- *Lifestyle choices*

Delivery through discrete PD programme, assembly programme, mentor activities/relationships, culture/ethos through policies including behaviour, T&L and curriculum, 'great experiences' including trips/visits/speakers/conferences.

(Citizenship NC) Teaching develops pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils will be taught about:

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties
- The precious liberties enjoyed by the citizens of the United Kingdom
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Personal Development - Key stage 4

Also reference:

- *Leadership / modelling (social learning theory)*
- *SMSC*
- *Metacognition (two/three-year exam prep-model)*
- *CEIAG & Key competencies, including ICT skill development*
- *Physical and mental wellbeing*
- *Sex and relationships*
- *Drugs and alcohol*
- *Lifestyle choices*

(Citizenship NC) Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Pupils will be taught about:

- Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world Human rights and international law
- The legal system in the UK, different sources of law and how the law helps society deal with complex problems
- Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
- Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The curriculum for physical education ensures that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Physical Education - Key stage 3

Pupils 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.

They understand what makes a performance effective and how to apply these principles to their own and others' work. They 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.

Pupils are be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

- Take part in competitive sports and activities outside school through community links or sports clubs.

Core PE

Pupils tackle complex and demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils are be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Pearson BTEC Level 1 / Level 2 First Award in Sport

The BTEC First Award in Sport is an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. Pupils develop and apply their knowledge, while also developing a range of relevant practical, communication and technical skills.

Pupils are taught about:

1. Fitness for sport and exercise

- Components of fitness and principles of training (components of physical fitness, components of skill-related fitness, the importance of fitness components for success in given sports, exercise intensity, principles of training)
- Different fitness training methods (requirements, methods for flexibility training, methods for strength, muscular endurance and power training, aerobic endurance training, speed training)
- Fitness testing (test methods for components of fitness (flexibility, strength, speed etc), fitness testing for sports performers and coaches, administration of fitness tests, interpretation of fitness test results)

2. Practical performance in sport

- Rules, regulations and scoring systems for selected sports (plus application of rules/laws in different situations, roles and responsibilities of officials)
- Practical demonstration of skills, techniques and tactics in selected sports (components of physical fitness, technical demands, tactical demands, safe and appropriate participation, use and application of skills, techniques and components, isolated and conditioned practices, competitive situations)
- Reviewing sports performance (observation checklist, conducting review performance)

3. Applying the principles of personal training

- Designing a personal fitness training programme (gathering data, programme design)
- Fitness training and the musculoskeletal and cardiorespiratory systems
- Self-designed personal fitness training programmes (safe implementation, training diaries, success measures)
- Review and development of a personal fitness training programme

4. Leading sports activities

- The attributes associated with successful sports leadership (types of sports leader, skills, qualities, responsibilities)
- Planning and leading sports activities (undertaking planning and leadership, measuring success, review and development)

Religious Education

Purpose

- Religious Education (RE) contributes dynamically to students' education at Parkside Community School by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE, pupils learn about and from religions, cultures and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions, cultures and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- RE should broaden pupil's horizons, beyond the community they currently inhabit, encourage an understanding and an appreciation of the diverse religious and cultural backgrounds of the people who make up the population locally, nationally and internationally, combatting the stereotypes and discrimination that may exist.

Aims

The purpose of Religious Education is captured in the principal aim below, which is intended to be a short-hand version for day-today use. Teachers should use it for short-term and long-term planning, to remind them of the purposes articulated on the previous page.

'Religious Education helps students to understand the world around them and the people living in it, by exploring the big questions about life, in order to find out what people of other religions, cultures and worldviews believe and what difference this makes to how they live, encouraging students to reflect on their own ideas and ways of living while interacting positively with people both inside and outside their community.'

RE's threefold approach elaborates on the principle aim.

1. UNDERSTAND - Understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

2.EXPRESS - Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. LIVE - Gain and deploy the skills needed to engage seriously with other religions cultures and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Attainment Targets

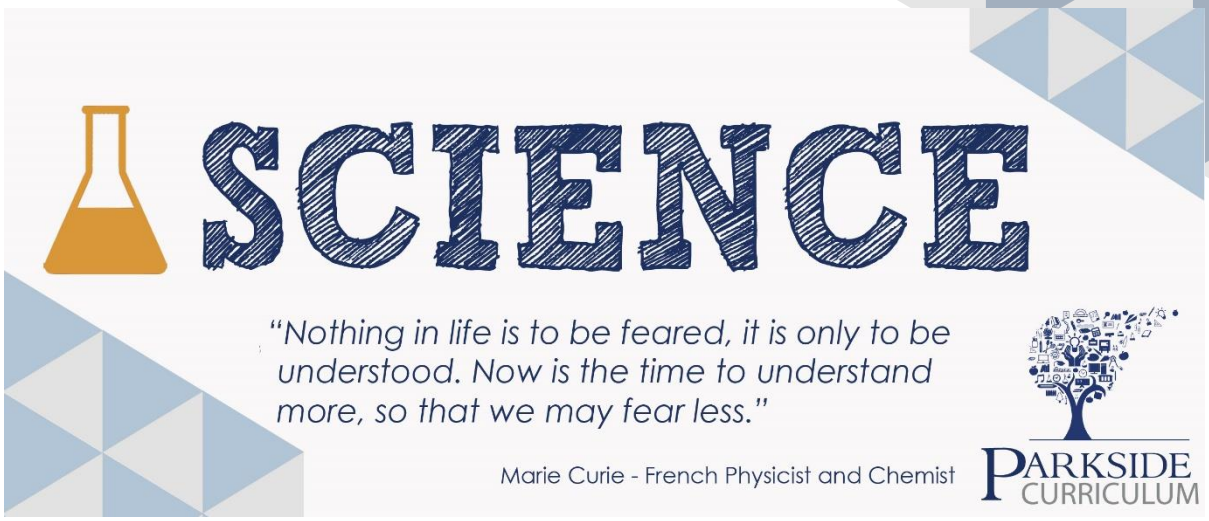
The teaching of RE should enable students to:

Understand	Express	Live
A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

More specifically, by the end of Key Stage 3, students should have been taught to:

A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and	B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in	C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a

practices, in order to appraise reasons why some people support and others question these influences.	the study of religion or theology.	wide range of examples including the arts, media and philosophy.
A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.	B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.	C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.
A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.	C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.



Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The curriculum for science ensures that all pupils:

- Develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- Develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils learn to describe associated processes and key characteristics in common language, but they should also learn and use technical terminology accurately and precisely and build up an extended specialist vocabulary. Pupils apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, pupils are taught most appropriately within the wider school curriculum: teachers will use different contexts to maximise pupils' engagement with and motivation to study science.

Spoken language

The curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. Pupils are assisted in making their thinking clear to themselves and others, and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Attainment targets

By the end of key stage 3 and 4, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Science – Key Stage 3

Introduction

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. Pupils are encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Pupils are taught to understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Pupils decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They evaluate their results and identify further questions arising from them.

'Working scientifically' is described separately at the beginning of the programme of study, but is taught through and clearly related to substantive science content. Teachers choose examples that serve a variety of purposes, from showing how scientific ideas have developed historically to reflecting modern developments in science.

Pupils develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.

Working scientifically

Through the content across Biology, Chemistry and Physics, pupils are taught to:

Scientific attitudes

- Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility
- Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review
- Evaluate risks

Experimental skills and investigations

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- Make predictions using scientific knowledge and understanding
- Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate

- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety
- Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements
- Apply sampling techniques. **Analysis and evaluation**
- Apply mathematical concepts and calculate results
- Present observations and data using appropriate methods, including tables and graphs
- Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
- Present reasoned explanations, including explaining data in relation to predictions and hypotheses
- Evaluate data, showing awareness of potential sources of random and systematic error
- Identify further questions arising from their results.

Measurement

- Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature
- Use and derive simple equations and carry out appropriate calculations
- Undertake basic data analysis including simple statistical techniques.

KS3 Biology – Subject content

Pupils are taught about:

Structure and function of living organisms

Cells and organisation

- Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope
- The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- The similarities and differences between plant and animal cells
- The role of diffusion in the movement of materials in and between cells
- The structural adaptations of some unicellular organisms
- The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.

The skeletal and muscular systems

- The structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles
- The function of muscles and examples of antagonistic muscles. **Nutrition and digestion**
- Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- Calculations of energy requirements in a healthy daily diet
- The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases
- The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- The importance of bacteria in the human digestive system
- Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.

Gas exchange systems

- The structure and functions of the gas exchange system in humans, including adaptations to function
- The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume
- The impact of exercise, asthma and smoking on the human gas exchange system
- The role of leaf stomata in gas exchange in plants.

Reproduction

- Reproduction in humans (as e.g. of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones),

gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

- Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Health

- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Material cycles and energy

Photosynthesis

- The reactants in, and products of, photosynthesis, and a word summary for photosynthesis
- The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere
- The adaptations of leaves for photosynthesis.

Cellular respiration

- Aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life
- A word summary for aerobic respiration
- The process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration
- The differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.

Interactions and interdependencies

Relationships in an ecosystem

- The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
- The importance of plant reproduction through insect pollination in human food security
- How organisms affect, and are affected by, their environment, including the accumulation of toxins

Genetics and evolution

Inheritance, chromosomes, DNA and genes

- Heredity as the process by which genetic information is transmitted from one generation to the next
- A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model
- Differences between species

- The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation
- The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection
- Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
- The importance of maintaining biodiversity and use of gene banks to preserve hereditary material.

Key Stage 3 Chemistry - Subject content

Pupils are taught about:

The particulate nature of matter

- The properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure
- Changes of state in terms of the particle model.

Atoms, elements and compounds

- Simple (Dalton) atomic model
- Differences between atoms, elements and compounds
- Chemical symbols and formulae for elements and compounds conservation of mass changes of state and chemical reactions.

Pure and impure substances

- The concept of a pure substance
- Mixtures, including dissolving
- Diffusion in terms of the particle model
- Simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography
- The identification of pure substances.

Chemical reactions

- Chemical reactions as the rearrangement of atoms
- Representing chemical reactions using formulae and using equations
- Combustion, thermal decomposition, oxidation and displacement reactions defining acids and alkalis in terms of neutralisation reactions
- The pH scale for measuring acidity/alkalinity; and indicators
- Reactions of acids with metals to produce a salt plus hydrogen
- Reactions of acids with alkalis to produce a salt plus water
- What catalysts do.

Energetics

- Energy changes on changes of state (qualitative)
- Exothermic and endothermic chemical reactions (qualitative).

The Periodic Table

- The varying physical and chemical properties of different elements
- The principles underpinning the Mendeleev Periodic Table
- The Periodic Table: periods and groups; metals and non-metals
- How patterns in reactions can be predicted with reference to the Periodic Table the properties of metals and non-metals

- The chemical properties of metal and non-metal oxides with respect to acidity.

Materials

- The order of metals and carbon in the reactivity series
- The use of carbon in obtaining metals from metal oxides
- Properties of ceramics, polymers and composites (qualitative).

Earth and atmosphere

- The composition of the Earth
- The structure of the Earth
- The rock cycle and the formation of igneous, sedimentary and metamorphic rock
- Earth as a source of limited resources and the efficacy of recycling
- The carbon cycle
- The composition of the atmosphere
- The production of carbon dioxide by human activity and the impact on climate.

Key Stage 3 Physics – Subject content

Pupils are taught about:

Energy

Calculation of fuel uses and costs in the domestic context

- Comparing energy values of different foods (from labels) (kJ)
- Comparing power ratings of appliances in watts (W, kW)
- Comparing amounts of energy transferred (J, kJ, kW hour)
- Domestic fuel bills, fuel use and costs
- Fuels and energy resources.

Energy changes and transfers

- Simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged
- Heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators
- Other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.

Changes in systems

- Energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change
- Comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions
- Using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes.

Motion and forces

Describing motion

- Speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time)
- The representation of a journey on a distance-time graph relative motion: trains and cars passing one another.

Forces

- Forces as pushes or pulls, arising from the interaction between two objects
- Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces
- Moment as the turning effect of a force
- Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water

- Forces measured in newtons, measurements of stretch or compression as force is changed
- Force-extension linear relation; Hooke's Law as a special case
- Work done and energy changes on deformation
- Non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.

Pressure in fluids

- Atmospheric pressure, decreases with increase of height as weight of air above decreases with height
- Pressure in liquids, increasing with depth; upthrust effects, floating and sinking
- Pressure measured by ratio of force over area – acting normal to any surface.

Balanced forces

- Opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface.

Forces and motion

- Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)
- Change depending on direction of force and its size.

Waves

Observed waves

- Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition.

Sound waves

- Frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound
- Sound needs a medium to travel, the speed of sound in air, in water, in solids
- Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal
- Auditory range of humans and animals.

Energy and waves

- Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone.

Light waves

- The similarities and differences between light waves and waves in matter
- Light waves travelling through a vacuum; speed of light
- Transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface
- Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye

- Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras
- Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.

Electricity and electromagnetism

Current electricity

- Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge
- Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current
- Differences in resistance between conducting and insulating components (quantitative).

Static electricity

- Separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects
- The idea of electric field, forces acting across the space between objects not in contact.

Magnetism

- Magnetic poles, attraction and repulsion
- Magnetic fields by plotting with compass, representation by field lines
- Earth's magnetism, compass and navigation
- The magnetic effect of a current, electromagnets, D.C. motors (principles only).

Matter

Physical changes

- Conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving
- Similarities and differences, including density differences, between solids, liquids and gases
- Brownian motion in gases
- Diffusion in liquids and gases driven by differences in concentration
- The difference between chemical and physical changes.

Particle model

- The differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition
- Atoms and molecules as particles.

Energy in matter

- Changes with temperature in motion and spacing of particles internal energy stored in materials.

Space physics

- Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, between Earth and Sun (qualitative only)
- Our Sun as a star, other stars in our galaxy, other galaxies
- The seasons and Earth's tilt, day length at different times of year and in different hemispheres
- The light year as a unit of astronomical distance.

Science – Key stage 4

OCR Combined Science A (Gateway Science) GCSE (1-9)

Pupils are taught a number of key ideas, including:

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- The assumption that every effect has one or more cause
- That change is driven by differences between different objects and systems when they interact
- That many such interactions occur over a distance and over time without direct contact
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- That quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

Across the separate sciences, pupils are taught the following key ideas:

Biology

Biology is the science of living organisms (including animals, plants, fungi and microorganisms) and their interactions with each other and the environment. The study of biology involves collecting and interpreting information about the natural world to identify patterns and relate possible cause and effect. Biological information is used to help humans improve their own lives and strive to create a sustainable world for future generations.

Pupils learn how, through the ideas of biology, the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas which are of universal application, and which can be illustrated in the separate topics set out below. These ideas include:

- Life processes depend on molecules whose structure is related to their function
- The fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling living processes to be performed effectively
- Living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways
- Living organisms are interdependent and show adaptations to their environment
- Life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen
- Organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life
- The chemicals in ecosystems are continually cycling through the natural world
- The characteristics of a living organism are influenced by its genome and its interaction with the environment
- Evolution occurs by a process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees.

Chemistry

Chemistry is the science of the composition, structure, properties and reactions of matter, understood in terms of atoms, atomic particles and the way they are arranged and link together. It is concerned with the synthesis, formulation, analysis and characteristic properties of substances and materials of all kinds.

Pupils are taught to appreciate the achievements of chemistry in showing how the complex and diverse phenomena of both the natural and man-made worlds can be described in terms of a small number of key ideas which are of universal application, and which can be illustrated in the separate topics set out below. These ideas include:

- Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements
- Elements show periodic relationships in their chemical and physical properties these periodic properties can be explained in terms of the atomic structure of the elements
- Atoms bond by either transferring electrons from one atom to another or by sharing electrons
- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave
- There are barriers to reaction so reactions occur at different rates
- Chemical reactions take place in only three different ways:
    - proton transfer - electron transfer - electron sharing
- Energy is conserved in chemical reactions so can therefore be neither created or destroyed.

Physics

Physics is the science of the fundamental concepts of field, force, radiation and particle structures, which are inter-linked to form unified models of the behaviour of the material universe. From such models, a wide range of ideas, from the broadest issue of the development of the universe over time to the numerous and detailed ways in which new technologies may be invented, have emerged. These have enriched both our basic understanding of, and our many adaptations to, our material environment.

Pupils learn how, through the ideas of physics, the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas which are of universal application and which can be illustrated in the separate topics set out below. These ideas include:

- The use of models, as in the particle model of matter or the wave models of light and of sound
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions
- The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science
- That physical laws and models are expressed in mathematical form.

Further detail on Biology, Chemistry and Physics content can be found on pages 13-124 of the specification, which can be accessed here: https://www.ocr.org.uk/Images/234596-specification-accredited-gcse-gateway-science-suite-combined-science-a-j250.pdf

Spanish (MFL)

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education fosters pupils' curiosity and deepens their understanding of the world. Teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The curriculum for languages ensures that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the respective programme of study.

Spanish – Key Stage 3

Teaching builds on the foundations of language learning laid at key stage 2. It focuses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It provides suitable preparation for further study.

Pupils are be taught to:

Grammar and vocabulary

1. Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
2. Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
3. Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
4. Use accurate grammar, spelling and punctuation.

Linguistic competence

1. Listen to a variety of forms of spoken language to obtain information and respond appropriately
2. Transcribe words and short sentences that they hear with increasing accuracy
3. Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
4. Express and develop ideas clearly and with increasing accuracy, both orally and in writing
5. Speak coherently and confidently, with increasingly accurate pronunciation and intonation
6. Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
7. Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
8. Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Spanish – Key Stage 4

AQA GCSE (1-9) Spanish

The AQA GCSE in Spanish develops pupils' Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. Pupils' listening, speaking, reading and writing skills are developed to equip them to understand and respond, communicate and interact for a variety of purposes. Pupils are taught to understand and provide information and opinions about three distinct themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken:

1. Identity and Culture
    - Me, my family and friends (relationships with family and friends, marriage/partnership)
    - Technology in everyday life (social media, mobile technology)
    - Free-time activities (music, cinema and TV, food and eating out, sport)
    - Customs and festivals in Spanish speaking countries/communities

2. Local, national, international and global areas of interest
    - Home, town, neighbourhood and region
    - Social issues (charity/voluntary work, healthy eating)
    - Global issues (the environment, poverty/homelessness)
    - Travel and tourism

3. Current and future study and employment
    - My studies
    - Life at school/college
    - Education post-16
    - Jobs, career choices and ambitions

Listening: understand and respond to spoken language. Pupils are taught to:

- Demonstrate general and specific understanding of different types of spoken language
- Follow and understand clear standard speech using familiar language across a range of specified contexts
- Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- Recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Speaking: communicate and interact in speech. Pupils are taught to:

- Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- Take part in a short conversation, asking and answering questions, and exchanging opinions
- Convey information and narrate events coherently and confidently, using and adapting language for new purposes
- Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- Initiate and develop conversations and discussion, producing extended sequences of speech
- Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- Use accurate pronunciation and intonation to be understood by a native speaker

Reading: understand and respond to written language. Pupils are taught to:

- Understand and respond to different types of written language
- Understand general and specific details within texts using high frequency familiar language across a range of contexts
- Identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- Demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- Translate a short passage from Spanish into English.

Writing: communicate in writing. Pupils are taught to:

- Communicate effectively in writing for a variety of purposes across a range of specified contexts
- Write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- Produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register

- Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- Translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Curriculum Implementation: Principles

The following principles underpin the implementation of the school curriculum, that is how teachers and deliver plan learning sequences over time, including the use of assessment and learning activities outside lessons. These principles are aligned to the aims of the curriculum and should be read alongside the school's policies for teaching and learning and behaviour management.

Sequencing

Planned learning is sequenced so that:

- From their starting points, all pupils are appropriately challenged and supported to achieve their potential
- New knowledge, skills and techniques build on what has been learned before
- Knowledge, skills and techniques are revisited over time to increase depth, fluency, storage and retrieval strength. Starters, plenaries and homework play a vital role in this spaced practice.
- After initial learning, subsequent learning of topics is interleaved to maximise the impact of that learning

Responsive teaching

Teachers' assessment of what has been learned dynamically informs adaptations to the planned teaching, both within and across sequences of lessons. Techniques for assessment include a range of formative (e.g. questioning) and summative (e.g. exams) approaches to establish the impact of teaching on pupils' knowledge, skills and techniques.

Conditions for Learning:

a) Learning routines

Routines for learning ensure predictable, positive and purposeful transitions between and within learning activities. The routine for the start of lessons, for example, is that pupils:

- Enter classrooms immediately, rather than lining up in corridors
- Place their pupil records at the front of their desks, opened on the correct page for the day
- Either stand behind their chairs in silence to await instruction, or undertake a 'do now' activity

We will work to develop our use of other learning routines to promote consistently strong learning behaviour across the next academic year.

b) Behaviour and relationships management

Positive, professional relationships characterised by high expectations for conduct and learning, genuine interest and mutual respect underpin all that we do as a school.

The school's behaviour and relationships policy provides detailed information on our approach to ensuring high standards of behaviour and relationships for learning.

Literacy: vocabulary development

Word Power

From September 2019, Word Power will be adopted across the school as our approach to broadening pupils' subject-specific vocabulary.

Basic approach

- The teaching of vocabulary needs to be explicit.
- It is not enough to display key words, use them a couple of times and hope that pupils will absorb them.

Instead:

- Choose about 10 words and teach them explicitly over a 5-6 week period.
- Give pupils a clear and manageable definition of that word and how it relates to your subject.
- Don't waste time asking pupils to guess what a word means, just tell them. Give them a definition, and spend time getting them to repeat it, understand it and write it.
- Expect pupils to use the new word in their spoken answers and written work.
- Use a variety of techniques to embed those words over the course of a half term.

Word Tiers:

Tier 1 – Words used in everyday speech and familiar to most pupils

Tier 2 – High-frequency academic words found in many subject areas. For example, academic command words such as explain, analyse, explore.

Tier 3 – Low-frequency subject specific vocabulary that is essential to the understanding and exploration of that subject. For example, metaphor, simile, personification.

Your 10 words per 5-6 weeks should be a mix of Tier 2 and Tier 3 words.