Fairfield's Overarching Curriculum Intentions:

- Fairfield has unwaveringly high expectations and ambitions for all students, including those with SEND, and we focus consistently on improving student welfare and outcomes, especially for the disadvantaged.

- All students, including SEND, are offered a full, broad and ambitious curriculum, which is coherently planned, sequenced and embedded to ensure outstanding outcomes leading to future learning and employment. The curriculum at KS3 and KS4 is tailored for our students in our context.

- Schemes of learning are sequenced in order to take students from being novices to experts: over the course of each lesson, individual topic, and over the Key Stage. Opportunities are provided for students to revisit concepts and make links between topics, in each subject area and with other subjects across the curriculum.

- Our intention is that students develop a depth and breadth of knowledge in each subject, and can apply this understanding in various ways by developing higher order skills.

- Underpinning schemes of learning and depth of knowledge are our Creative and Critical Thinking (CCT) capabilities, which encourage our students to develop the key competencies they will need to be successful global citizens when they leave Fairfield High School.

Please note that this is not a Scheme of Learning: this is an overview of the sequence of topics studied and the skills developed over the course of the Key Stage.

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:	**Links to Careers, RSE and/or Further Study:**
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.	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

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KS3 Art Curriculum Overview

Subject Intentions:

- **To develop creative and experimental enquiry through knowledge and understanding within a broad range of materials, processes, artist links and a variety 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**
Formal elements of art - Mindfulness and Emotional Wellbeing. Artists: Bridget Riley, Mark Rothko, and Paul Klee	**Pop Art - Iconic images, still life & mixed media – Roy Lichtenstein & Andy Wharhol.**	**Street Art & Graffiti – Artists – Bansky, Blek Le Rat**	• 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 and imaginative outcomes. • Understanding of visual language, applying formal elements.	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Abstraction & Still life – Artist links – Gustav Klimt, Miro, Picasso	**Identity - Popular culture – Romero Brito – Andy Warhol**	**Street Art – social and emotional themes – Artist Ben Eine & Shepard Fairey**					
Identity - Portraits through time. Artists: David Hockney and Pablo Picasso.	**Iconic images – Popular culture Artist links Wayne Thieabold**	**Portraits Identity /Distortion Artists: Ben Heine and Metra-Jeanson Outcome: 1x mixed**					
Identity - Portraits through time. Artists: David Hockney and Pablo Picasso.	**Woven Memories Illustrations – Artists – Gail Artstrong, Kirsten Ulve, Moreton Moreland**	**Portraiture - 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**					

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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.

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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	**Digital Video & Sound**	**IT and the World of Work & Online Safety**				
Understanding Computers and Binary & Algorithms	**Introduction to Python programming**	**Python: Next Steps , Flowcharts & Algorithms**				
SmallBasic Programming	**Mobile App Development**	**Multimedia Interactive Products**				
Introduction to Graphics	**Vector Graphics and Advanced Photoshop**	**Advanced Computer Science & Digital Skills**				
Microbits	**Web Development and HTML**					

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Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**
Binary and Hexidecimal number systems Solving 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

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KS3 Drama 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 in and enjoy Drama, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:

Year 7	Year 8	Year 9	Exploring Professional Drama	Developing Performance Skills and Techniques	Responding to a Stimulus	CCT Capabilities
Drama games addressing focus, teamwork, performance skills	**Basic performance skills: 'Millions'**	**Developing performance skills, working with a script and devising: 'One of Us'**	• Identify the key features and qualities of professional drama • Describe the key features and qualities of professional drama • Select relevant examples of stylistic features of professional drama • Apply examples, features and qualities to their own performance work	• Identify strengths and areas for improvement • Demonstrate a range of performance and interpretative skills through devising and script work • Reflect on performance work and adapt it to suit style, genre or in light of peer, self or teacher feedback/assessment	• Understand how to respond to a stimulus • Select, develop and apply skills and techniques to a devised performance, in response to a stimulus • Evaluate their choices, performance, processes and progress	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Working from a stimulus: Alcatraz	**Developing performance skills, working with a script and devising: 'The Ramayana'**	**Introduction to different genres of theatre: 'The Humpty Files'**				
	Developing performance skills and interpreting live theatre: 'wonder.land'					

Literacy and Numeracy:

Reading and interpreting scripts
Producing performance work inspired by a text or idea that is logical and coherent
Searching for patterns
Sequencing ideas
Justifying ideas and feedback
Organising group sizes

Links to Careers, RSE and/or Further Study:

UCAS suggest that careers supported by Drama can include: Actor; Arts Administrator; Barrister; Broadcast Journalist; Choreographer; Cinematographer; Circus Performer; Copywriter; Costume Designer; Dancer; DJ; Fine Artist; Musician; Newspaper Journalist; Primary School Teacher; Proof-reader; Secondary School Teacher; Set Designer; Stage Manager; Television Presenter; Television/Film Producer; Theatrical Producer; Wedding Planner; Writer; Youth and Community Worker

Drama is a specialism that covers many key transferrable skills and so lends itself to many careers specifically and all careers in some way by developing skills of: time management; collaboration; creative thinking; resilience; adaptability; quick thinking; risk-taking; problem solving; supporting and encouraging others; self-reflection.

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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:

Year 7	Year 8	Year 9
Textiles **Skills-based project**	**Textiles** **Sock Monkey project**	**Term1: Clock Project** **CNC/CADCAM** **Design process (DMA)** • **Client needs** • **Brainstorming** • **Research**
Workshop Intro & Rules / Routines	**Workshop Revisit & Rules / Routines**	**Term 2:** • **Ideas** • **Analysis** • **Final design** • **3D Drawing techniques** • **Use of CNC** • **QA/QC**
(FP) Phone holder/Coat hook (Acrylic) • **Materials** • **Processes** • **Machines & Tools**	**(FP) Nightlight Electronics/ Woodwork** • **Materials** • **Processes** • **Machines & Tools** • **Electrics** **RAF STEM DAY** • **Systems & control** • **Problem solving** • **Team work** • **Promoting female engineering/STEM** **(Linked with Computer Science)**	**Term 3:** • **Modelling** • **Practical work – Hand tools, CNC, QC, templates. Students use their experience to select the best techniques/materials.** • **Testing** • **Evaluation** **Term 1-3:** **CAD/CAM skills (computer based)** • **Techsoft 2D Design** • **Sketchup** • **Tinkercad** **Options – what to expect**

Implementation:

Investigate/Design	Make	Evaluate	Technical Knowledge	Critical Thinking
• 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**

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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.

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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:

Year 7	Year 8	Year 9
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'**
Narrative Writing: Transformations Inspired by reading 'Harry Potter III'	**Narrative Writing: Gothic Short Stories** **Class Novel: 'Woman in Black '**	**Class Novel: 'Of Mice and Men'**
Class Novel: 'The Boy in the Striped Pyjamas'	**Class Novel: 'A Little Piece of Ground'**	**Poetry: War Poetry**
Non-Fiction Writing: Environment and Climate	**Non-Fiction Writing: Diverse News Stories from British History**	**Non-Fiction Reading and Writing: Diverse Voices – Speeches** **Spoken Language: Speeches**
Poetry: Ballad Poetry	**Unseen Poetry: Character and Voice**	**GCSE Anthology Poetry: Nature Poetry**
Shakespeare: 'Much Ado About Nothing'	**Shakespeare: 'Macbeth'**	**GCSE Shakespeare: Introduction to Romeo and Juliet**

Implementation:

Writing	Reading	Literary Analysis	Spoken Language	CCT Capabilities
• 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**

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.

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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:

Year 7	Year 8	Year 9	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
Dealing with change	**What do we mean by 'healthy relationships'?**	**Family, 'freedom' & conflict resolution**	• Explore and apply knowledge and understanding of different religions, beliefs and attitudes across a wide range of moral issues. • Consider the impact and the importance (RSHE) on families, respectful relationships, online media, being safe and intimate and sexual relationships. • Begin to evaluate how these beliefs and attitudes structure our lives, our mental and physical health, each other and our 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**
Dealing with differences PCSO talk	**Challenging Discrimination**	**Choices & Consequences**					
Buddhism	**What motivated MLK?**	**Five Pillars of Islam**					
What jobs could I do?	**My Future**	**Setting goals**					
What jobs could I do?	**What do we mean by 'positive lifestyles'?**	**What affects our health and wellbeing?**					
What jobs could I do?	**Festivals and Special Places**	**'Sanctity of Life'**					

Literacy and Numeracy:

Extended writing; Argument writing; Projects; Presentations; Communication; Debates	Cause and effect; Timelines; Problem Solving; Comparing	

Links to Careers, RSE and/or Further Study:

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.

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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:

Year 7	Year 8	Year 9
Safety & Hygiene	**Cooking with Sauces**	**Dietary Needs**
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**	

Implementation:

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
• 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

Literacy and Numeracy:

Year 7	Year 8	Year 9
Weighing and measuring Imperial vs metric units Presentations Writing reports	Creating graphs Writing reports	Calculating food miles Writing reports

Links to Careers, RSE and/or Further Study:

- 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.

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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:

Year 7	Year 8	Year 9
What is geography? My place in the world	**Tectonics**	**Population**
Map skills	**Italy**	**Ecosystems**
Settlement	**Coasts**	**Cocoa industry (slavery)**
Industry	**Kenya**	**Middle East**
Farming	**National Parks**	
Weather and climate		

Implementation:

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
• 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	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**

Literacy, Numeracy and Key Terms:

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

Links to Careers and Further Study:

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

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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:

Year 7	Year 8	Year 9
Migration **Conquest and Control**	***Migration for 2020*** **Abolition of the Slave Trade**	**World War 1 & End of the War**
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**

Implementation:

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
• 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**

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:

Researcher, Teacher, Lawyer, Politician, Academic researcher, Archivist, Archaeologist, Heritage manager, Historic buildings inspector/conservation officer, Librarian, Journalist, Museum education officer, Museum/gallery curator, Museum/gallery exhibitions officer, Tour Guide, Publisher, Editor, Proofreader, Writer, Public Relations Manager.
Sought after subjects in many FE/HE qualifications.
Helps students to understand the world around them and why the world is currently like it is.

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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 • 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	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 • 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	Topic related reading extracts and online sources. Language mags Adapting previously learnt language Checking work critically and improving own work • 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	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 Surveys and pair work Asking questions with the right intonation Greeting people Role-Plays and Photocards Speaking for different audiences • 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	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
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)**					
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)**					
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**					

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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, Publishing, Civil Service, Translating, Broadcasting, Airline Cabin Crew, Transport and Distribution, Teaching, Catering, Interpreting, Diplomatic Service, Marketing and Sales.

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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:

Year 7			Year 8			Year 9		
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 cuboids 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 cosine ratio Using trigonometry to find angles

Implementation:

Reason, interpret and communicate mathematically	Solve problems within mathematics and in other contexts	CCT Capabilities
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

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

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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:

Year 7	Year 8	Year 9
The Elements of Music (exploring vocal technique and the elements of music)	**African Music** (exploring African songs, rhythm and improvisation)	**Band Skills** (exploring instrumental and ensemble skills)
Samba drumming (exploring rhythm and beat)	**Christmas Advert** (exploring jingles and underscores)	**Band Skills cont.**
Keyboard Skills (exploring notation and ensemble skills)	**Musical Theatre** (exploring songs and music from the stage)	**Pop song writing** (exploring lyric writing, chord progressions and riffs)
Melody Writing (exploring 'what makes a successful melody')	**Hip Hop** (exploring rapping, chords, riffs and logic software)	**Pop song writing cont.** (exploring Logic software)
Guitar skills (exploring tab and chords)	**Band Skills** (exploring instrumental and ensemble skills)	**Film Music** (exploring film music techniques)
Band skills (exploring instrumental and ensemble skills)	**Band skills cont.**	

Implementation:

Appraising	Performing	Composing	CCT Capabilities
• 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**

Literacy and Numeracy:

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

Links to Careers, RSE and/or Further Study:

Careers: Acoustics consultant, Arts administrator, Audio-visual technician, Audiologist, Broadcast engineer, Community arts worker, Computer games developer, Dancer, DJ, Entertainer, Events manager, Music promotions manager, Music teacher, Music therapist, Musical instrument maker and repairer, Radio broadcast assistant, Secondary school teacher, Singing teacher, Studio sound engineer, TV or film sound technician, Music Producer, Recording Engineer, Artist Manager, Tour Manager, Booking Agent, Music Publicist, Composer, Music Arranger.

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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. • Know and recall how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. • Understand how the body reacts during different types of activity • Explain how the different components of fitness affect performance • Lead practices and activities, and apply basic rules, conventions and/or compositional ideas consistently. • Employ different roles within an activity, showing an ability to organise and communicate effectively, and	• Selects skills, techniques and decision making relevant to activity and can describe their purpose. • Apply skills using accuracy, precision, control and fluency • Start to use position-specific skills and techniques. • Make decisions and justify them in competitive and non -competitive situations	• Identify ways that they or others could alter performances or techniques in response to environmental conditions or opponents actions • Adapt performance in response to the opposition's actions. • Explain ways to solve problems, overcome challenges and entertain audiences.	• Identify skills, techniques and ideas used in their own and others' work, and use this to improve their performance • Understand and describe skills, techniques and ideas and how these are applied in their own and others' work • 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. • Investigate/Plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements.	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Invasion games **Net/wall games** **Striking and fielding games**	**Invasion games** **Net/wall games** **Striking and fielding games**	**Invasion games** **Net/wall games** **Striking and fielding games**					
Athletics	**Athletics**	**Athletics**					
HRE	**HRE**	**HRE**					
	Dance	**Dance**					
		Orienteering					

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			applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.			• Investigate/Plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements.	

Literacy and Numeracy:	**Links to Careers, RSE and/or Further Study:**
Technical language and sport specific 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/ sports science PE Teacher, Dance Teacher, Army and services, Physiotherapist, Dietician, Sports Journalist, Sports Scientist, Kinesiologist, Referee, Sports broadcaster, Facility operations manager. Sports Agent, Sport Marketing, PR, Communications and Social Media, Sports Journalism

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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:

Year 7	Year 8	Year 9
Becoming a Scientist	**Earth and Space**	**Particles and Behaviour**
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**

Implementation:

Scientific Attitudes	Experimental Skills and Investigations	Analysis and Evaluation	Measurement	CCT Capabilities
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**

Literacy and Numeracy:

Year 7	Year 8	Year 9
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

Links to Careers, RSE and/or Further Study:

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.

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

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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

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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

KS3	KS4
Options evening (YR9)	**Study Skills (YR11)**
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

Implementation: Learning/Skills

Collaborative	Imaginative	Inquisitive	Self-disciplined	Persistent	Empathetic
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.

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