KS3 Animal Care Curriculum Overview

Subject Intentions:
- To develop inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance, particularly with regard to animals;
- To instil a belief that all students can achieve and ensure students recognise the value these skills may hold for them in careers beyond school, particularly in the animal sector.

Implementation:

Implementation:

Year 8	Introduction to Animal Care; Animal Handling and Restraint	Nutrition and Health; Animal Behaviour	Canine Behaviour	Livestock	CCT Capabilities
Introduction to Animal Care **Animal Handling and Restraint** **Canine Behaviour** **Nutrition and Health** **Livestock** **Animal Behaviour**	• Understand the responsibilities involved in caring for animals. • Learners should understand the principles of good animal welfare. • Considerations for prospective animal owners to bear in mind when choosing an Animal • Know safe behaviour and the risks associated with handling and restraining animals. • Select and use correct PPE which is relevant to the species being handled or restrained	• Know safe behaviour and the risks associated with handling and restraining animals. • exercise requirements, e.g. walking dogs, exercising horses • Accommodation requirements, e.g. type and size of accommodation required for specific animals and scenarios.	• Recognise and understand the fundamentals of canine body language and behaviour • Understand the Dangerous Dogs Act 1991 and 1997 • Know safe behaviour and the risks associated with handling and restraining animals. • Exercise requirements, e.g. breed specific and tackling obesity.	• Animal care and welfare considerations • Agricultural production, e.g. for the production of meat, wool, skin, eggs, milk, which are harvested • Calculating costs of maintaining the animal, e.g. feeding, insurance, veterinary bills • commercial uses – animals kept for their products, which are sold for profit or income. • Understand the different roles of animals and animal-related careers in modern society.	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**

Literacy and Numeracy:

Present and listen to information and ideas, respond appropriately to the questions and views of others.
In writing, learners should write accurately and fluently. Students will be presented with opportunities to use graph skills, data collection and simple calculations skills across the sessions and topics. This may include calculating and measuring animals feed for individuals or groups. Recording key data for health checks and observations.

Links to Careers, RSE and/or Further Study:

Throughout the curriculum links to employment and career opportunities are highlighted and investigated. During the course the students will experience and explore aspects of a wide variety of careers and employment opportunities such as:
Vet/Veterinary nurse, Animal behaviourist, Zoo Keeper, Police/Army dog handler, Marine biologist, Farm worker, Animal care assistant

KS3 Art Curriculum Overview

Subject Intentions:
- **To develop creative and experimental enquiry through knowledge and understanding within a broad range of materials, processes and techniques.**
- **To empower students with local and wider community collaborative initiatives and experiences.**
- **To recognise the breadth of opportunities and social influence that creative careers have on society. To enjoy and experiment with creative thinking and develop practical skills.**

Implementation:

Implementation:

Year 7	Year 8	Year 9	Critical Understanding	Creative Making	Reflective Recording	Personal Presentation	CCT Capabilities
Mindfulness and Emotional Wellbeing. Artists: Bridget Riley, Gustav Klimt, Mark Rothko, and Paul Klee.	**Still Life Artists: Lisa Milroy and Van Gogh.**	**Portraits Identity /Distortion Artists: Ben Heine and Metra-Jeanson**	• Develop ideas through investigations, demonstrating critical understanding of sources. • Responding to the work of an artist using style and method to reflect knowledge and understanding. • Ideas are developed with competent and detailed reference to contextual sources with evidence of effective investigation. • Critical sources are used to appropriately develop and refine ideas.	• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Refinement is developed with perceptive selection and use of media, materials, techniques and processes. • In-depth evidence of the exploration of work as it develops.	• Record ideas, observations and insights relevant to intentions as work progresses. • Confident recording of ideas, observations and insights showing fully developed links to intention. • Confident ability to reflect on work and progress.	• Present a personal and meaningful response that realises intentions and demonstrated understanding of visual language. • Create personal responses with confident realisation of intentions. • Understanding of visual language, applying formal elements.	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Expressions Eyes. Artists Influence: MC Esher and Elly Smallwood	**Mexican Culture: Day of the dead. Artists: Mexican culture and Freda Kahlo.**	**Record ideas, observations and insights relevant to intentions.**					
Portraits through time. Artists: David Hockney and Pablo Picasso.	**Chinese New Year. Artists: Chinese Culture.**	**Portraits Identity /Distortion Artists: Ben Heine and Metra-Jeanson Outcome: 1x mixed**					
African Culture: Malian Masks and Pablo Picasso.	**Forced Perspective Artist : Slinkachu**	**Present a personal and meaningful response**					
African Culture Artists influence: Malian Masks and Pablo Picasso.	**Art and Music Artists: Kandinsky, Jackson Pollock and Joan Miro.**	**Options Carousel Portraits Identity /Distortion**					
African Culture Artists influence: Malian Masks and Pablo Picasso.	**The world around us: Landscapes Artists: John Piper and Mark Herald.**	**Options Carousel Portraits Identity /Distortion**					

Literacy and Numeracy:			Links to Careers, RSE and/or Further Study:
Numeracy - Looking at and understanding pencil grades. Measuring & drawing grids for tonal charts. Perspective and proportion.	Literacy – Use of AFL sheets & reading writing objectives & outcomes. Subject specific terminology.	ICT – Experimentation with ICT to develop geometric shapes & colours – Digital imagery Photoshop manipulation.	Social – Investigate how natural and & man -made structures impact on social settings / develop and exhibit artwork. Moral – Ethical making & sustainable materials discussed and researched throughout projects. Spiritual – Looking at and critically discussing art work, meanings and patterns within different cultures. Cultural – Investigating different cultures, features and tribal mark making. Social awareness and contribution towards local and wider community initiatives and projects. Career Links - All students will be involved in local and wider community projects and initiatives that will involve exhibitions, guest speakers, workshops and visits. Students are encouraged to make creative career links throughout each topic and track their knowledge and understanding of the creative careers industry through a series of set tasks and outcomes.

KS3 Computer Science Curriculum Overview

Subject Intentions:

- To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;
- To instil a belief that all students can achieve and enjoy Computer Science, and ensure students recognise the value these skills hold for life beyond school.
- To develop learners who are responsible, competent, confident and creative users of information and communication technology

Implementation:

Implementation: Learning/Skills

Year 7	Year 8	Year 9	Computational Thinking and Problem Solving skills	Programming Skills	Digital Literacy	Critical / Creative Thinking Skills
Using Computers Safely, Effectively and Responsibly	Computer Crime and Cyber Security	Programming in Gamemaker	• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • 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 • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problem	• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • 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	• are responsible, competent, confident and creative users of information and communication technology • design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical system • understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems • 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	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Spreadsheets	Media - Vector Graphics	Networks				
Computing Systems	Introduction to Python programming	Python: Next Steps and Algorithm				
SmallBasic and Scratch Programming	Developing for the Web	Interactive Products				
Introduction to Graphics and	Mobile App Development	Advanced Graphics Skills				
Microbits	Representations - Binary Hex Logic					

Literacy and Numeracy:		Links to Careers, RSE and/or Further Study:
Binary and Hexidecimal number systems Soling mathematical problems though programming	Creating products fit for purpose and audience Self and peer evaluation	• 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 • **CAREERS**:- software developer, cyber-crime prevention, Games Developer, Graphic Designer, IT Technician, Database Administrator, Systems Analyst, Information Security Analyst, Web Developer, IT Project Manager, Network Architect, Media Production

KS3 DT Curriculum Overview

Subject Intentions:
- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy DT, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:

Implementation:

Year 7	Year 8	Year 9	Investigate/Design	Make	Evaluate	Technical Knowledge	Critical Thinking
Baseline Assessment Task	Baseline Assessment Task	Baseline Assessment Task	• 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, bio mimicry 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	• 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	• 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	• 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].	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**
Workshop Intro & Rules	Workshop revisit & rules	Workshop revisit & rules					
Phone holder (Acrylic)	Nightlight Electronics	Clock Project					
Key rings (Acrylic – individual design)	Nightlight Wood joints	Upcycled projects					
Storage box (Wood – Joints & Manufactured board)	Nightlight CNC						

Literacy and Numeracy:			Links to Careers, RSE and/or Further Study:
Measuring (Units) Area Shape & Pattern Angles	Measuring (Units) Area Shape & Pattern Angles	Measuring (Units) Area Shape & Pattern Angles	Marketing, Sales And Advertising, Product Design and Testing, Carpentry, Stone Mason, Electrician, Broadcast Media and Performing Arts, Set Design, Costume Design, Lighting Technician, Television and Film Production, Journalism and Publishing, Construction, Engineering and Manufacturing, Software/App Design, Animation, Graphic Illustrator, Textile Design/Fashion, Photography, Farrier, Blacksmith, Architect, CAD Technician, CNC Machinist, Website Designer, Sign Writer, Teacher.

KS3 English Curriculum Overview

Subject Intentions:
- To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;
- To instil a belief that all students can achieve and enjoy English, and ensure students recognise the value these skills hold for life beyond school.

Implementation:

Implementation:

Year 7	Year 8	Year 9	Writing	Reading	Literary Analysis	Spoken Language	CCT Capabilities
Non-Fiction Reading: Refugees **Class Novel: 'The Boy At The Back Of The Class'**	**Class Novel: Gothic Short Stories Including 'The tell-Tale Heart' and 'Coraline'**	**Narrative Writing: Dystopian Narratives Inspired by reading 'The Hunger Games' or 'The Maze Runner'**	• Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	• Identify and interpret explicit and implicit information and ideas. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Develop an evaluative, critical response of texts, questioning the attitudes and motives of characters and writers to inform an opinion of them.	• Read, understand and respond to texts. • Use textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Develop an informed personal response. • Develop an evaluative, critical response of texts, questioning the attitudes and motives of characters and writers to inform an opinion of them. • Show understanding of the relationships between texts and the contexts in which they were written. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	• Demonstrate presentation skills in a formal setting. • Listen and respond appropriately to spoken language, including to questions and feedback to presentations. • Use spoken Standard English effectively in speeches and presentations.	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**
Narrative Writing: Transformations Inspired by reading 'Harry Potter III'	**Narrative Writing: Gothic Short Stories** **Class Novel: 'Woman in Black '**	**Drama: 'One of Us'**					
Class Novel: 'The Boy in the Striped Pyjamas'	**Class Novel: 'A Little Piece of Ground'**	**Class Novel: 'Of Mice and Men'**					
Poetry: Ballad Poetry	**Drama and Non-Fiction Writing: 'The Ramayana'**	**Poetry: War Poetry**					
Drama and Non-Fiction Writing: 'Millions'	**Unseen Poetry: Character and Voice**	**Non-Fiction Reading and Writing: Diverse Voices – Speeches** **Spoken Language: Speeches**					
		GCSE Anthology Poetry: Nature Poetry					
Shakespeare: 'Much Ado About Nothing'	**Shakespeare: 'Macbeth'**	**GCSE Shakespeare: Introduction to Romeo and Juliet**					

Literacy and Numeracy:

Being systematic
Searching for patterns
Thinking logically
Predicting & checking
Presenting Information: Graphs, Timelines, Graphic Organisers
Checking for accuracy in their work: SPaG

Links to Careers, RSE and/or Further Study:

Publishing: Digital copywriter; Editorial assistant; Lexicographer; Media: Marketing executive; Media researcher; Public relations officer; Social media manager; Advertising copywriter; Magazine journalist; Newspaper journalist; Publishing copy-editor/proofreader; Web content manager; Education: English as a foreign language teacher; Learning Mentor; Primary school teacher; Secondary school teacher; Academic librarian; Education consultant; Arts: Writer; Arts administrator; Records manager; Administration; Law; Research.
English is a specialism that lends itself to a wide range of careers.

KS3 Ethics Curriculum Overview

Subject Intentions:
- To be curious and inquisitive about the world around them, exploring the beliefs and issues that still shape all our lives.
- To do so with the upmost respect and tolerance for differences of opinions and outlook.
- To apply knowledge of beliefs and practices, morals and issues, in a creative or more formal manner.
- To work independently and collaboratively to be reflective about their own beliefs, influences.

Implementation:

Implementation:

Year 7	Year 8	Understanding key beliefs & attitudes	Explore and reflect on practices and actions	Becoming reflective thinkers, well-informed & balanced opinions	Impact and influence on individuals, communities and societies	CCT Capabilities
What is Ethics? **What do we believe?** **RSE – Families/ Relationships**	Relationship old and new Identity and boundaries **RSE – Families/ Relationships**	• Explore and apply knowledge and understanding of different religions, beliefs and attitudes across a wide range of moral issues. • Apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, others sources of 'wisdom' where appropriate, which support contemporary religious and non-faith attitudes • Begin to evaluate how these beliefs and attitudes structure other people and their lives and communities.	• Explore where people of faith and non-religious beliefs go to find 'meaning' and support. • To understand core British – Human – values of tolerance, liberty etc and explore how they are strengthened or undermined by individual or collective practices and actions. • Continue to evaluate why these practices and actions shape our individual and collective lives across a wide range of 'life' issues, be it race, sexuality etc.	• To understand significant common, different and divergent views between and/or within religions and beliefs. • To develop their ability to construct well-argued, well-informed, balanced and structured written or artistic arguments, demonstrating their depth and breadth of understanding of the subject and issues studied • To further reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life.	• To reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt. • To explore how this will contribute to their preparation for adult life in a pluralistic society and global community. (linking to Human Values) • To begin to challenge social and religious norms, be it from peers or 'areas of authority' across the wide range of moral issues, from race to sexuality, be it on a personal or community level.	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**
British Values **Gender & Sexual equality, bullying and assertiveness** **RSE - Relationships**	Recapping Human Values Gender & Sexual equality, bullying and assertiveness **RSE - Relationships**					
Buddhism **What are their beliefs and their origins?**	**Why do we search?** **Searching and staying safe online** **RSE – Online/Safety**					
Why do we search? Searching and staying safe online **RSE – Online/Safety**	**Islam** **Its origins and growth, who was Muhammad?**					

Understanding our bodies Becoming a teenager, body image, **RSE – Staying safe/Bodies**	Mental health and identity Dealing with stress and exploring who we are **RSE – Staying safe/Bodies**					

Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**
Extended writing; Argument writing; Projects; Presentations; Communication; Debates	Cause and effect; Timelines; Problem Solving; Comparing	Careers: A-Level Philosophy, Theology, Sociology, Law. Police, Banking. Politics, Marketing, Community Work, Welfare Rights, Trade Union Work, Broadcasting and Media, Law, Teaching, Economics, Journalism, Social work, Administration, Management, Charity Work, Sociology, Fundraising, Civil Service, Social Services, Clerical Work, Local Government, Information / Advice Work, Youth Work, Counselling, Psychology, Health Care, Human Resources, Fundraising, Religious Leadership.

KS3 Food and Nutrition Curriculum Overview

Subject Intentions:
- To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;
- To instil a belief that all students can achieve and enjoy food preparation, and ensure students recognise the value these skills hold for life beyond school.

Implementation:

Implementation:

Year 7	Year 8	Year 9	Demonstrate understanding of nutrition, food, cooking and preparation	Apply knowledge of nutrition, food, cooking and preparation	Plan, prepare, cook and present dishes, combining appropriate techniques	Evaluate aspects of nutrition, food, cooking and preparation	CCT Capabilities
Safety & Hygiene	Cooking with Sauces	Dietary Needs	• To recall food safety considerations for preparing food and understand microbial activity. • To describe the relationship between diet and health, understanding the physiological effects of poor health. • To describe the sensory qualities of different food products • To explain different food commodities and how they can be used. • To apply suitable modifications to simple recipes. • To explain the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices. • To explore a range of ingredients and processes from different culinary traditions (traditional British and international).	• To select food items according to its nutritional properties • To independently collect and apply information from a variety of sources. • To apply knowledge of sensory qualities when selecting ingredients. • To show adequate understanding of the working characteristics, functional and chemical properties of ingredients and use this knowledge to improve outcomes. • To apply appropriate food science terminology and can qualify it. • To carry out sensory analysis tests and evaluate user feedback.	• To know simple utensils and techniques to make (cut, shape and mix). • To be able to demonstrate safe and correct use of appropriate utensils and ingredients. • To create an acceptable product – fully functional, tasting appropriate. • To explore a range of ingredients through investigation with increasing precision, modifying recipe if necessary.	• Can identify possible changes to an existing recipe. • Can apply on going evaluation, explaining technical skills used. • To explore a final product, suggesting possible improvements and justifying them, possibly through investigation. • To use a range of evaluative strategies and consider user responses to further improve their product. Conclusions are based on scientific knowledge and understanding of ingredients.	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Healthy Eating	Sensory Analysis: Taste	Diet Through Life					
Weighing and Measuring	Bread	International Food					
Food Choices	Cereals	Food Provenance and Food Miles					
The EatWell Guide	Seasonal Food						
Macro Nutrients	BBQ Food						

Literacy and Numeracy:

Links to Careers, RSE and/or Further Study:

Weighing and measuring Imperial vs metric units Presentations Writing reports	Creating graphs Writing reports	Calculating food miles Writing reports	● Creation of real-life scenarios to link with careers in the healthcare, catering and agriculture industries, amongst many others. ● Theory work completed to cover the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices. ● Exploration of a range of ingredients and processes from different culinary traditions (traditional British and international), including religious festivals.

KS3 Geography Curriculum Overview

Subject Intentions:
● **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
● **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
● **To instil a belief that all students can achieve and enjoy Geography, and ensure students recognise the value these skills hold for life beyond school.**
● **To be responsible inhabitant of the world and have an understanding and empathy of issues faced by others.**

Implementation:			Implementation:			
Year 7	**Year 8**	**Year 9**	**Maps skills, GIS , reports and graphical skills**	**Presentation and fieldwork skills**	**Understanding of physical process and management of natural world**	**Understanding of human development, conflict and how change can be managed**	**CCT Capabilities**
What is geography? My place in the world	Tectonics	Population	● Read and select appropriate data from graphs and maps. ● To be able to plot and draw graphs and maps accurately ● To annotate maps and graphs in detail appropriately ● To incorporate data and information from graphs to support written answers. ● To be able to write own instructions on how to interpret graphs and maps ● To be able to explain why different types of data presentation might be suitable for interpreting different sets of data compared to others	● To be able to follow a set of fieldwork instructions, with a pre-defined hypothesis ● To be able to plan a simple investigation with a hypothesis, method, results, conclusion. ● To be able to use a range of methods, data presentation techniques and draw a valid conclusion. ● To explain why different methods, presentation styles are most appropriate and evaluate own investigation. ● To be able to assess the appropriateness of different techniques and suggest how they can affect the validity of conclusion and make suggestions for improvements.	● To identify and list different physical features in a landscape ● To be able to describe how they are formed ● To be able to use key terminology of processes when describing their formation ● Explain what other factors can affect formation of a landform//process and how humans can alter/effect it ● Compare physical events impacts in different parts or world using data ● Assess the effects, impacts and responses of natural processes and events linking to key terminology	● To locate different countries and regions on a map ● To be able to list poor, rich and emerging countries and list features that affect their wealth and development ● To be able to explain why population structure changes over time and what affects this might have ● To be able to identify and explain why conflicts might arise between people in different places ● To assess which issues are the greatest ● To be able to offer solutions for issues that might reduce conflict or issues and to explain how they could resolve problems	
Map skills	Italy	Ecosystems					
settlement	Coasts	Cocoa industry (slavery)					
Industry	Kenya	Middle East					
Farming	National Parks						
Weather and climate							

Literacy, Numeracy and Key Terms:	**Links to Careers and Further Study:**

Writing reports Writing letters Comprehension in selecting the right information Essays Presentations	Drawing a range of graphs and maps annotating Interpreting and comparing maps, aerial photos and graphs Map reading	Identify Locate Highlight List Describe Explain Compare Contrast Analyse Assess to what Extent Conclude Evaluate	Students who study geography should gain **Problem solving** from being able to identify issues and work out what are the most effect responses- MOD, management, construction **Mitigating conflicts** be able to look at resolving issues from different points of view- empathy- politics, emergency services, public relation **Cartographic and graphical skills**- suitable for emergency services, DEFRA,MOD, Weather forecasting **Assessing and Evaluating**- all jobs **Project and fieldwork planning**- emergency services, health care organisations, environmental agency, **Group work and independent work**- all jobs

KS3 History Curriculum Overview

Subject Intentions:
- To develop analytical, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;
- To instil a belief that all students can achieve and enjoy History, and ensure students recognise the value these skills hold for life beyond school (Careers).
- To be a responsible inhabitant of the world and have an understanding and empathy of issues faced by others.

Implementation:

Implementation:

Year 7	Year 8	Year 9	Understanding of Chronology and Major Turning Points in British and World History	Evaluation and Explanation of Points of View / Factors / Causes / Consequences	Source / Interpretation and Analysis	CCT Capabilities
Migration Conquest and Control	*Migration for 2020* **Abolition of the Slave Trade**	World War 1 & End of the War	• Use of timelines, to understand the sequencing of world events, and how they link to events happening elsewhere. • Understanding major turning points in History, looking in depth about their causes and consequences. • To be able to use key terminology to discuss Historical events, as well as use time appropriate terminology. • Identify patterns of History or major factors in the development of certain issues.	• Use of PEE method to help students move from narration of History to explaining their own and others opinions of it. • Evaluate factors/causes/consequences against one another, throughout an essay and in the conclusion to make a judgement on their validity/impact etc. • Analyse and link how different factors can cause or impact on one another.	• Analyse the content of sources to use the information to support historical arguments. • Identify and explain the relevance of a sources provenance (TAP Method) • Use contextual knowledge to evaluate the usefulness of a sources content or provenance. • Compare sources against one another to evaluate their usefulness in supporting a point of view. • Understanding that a sources limitations do have use, and evaluate source bias.	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**
Medieval Society	Ancient to Medieval Medicine	Post War Europe				
Tudors	Renaissance Medicine	Rise of the Nazis				
Stuarts & English Civil War	19th Century (Industrial Revolution & Medicine)	Medicine in the 20th Century				
Renaissance	Causes of World War 1	World War 2				
Slavery	World War 1	Cold War				

Literacy and Numeracy & Key Terms:

PEE Paragraphs Evaluation Skills Comprehension in selecting the right information. Essays Presentations	Dates & Chronology Sequencing of events.	Identify Infer Highlight List Describe Explain Compare Contrast Analyse Conclude Evaluate Link Factor Cause Consequence Judgement

Links to Careers, RSE and/or Further Study:

Researchers
Teacher
Law
Politics
Sought after subjects in many FE/HE qualifications.
Helps students to understand the world around them and why the world is currently is as it is.

KS3 Spanish & French Curriculum Overview

Subject Intentions:
- To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;
- To instil a belief that all students can achieve and enjoy Languages, and ensure students recognise the value these skills hold for life beyond school.

Implementation: / **Implementation:**

Year 7	Year 8	Year 9	Writing	Reading	Literary Analysis	Spoken Language	CCT Capabilities
Me presento Tout sur moi (Personal Information, Physical Appearance)	**¿ Lo pasaste bien? Destination vacances (Holidays)**	**El Bienestar En pleine forme! (A Balanced Diet)**	Work out grammar rules Extending sentences using simple connectives Learning vocabulary Using verbs Using frequency adverbs Working out gender Comparatives Adverbs Tenses Irregular verbs Descriptive writing Formal letters Writing for different audiences	Ways to record vocab How to be an independent learner Working out meanings from cognates How to remember words Using a dictionary effectively Remembering irregular verbs Reading comprehensions False friends	Topic related reading extracts and online sources. Language mags Adapting previously learnt language Checking work critically and improving own work	Pronunciation of vowel sounds and language specific letters Where to put the emphasis in the spoken language Pronouncing cognates correctly Improving speaking with adjectives Giving short presentations Having a conversation Creating a dialogue from a model Accents	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**
Me describo Mon monde perso (Personality, Family, School Subjects, Friends)	**La vida tecno Bouger, c'est important (Sport and Leisure)**	**Mi futuro Rendez vous (Parties and Festivals)**			• 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		
El insti Autour de moi (School, Home and Animals)	**Conocer personas nuevas Aux quatre coins du monde (Daily Life)**	**Mi Mundo Autour du monde (Transport and holidays)**	• 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 texts of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings	• 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		Surveys and pair work Asking questions with the right intonation Greeting people Role-Plays and Photocards Speaking for different audiences	
Mi semana A table (Food)	**Hospedarse en Espana C'est quoi, la France? (France and other countries)**	**Aqui se habla espanol Chez moi, ca veut dire quoi ? (Home)**				• 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	
Me gusta comer Mon quartier (Local Area)	**La moda Le monde des medias (Entertainment and Advertising)**	**Reading & Grammar skills and KS3 Revision Un métier de reve (Jobs)**					
Donde yo vivo Ca, c'est mon truc (Lifestyle)	**El Ocio Accro a la techonologie (Technology)**	**Reading & Grammar skills and KS3 Revision**					
Las vacaciones	**Ven a Madrid Etre ado, c'est quoi? (Issues for Teenagers)**	**Reading & Grammar skills and KS3 Revision**					

Literacy and Numeracy:		Links to Careers, RSE and/or Further Study:
Tenses, opinions reasons, sentence structures and adjectives and question formulation.	Introduction to numbers, times, and money	• Incorporation of role-play scenarios with use of authentic sources • Festivities are covered, Food, Celebrations, Day of The Dead (Latin America), Easter, Xmas, Catholicism • Discussion of options and career choices with a language. Careers: Finance, Retail, Journalism, Hospitality, Travel and Tourism, Local Government, Customs and Immigration, Law, Puclishing, Civil Service, Translating, Broadcasting, Airline Cabin Crew, Transport and Distribution, Teaching, Catering, Interpreting, Diplomatic Service, Marketing and Sales.

KS3 Maths Curriculum Overview

Subject Intentions:
- To develop creative, independent learners, who are disciplined and resilient as a result of exploring and developing strategies to problem solve such as using tables, Venn diagrams, flow-charts and so on.
- To develop learners who enjoy collaborating with one another in order to achieve through challenging each other's ideas
- To instil a belief that all students can achieve and enjoy Mathematics, and ensure students recognise the value these skills hold for life beyond school.

Implementation:

Implementation:

Year 7			Year 8			Year 9			Reason, interpret and communicate mathematically	Solve problems within mathematics and in other contexts	CCT Capabilities
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3			
Mode, median, range Displaying data Grouping data Averages and comparing data Line graphs and more bar charts Mental maths Addition and subtraction Multiplication Division Money and time Negative numbers Factors, multiples and primes Square numbers Functions Simplifying expressions Writing expressions Substituting into formulae Writing formulae	Decimals and rounding Length, mass and capacity Scales and measures Working with decimals mentally Working with decimals Perimeter Area More units of measure COmparing fractions Simplifying fractions Working with fractions Fractions and decimals Understanding % % of amounts The language of probability Calculating probability More probability calculations Experimental probability Expected outcomes Direct proportion Writing ratios Using ratios Ratios. proportions and fractions Proportions/ %	Measuring and drawing angles Lines, angles and triangles Drawing triangles accurately Calculating angles Angles in a triangle Quadrilaterals Sequences Pattern Sequences Coordinates and midpoints Extending sequences Straight-line graphs Position to term rules Congruency and enlargements Symmetry Reflection Rotation Translations and combined transformations	Calculations Divisibility Calculating with negatives Powers and roots Powers, roots and brackets More powers, multiples and factors Area of a triangle Area of a parallelogram and trapezium Volumes of cubes and cuboides 2D representations of 3D solids Surface area of cubes and cuboids Measures Pie charts Using tables Stem and leaf diagrams Comparing data Scatter graphs Misleading graphs	Algebraic powers Expressions and brackets Factorising expressions One-step equations Two-step equations The balancing method Conversion graphs Distance-time graphs Line graphs Real -life graphs Curved graphs Ordering decimals and rounding Place-value calculations Calculations with decimals Ratio and proportion with decimals Quadrilaterals Alternate angles and proof Angles in parallel lines Exterior and interior angles Solving geometric problems	Ordering fractions Adding and subtracting fractions Multiplying fractions Dividing fractions Calculating with mixed numbers Direct proportion on graphs Gradients Equations of straight lines Fractions and decimals Equivalent proportions Writing percentages Percentages of amounts	Indices Calculations and estimates More indices Standard form Solving equations Substituting into equations Writing and using formulae Using and rearranging formulae Index laws and brackets Expanding double brackets Planning a survey Collecting data Calculating averages Displaying and analysing data Presenting and comparing data	Enlargement Negative and fractional scale factors Percentage change Compound measures Direct and inverse proportion Using scales Basic constructions Constructing triangles Using accurate scale diagrams Nth term of arithmetic sequences Inequalities Solving equations Proportion Circumference of a circle Pythagoras' theorem Prisms and cylinders Errors and bounds	Using y=mx+c More straight line graphs Simultaneous equations Graphs of quadratic functions More non-linear graphs Mutually exclusive events Experimental and theoretical probability Sample space diagrams Two-way tables Venn diagrams Congruent and similar shapes Ratios in triangles The tangent ratio The sine ratio The osiner ratio Using trigonometry to find angles	Students should be able to: • 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	Students should be able to: • 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	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**

Use and apply standard techniques

Students should be able to:
- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions

Literacy and Numeracy:	Links to Careers, RSE and/or Further Study:
Correct mathematical language employed at all times.	Engineering, construction, statistics, insurance, banking, surveying, retail, science, architecture, economics, planning.
Development of SoW enables previously unused language to be introduced.	Degrees in Mathematics, Physics, Engineering, Law, Accountancy, Business.
Flash Marking to be used in conjunction with English/ whole school approach	Mathematics lends itself to a high percentage of jobs.

KS3 Music Curriculum Overview

Subject Intentions:

- To develop confident performers and composers who are imaginative and inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop collaborative learners who can think analytically and evaluate effectively, whether considering their own work or the work of others.
- To provide students with a toolkit of transferrable skills that are applicable to their studies and the workplace, whatever the future holds for them.

Implementation:

Implementation:

Year 7	Year 8	Year 9	Appraising	Performing	Composing	CCT Capabilities
The Elements of Music (exploring pitch, duration, texture, timbre, dynamics, tempo, and structure)	**African Music (exploring rhythmic devices)**	**Reggae (exploring off beat rhythms)**	• Develop a knowledge of the elements of music and musical devices • Make critical judgements about music, using appropriate musical vocabulary. • reflect upon and evaluate their own and others' music	• develop instrumental skills • develop rehearsal and performing skills individually and in groups • communicate musically with fluency, technical control and expression • Perform in time with others.	• Develop an understanding of compositional devices • Able to organise musical ideas • Able to respond to a brief • Able to perform and/or notate compositions using a range of resources • develop awareness of music technologies and their use in the creation and presentation of music	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**
Samba drumming (exploring rhythm and beat)	**Christmas Advert (exploring jingles and underscores)**	**Christmas Band skills (exploring instrumental and ensemble skills)**				
Keyboard Skills (exploring notation)	**Musical Theatre (exploring songs and music from the stage)**	**Pop song writing (exploring chord progressions and riffs)**				
Ostinatos (exploring melodic ostinatos)	**Blues (exploring improvisation and 12 bar blues)**	**Pop song writing (exploring Logic software)**				
Guitar skills (exploring tab and chords)	**Theme and Variations (exploring ways to develop musical ideas)**					
Band skills (exploring instrumental and ensemble skills)	**Band Skills (exploring instrumental and ensemble skills)**					

Literacy and Numeracy:

Extended writing Notation Lyrics Scripts Evaluations Italian terms	Rhythm notation Time signatures Quantizing

Links to Careers, RSE and/or Further Study:

Real life composing experiences e.g Christmas advert
Real life performing experiences e.g Band skills
Music production e.g Logic computer software

KS3 PE Curriculum Overview

Subject Intentions:
- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy Physical Education and exercise, and ensure students recognise the value these skills and can participate in sports/ exercise regularly as part of a healthy life long lifestyle.**

Implementation:

Implementation:

Year 7	Year 8	Year 9	Health related principles and officiating	Acquisition and application of skill	Tactical and strategic awareness and application	Analysis of technique	CCT Capabilities
Gymnastics	Gymnastics	Gymnastics	• Recognise and apply basic safety principles when preparing for exercise.	• Selects skills, techniques and decision making relevant to activity and can describe their purpose.	• Identify ways that they or others could alter performances or techniques in response to environmental conditions or opponents actions	• Identify skills, techniques and ideas used in their own and others' work, and use this to improve their performance	**Persistence Self-Discipline Empathy Collaboration Inquiry Imagination**
Invasion games	Invasion games	Invasion games	• Know and reacll how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing.	• Apply skills using accuracy, precision, control and fluency	• Adapt performance in response to the opposition's actions.	• Understand and describe skills, techniques and ideas and how these are applied in their own and others' work	
Athletics	Athletics	Athletics	• Understand how the body reacts during different types of activity	• Start to use position-specific skills and techniques.	• Explain ways to solve problems, overcome challenges and entertain audiences.	• Analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance.	
HRE	HRE	HRE	• Explain how the different components of fitness affect performance	• Make decisions and justify them in competitive and non-competitive situations			
Dance	Dance	Dance	• Lead practices and activities, and apply basic rules, conventions and/or compositional ideas consistently.			• Investigate/Plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements.	
		Sport Education	• Employ different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly			• Investigate/Plan ways to improve their own and others' performance and act on these decisions in	

			and consistently or adhering to the conventions and codes of conduct for activities.			order to bring about the improvements.	

Literacy and Numeracy:	Links to Careers, RSE and/or Further Study:
Technical language and sport specifc terminology E.g. transfer of weight. Measuring and recording times and distances.	BTEC Sports/ GCSE PE/ BTEC in coaching or sports development Career opportunities: The health and fitness industry: coach/ trainer/ physical therapy.

KS3 Science Curriculum Overview

Subject Intentions:
- To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;
- To instil a belief that all students can achieve and enjoy Science, and ensure students recognise the value these skills hold for life beyond school.

Implementation:

Implementation:

Year 7	Year 8	Year 9	Scientific Attitudes	Experimental Skills and Investigations	Analysis and Evaluation	Measurement	CCT Capabilities
Becoming a Scientist	Earth and Space	Particles and Behaviour	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	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.	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.	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	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Senses	Kinetic Theory	Cells and Transport					
Solutions and separating	Elements mixtures and compounds	Elements compounds and the periodic table					
Acids and alkalis	Materials	Electricity and Resistance					
Respiration	Electricity and its effects	Chemical Reactions					
Microbiology	Energy and Biomass	Respiration and Life Processes					
Forces	Reproduction	Forces					
	Chemical Reactions	Atoms and Bonding					

Literacy and Numeracy:

Links to Careers, RSE and/or Further Study:

Extended writing skills SPaG Reading for information Report writing Letter writing	Extended writing skills SPaG Reading for information Report writing	Extended writing skills SPaG Reading for information Report writing Evaluation
See Maths Skills Curriculum		

Medicine, Dentistry, Forensics, Pharmacology, Marine Biology, Physiotherapy, Paramedic, Environmental Health, Psychiatry, Radiography, Horticulture, Food Science, Biochemistry, Sports Science, Speech Therapy, Occupational Therapy, Nursing, Ecology, Teaching, Agriculture, Veterinary Work, Environmental Science.
Brewing, Engineering, Waste Management, Research and Development, Pharmaceuticals, Surveying, Renewable Energy Science, Aerospace Manufacturing, Architecture, Meteorology, Electronics, Oceanography, Telecommunications, Sound Technology, Astronomy, Geophysics, Astrophysics, Software Engineering.

Duke of Edinburgh Award 2020-2021

Group Intentions:
- **To successfully deliver and complete all sections of the Bronze DofE award in YR9**
- **To successfully deliver and complete all sections of Silver award in YR10-11**

Implementation: Content

Implementation: Learning/Skills

YR9	YR10/11	Collaborative	Empathetic	Imaginative	Inquisitive	Self-disciplined	Persistent
Bronze Award enrolment	**Bronze/silver award enrolment**	Good communication skills developed with peers and adults	Recognise that others have had different experiences, beliefs and opinions	Being resourceful to ensure that section requirements are fulfilled	Exploring own strengths and skills	Working independently to complete the award	Understanding that completion of the award is a positive achievement for post 16 options
Virtual learning sessions Access to resources through google classroom and school website	**Virtual learning sessions Access to resources through google classroom and school website**	Considered and thoughtful feedback to other members of the group	Understand that others may find situations and tasks harder	Thinking creatively to find solutions independently and as part of a team	Questioning decisions made as a group	Being motivated to ensure that all sections are completed and meet the timescale of the award	Progressing from bronze to silver or silver to gold award
Regular communication with students and parents	**Regular communication with students and parents**	Supportive and co-operative member of a small group to complete tasks	Support others with practical solutions and engaging in volunteering opportunities.	Reflecting and revising how the group can reach goals	Challenging self by trying new things	Being a reliable member of the group	Being an enthusiastic and determined member of a team
Expedition training walk 1 day	**Expedition training walk 1 day**	Respectful towards others in the group and accepting that people have different strengths.			Investigating personal qualities	Developing organisational skills	Developing resilience by not giving up on completion of the award.
Practice expedition 2 days	**Practice expedition 3 days**						
Final Expedition 2 days	**Final Expedition 3 days**						
Support with eDofE	**Support with eDofE**						
Support to complete Volunteering, physical and skill sections	**Support to complete Volunteering, physical and skill sections**						

Links to Careers, RSE and/or Further study:
- **Independence**
- **Development of new/life skills**
- **Working as a team**
- **Support on C.V and post 16 applications**

Student Services							

Group Intentions:
- **To support students who are struggling with barriers to learning**
- **To support CCT themes and embed a culture of resilience, positive mental health and wellbeing**
- **To instil a cross-school approach to student wellbeing**

Implementation: Content		Implementation: Learning/Skills					
KS3	**KS4**	**Collaborative**	**Imaginative**	**Inquisitive**	**Self-disciplined**	**Persistent**	**Empathetic**
Life skills – Self-esteem, body image	**Prefect team led projects – mentoring, Yr11 legacy work**	Communicating respectfully with other students and staff Accepting and supportive of other people's views, opinions and beliefs Share, discuss and debate assumptions and ideologies that impact on people's lives and wellbeing Work as a team to raise awareness of issues that impact on their lives Recognising own strengths, skills and value as part of a successful team/group	Creatively approach situations, thinking of different approaches that could be implemented Being resourceful and using their strengths to reach an end goal Trying out different ways to solve a problem, evaluating and revising how Connecting different ideas to get an overview of the world and their place within it. Being open to different lifestyles, aspirations and career pathways	Questioning their own and others assumptions and opinions Exploring different pathways and aspirations Challenging assumptions/opinions in a positive, constructive way	Being accountable for their own actions and how this affects others Developing skills to reflect on own attitudes and behaviours Developing tools to support independent learning Reflect on skills, attitudes and behaviours allowing for positive improvement	Accept and engage with support put in place in and out of school Develop skills to overcome any setbacks and keep persevering Have a positive and enthusiastic approach towards situations and be willing to try again. Be positive about self and feel confident in own skills and how self is perceived.	To gain an understanding that others are also on a journey and may need support Develop skills to recognise when others may need nurturing and support. Be part of a whole school approach that is considerate, tolerant and understanding of others. Recognise how to keep selves and other safe and well
Wellbeing champions (year groups)	**Wellbeing champions (year groups)**						
Wellbeing groups Resilience; friendships; dealing with stress	**Wellbeing groups Resilience; friendships; dealing with stress; study skills and exams**						
Counselling sessions and 1-2-1	**Counselling sessions and 1-2-1**						
School Council	**School Council**						
Attendance workshops	**Attendance workshops**						
Access to external agencies – school nurse; CAMHS; Family support	**Access to external agencies – school nurse; CAMHS; Family support**						
Form time activities and resources	**Form time activities and resources**						
Forest classroom- outdoor learning	**Forest classroom- outdoor learning**						
Community Projects to support young people	**Community Projects to support young people**						

	Links to Careers, RSE and/or Further study:
	- Focus groups support and fill gaps working alongside PSHCE/RSE curriculum throughout the year group - Careers programme in line with developing Gatsby Benchmarks - Developing new skills

Careers 2020-2021

Intentions:

- **To deliver a stable careers programme developing and embedding the Gatsby benchmarks across KS3 and KS4**
- **Ensure all students have the tools and knowledge that will raise their aspirations and enable them to explore their post 16 options**

Implementation: Content

Implementation: Learning/Skills

KS3	KS4	Collaborative	Imaginative	Inquisitive	Self-disciplined	Persistent	Empathetic
Options evening (YR9)	Study Skills (YR11)	Communicating respectfully with others, engaging in mock interview situation Developing strengths to become a positive, active member of a team	Creatively approach situations, thinking of different pathways to careers Being resourceful and using their strengths to reach a post 16 destination Trying out different ways to solve a problem, evaluating and revising methods/approaches Connecting different skills and strengths that can be utilised in a range of jobs Being open to different lifestyles, aspirations and career pathways	Exploring different options and aspirations Challenging assumptions/opinions in a positive, constructive way Exploring and investigating different roles, jobs, courses that would be applicable to their ideas Researching how subjects connect to different careers and jobs	Improve techniques to support study/revision skills Work with independent careers advisor to have a focus for post 16 education/training Motivate self to ensure progression to post 16 training/education Reflect on personal skills and strengths Develop high aspirations, aim high for post 16 and ongoing career choices.	Develop skills to be resilient and to keep making attempts to reach goals. To have tangible goals and aspirations to work towards and a post 16 pathway plan Raise aspirations	Being respectful of other peoples choices Encouraging others to raise their aspirations Recognise own and others strengths and weaknesses in employability Develop skills that focus on dealing in a work environment and with other people.
Careers in the curriculum (All years)	Careers in the curriculum (All years)						
3 counties skills show	College Trips (3 Colleges; 6th Form)						
Careers events within school	Careers events within school						
1-2-1 personal guidance (YR9, SEND)	C.V workshop (YR11)						
Raising Aspiration workshops	Mock Interviews (YR11)						
Computer Aided Guidance (eclips, Icould)	College Interviews (YR11)						
Assemblies/Guest speakers	1-2-1 personal guidance						
Careers Week	Computer Aided Guidance (eclips, Icould)						
Access to careers library and careers based resources	Employability Skills (YR10)						
	Careers Week						
	Access to careers library and careers based resources						

Links to Careers, RSE and/or Further study:

- Links to the 8 Gatsby benchmarks:
- Support for all students raising aspirations and post 16 employment, education and training
- Developing new/life skills
- Understanding of place in the world and career paths within that