Stanborough

Est. Grow and Succeed 1939

CURRICULUM VISION AND INTENT

Art, Design & Technology

Our vision is to inspire, engage and challenge students in a rich and creative curriculum. We aim to offer a breadth of opportunities to experiment, invent and create through various practical specialisms as well as through critical and contextual understanding. Students will explore how Art, Design and Technology has shaped history and how its value and importance contributes to society and culture. Students will be exposed to a safe and stimulating environment where there is emphasis on potential, success and achievement for all.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Pupils will become proficient in the exploration of a wide range of creative techniques, media, tools, machinery and resources. Students will develop analytical and critical skills in talking about art, design and technology and evaluate their own and others work in the process. SOW will foster knowledge, confidence and understanding of subject specific terminology as well as literacy and numeracy skills. The design process across all specialisms will address the rapidly growing technological advancements in society and the ability to utilise problem solving skills.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Students at KS2 should be able to :

- Produce creative work by exploring their own ideas.
- Use a wide range of materials
- Analyse and evaluate creative work using subject specific vocabulary

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Baselines are completed at the start of year 7 to assess pupils' prior knowledge and ability.
Tasks are tailored to support student's individual needs and scaffold down to support the progress of all abilities.

What do students cover in Key Stage 3? When do they study it?

Year 7

Art & Design (1x Lesson a week)

- Formal Elements
- Observational skills
- Exploration of artists, craftsmen and designers from various time periods and styles.
- Art through culture
- Subject specific vocabulary to analyse, annotate and evaluate
- Cross curricular links

Design Threads (Termly Rotation)

- Graphics – Illustration
- Photography – Camera functions
- 3D Design – Wood cutting skills and joining
- Textiles – Hand and machine stitch through a bunting design
- Food Technology - principles of healthy eating

Year 8

Art & Design (1x Lesson a week)

- Complex use of the formal elements
- Advanced observational skills
- Exploration of Artists, craftsmen and designers from various time periods and styles.
- Art through culture
- Subject specific vocabulary to analyse, annotate and evaluate the work of their own and others
- Cross curricular links

Design Threads (Termly Rotation)

- Graphics – Typography
- Photography – Camera function manipulations
- 3D Design – Complex wood cutting skills and joining
- Textiles – Advanced hand and machine stitch through a Day of the Dead inspired culture project
- Food Technology – healthy eating substitutes and dietary needs

Year 9 (Proposal)

Students will continue a broad curriculum in Art, Design & Technology but will be able to specialise in 2 subject areas. Students will get the chance to spend the first half of the academic year in one subject specialism and then rotate to another for the second. The extended duration of each subject area will provide a more extensive and comprehensive understanding of the skills and knowledge involved to make an appropriate, relevant and informed decision at GCSE.

Why do they study it in that order?

Art across year 7 and 8 extensively explores the formal elements, those which structure the foundation of art at its close specialisms. The skills explored become more complex and the rotational threads provide an alternative perspective to how these formal elements can be manipulated. The curriculum is devised in this sequence to aid the creative journey and support skills in knowledge, design, making and evaluating.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Skills are linked across all curriculum specialisms although challenged in different ways across different subject areas. As students' progress from Year 7 to Year 9, the use of these skills becomes more complex and advanced in how they are applied. Students will experience a versatile curriculum that supports individual needs through challenge that is appropriate for all learners to make progress.

How do your curriculum choices contribute to the student's cultural capital?

- Enrichment clubs at lunchtime and after school

- Exposure to new materials and resources from the Arts Society funding
- Opportunities to work with external organisations and get involved in community events
- House Competitions that explore alternative artistic mediums and cross curricular collaborations
- STEM opportunities

Assessment:

- *Self, peer and teacher feedback through verbal and written support to aid the progression of the learner.*
- *Formal assessment conducted at each progress update to reflect working grade against target*

Key Stage 4

What is your curriculum intent for Key Stage 4?

Students will develop their skillset demonstrating a refined and sophisticated use of media through the Art, Craft and Design specification (Art, 3D design, Graphics and Textiles). Students will explore critical and contextual understanding of the work of others to aid them in their own creative journey and artistic experience. Students will develop the ability to analyse artists, craftsmen and designers in depth and express their own opinions using subject specific terminology with confidence.

How does Key Stage 3 prepare students for Key Stage 4?

The curriculum at Key Stage 3 is devised to explore the basic foundation skills of art and its associate specialisms. Students will develop and experiment with media in more depth that will heighten visual and cultural awareness.

What do students cover in Key Stage 4? When do they study it?

Year 10	Year 11
The first term will consist of a' foundation style' skills workshop which will provide students with a wide range of techniques that can be referenced during the independent project launch in January. Students begin to master their skill set and develop a deeper understanding of art, craft and design from contextual sources.	Students select their own independent line of enquiry following the GCSE assessment objectives, develop, refine, record and present. Students will conclude their line of enquiry through the development of an original and meaningful outcome response. An exam paper will be released with directed themes in which students respond in a similar structure in preparation for their 10 hour final exam.

Why do they study it in that order?

Year 10 term 1 is a foundation style structure to allow students the breadth of experimentation and freedom to find their own style through workshop based lessons. Skills mature and areas of study that were covered in year 7, 8 and 9 are explored in more depth and detail.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students utilise skills from KS3 but are challenged on more advanced imagery and resources when they revisit similar media, Tailored feedback supports each student individually when developing their work aiding progress at a fast pace.

How do your curriculum choices contribute to the student's cultural capital?

- Professional artist visits and workshops (graffiti, lino printing, special effects make up, photography) - links to industry and creative careers
- Enrichment trip to Warner Bros studios to explore career paths in the creative industry
- Visits to galleries and exhibitions for primary stimuli
- Lunchtime and afterschool clubs
- Project based work to support community events such as the WGC 100 year celebration, Show racism the red card, Holocaust memorial day events etc
- House Competitions that incorporate other artistic mediums and cross curricular collaborations both in school and out
- Standalone skills based lessons/ workshops and one to one clinics
- Workshop days offered during half term
- STEM opportunities

ASSESSMENT

- *Students receive individual and specific feedback after each board/ sketchbook submission, this assists with the progression and advancement of skills and techniques.*
- *One to one tutorials create a visual learning format and peer critiques support the progress through sharing of good practice.*
- *Students receive a working grade per submission which is tracked as the project develops. Students are able to reflect on their learning journey and the consistency of their work as the project builds into a portfolio. This is challenged further by student's use of DIRT time to refine and complete individual EBI action points in a practical format.*

Key Stage 5

What is your curriculum intent for Key Stage 5? (ART & DESIGN)

To engage with a wide range of art mediums and disciplines that vary between movements and styles and facilitates the learner's personal journey through the exploration of conceptual ideas. Students will explore a multidisciplinary approach through exploration of media, materials, tools and machinery without limitations. A self-directed independent work ethic promotes personal direction, connection and a purposeful response. Critical and contextual studies support the concept of ideas and are explicitly explored through subject specific language and interpretation both analytically and through practical exploration.

How does Key Stage 4 prepare students for Key Stage 5?

Students begin working in an independent format promoting self-directed learning, creativity and personal direction. Students skill set is matured and the use of materials and media are enhanced through refinement and scale. The structure of KS4 board submissions provides the foundation structure of the KS5 but the flexibility of possibilities become more advanced through the output and presentation of work

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Bridging the gap between GCSE and A Level. The possibilities of media and materials are challenged and the conceptual understanding of art is pushed. Students explore specialist threads ranging from photography, sculpture, textiles, fine art and graphics to help pin point a particular pathway for their independent project	Personal project centered on student's self-directed starting point. An independent line of enquiry following the A Level assessment objectives, develop, refine, record and present.

Why do they study it in that order?

Students often become comfortable at KS4 in media and skills they are familiar with. The 'bridging' year reinvigorates the possibilities of media through risk taking and opens a new avenue of working. This also provides students with confidence in working at a larger scale as the boards increase from A2 to A1 in size.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students utilise skills from KS4 but are challenged with the conceptual element of depth within ideas, experimentation and refinement. One to one student teacher dialogues records conversations on guidance, support and challenge alongside directed homework tasks to enable students to effectively embed the required skills underpinned by the specification.

H**ow do your curriculum choices contribute to the student's cultural capital?**

- Students have the freedom to explore art through an extensive breadth of disciplines.
- External workshops aid the ability to explore media out from the confines of the classroom
- Students are encouraged to visit galleries and exhibitions as well as utilising the local surroundings to source primary stimuli

How do you prepare students for learning beyond Key Stage 5?

- Career opportunities linked to lessons as students often tailor their project to reflect the specialism they are interested in and build a portfolio around this.
- Visits to universities and college shows to view exhibitions
- Creative career fairs to widen the perspective of opportunities after KS5
- STEM opportunities

Business

Our vision for the 'Business' Curriculum at Stanborough is:

To equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities.

Key Stage 4

What is your curriculum intent for Key Stage 4?

To deliver an engaging and inspiring 2 year course which will embed students with key skills and knowledge making them ready for the world of work or to continue with their Business pathway at KS5 studying A-level Business, A-level Economics or the LIBF Finance Diploma.

How does Key Stage 3 prepare students for Key Stage 4?

We do not offer Business at KS3 however students in Year 7 & 8 do experience aspects of Business through:

- Work Shadow days
- Business guest speakers through the Careers program
- Tenner Challenge
- Ad-hoc Business Enterprise projects
- Barclays Life Skills

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
Theme 1 topics: - Topic 1.1 Enterprise and entrepreneurship - Topic 1.2 Spotting a business opportunity - Topic 1.3 Putting a business idea into practice - Topic 1.4 Making the business effective - Topic 1.5 Understanding external influences on business Business Venture Project Festival on the Field Project	Theme 2 topics: -Topic 2.1 Growing the business -Topic 2.2 Making marketing decisions -Topic 2.3 Making operational decisions -Topic 2.4 Making financial decisions -Topic 2.5 Making human resource decisions Valentines Project	Revision -Theme 1 -Theme 2 - Business calculation booklet - Revisathon booklet - Past Papers - Mocks

Why do they study it in that order?

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Natural progression – students need to cover theme 1 before theme 2 due to contents e.g. in theme 1 students need to know how to spot a business opportunity first before learning how to grow the business which is covered in theme 2.
Year 11 consolidate knowledge, exam technique and revision.
Decision has been made in conjunction with the exam board.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Each lesson we regularly revisit prior learning. This is demonstrated in the 'Do it now / Starter' tasks. The nature of the course and topics covered require us to go back to previous topics to help consolidate and embed previous knowledge. We incorporate the bigger picture and make links between different topics and skills. This is further embedded into SOW and Power-points e.g. recall and assessment activities.
The Business projects are a key tool in achieving this, especially for our practical learners. Key Business websites are used such as Seneca & Tutor2U further embed knowledge. Students are given key words which we regularly revisit. They are encouraged to show off their knowledge using Business terminology in exam based questions.
We revisit themes 1 & 2 in Year 11 as part of revision.

How do your curriculum choices contribute to the student's cultural capital?

The world of Business opens students eyes to the reality of the working world and the environment Business have to operate in i.e. the year 9 & 10's explore elements of morals and ethics in business by investigating businesses such as Body Shop and fair-trade companies.
Business contributes to this through the use of guest speakers. Our Business projects give students the opportunity to get involved in and display key essential business skills such as leadership, management, negotiating, team working, people and so much more. More so, the students enjoy the challenges and are able to demonstrate their creative and innovative skills based from the theory learnt in lessons.

Student are aware of the recruitment process, will have conducted mock job interviews, understand how to write a CV, know which area of a business they would like to work for. This alone gives our students opportunities for their future pathways.

Key Stage 5

What is your curriculum intent for Key Stage 5?

Our curriculum Intent is to ensure that students gain a full understanding of key business theories and principles as they complete the A Level course. We expect students to develop an understanding of how business works in the real world, discover the problems and opportunities faced by local, national and international businesses and learn about how business functions such as marketing, finance, human and physical resources work together as part of a whole business. We want students to develop an enthusiasm for studying business and gain a holistic understanding of business in a range of contexts.

How does Key Stage 4 prepare students for Key Stage 5?

Business is offered at Key Stage 4. Students will have learnt the foundations of business e.g. enterprise and entrepreneurship, how to make a business effective etc. and can naturally progress to higher level thinking for Business at KS5.
There are crossovers with other subjects e.g. geography, math's, media and English e.g. all three business exam papers have 10% math's element. We cover topics such as market research & demographics, which is also covered in geography etc.
If students do not continue with Business at KS5 they will have learnt key transferable skills e.g. negotiation, leadership, entrepreneurial skills which they can use in other KS5 subjects

What do students cover in Key Stage 5? When do they study it?

Year 12

Theme 1: Marketing and people
Students will develop an understanding of:
☐ meeting customer needs
☐ the market
☐ marketing mix and strategy
☐ managing people
☐ entrepreneurs and leaders.

Theme 2: Managing business Activities
Students will develop an understanding of:
☐ raising finance
☐ financial planning
☐ managing finance
☐ resource management
☐ external influences.

Year 13

Theme 3: Business decisions and strategy
Students will develop an understanding of:
☐ business objectives and strategy
☐ business growth
☐ decision-making techniques
☐ influences on business decisions
☐ assessing competitiveness
☐ managing change.

Theme 4: Global business
Students will develop an understanding of:
☐ globalisation
☐ global markets and business expansion
☐ global marketing
☐ global industries and companies (multinational corporations).

Why do they study it in that order?

Natural progression – students need to cover theme 1 before theme 2 due to content knowledge e.g. in theme 1 students need to know how to manage people first before learning how manage business activities covered in theme 2. Another example students need to know how to manage business activities in theme 2 first before learning theme 4 on how to become a global business / MNC.
To consolidate and build on knowledge, exam technique and revision.
Decision has been made in conjunction with the exam board and consortium schools

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students regularly revisit prior learning to reinforce their learning. Each topic links into other topics learnt hence the need to revisit. The 3 exam papers are set up in such a way that themes are interlinked e.g. exam Paper 1 is based on theory learnt from themes 1 & 4, Paper 2 is based on theory learnt from themes 2 & 3 and lastly, Paper 3 is based on all 4 themes. Therefore, we are constantly embedding prior knowledge and revisiting this.

The start of most lessons will recap on prior learning often generated from student homework. Students in Yearr 13 are taught throughout the course to draw upon all of their business knowledge and critique businesses, offer solutions & advice failing businesses, look for gaps in the market and to be innovative. Students are commercially aware and know who the movers and shakers are in the Business world which is also something we embed into the lessons to keep the taught lessons up to date and relevant.

How do your curriculum choices contribute to the student's cultural capital?

Students have the opportunity to explore different job roles through interviews, listening and engaging with guest speakers, volunteering to work for charities and work experience. Many of our students have part-time jobs and are able to bring business theory to life in the taught lesson.
Business students explore cultural development and ethics through units covered, e.g. Year 13 theme 4 - Globalisation. Here students focus on different social and cultural trends in Business. On average 80% of our students who study Business go on to study courses which are business related or work in a business related field/ apprenticeship.

How do you prepare students for learning beyond Key Stage 5?

The KS5 courses offered prepare and lead students for higher education and can also support learners who want to progress directly to employment in business related jobs / apprenticeships. We have conversations with all students who want to pursue a business pathway and write students UCAS. We support our students with their own personal statements and make them aware of key open days for university / apprenticeships etc. We call in previous Business students as guest speakers who discuss their Business career pathways. We utilise websites such as Uni-Frog to further prepare students for learning beyond KS5.

Child Development

Our vision for the Child Development Curriculum at Stanborough is for pupils to develop applied knowledge and practical skills in the early years sector and prepare students for further and higher qualifications in Child Care and Health and Social Care. The Child Development course will help students gain a wide overview of the beginning of life, from conception to five years.

Key Stage 4

What is your curriculum intent for Key Stage 4?

We follow OCR Cambridge Nationals level 1/2. This mean students will be graded Pass/Merit/Distinction at either level 1 or 2, which is equivalent to the performance points at GCSE. The aim of the qualification is to inspire students to learn about the social, physical and intellectual development of a child 0-5 years, as well as dietary guidelines and equipment children of this age require. Students will develop knowledge about the roles and responsibilities that come with parenthood- from reproduction and pregnancy- through to preparation for birth. They will understand how a baby can develop and thrive in the right conditions. Throughout the course students will acquire transferable skills in research, evaluating, analytical and critical thinking.

How does Key Stage 3 prepare students for Key Stage 4?

Students can apply their knowledge from key stage 3 in the following cross curricular links:
Science-anatomy, conception and foetal development, RDI's, medication and vaccinations, sonography
Cultural studies-life and death, abortion, ethics and morals, immaculate conception
Mathematics-Apgar score, gestation, BMI, height and weight-growth centiles
English-speech and language development, story time and reading
Geography- LEDC's, famine and poverty, demographics
History--NHS, Public Health, poverty,
MFL-cultural differences in birth practices, language barriers
Art, Design and Technology- crafts, colours,
Music and Performing Arts-nursery rhymes
PE-fine and gross motor skills development, exercise and weight management, diet and lifestyle choices
Life skills- Pregnancy and birth, weight and diet related illnesses
I**CT**- NHS online, power point and word processing

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
• Introduction to the course and the study skills that will be used • Equipment needs of babies and young children and an understanding of the factors needed to be considered when choosing equipment • Nutritional needs of babies and children 0-5 years, including hygiene practices (a practical element is assessed during this module).	• Development norms of children 0-5 years. • Benefits of play • Developing activities to observe the development norms in children up to the age of 5 (a practical element is assessed during this module).	• Reproduction and the roles and responsibilities of parenthood • Antenatal care and preparation for birth • Postnatal checks, postnatal provision and conditions for development • How to recognise, manage and prevent childhood illnesses • Know about child safety

Why do they study it in that order?

The year 9 units are a nice way to introduce the subject. The assignments in year 10 require more evaluative and analytical skills. The exam units covered in year 11 need a level of maturity and exam and revision skills which are built upon throughout key stage 4. The exam is sat in January of year 11, but can be re sat in June if results are not up to a student's target grade. The remaining of year 11 can then be spent improving coursework which is submitted in May of year 11.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students will embed knowledge through a variety of techniques such as debates, story boards, posters, leaflets extended answer questions and discussions

Exam topics are regularly revisited though retrieval strategies in 'do it now' tasks and through mock exams.

How do your curriculum choices contribute to the student's cultural capital?

The Child Development curriculum has been designed to contribute to the student's cultural capital by increasing their awareness of factors that affect the decision to have children as well conditions for development of a child.

Drama

Our vision for the Drama Curriculum at Stanborough is to engage students in worldwide issues in an inspiring and impactful way to provoke thought, whilst gaining confidence and soft skills such as communication and co-operation which they can utilise effectively throughout their time at Stanborough and beyond.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Building on basic Drama skills from KS2 – understanding the roots of characters in Drama – study a range of texts with independent reading – creating empathy for characters and others – understanding the impact of stimuli to enhance creative writing - Exploring Shakespeare

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

They would have been engaged with independent reading but unlikely this is a script. Very few of them would have engaged with Drama skills as this is not something that is on the curriculum in primary schools, however there may have been exposure to basic drama skills in assemblies, shows and from TIE performances to engage in empathy for characters and understand worldwide issues.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

introduced to drama skills – subject terminology – historical contexts of drama – exposure to Shakespeare from a thematic perspective

What do students cover in Key Stage 3? When do they study it?

Year 8	Year 9
(2020/21) • JEFF • Introduction to Scripts • Games as stimuli • Commedia Dell'Arte • Comedy • Romeo and Juliet **(2021/22)** • Introduction to Drama • Introduction to Scripts • Jeff • Commedia Dell'Arte • Comedy • WW2	**(2021/22)** • Rosa Parks • Romeo and Juliet • Games as Stimuli • Script Writing • Monologues and Duologues • Fairytales and practitioners

Why do they study it in that order?

To understand how to create effective characters and communicate themes naturalistically with worldwide issues before applying it to script work and other comedic styles.

Does the Key Stage 3 coverage reflect the content in the national curriculum? N/A

How do you ensure students embed knowledge? What do you revisit? When?

The subject terminology learnt during their introduction schemes of work is embedded in every lesson thereafter within peer assessment, directing and plenaries. Skills learnt in Jeff can be passed on to WW2 and those learnt in Commedia can be passed into Comedy, script writing and monologues/duologues. Romeo and Juliet thematic exploration will also be passed into games as stimuli and script writing.

How do your curriculum choices contribute to the student's cultural capital?

Skill based learning and understanding – Introduction to Drama and scripts
Workshop style lesson – Games as Stimuli and Fairytales and practitioners
Understanding of the world of work – Script writing year 9
Classic texts – Romeo and Juliet
Understanding of style/genre – naturalism, classical and comedy
Historical contexts of language and theatre – Commedia Dell'Arte, Shakespeare, Script Writing

Key Stage 4

What is your curriculum intent for Key Stage 4?

In-depth understanding of texts – forming an opinion in a critical way for live theatre – understanding theatre makers roles in performances – exploring design in theatre – understanding how different practitioner influences can change a performance creating alternative interpretations – critical thinking via their devising logs

How does Key Stage 3 prepare students for Key Stage 4?

Exploration of scripts/texts – introduction to scripts/script writing/monologues and duologues/Romeo and Juliet
Set texts – Romeo and Juliet/Jeff/Rosa Parks
Context explorations – Jeff/Rosa Parks/WW2/Commedia Dell'Arte
Understanding theatre makers roles – Script writing
Practitioner influences creating an alternative interpretation – Fairytales and practitioners/Styles and Genres
C2 Preparation – Styles and genres/monologues and duologues/Romeo and Juliet
C1 preparation – Games as stimuli/Jeff/Rosa Parks

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
(2020/21) Writing – A range of practitioner theories, styles and genres to put into practice for their Component 1 Exam Exploration of stimuli – In preparation for their component 1 exam Range of Scripts and their features – In preparation for their Component 2 Exam Design Subject Terminology and meaning Set Texts exploration and understanding – The Crucible	Writing – Understanding the Exam for The Crucible – performer questions Exploration of stimuli – In preparation for their component 1 exam Writing – Live Theatre Review Range of Scripts and their features – In preparation for their Component 2 Exam Completion of Component 1 coursework portfolios and devising using stimuli	Writing – understanding the exam for The Crucible – design questions C2 Coursework – set scripts and performance for external examiner Live theatre and C3 Revision

Why do they study it in that order?

Year 9 – Understand different practitioners, styles, themes and genres to be able to put it into practice. Completing mocks/tasters in order of how they would do them over the GCSE course.

Year 10 –Breaking up the course into Theory and practical alternates to make the schemes accessible and engaging to students who are kinesthetic learners. Placing exam preparation first to allow time to adapt and be flexible with lesson planning as Component 1 preparation and Component 2 preparation can take less time if needed. Completing Component 1 at the end of the year so they have 40% of their GCSE complete before year 11 so they can focus on Component 2 (20%) and the written exam (40%).

Year 11 – The component 2 coursework must fall in the window Edexcel give January-March so this means any exam preparation must be done before that to allow time to revise before the exam.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Significant overlap of skills and subject terminology throughout the lessons. Both year 9/10 follow a similar structure to embed knowledge and add a sophistication of knowledge in year 10/11.
Each year we cover different scripts embedding skills allowing for a confident outcome for the coursework practical. Dividing the set text into design and performer allows the pupils to focus on one element at a time to ensure knowledge is embedded and not overwhelming, however both terminologies are learnt and explored in year 9 so this is revisited in both ks4 years.

How do your curriculum choices contribute to the student's cultural capital?

Accessibility of technology and design options/understanding of theatre makers and the world of work
Accessibility to theatre shows/trips

Key Stage 5

What is your curriculum intent for Key Stage 5?

Engage with more theoretical ideas of influence in theatre and theatre concepts through understanding the role of different theatre makers and how to apply it themselves to create a concept

How does Key Stage 4 prepare students for Key Stage 5?

Critical evaluation of design concepts and understanding of practitioner influence.
Script preparation for Component 2 from script learning and understanding in Component 2 at GCSE
Stimuli preparation from Component 1 from devising using stimuli in Component 1 at GCSE

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
1. Practitioners 2. C1 preparation 3. C1 coursework – stimuli under the influence of a practitioner and portfolio 4. C3 Section A preparation – Live Theatre – review option only 5. C3 Section B Preparation – Set Text Equus – performance and design options	1. C3 Section C Preparation – Set text Woyzeck concept under the influence of a practitioner 2. C2 coursework – monologue/duologue and group performance 3. C3 Revision

Why do they study it in that order?

Practitioner first as new ones will be learned at A Level which they have to use for their C1 coursework a term later. Section A and B of the exam over 12 weeks as these are the shorter parts of the exam. Section C, 15 weeks to study after summer of learning about it for homework as this is the longer part of the exam. C2 coursework as that is the window option given by Edexcel. Revision before exam.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Range of skills and subject terminology learnt will be used throughout lessons, from year 13 there will be a mock assessment of the exam every 4 weeks despite practical work as revision will be set as homework.

How do your curriculum choices contribute to the student's cultural capital?

Accessibility to live theatre trips and the world of work in theatre – creating their own design concepts and accessibility to the design technology.

How do you prepare students for learning beyond Key Stage 5?

Seminar and lecture style teaching, presentations, formal essays, independence in coursework

Economics

Our vision for the Economics curriculum at Stanborough is that the students who study economics understand the importance and the relevance of the subject in relation to the problems we face at both a micro and a macro level across the globe.

Key Stage 5

What is your curriculum intent for Key Stage 5?

Our curriculum Intent is to ensure that students gain a full understanding of key economic theories and principles as they complete the A Level course. We expect students to be apply to apply their knowledge and understanding of economics to make sense of what is happening in the local, regional, national and international economy at the moment. We want students to both think like economists and offer solutions from economics in relation to key issues faced at the moment. We also want students to develop and love for and a respect for the subject (which includes its limitations) through their study of the subject over the course of their studies.

How does Key Stage 4 prepare students for Key Stage 5?

Economics is not offered at Key Stage 4, but many students who take the subject have studied Business Studies at GCSE level and therefore have an understanding of some key principles of business operation, pricing policies and some basic macroeconomic understanding

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Economic methodology Price determination Production, costs and revenue Behavioral economics Measuring economic performance How the macroeconomy works Economic performance Financial markets Macroeconomic policy	Market failure Market structure Distribution of wealth and income The labour market The international economy

Why do they study it in that order?

Careful thought is given in terms of the teaching of key components to ensure that Year 12 provides students with a basic grounding in key economic principles and concepts. Year 13 has a stronger focus on the application of these basic concepts in terms of studying more 'applied' topics that allow students to use their economic understanding to analyse key issues such as inequality and globalization.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The nature of the subject demands that students are regularly and routinely revisiting prior learning to reinforce their learning. The start of most lessons will recap on prior learning. In year 13, regular multiple choice tests are given and students are always encouraged to select knowledge and understanding from across the specification when they are planning and writing their extended answers. Students are taught throughout the course to think like economists and draw upon all of the knowledge they have to analyse an issue or answer a question. It is also made very clear to them that the learning in economics is often very sequential, hence students must be continually reinforcing and embedding their prior learning.

How do your curriculum choices contribute to the student's cultural capital?

As a natural part of virtually all lessons students are encouraged to look at what is happening in the world at all levels and to try and understand the issue and often the solution through the eyes of an economist. This not only helps their learning, but also, it shows them the relevance and significance of the subject in today's society.

How do you prepare students for learning beyond Key Stage 5?

Regular reference is made to the study of Economics and related subjects during the course and the skills and knowledge needed for success in this area. Students are encouraged to talk to staff about further study in the subject. Students who have gone on to study the subject are used and referred to as part of the teaching.

English

Our vision for the English Curriculum at Stanborough is to enable students to appreciate how language can be used for inspiration, information and impact within the classroom and beyond.

Key Stage 3

What is your curriculum intent for Key Stage 3?

To build on the work done at KS2 on SPAG. To encourage wide independent reading and study in detail some more challenging texts. To write well organized whole texts with paragraphs and cohesion features.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Elements of SPAG but it has not been made secure. The selection and interpretation of significant details. Writing for form, audience, purpose. Making presentations.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Students are taught how to use paragraphs to organize texts for clarity and effect. They are introduced to literary terminology to support their appreciation of texts. They learn about the importance of social and historical context. They engage in debates about the events, characters and ideas of texts.

What do students cover in Key Stage 3? When do they study it?

Year 7

- Writing for different purposes – narrative, descriptive, persuasive
- Whole texts – Graveyard Book, Midsummer Night's Dream
- Non-fiction texts – media
- Media texts – persuasive language in advertising
- Speaking and listening – learning and presenting poetry
- Independent reading – once a fortnight,

Year 8

- Writing in different genres – gothic writing, travel writing
- Whole Texts – Christmas Carol, Journey's End
- Non-fiction texts – travel writing, WW1 letters, diaries (context)
- Other times and places – Christmas Carol, Poetry from Other Cultures
- Independent reading – once a fortnight
- Speaking and listening – formal presentation about careers

Why do they study it in that order?

In Year 7 we focus on word and sentence level work for the purposes of description and persuasion and in Year 8 we focus on text level work. In Year 7 we teach students how to navigate whole texts and make cross-references and in Year 8 we look at texts in their social and historical context. In writing, in the same way, we concentrate on word and sentence level work in Year 7 and then consider whole text cohesion in Year 8.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

We have reintroduced a second Shakespeare play and increased our emphasis on SPAG and speaking and listening to ensure that we adhere completely to the National Curriculum.

How do you ensure students embed knowledge? What do you revisit? When?

In both reading and writing the word level and sentence level focus of Year 7 is revisited in Year 8 and place in the wider context of the whole text and its social and historical context.

How do your curriculum choices contribute to the student's cultural capital?

Understanding of the world of work – advertising (Y7) and careers (Y8)
Classic texts – Midsummer Night's Dream, Christmas Carol
Understanding of genre – gothic, travel
Social and historical context of literature – WW1, other cultures, 19th century, 16th century

Key Stage 4

What is your curriculum intent for Key Stage 4?

In-depth understanding of individual texts as literary constructs. Making comparisons between texts. Understanding the contemporary relevance of texts. Effective structural techniques in reading and writing. Making critical evaluations of writers' ideas and how they present them. Beginning to consider alternative interpretations of texts.

How does Key Stage 3 prepare students for Key Stage 4?

Word and sentence-level analysis. Making different kinds of inferences. Understanding the social and historical context of texts. Having debates about texts. Learning how to read texts from the 19th century and appreciate poetry and non-fiction.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
Range of texts – Of Mice and Men, Knife that Killed me, Romeo and Juliet, poetry since 1789, short stories Features of texts – characterization, themes Range of responses to texts – analysis, comparison Writing – short stories, diaries, poetry, analytical essays Spoken language – debate and discussion about characters, themes	Range of texts – Jekyll and Hyde, Poetry from 1789, extracts from fiction and literary non-fiction Features of texts – argument, persuasion, perspective, bias Range of responses to texts – synthesis, critical evaluation Writing – letters, talks, autobiography, magazine articles, short stories Spoken language – making a presentation	Range of Texts – An Inspector Calls, Poetry from 1789, extracts from fiction and literary non-fiction Exam Practice and Revision Writing – letters, talks, autobiography, magazine articles, short stories

Why do they study it in that order?

Year 9 – The texts we study in Year 9 deal with more mature themes and have clear social and historical contexts and themes with contemporary relevance. We do work on making comparisons between texts, especially poetry, to prepare for GCSE without necessarily studying GCSE poems. They learn how to construct more academic responses to texts and how to organize discursive essays which consider alternative interpretations of texts. Students practice writing well-structured short stories with effective vocabulary and sentence structure in preparation for GCSE.
Year 10 – We focus on non-fiction as preparation for the GCSE Language exam paper. We explore the structure of argument, point of view, bias, counter argument. Students of this age are more ready and able to engage with abstract ideas with contemporary relevance. We also study three of the four GCSE texts, covering the big picture of characters and events so that students know their way around texts.
Year 11 – We study the final GCSE text, An Inspector Calls, here because it is an engaging start to Year 11. It also allows for the practice of a wide range of skills in preparation for Year 11 mock exams because it can be studied alongside relevant non-fiction texts. There are also useful cross-references to be made with Romeo and Juliet and Jekyll and Hyde. We revisit the three GCSE texts studied in Year 10 looking at the themes and ideas addressed by each text, learning how to make cross-references and practicing close analysis.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Significant overlap of skills between Language and Literature, e.g. analysis, comparison, evaluation
Each year we cover different types of writing but revisit basic reading and writing skills

How do your curriculum choices contribute to the student's cultural capital?

Literary heritage - social and historical context of texts in 19th, 20th and 21st centuries – understanding of conflicting ideas about society in literary and non-literary texts from different times and places – ability to engage with and understand different points of view - ability to present own ideas clearly and persuasively – detecting bias in others' writing and providing evidence e based argument in own writing

Key Stage 5

What is your curriculum intent for Key Stage 5?

To engage with more theoretical ideas about language and literature and to engage in academic debate. To study genres of literature rather than individual texts. To understand how language is used in real-life discourse events.

How does Key Stage 4 prepare students for Key Stage 5?

Critical evaluation of ideas and arguments prepares for encounter with different views and alternative interpretations of texts. Comparison skills learned at KS4 set the scene for studying A-Level texts as examples of specific genres, e.g. tragedy. The study of 19th century texts in KS4 lays a foundation for studying texts from 1600 forward in both language and literature.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Language – linguistic approaches to language study – influence of social groups on language – history of English language - how language has changed and is changing – child language acquisition Literature – introduction to genre, tragedy, social and protest writing, Othello, Tess of the D'Urbervilles, William Blake, The Kite Runner, independent reading	Language – coursework: original writing and commentary and language investigation Literature – literary theory: poetry and prose, Death of a Salesman, Handmaid's Tale

Why do they study it in that order?

Language – need to introduce language frameworks/levels and practice applying to texts and cover range of topics before doing coursework – independent choice given so students need to have more ownership of their studies.

Literature – through knowledge of genre and texts sets scene for application of a range of literary theories in Year 13 which underpin the coursework - independent choice given so students are working more independently.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Language – production of coursework autumn Year 13 requires revisiting a range of skills from Year 12
Literature - use texts studied in Year 12 (and earlier) to apply literary theory in Year 13

How do your curriculum choices contribute to the student's cultural capital?

Language – aware of significance in society of language choices and social and historical background to the language we use. Literature – literary heritage, contemporary relevance of debates within literature

How do you prepare students for learning beyond Key Stage 5?

Seminar and lecture style teaching, presentations, formal essays, independence in coursework

Finance

Our vision for the Finance Curriculum at Stanborough is:

To enable students to make informed and confident decisions regarding their finances.

Key Stage 5

What is your curriculum intent for Key Stage 5?

The Finance curriculum Intent is to ensure that students develops the knowledge and skills required for young people to make informed financial decisions. Finance introduces them to the risks and challenges involved in personal finance and aims to instill the tools for effective planning so that students can take ownership.

How does Key Stage 4 prepare students for Key Stage 5?

GCSE Business offered at Key Stage 4 covers some elements of personal finance and there are key transitional topics such as PESTAL, SWOT analysis and segmentation.

What do students cover in Key Stage 5? When do they study it?

Year 12

Some topics covered include:

- Understand the value and purposes of money.
- Understand the concept of the personal life cycle and the impact of external influences.
- Understand the features of different types of financial services product.
- Understand the role of key stakeholders in financial services provision.
- Understand the characteristics of financial products for managing money.
- Understand how to manage finance in the short term and the impact of poor decision making and unforeseen circumstances.
- Understand the impact of legislation and regulations on earnings and the key features of income tax and National Insurance.
- Understand an individual's financial needs through the various life stages.

Year 13

Some topics covered include:

- Understand how financial services providers work and the competitive environment in which they operate.
- Understand the importance of sustainability for financial services providers and systems.
- Understand the influences of external factors upon financial services providers and the impact on the products and services they provide.
- Understand the effectiveness of marketing materials produced by financial services providers.
- Understand approaches used by financial services providers to attract, retain and satisfy consumers.
- Understand how market segmentation and product development are used to meet the needs, wants and aspirations of financial consumers.

Why do they study it in that order?

As stipulated by the exam board due to when the exams are set i.e. unit 1 has to be covered from Sept – Dec due to unit 1 exams in January.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students regularly revisit prior learning to reinforce their learning. Each topic links into previous topics learnt hence the need to revisit.

The start of most lessons will recap on prior learning often generated from student homework. Students in Year 13 DipFs are taught throughout the course to draw upon their Year12 CeFs knowledge as this is the foundation to their learning in Year 13. Students keep up to date with Finance news and the economy which is also something we embed into the lessons to keep the taught lessons up to date and relevant.

How do your curriculum choices contribute to the student's cultural capital?

The course gives students an insight into both personal finance and how financial decisions are based on the needs, wants and aspirations of individuals. Every single element of the course will be useful throughout life from interest rates to pensions.

Students have the opportunity to explore different financial roles from accountancy to stockbroking. They have opportunities to listen and engaging with guest speakers, take part in prestigious finance competitions such as the 'Investor Challenge'. Many of our students have part-time jobs and are able to work out how much tax they should be paying, what their NI pays for, what their employment rights are and much more.

How do you prepare students for learning beyond Key Stage 5?

The KS5 courses offered prepare and lead students for higher education and can also support learners who want to progress directly to employment in finance related jobs / apprenticeships. We have conversations with all students who want to pursue a finance pathway and write students UCAS. We support our students with their own personal statements and make them aware of key open days for university / apprenticeships etc. We work collaboratively

with the LIBF and our successful students have been able to secure the limited placements at their university. We call in previous finance students as guest speakers who discuss their career pathways. We utilise websites such as Uni-Frog to further prepare students for learning beyond KS5.

MFL – French

Our vision for the MFL French Curriculum at Stanborough is to instill a love of languages among our students and broaden their horizons to allow them to travel, study and work in a variety of careers all over the world. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At Stanborough we are passionate about language learning and our MFL curriculum aims to foster students' curiosity and deepen their understanding of the world, as well as being challenging and inclusive.

Key Stage 3

What is your curriculum intent for Key Stage 3?

MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship. The KS3 curriculum allows students to explore diverse topics and more complex grammar, allowing them to express themselves in a foreign language.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

The curriculum builds on prior learning at KS2 by reinforcing vocabulary, basic grammar and transactional language.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

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The curriculum sequences knowledge and skills, revisits and builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8
We teach and practice three main bodies of knowledge fundamental to progress for language pupils in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar. We will follow the NCELP SOW as they ensure the skills and language are revisited through out the year within 6 units of work. The teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax). Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow pupils to manipulate verbs and regularly create their own sentences in speech and writing.	The focus this year will also be on phonics and vocabulary and grammar taught within the topics of: Autumn Holidays Family relationships Spring: Technology Jobs Healthy living Summer: Media and French culture Study of a French film "Les Choristes"

Why do they study it in that order?

The curriculum planning emphasizes this transparent explanations and abundant practice, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning. Planning in years 7 and 8 is in line with the Review of MFL Pedagogy and NCELP (National Centre for Excellence for Language Pedagogy).

Does the Key Stage 3 coverage reflect the content in the national curriculum?

As stated in the national curriculum, teaching focusses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It will also provide suitable preparation for further study

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Each lesson will begin with a starter designed to revisit language learnt previously that week or the month or the term before. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

How do your curriculum choices contribute to the student's cultural capital?

Lessons begin with a Do it Now activity focusing on aspects of the culture where the language is spoken. We aim to enrich students' knowledge of English (or their mother tongue) through comparison of the language and relate topics to the culture of another country. We will also use authentic resources where applicable.

Key Stage 4

What is your curriculum intent for Key Stage 4?

Through studying a GCSE in a modern foreign language, students will develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE will also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

How does Key Stage 3 prepare students for Key Stage 4?

The curriculum builds on prior learning at KS3 through the phonetics, vocabulary and grammar studied and the language skills learnt, namely listening, reading, writing, speaking and translating. We introduce grammar at KS3 as part of a passive/intuitive learning of the past tense for example, but then revisit these in more depth at KS4.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
Theme 1: Identity and culture **Autumn term**: Topic 1: Me, my family and friends • Relationships with family and friends • Marriage / partnership **Spring:** Topic 2: Technology in everyday life • Social media • Mobile technology Topic 3: Free-time activities • Music • Cinema and TV **Summer term:** • Food and eating out • Sport Topic 4: Customs and festivals	**Theme 2**: Local, national, international and global areas of interest **Autumn term:** Topic 1: Home, town, neighbourhood and region Topic 2: Social issues • Charity/volunteer work • Healthy/unhealthy living **Spring:** Topic 3: Global issues • The environment • Poverty/homelessness **Summer term:** Topic 4: Travel and tourism	**Theme 3**: Current and future study and employment **Autumn term:** Topic 1: My studies Topic 2: Life at school/college **Spring term:** Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions

Why do they study it in that order?

In years 9, 10 and 11, the planning prepares for current GCSE content and examinations, which builds on the core

grammar and high-frequency vocabulary outlined in the programmes of study for Key Stages 2 and 3. We do this by working through one theme per year (as specified in the AQA SOW). The SOWs are designed to recap knowledge at the beginning of each module and students are then expected to build on that through targeted skills development and regular assessment.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The curriculum builds on prior learning at KS3 by revisiting many of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication. The five skills of listening, speaking, reading, writing and translation are developed across the range of topic areas. Each lesson will begin with a starter designed to revisit language learnt previously that week or the month or the term before. The resources are specifically designed to enhance vocabulary retention, linguistic manipulation and fluency, tailored to meet the demands of the GCSE exam.
Teaching is based on a differentiated course (Foundation or Higher) across Years 10 and 11, alongside an online languages website which students can access independently so they can revisit vocabulary and grammar that require further development.

How do your curriculum choices contribute to the student's cultural capital?

Lessons begin with a Do it Now activity focusing on aspects of the culture where the language is spoken. In addition, we aim to enrich students' knowledge of English (or their mother tongue) through comparison of the language and relate topics to the culture of another country. We also use authentic materials where possible. Furthermore, study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.

Key Stage 5

What is your curriculum intent for Key Stage 5?

Language students at will be equipped with the skills necessary to interact in everyday situations in French and Spanish-speaking countries. They will be confident communicators, capable of articulating ideas, desires and needs in various contexts. They will appreciate the value of language-learning and understand more about the cultures of the languages studied. This understanding will help them develop a greater sense of their own identity and appreciate the values and diversity of local and global communities. Through language-learning, they will develop a range of soft skills, including independence, resilience, research and teamwork.

How does Key Stage 4 prepare students for Key Stage 5?

While the students have good knowledge of vocabulary and grammar at KS4, their grammatical knowledge is built upon in the first term to bridge the gap between GCSE and A level.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Autumn **The changing nature of family** Relationships with parents, grandparents, and children Single parent family, single sex families and adoption, Life as a couple – new trends **The 'Cyber-society'** How does digital technology facilitate daily life? What are the dangers of cyber-society? Who are the internet users? **Grammar revision** **Spring** **The place of voluntary work** Who are the volunteers? The voluntary sector in France.	**Autumn** **Positive features of a diverse society** Enrichment brought by ethnic diversity Diversity, tolerance and respect Diversity – a lifelong learning curve. **Life for the marginalised** Who are the marginalised? What help can they benefit from? What is the society's attitude towards the marginalised? **How criminals are treated** What is society's attitude towards criminals? Prison – success or failure? Other sanctions for criminals **Works: in depth study of a film**: La Haine

Volunteering work: what are the benefits for those that are helped? Volunteering work: what are the benefits for the volunteers? **A culture proud of its heritage** The local, regional and national heritage. How does heritage reflect culture? Heritage and tourism. **2nd half spring term** **Work: in depth study of** L'Etranger and La Haine **Summer** **Contemporary francophone music** The diversity of contemporary francophone music. Who listen and like this music? How to protect this music? **Cinema: the 7th art form** Why is it called the 7th form of art? Cinema – a national passion? Evolution of cinema– the main aspects **Work: in depth study of a literary book:** L'Etranger **2nd half term: Launch of Independent research project.**	**Spring:** **Teenagers, the right to vote and political commitment** For and against voting rights for young people Teenagers and political involvement– motivated or demotivated? Future developments for politic **Demonstrations, strikes – who holds the power?** Demonstrations and strikes – are they useful? Different attitudes towards political tensions **Politics and immigration** Political solutions to the immigration issue. Immigration and the different political parties The political involvement of immigrants **Summer:** Intensive and comprehensive exam preparation. All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.

Why do they study it in that order?

In the first year of study, A Level topics are chosen because they are familiar to students as they have studied 'Family and relationships', 'Technology' and 'Medias' at KS4. However, more controversial aspects of society are added during the 2-year course. This is because the topics studied will then lead to more meaningful discussions and class debates, which will enable students to improve and practice higher level language skills. The grammar also revises what has been learnt at KS4 but more tenses and complex structures are added.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The curriculum builds on prior learning at KS4 by revisiting many of the same topics to deepen knowledge and increase linguistic and grammatical sophistication. The five skills of listening, speaking, reading, writing and translation are developed across the range of topic areas. Each lesson will begin with a starter designed to revisit language learnt previously that week or the month or the term before. Previously learnt related content will also be used before moving on to new material. The resources are specifically designed to enhance vocabulary retention, linguistic manipulation and fluency, tailored to meet the demands of the A Level exam.

How do your curriculum choices contribute to the student's cultural capital?

Students learn to communicate at a high level in French, through the study of topical issues and cultural matters.
Authentic materials are drawn from many sources, including the French media.
Speaking skills are developed through one-to-one/two sessions with the French FLA.

How do you prepare students for learning beyond Key Stage 5?

A level French is a vibrant course that combines well with many other subjects, leading to a wide range of opportunities at university and in the world of work.
Students take responsibility for their own learning and developing skills to a high level.

Geography

Our vision for the Geography Curriculum at Stanborough is:

To have an exciting and engaging curriculum offering, where students develop a curiosity about the world whilst developing geographical knowledge and skills to provide them with the tools needed throughout their education and beyond.

Key Stage 3

What is your curriculum intent for Key Stage 3?

The aim for geography at KS3 is to allow students to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Students will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time, whilst they will also be competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The subject content for students in KS3 will help encourage an enquiring mind and a curiosity about the world in which they live and how it works, and will securely lay the foundations for those going on to study geography at GCSE.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

During key stage 2 pupils should have extended their knowledge (which should have been developed in Key Stage 1) and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

For a complete list of what should have been taught at KS2, please consult the Key Stage 1 and 2 national curriculum, which can be found on the government website.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Gaps in their knowledge are addressed through threading an overall theme of starting local and moving to global. Where a topic does not lend itself particularly well to this approach, learning will be developed through a journey style, e.g. for river from source to mouth. In addition to this, all year 7 students start off with a "what is geography?" module which will equip them with the tools and knowledge of geographical skills to allow them to progress through the course.

What do students cover in Key Stage 3? When do they study it?

Year 7

The following topics will be studied during year 7 from the Autumn term to the summer term:

1. What is geography? – Covering introduction to physical and human geography, the UK, maps and map skills and places around the world
2. Wonderful weather and crazy climates – Covering what weather and climate is, influences on them, microclimate investigation and climates around the world
3. The power of nature pt. 1 – Covering rivers and how they shape the land, how humans interact with rivers, the problems they create and solving them.
4. Population and settlement – Covering where do people live and why, the population of Welwyn and how population is changing around the world
5. Unstoppable China? – Covering where China is, what has shaped its borders, population and resources and China's links with Africa

Year 8

The following topics will be studied during year 8 from the autumn term to the summer term:

1. Money, money, money! – Covering what an economy is and how our economy is linked with the world.
2. The end of the world – Covering climate change and the impact locally, nationally and internationally, and what can be done to stop it.

3. Nature's treasure chest – Covering the earth's natural resources, where they are located and if they will run out, in addition to what sustainability means.
4. Where's all the money? – Covering quality of life, development and inequality, improving settlement and the sustainable development goals.
5. All about Africa – Covering its location, where the population lives and how Africa is developing.

Year 9

The following topics will be studied during year 9 from the Autumn term to the summer term:

1. The power of nature pt. 2 – Covering glaciation in the UK and glaciation in the Himalayas and the conflicts between humans and glaciated landscape.
2. Our restless planet – Covering hazards with a focus on Tectonic Hazards, the impact of hazards on different places and living in hazardous environments.
3. Cool coasts – Covering how the UK coastline has been changed, how coastal landscapes have been formed if we should protect them.
4. War and conflict – Covering the causes of conflict, the role of geography on conflict and vice versa, the impact of conflict on development and the impact on me.
5. The Middle East – Covering where is the Middle East, the physical geography of the region and why there is conflict in the middle east

Why do they study it in that order?

The order ensures key concepts are introduced, learnt and then practiced allowing the students to make progress on later topics. In year 7, pupils start with the foundations of geography – i.e. what is meant by human and physical and how to read maps. This allows students to identify key landforms, for example characteristics of a river and glaciated environment and these skills will be reinforced through the three year course.

The remaining topics have been arranged based on complexity and familiarity, so for example glaciation, hazards, coasts, war and conflict and the Middle East are all featured in year 9 because they are topics that will be far more abstract to the students, as students are unlikely to have encountered them in terms of their own personal geographies. However, many of the concepts that are included in these topics will have been covered in years 7 and 8, e.g. the different types of erosion.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes – KS3 structure is based on the National Curriculum, with topics chosen reflecting those outlined in the National Curriculum.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Teachers of the content are supported with work schemes which indicate the skills that should be developed during the course of the lesson, in addition to the key learning objectives. Teachers use a variety of evidence led best practice and the sharing of this forms a regular part of subject meetings. Homework is set on a regular basis and includes answering questions and shorter projects whilst key skills such as map reading and interpretation skills are embedded throughout the course.

How do your curriculum choices contribute to the student's cultural capital?

The geography curriculum has been designed to contribute to the student's cultural capital through the accumulation of geographical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. The schemes of work helps pupils to learn about and understand environments and cultures beyond their own familiar locality, for example learning about key topics such as the economy, climate change and natural resources allows pupils to acquire the knowledge to take part in some of the big conversations that will shape their future.

Key Stage 4

What is your curriculum intent for Key Stage 4?

We follow the AQA exam board GCSE 1-9. The aims and learning outcomes of the course are to:

- allow students to develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the inter-relationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

How does Key Stage 3 prepare students for Key Stage 4?

At Key Stage 3, pupils are introduced to the many of the big ideas and skills that underpin much of the subject matter that is covered at Key Stage 4. At Key Stage 4 these ideas are revisited but in greater detail. In year 9, students also start to practice higher order skills, including reasoning, judgment and decision making.

What do students cover in Key Stage 4? When do they study it?

Year 10

The following topics will be studied during year 9 from the Autumn term to the summer term:

1. Hazards
2. Changing economy of the UK (Introduction)*
3. Urban change in the UK
4. Urban sustainability
5. Urban change around the world
6. Glacial landscapes of the UK
7. Coastal landscapes of the UK
8. Fieldwork 1: Physical fieldwork

*Changing economy of the UK to be taught as an introduction due to relevance to Urban change in the UK. Full topic to be taught in line with economic development in year 11.

Year 11

The following topics will be studied during year 9 from the Autumn term until the end of the GCSE course when students leave in the build up to their exams:

1. Fieldwork 2: Human fieldwork
2. Economic development
3. Ecosystems
4. Tropical rainforests
5. Hot deserts or cold environments*
6. Issue evaluation

Why do they study it in that order?

Topics are studied in this order to allow the pupils to start at the local/regional level before moving on to national and international. Some topics as outlined in the AQA exam spec have been split (economic change and development) to ensure pupils have knowledge that allows for greater understanding of other topics (e.g. UK economic change before then looking at Urban change in UK). Fieldwork is split into the end of the summer term and beginning of autumn term to take advantage of the favourable weather conditions and not overwhelm the students with fieldwork techniques, and take advantage of the summer holidays for write up.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The topics chosen for the start of the GCSE course are ones that are taught (albeit in less detail) at Key Stage 3, so children will already be familiar with the big ideas. This will be built on by re-visiting them and building on them. Pupils are assessed throughout the course through:

- In class questioning
- Practice exam questions, tests and mocks
- Using evidence led best practice approaches to teaching

How do your curriculum choices contribute to the student's cultural capital?

The geography curriculum has been designed to contribute to the student's cultural capital through the accumulation of geographical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. The schemes of work helps pupils to learn about and understand environments and cultures beyond their own familiar locality. Topics such as development and economic change stimulate discussion and emotions in students equipping with them with the objective evidence to challenge misconceptions about the world they live in.

Key Stage 5

What is your curriculum intent for Key Stage 5?

The A-level geography course follows the AQA exam specification. The course aims to allow students to develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global, whilst also developing an in-depth understanding of the selected core and non-core processes in physical and human geography at a range of temporal and spatial scales. Pupils will be able to recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today. Pupils will also develop transferrable skills that can be used post education, for example, becoming confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and being able to articulate arguments and opinions in writing and verbally. Finally, pupils will understand the role fieldwork plays as a tool for understanding and generating new ideas and knowledge about the world and become skilled in planning , undertaking and evaluating fieldwork in appropriate locations.

How does Key Stage 4 prepare students for Key Stage 5?

Students studying geography at Key Stage 4 are introduced to key human and physical processes vital for understanding the world from a geographical point of view. In addition to this, they are introduced to the concept of fieldwork and are required to select, analyse and interpret human and physical geographical data in order to reach conclusions, and identify areas for improvement with their fieldwork study. These processes and techniques are revisited but with more detail and rigour at KS5.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
1. Global systems and global governance 2. Changing places 3. Water and Carbon Cycles 4. Coastal environments 5. NEA (Non Examined Assessment)	1. NEA (Non examined assessment) continued from year 12 2. Contemporary urban environments 3. Hazards

Why do they study it in that order?

Pupils study the topics in this order as it allows for the development of conceptual understanding. Global systems and global governance has high order challenging concepts that need to be understood in order for these concepts to be applied to changing places, which is taught later on. Similarly, the understanding of natural cycles is essential

for an in depth understanding of coastal environments. The spread of conceptual knowledge across years 12 and 13 allows for the application to the NEA.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Pupils embed knowledge through a broad range of techniques including the following:

- Extended writing, data analysis short questions and detailed source analysis
- Regular testing takes place after each topic has been completed, whilst essay questions are regularly completed for homework and marked throughout the course of term
- Key concepts are revisited during teaching for applicable topics, whilst the NEA offers the opportunity for independent study and applying the concepts taught in the examined content.

How do your curriculum choices contribute to the student's cultural capital?

The geography curriculum has been designed to contribute to the student's cultural capital through the accumulation of geographical knowledge (place, space and environment) and skills that a student can draw upon demonstrating their cultural awareness and knowledge, such as analysis, reason, balance, opinions and judgement. The schemes of work helps pupils to learn about and understand environments and cultures beyond their own familiar locality, whilst understanding of key human and physical processes allows pupils to understand the mechanisms underpinning the world they will live and work in. Topics such as changing places seek to explore the link between key societal decisions and the changes seen by a particular area, whilst global systems and global governance helps pupils understand the role of governance in managing key geographical regions.

How do you prepare students for learning beyond Key Stage 5?

The NEA provides students with the opportunity to investigate a key area of geography of their own choosing. The submitted assignment is 4000 words and requires a similar skillset and approach to that expected of a university dissertation, for example identifying a question to investigate, researching the theory and collecting data. In addition to this:

Students are provided with the knowledge and geographical skills that will allow them to progress from key stage 5 to:

- Higher education courses such as those with close links to social sciences such as law, politics, environmental science, economics and geography
- Other higher education courses in unrelated subjects
- Vocational qualifications
- A wide range of apprenticeships in areas such as land management, project management and planning, town planning, environmental management, geoscience, cartography. The full list can be found on www.apprenticeships.gov.uk.

Government & Politics

Our vision for the Government and Politics Curriculum at Stanborough School is to help students gain a coherent knowledge and understanding of government and politics in the UK and the wider world. This will equip Stanborough students to engage confidently and knowledgeably with political debate and current affairs, and to become politically aware citizens. In lessons we aim to inspire students' curiosity to know more about the world around them and the way it is governed. We aim to train students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Politics helps students to understand the complexity of society and government, the various forces and factors which influence politics and society, and the debates which have shaped and continue to shape the world we live in.

Key Stage 5

What is your curriculum intent for Key Stage 5?

We follow the specification for the Edexcel exam board. We aim to develop politically aware students, equipped to engage with & understand politics in the UK and the US. This supports the teaching of skills such as debate, source analysis, extended writing; critical thinking and reading

How does Key Stage 4 prepare students for Key Stage 5?

This is a new subject at A level – but builds on cross-curricular skills – source analysis, critical thinking, debate. It links particularly well with GCSE history.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Component 1: UK Politics & Core Political Ideas Component 2: UK Government & Nationalism (non-core political ideas)	Component 3: US Politics (with comparative focus between US and UK political systems)

Why do they study it in that order?

Teaching follows the order of the exams. Students are required to make synoptic links between the material in Component 1 and Components 2 and 3; we teach component 1 first to provide students with the knowledge they require to make those links. Component 3 is taught in year 13 once they have thoroughly understood the UK element. This is so they have the grounding to make developed comparisons between the two different countries.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Extended writing; quizzes; reading articles for home learning. The structure of the course means that knowledge from component 1 is continually reinforced and embedded throughout the two years
Exams throughout course to revisit and embed learning

How do your curriculum choices contribute to the student's cultural capital?

The politics curriculum has been designed to contribute to the student's cultural capital through the accumulation of political knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge.

How do you prepare students for learning beyond Key Stage 5?

Home learning & presentations to prepare students for independent learning at university & seminar-style teaching
- Higher education courses, such as degrees in Politics or in related subjects such as History, English literature, law, philosophy, economics or geography.
- Other higher education courses in unrelated subjects
- Vocational qualifications such as the BTEC Level 4 HNC Diplomas and BTEC Level 5 HND Diplomas
- A wide range of careers in areas such as politics, civil service, national and local government, journalism and media, education, libraries.

History

Our vision for the History Curriculum at Stanborough is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world which will help them reflect on contemporary issues. It is worth remembering that "history is to society what memory is to the individual." As persons deprived of memory become disoriented and lost, so too would young people have a shallow view of the world we live in without an understanding of the past. In lessons we aim to inspire students' curiosity to know more about the past. We aim to equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Key Stage 3

What is your curriculum intent for Key Stage 3?

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

Students should develop study skills such as independent research.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first
- Civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Year 7 starts with an introduction to History that has a focus on general historical knowledge and core skills building on what students have learnt at KS2. Their understanding of key historical concepts will be assessed in a (baseline) assessment following this 2 week unit.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8	Year 9 (2022-23)
- Key Skills: An introduction to History - Medieval Britain 1066-1509: Anglo Saxon and Norman England - Medieval Britain 1066-1509: The Middle Ages and the Crusades - Medieval Britain 1066-1509: England at War in the Middle Ages - A Local History Study: Hertfordshire and Welwyn Garden City - World History: Voyages of Discovery - Britain 1901-Present: Titanic	- Britain 1509-1745: The Tudors - Britain 1509-1745: The Stuarts and the English Civil War - Britain 1509-1745: Change in London - Britain 1745-1901: Industrial Revolution and Victorian Society - Britain 1745-1901: Imperialism and Slavery and the British in India - Wider World 1901-Present: The Civil Rights Movement	- Wider World 1901-Present: World War One - Wider World 1901-Present: Irish Independence - Britain 1901-Present: The Suffragettes - Wider World 1901-Present: Causes of World War Two - Wider World 1901-Present: Events of World War Two - Europe 1901-Present: The Holocaust and Nazi Germany - Wider World 1901-Present: The Cold War

Why do they study it in that order?

The students study History primarily in chronological order with some exceptions to introduce topics that may increase interest in the subject.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes – This is reflected in the topic headings that match the national curriculum criteria.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, homework projects and short question answers.
- Prior learning is revisited in an end of year exam on course content and historical skills.
- The historical skills learnt in Year 7 are revisited in assessed work in Year 8 and in the Key Stage 4 curriculum.

How do your curriculum choices contribute to the student's cultural capital?

The History curriculum has been designed to contribute to the student's cultural capital through the accumulation of historical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. **Just some examples of topics which develop cultural capital are as follows:**

Historic meaning of Class and understanding the society in which they find themselves:
The Titanic (The terms working class, Middle class and Upper class are taught explicitly in the context of early 20th C Britain.)
Local history project in WGC which includes conducting oral interviews with older family members/local residents about the town in their childhood and visiting Mill Green Museum over the Easter holidays.
Understanding a history of racial discrimination:
Imperialism. (Includes a comparison of Victorian views on the British Empire to contemporary perspectives about this legacy.)
The Slave trade. Independent study on life of Olaudah Equiano.
The Civil Rights Movement in the USA
Apartheid in South Africa
The Holocaust
Religion:
The development of the Church, its power and symbolism through time. Understanding the reasons for differences between Protestants and Catholics. Understanding church symbols, e.g. Doom paintings and their purpose.
The Crusades and the positive impact for Britain from this exposure.
Impact of religion on reform (e.g. Quaker promotion of abolition of the Slave Trade)
British values
Importance of democracy and protest
English Civil War – concept of Monarchy & Divine Right challenged
E.G. Industrial Revolution Hwk task Writing a formally set out letter to an MP protesting against child labour/slavery around the world today

Key Stage 4

What is your curriculum intent for Key Stage 4?

We follow the Edexcel exam board GCSE 1-9. The aims and objectives of this qualification are to enable students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers and develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them is also a key skill. Students will need to organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

How does Key Stage 3 prepare students for Key Stage 4?

Through Key Stage 3 students develop knowledge that is relevant to the GCSE course and they develop a foundation for the skills required for the GCSE exams.
We are currently adapting KS3 Key assessments to using the wording of KS4 exam questions so that students build up the skills they will need to tackle GCSE questions.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
- British Depth Study: Anglo-Saxon and Norman England, c1060–88. - Modern Depth Study: Weimar and Nazi Germany, 1918-39.	- Thematic Study: Crime and Punishment in Britain, c1000-present. - Period Study: Superpower relations and the Cold War, 1941-91.	- Historic Environment: Whitechapel, c1870-c1900. Crime, policing and the inner city. - Recall and application of prior learning.

Why do they study it in that order?

- Students study the year 9 topics as there is some continuity with the topics that they have studied at KS3.
- There is some continuity between Anglo-Saxon and Norman England and the beginnings of the Crime and Punishment in Britain unit.

- Superpower relations and the Cold War has some more complex historiography and is therefore taught later in the course.
- The Historic Environment studying Whitechapel has some mature content and requires complex exam skills and is therefore studied last.
- The recall and application of prior learning is a very important stage of the year 11 course as students revisit topics they have learnt previously with a focus on applying that knowledge to exam criteria.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, and short question answers.
- Prior learning is revisited and assessed in exams throughout the course.
- The historical skills learnt in Key Stage 4 are revisited in assessed work throughout Key Stage 4 and in the Key Stage 5 curriculum.

How do your curriculum choices contribute to the student's cultural capital?

The History curriculum has been designed to contribute to the student's cultural capital through the accumulation of historical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. **Just some examples of topics which develop cultural capital are as follows:**

Historic meaning of class and understanding the society in which they find themselves:
Inner city poverty in Whitechapel: crime, policing and living conditions
The reason for the development of the Police force
Understanding a history of racial discrimination:
Anti-Semitism in Whitechapel: crime policing and the inner city
Nazi Germany and the persecution of the Jews
Religion:
Crime and punishment and the role of the church over 1000 yrs
Relationship of Church and state. Conflict of interests with Monarchy - Thomas Beckett
Ecclesiastical reforms under Normans
British values
Core principles of Justice, a Jury and the purpose of punishment (deterrence vs rehabilitation.)
Capital and corporal punishment in our past. Reasons for the abolition of the Death Penalty.
Capitalism vs Communism as economic models.
The importance of free speech, free elections and human rights through the study of Dictatorships (Germany and Cold War)

Key Stage 5

What is your curriculum intent for Key Stage 5?

We follow the Edexcel exam board A Level Route H. The aims and objectives of History A-Level are to enable students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. They will acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate, and build on their understanding of the past through experiencing a broad and balanced course of study. Students will develop as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds as well as developing their ability to ask relevant and significant questions about the past and to research them. They will acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional. Students need to develop their use and understanding of historical terms, concepts and skills and make links and draw comparisons within and/or across different periods and aspects of the past. Lastly, they need to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

How does Key Stage 4 prepare students for Key Stage 5?

Through the learning of historical and cross-curricular skills. However all KS5 units studied at Stanborough are new periods of History to our student

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
- Paper 1 Unit 1H: Breadth study with interpretations Britain transformed, 1918–97 - Paper 2 Unit 2H.1: Depth study The USA, c1920–55: boom, bust and recovery	- Paper 3 Unit 30: Themes in breadth with aspects in depth Lancastrians, Yorkists and Henry VII, 1399-1509 - Coursework. - Recall and application of prior learning.

Why do they study it in that order?

Units are taught in the order in which they are examined. This decision was influenced by the 'challenge' within each unit and the weighting towards the student's final grade. It was decided that the coursework would be taught in year 13 when students are at their most mature and able.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Coursework revisits a USA Boom and Bust topic in more depth in Y13.

- Students embed knowledge through a variety of techniques – Extended writing, timelines, short question answers, and source analysis.
- Prior learning is revisited and assessed in exams throughout the course.
- The historical skills learnt in Key Stage 5 are revisited in assessed work throughout Key Stage 5.

How do your curriculum choices contribute to the student's cultural capital?

The History curriculum has been designed to contribute to the student's cultural capital through the accumulation of historical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge. **Just some examples of topics which develop cultural capital are as follows:**

Historic meaning of class and understanding the society in which they find themselves:

Development of Youth Culture in 1950s and 1960s Britain
The development of the Welfare State post WW2
The impact of Thatcher's economic reforms on different communities in Britain

Understanding a history of racial discrimination:

Cultural change and persecution by the KKK in 1920's America
The changing status of minorities in 1950's America
The Wind Rush generation and racial discrimination in Britain

Religion:

The role of Church teaching in challenging new movements in 1960s Britain. E.g. legalising abortion

British values

The impact of Universal franchise on the changing political fortunes of the Conservative and Labour party
1970s Women's movement

How do you prepare students for learning beyond Key Stage 5?

Coursework develops skills to write a University level dissertation with the use of an independently sourced bibliography for a 4000 word essay.

Students are provided with the knowledge and historical skills so that they can progress from Key Stage 5 to:

- Higher education courses, such as degrees in History or in related subjects such as politics, English literature, law, philosophy, economics or geography.
- Other higher education courses in unrelated subjects
- Vocational qualifications such as the BTEC Level 4 HNC Diplomas and BTEC Level 5 HND Diplomas
- A wide range of careers in areas such as journalism and media, education, libraries, national and local government and the civil service.

Students are provided with relevant information on the Stanborough History Website.

IT and Computing

Our vision for the IT and Computing Curriculum at Stanborough is to provide all students with a supportive and challenging learning experience that balances all aspects of IT and computer science.

With technology playing such a significant role in society today, we believe that 'Computational Thinking' is a skill that students must be taught if students are to be able to participate effectively and safely in a digital world.

Our aim for students, upon completion of the curriculum, is for them to be digitally literate so that they are able to express themselves and develop their ideas through information and computer technology, at a level that is suitable for the future workplace and as active participants in the digital world.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Our intent at this stage is to develop our students to become autonomous users of IT, taking a computational thinking approach to problem solving. Supporting students in becoming discerning users of data and information.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

At KS2, students build a foundation to their understanding of IT and Computer Science through several different pathways:

- Students learn the fundamentals of computing, developing their ability to apply logic and reasoning using Block Based coding interfaces and robotics.
- Students solve problems through simple methods of decomposition and by learning how to create successful computational programs.

This foundation of knowledge plays a key role in supporting our students at KS3 when they are introduced to more challenging elements of block-based programming and then progressing on to using text-based programming languages.

Throughout primary teaching e-safety is paramount in their learning, building a picture of how technology effects them in everyday life and how to stay safe. Online safety and digital communication is the first unit taught at KS3 and revisited each year throughout secondary school.

Students will have used a range of suitable Key Stage 1 and 2 software packages to support them with the use of data handling, graphics editing etc. as a foundation to packages then used at KS3.

We are a primary liaison school, with links to our local feeder primary schools. Supporting is given via CPD sessions to primary teachers and Computer Science masterclasses to KS2 pupils, giving primary pupils' an insight into KS3 learning.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

The focus at the start of a student's Key Stage 3 journey is to ensure that all students are fully aware of how to be safe online and understanding their digital footprint. Although this is studied at a primary level, our unit gives them a stronger understanding of how it affects them at their current age and as they progress throughout secondary school. We explore student's previous learning and build upon this to ensure students make sensible choices.

Gaps in knowledge come mainly from understanding of programming. We have designed our units and resources to build students' programming knowledge and skill level using different programming platforms, but we also allow for students to work at an independent pace based on their needs.

Students will have used some application software at a primary level. In each of our units taught, students are given the basic skills to use the tools to design and create digital products. From then we build on those skills and input stretch and challenge.

What do students cover in Key Stage 3? When do they study it?

Year 7	**Year 8**	**Year 9**
Unit 1 – Digital Communication In the first half term, students explore online safety and the power of online communication. Students are taught to understand how to use digital tools responsibly and the legal implications of online publishing. They also develop their research skills, learn to use search tools more effectively and being able to make judgements on reliable sources. Students create a digital poster to	**Unit 1 – Animation** In the first half term, students will incorporate their knowledge from the previous unit, digital design, to create animations. Students will explore the different types of animations, their features and their uses. They will learn to create simple animations using both stop-frame and key-frame animation. They will then plan, using storyboards, an animation for a given	**Unit 1 – Spreadsheets** In the first half term, students learn to use a spreadsheet application software. They will use spreadsheet tools to analyse data from a number of spreadsheet model scenarios. Students will learn use different formulae across a range of data and functions, to calculate data in a spreadsheet. They will also learn how to produce graphical data, in the form of charts, understanding the

demonstrate to others how they can stay safe online, using appropriate content and understanding of purpose and audience. This unit covers many areas of RSE.	scenario. Students will gather digital assets in which to re-purpose and create assets of their own. They will learn and develop skills that allows them to create a seamless animation, using adequate time frames.	importance of selecting the most appropriate chart type. Students will learn about the different ways that data can be presented and why different representations are suitable for different audiences and purposes. Understanding the importance of formatting a spreadsheet correctly by applying this to their work. This unit will cover the importance and use of spreadsheet software in a real-world business context.
Unit 2 - Digital Design In the second half of the Autumn term, students will cover one unit of work; Digital Design. This unit will teach students how to use IT skills in a business context. Students are given a product/service which they must promote using a variety of digital media. Students will develop their ability to create, re-use, revise and re-purpose digital artifacts for a given audience. They will explore how graphics are used in real world contexts, producing their own graphic products using bitmap and vector tools. Students will be taught the meaning of copyright when using other people's digital property.	**Unit 2 – Databases** In the second half of the Autumn term, students will learn to use database application software. This unit introduces students to the idea that organisations store data about people and items, looking at numerous real-world contexts. Learning the benefits of using a computerised database system. Students will understand the structure of a database which will allow them to build a 'Superhero theme' database. They will gather data to input and manipulate the data and information within their database. Students will go on to think about how a database can be designed for a specific audience and purpose, considering both the way it looks and how it functions.	**Unit 2 – App Development** In the second half of the Autumn term, students will learn to program using an App Development software. Students will develop their previous programming skills to plan and create applications that would be suitable for the use on a smartphone or tablet device. They will begin by learning how to navigate the different views of the programming interface and creating apps that use numerous programming techniques. Students will progress to the planning and development of their own apps. They will test, debug and refine their programs regularly throughout development in order to produce a fully working and suitable product.
Unit 3 – Computers and Coding In the Spring term, students will build their understanding about the fundamentals of Computer Science. They will be able to identify the main components that make up a computer system, and explain how they fit and work together, to create real world systems. Students will learn how to use algorithms as a tool to think logically, supporting them to solve a computational problem. They will learn how to convert between binary and decimal, as well as applying simple Boolean logic to programming. Students will use BBC Micro: bit technology to program, following instructions using a graphical, drag and drop code editor. Learning the basics of program flow and building on programs they create.	**Unit 3 - Programming Fundamentals** For the Spring term, students will learn fundamental programming concepts, using a text-based programming language, Python. They will use their previous knowledge from Scratch and using BBC Micro: Bits as a starting base for their programming development. Students will be able to navigate their way around the integrated development environment, building their understanding of the basic features of the Python language. Students will develop their Python skills each week by creating different programs in the form of games and small interactive systems. They will test, debug and refine their programs regularly throughout development. Students will learn to program using input and output, apply previous drag and drop knowledge; sequence, selection and iteration to text based programs. They will be introduced to such techniques as string manipulation, use of mathematical operators and lists/arrays.	**Unit 3 – Movie Maker** For the Spring term, students will incorporate their knowledge from previous digital units. They will learn to create simple movie clips using movie/video editing software. Students will use the skills learnt to plan for a movie/advert scenario, knowing the importance in understanding the needs of the client brief. This includes the use of storyboards, mood boards, scripting, and audio. Students will gather digital assets in which to re-purpose and create assets of their own. They will learn and develop skills that will allow them to create a seamless movie, using adequate time frames.

Unit 4 – Scratch In the Summer term, students will undertake Game Design using Scratch programming software. Students will develop their understanding further, learning the basic concepts of programming by using a visual, drag and drop programming interface. They will develop their skills each week by creating different programs in the form of games, interactive stories and animations. Skills developed will include the use the sequencing, selection, iteration and using variables. Students will also apply their knowledge from the previous unit. This will lead them to planning, designing, creating, testing and debugging their own game. Students have a 1 hour lesson per week.	**Unit 4 – Web Development** In the Summer term, students are introduced to communications and networking. Understanding ways in which we communicate, a basic structure of the internet and the use of web browsers and webpages. They will analyse existing websites focusing on the strengths and development areas of each design. Students will learn to use a web development software and its features, including navigation and the use of a master page. They will be given a scenario in which they will plan and design a website suitable for a particular purpose and audience. To stretch students, they will have a brief introduction to HTML programming. Students have a 1 hour lesson per week.	**Unit 4 – Enterprise** The final unit of key stage three incorporates the skills that students have learnt and developed throughout past units. They will combine multiple applications and demonstrate their skills learnt in IT and Computer Science within a business context. Students are given a scenario in which they will create a brand and product that they will market. Working in groups, students will create a range of digital promotional materials and carry out financial analysis for their product. They will learn the importance of using competitor and target audience research to drive a successful product. In their groups, they will understand the importance of teamwork, leadership, presenting and meeting deadlines. Students will pitch their ideas in a "Dragon's Den" style pitch. These key skills will support them in further education and beyond.

Why do they study it in that order?

When students begin their IT and Computing journey in secondary school it is important for them to start with matters of online safety to continue learning and using technology in a safe manner. Students need to be aware of their digital footprint and understanding how they behave online affects them and others. Therefore, we begin with the topic Digital Communication.

Students build on their programming skills and understanding of computer fundamentals (binary, algorithms, hardware etc.) throughout our Year 7 units – Computers & Coding and Scratch. This then builds and supports their ability to transfer the same programming concepts needed in Year 8 and Year 9 for more advanced text-based programming, such as Python.

Students learn early in KS3 how to problem solve by decomposing a problem and using algorithms, a vital skill needed when programming at any level. These skills are also transferable to the way student's problem solve in other subjects.

Students learn how to use graphics software early on in Year 7 by creating, reusing, revising and repurposing digital images and other digital artifacts. Students built their confidence and ability to use such software across a range of units. Each unit stems from learning how to use graphics software, as skills can be transferred across the other units.

Animation, Movie making, and web development all require knowledge and understanding of the tools within each software package.

By the end of Year 9, students will have gained and refined their skills to use multiple applications, which will be used within our Enterprise unit. Unit also supports student's creative development and allows them to focus on purpose and audience, as with many of our units.

Students will have experienced a range of topics during KS3 that will support them in making choices for KS4.
Each unit also gives insight into how they relate to the real world and possible career choices.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Our Key Stage 3 curriculum reflects the national curriculum expectations. This can be cross referenced with the key aims of the curriculum below.

The follow points in red are touched upon throughout each year at KS3. Units that cover the points below include:
Y7 Unit 3 – Computers and Coding, Unit 4 – Scratch
Y8 Unit 2 – Databases, Unit 3 - Programming Fundamentals
Y9 Unit 2 – App Development

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

The following points are covered extensively in several units.
Y7 Unit 2 – Digital Design
Y8 Unit 1 – Animation, Unit 4 – Web Development,
Y9 Unit 1 – Spreadsheets, Unit 3 – Movie Maker

- 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, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

The following point is covered in Unit 1 – Digital Communication and re-visited during Anti – bulling week and Safer internet week.

- 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

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Online safety is revisited regularly throughout KS3. Students use the internet most lessons therefore the importance of being safe and respectful online is reiterated. We also deliver lessons during anti – bulling week and safer internet week.

Programming is revisited during each year of KS3. Recapping of programming knowledge and cross referencing how students have achieved skills in a previous unit. Starting with computers and coding, students learn to program and understand the fundamentals of computer science this is then revisited, expanding their knowledge in Scratch, Programming Fundamentals and App Design.

Each IT unit recaps the use of the software skills required to create digital products. Students then revisit these units during their Enterprise unit.

Lessons provide several ways to embed knowledge into our students.

- Keyword and definition activities
- Recap activities from previous lessons. Knowledge check points.
- Homework based on class tasks to check and support student understanding
- Repetitive use of functions in programs to understand how they work in different scenarios

How do your curriculum choices contribute to the student's cultural capital?

Students learn early about what 'digital divide' means. Understanding that we are all different in the way we use technology as a part of our lives, for some it is more than others. Learning to respect people's choices.

Students learn how their use of technology and systems may affect others, the way to communicate across social media and other means of communication respectfully. They are also taught about legal implications of the choices they make.

Students learn to be considerate users of ICT. They explore the use of technology systems in the real world and how they have positively enhanced our daily lives. Also discuss how robotics and artificial intelligence impacts on our society in both positive and negative ways.

Key Stage 4

What is your curriculum intent for Key Stage 4?

Our intent at this stage is to broaden and deepen our students understanding of IT and Computer Science, allowing students to be more independent with their approaches to computational thinking and their solutions to complex problems relating to real world scenarios. Students can make links from the knowledge across different units to support their overall understanding of the course.

How does Key Stage 3 prepare students for Key Stage 4?

Throughout KS3 students will have worked on a range of topics covering vast elements of IT and Computer Science.

Students are equipped with the foundation knowledge in the use of programming languages; Block based languages and text-based languages.

They will have the basic knowledge of computer systems, giving them an understanding of the course context.

Students will have used a range of software that will include the use of graphics manipulation, data handling and website design which they can apply to their course.

What do students cover in Key Stage 4? When do they study it?

Year 10	Year 11
Students begin KS4 starting with programming, reinforcing their understanding from KS3 and learning more complex techniques that are needed for component 2 of their exams. *Extending Python Programming Knowledge* Students then move on to learning about the structure of a computer system. Learning in depth how the components function together. Students learn how a system works 'behind the scenes' and its hardware. Understanding a system processes data and carries out instructions, using input, process storage and output. This is covered in the following units: *1.1 Systems Architecture* *1.2 Memory & Storage* *2.4 Boolean Logic* Students learn how to use abstraction, decomposition, and algorithmic thinking to define a problem. They expand their knowledge of designing structure diagrams & flowcharts and use this to effectively write Pseudocode when planning to write a program.	Students begin the year learning in depth about how networks are formed, how we communicate and understanding the hardware needed for the transmission of data and communication. Students learn about the everyday threats to our computer systems and networks. Understanding the types of malicious threats and how to avoid them which is covered in the following units: *1.3 Computer Network Connections & Protocols* *1.4 Network Security* This unit teaches the issues that are created and addressed by technology, and the impact on society. This includes ethical, legal, cultural, and environmental impacts. Students look at how technology affects our daily privacy and the legal implications such as; Data Protection, computer misuse, copyright and licenses. This is covered in the following units: *1.6 Ethical, Legal, Environmental and Cultural Concerns*

Students learn to efficiently search and sort data and apply this to their programs. Alongside the algorithm's unit students continue to expand their knowledge and the independence in programming. learning that there are different ways in which a problem can be solved. Students cover a range of programming fundamental skills in more depth to create fully working, real world examples of systems. They work through a continuous system cycle of planning, creating, testing, debugging, and revisiting their plans. This is covered in the following units: *2.1 Algorithms* *2.2 Programming Fundamentals* Students learn about the software needed in computer systems. They look at different operating systems & interfaces. Understanding the important function of an OS. Learn about utility software such as encryption, defragmentation and file management & data compression. This is covered in the following units: *1.5 System Software*	Students have learnt about testing throughout their programming experiences. This unit goes into greater depth about testing and debugging a program. Students learn about defensive programming and the use of defensive designs while continuing to create code which is easy to maintain and knowing the purpose of testing and types used for validation. Students then revisit algorithms and programming in preparation for their final exams. Students learn the characteristics of both high and low-level languages. Looking at translators, compilers, interpreters. Tools in an IDE; editors, error diagnostics, run-time environments & translators. This is covered in the following units: *2.3 Producing Robust Programs* *2.5 Programming Languages & IDEs*

Why do they study it in that order?

Students study these topics in this order as particular units complement each other, for example, 2.1 Algorithms and 2.2 Programming Fundamentals, to prepare them for each exam component.

Students begin with recapping and extending their programming.

This is followed on throughout both year 10 and 11 to ensure students are confident in their programming skills and able to continually build on their knowledge. Repetition and use of algorithms for multiple scenarios supports students understanding within component 2.

Students begin with 1.1 Systems Architecture and 1.2 Memory & Storage as it is important for students to understand the fundamentals of computing first, understanding how a computer system works and processes data to function. This then leads to other units such as System software. By understanding networking and communications first, students are then able to relate to network security issues.

Once most units are covered students have a solid understanding of technology and how it works, which allows them to apply this understanding to the ethical, legal, environmental, and cultural concerns within computer science.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

To ensure students' knowledge is embedded, assessment opportunities are given midway through each unit using mini assessments and when each topic is completed students complete an end of unit assessment.

Throughout the units, students' complete multiple-choice quizzes and keyword terminology/definition activities to reaffirm their understanding. This is regularly revisited to ensure they are embedded in their written exam technique.

Students work to program a vast variety of mock systems to support them with their programming skills. Programming and pseudocode practice are revisited throughout both years of key stage 4 to support their understanding.

How do your curriculum choices contribute to the student's cultural capital?

The topics studied in 1.6 Ethical, Legal, Environmental and Cultural Concerns play a large part in teaching students about how technology and computer science can have a profound, positive effect of society.

Students are taught about the ethical impact of technology, such as the use of artificial intelligence and robotics in the workplace.

They are educated in the environmental issues that are created and how they can limit the impact of these issues.

Students learn about the legal aspects of the use of technology and how to behave safety and respectfully online and using others digital property.

Key Stage 5

What is your curriculum intent for Key Stage 5?

At KS5 we give our students the opportunity to study two pathways;

- A – Level Computer Science
- BTEC Level 3 in Information Technology.

Both our courses prepare students with skills and knowledge needed to progress future careers or higher education study in IT or Computer Science.

When given the tools, our intent is for students to become independent and focused learners, driven to develop their understanding of IT and computing concepts and tackling complex problems, relating to real world scenarios. It is our aim that students will make seamless links between different units to support their overall understanding of the course.

How does Key Stage 4 prepare students for Key Stage 5?

At KS4 we offer GCSE computer science. The units covered at this stage are an excellent foundation point for A level computer science. Many units covered at GCSE are covered in greater detail in the specification at A level.

We follow the OCR specification through GCSE to A – Level to ensure consistency in their learning.

What do students cover in Key Stage 5? When do they study it?

Year 12
A-level Computer Science
Component 1 and Component 2 are taught in parallel throughout the year.

Component 1:
Unit 1: The characteristics of contemporary processors, input, output and storage devices.
This unit covers in depth the function of the CPU and types of processors such as RISC and CISC. Looking at how processor architecture had evolved. Exploring different input, output and storage devices and their uses within a computer system

Unit 2: Software and software development
This unit looks at both systems and application software. Students study the different methodologies used in the software development lifecycle. They study the theory of different programming languages and apply to practical programming.

Unit 3: Exchanging Data
Students study how data is exchanged between different systems. Looking at methods of compression, encryption and hashing. Learning the key features of databases and how to create and manipulate a database through SQL.
They study the characteristics and structure of networks as well as network security. Learning how to interpret and program using HTML, CSS and JavaScript languages.

Unit 4: Data types, data structures and algorithms

Year 13
A-level Computer Science
Component 1 and Component 2 are taught in parallel throughout the year.
In year 13 we revisit each unit layering on additional objectives in preparation for their final exam.

Component 1:
Unit 1: The characteristics of contemporary processors, input, output and storage devices.

Unit 2: Software and software development

Unit 3: Exchanging Data

Unit 4: Data types, data structures and algorithms

Unit 5: Legal, moral, cultural and ethical issues

Leaners study how data is represented and stored within different structures. Using different algorithms that can be applied to these structures. Students learn computer arithmetic, using binary and hexadecimal values, and Boolean algebra. **Unit 5:** Legal, moral, cultural and ethical issues Students discuss and debate the ethical, moral and cultural issues that surround computer science in the real world. Also, looking at computing related legislation such as the Data Protection Act and the Computer Misuse Act. **Component 2:** **Unit 1:** Elements of computational thinking Understanding what is meant by computational thinking. Looking at the concepts within Thinking abstractly, ahead, procedurally, logically and concurrently when solving a problem. **Unit 2:** Problem solving and programming Students learn how computers can be used to solve problems and how programs can be written to solve them. They benefit from being able to program in a procedure/imperative language and object-oriented languages. **Unit 3:** Algorithms Students analyse and use algorithms to describe problems and different standard algorithms. **BTEC IT** **Unit 3:** Social Media Learners explore how businesses use social media to promote their products and services. Learners also implement social media activities in a business to meet requirements. **Unit 2:** Databases (Exam May) Learners study the design, creation, testing and evaluation of a relational database system to manage information.	**Component 2:** **Unit 1:** Elements of computational thinking **Unit 2:** Problem solving and programming **Unit 3:** Algorithms **Component 3:** 20% of a students' final grade comes from completing a programming project based on a system of their own choosing. The project is introduced to students in the Summer term of year 12 and their Analysis is completed before the start of year 13. Projects must include: • Analysis of the problem • Design of the solution • Developing the solution • Testing • Evaluation **BTEC IT** **Unit 1:** IT Systems (Exam Jan) Learners study the role of computer systems and the implications of their use in personal and professional situations. **Unit 6:** Website Development Learners investigate website development principles. They will design and develop a website using scripting languages.

Why do they study it in that order?

For computer science we follow the units in order of the specification. The components are taught parallel as there are objectives that cross-over between the units. Component 2 prepares students in completing their programming project in year 13.

For BTEC IT, the topics are taught in this order as it makes sense to finish on Unit 1: IT system, as this unit is an examined unit that incorporates the learning from the other units.

It is also useful for Website design to follow on from Social Media, as aspects from this unit follow through to Website design. We also teach the compulsory units first.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Throughout the year we ensure knowledge is embedded by:

- Given students topic tests at the end of each unit to assess their understanding

- Ensuring all students are given support material such as a course companion and keywords/definitions which are referred to each lesson.

Checklists are used that mirror the course specification objective, so students are able to RAG their understanding regularly.

We use Cornell note taking with students when they are watching concept videos to support their understanding when they revisit a topic.

Practice exam questions are worked on in class and for homework regularly.

How do your curriculum choices contribute to the student's cultural capital?

The topics studied in Legal, Moral, Cultural and Ethical Issues play a large part in teaching students about how technology and computer science can have a profound, positive effect of society.

Students are taught about the ethical impact of technology, such as the use of artificial intelligence and robotics in the workplace. They are educated in the environmental issues that are created and how they can limit the impact of these issues. Students learn about the legal aspects of the use of technology and how to behave safety and respectfully online and using others digital property.

When students plan for their programming project, they all take into account the impact their system will have in the real world and ensure they take into consideration the legal, moral, cultural and ethical issues surrounding their system**.**

Throughout the BTEC IT units, students build a sound understanding of how to effectively select and use appropriate IT systems that will benefit them personally and professionally, taking into consideration the impact this may have in the real world.

How do you prepare students for learning beyond Key Stage 5?

In both courses, students study a wide range of topics that build on their understanding and broaden their knowledge of how IT and computer science are utilised in the real world.

Those with knowledge and skills in computer science have the opportunity to pursue new and exciting careers in the conception of computer systems, that increasingly shape work and leisure activities.

Students cover a range of topics that help to inform them in the route they may wish to develop further through entry to Higher Education with the foundation knowledge needed to underetake degrees in Computer Science, Computer Programming or Computer Games Design.

Students are given necessary skills and knowledge to seek employment in areas that utilise computing, and continue to develop through practical experience and training.

Students complete a programming project that sees them apply a software development lifecycle, similar to the way systems are developed in the real world. This covers different areas such as design, development and testing of a system.

The BTEC Level 3 National Extended Certificate in Information Technology qualifies for UCAS points so on successful completion students could move on to study for a degree or BTEC Higher National Diploma in related subjects such as; IT, Computer Science, Information Systems, Multimedia, Software Engineering, Computer Networking, e-Business and Information Management.

Students are also equipped with the knowledge to allow them to go on to work based training such as IT User/Practitioner NVQs or vendor-specific qualifications.

Mathematics

The vision of the Maths Team at Stanborough is to continually strive for development of excellent teaching and learning in mathematics, incorporating a wide range of approaches to ensure students enjoy and succeed at mathematics.

Whilst providing students with a solid understanding of mathematical concepts, we aim to communicate how mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

Along with supporting students in fulfilling their potential in the classroom, the Faculty will continue to develop the provision to appreciate the beauty of maths and ignite students' passion to extend their learning outside the classroom through a range of enrichment programmes.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Students will experience transition from year 6 into year 7 through a curriculum which is based on continuity and progression in the learning process of mathematics. Teachers' awareness of teaching and learning methods employed in KS2 and that of the KS2 curriculum itself, and implementation of a programme of study which builds on the KS2 curriculum and leads to extension of this, coupled with teaching and learning of sophisticated written methods and application of topics to real life situations will enable a successful transition. Students will experience a KS3 curriculum which focuses on depth and not breadth, a curriculum which will support students with gaining deeper understanding of topics and development of reasoning skills. The curriculum also aims to enable students to recall and apply key knowledge and apply a structured and logical approach to problem solving effectively. This, in turn, will provide students the ability and confidence to access the KS4 curriculum and in being successful in the GCSE in mathematics. Teaching and learning will also incorporate opportunities to carry out independent research and study, and to make cross-curricular links.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Teaching and learning of the KS2 curriculum focuses on extending students' understanding of the number system and place value in order to develop the ability to make connections between multiplication and division with fractions and decimals, percentages and ratio. Along with calculating simple percentages, simplifying fractions, ordering fractions and adding and subtracting fractions with different denominators and mixed numbers, multiplying pairs of proper fractions and divide proper fractions by whole numbers, students are also expected to use percentages for comparison and solve problems involving unequal sharing and grouping using the knowledge of fractions and multiples. With this foundation in arithmetic, algebra is introduced as a means for solving a variety of problems. In algebra, students are expected to generate and describe linear number sequences, express missing number problems, find pairs of numbers that satisfy an equation with two unknowns and use simple formulae.

Students should be able to round to the nearest 10, 100, 1000, 10000 and 100000 and to one decimal place, and use rounding to check answers.

Teaching of geometry and measures at KS2 aims to develop students' ability to classify shapes with increasingly complex geometric properties and learn the vocabulary necessary to describe them, and solve problems on calculating the value of missing angles where they meet at a point, are on a straight line or are vertically opposite. Students should also be able to solve simple problems involving unit conversion, calculate area of rectangles, parallelograms and triangles, and volume of cubes and cuboids. Regarding position and direction, students should be able to describe positions in all four quadrants, draw and translate simple shapes on a coordinate plane, and reflect them in the axes.

In statistics, students should be able to solve problems involving information presented on a line graph and tables, including timetables. Students should also be able to interpret and construct pie charts and line graphs and use these to solve problems and calculate and interpret 'mean' as an average.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

A formative baseline test at the start of year 7 will inform about gaps in understanding of any concepts from KS2, 'common errors' and how students demonstrate reasoning in problem solving. This exercise will also support with streaming students.

Carefully planned lesson starters will provide students with the opportunity to recall and revise key facts and teachers to monitor and address errors and misconceptions.

RAG rated (Question Level Analysis) reports highlight areas for development at the end of every key assessment. Online maths websites like MathsWatch are frequently used by students to address the areas for development from previous learning.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8
Number	

Whole and Decimal Numbers (recap of number system and place value, factors, multiples and primes, round to a number of decimal places, solve word problems) Basic Financial Mathematics (use of arithmetic, including negative numbers in real life)	Further Number Skills (calculate prime factors, LCM and HCF using listing method (also introduce prime factor demposition), multiply and divide negative numbers, introduce cubes and cube roots and powers of negative numbers, round to a number of significant figures)
Order of Operations and Powers and roots (confined to squares and square roots)	Powers and roots (extend to higher powers, introduce Standard Form)
Fractions (revision from KS2, reduce fractions to simplest form and equivalent fractions, adding and subtracting fractions, including mixed numbers – solving word problems)	Fractions (extend to multiplying and dividing fractions, including mixed numbers)
Percentages (revision from KS2, calculate percentages which are not just multiples of 5 and 10, introduce percentage increase and decrease, application in real life situations)	Percentages (use multipliers to calculate percentage increase and decrease, work out the value of multipliers in percentage change problems, application in real life situations)
Ratio (equivalent ratios, sharing amounts in a ratio)	Ratio and Proportion (relate to fractions, apply ratios to lengths, areas and volumes, apply ratios to enlargement of shapes and map scales, direct and inverse proportion, solve problems with real life context)
Geometry	
Perimeter, Area and Volume (revision from KS2, 2D shapes confined to rectangles, parallelograms and trapezia and compound shapes made from these, 3D shapes confined to cubes and cuboids, solve problems with real life context)	Perimeter, Area and Volume (extend to Circles, Complex Compound Shapes, Triangular and other prisms, solve problems with real life context, calculate surface area of cuboids and triangular prisms)
Angles (recap of basic angle properties on straight line and at a point, angles in triangles and quadrilaterals, extend to angles on parallel lines)	Angles in polygons Congruent Shapes (use congruent triangles to solve problems)
Symmetry (reflections and rotations)	Transformations (translations and enlargements, and compass and ruler constructions)
3D Shapes (construct nets, investigation leading to relationships between edges, faces and vertices)	
Algebra	
Basic Algebra (introduce simplifying expressions by adding and multiplying terms, substitution, use of simple formulae, word problems involving simple formulae)	Algebra (extend to complex expressions with fractions and variables with powers, expand brackets, introduce factorization, apply algebra to Geometry and Number)
Sequences (introduce generalisations)	Nth term of Linear Sequences, Special Sequences e.g. Fibonacci
Equations (introduce sophisticated methods to solve equations, including setting up and solving simple equations)	Equations (solve equations with variable on both sides, brackets, set up and solve equations while solving problems linked Number and Geometry, rearrange simple formulae)
Coordinates and Graphs (simple relationships between x and y coordinates resulting in straight lines)	Coordinates and Graphs (recognize and draw graphs of more complex linear equations, calculate gradient of straight lines, and introduce quadratic graphs)
Statistics and Probability	
Representing data (construct simple statistical diagrams e.g. Pie Charts, introduce discrete and continuous data and grouped frequency)	Representing Data (construct grouped frequency tables for discrete and continuous data, construct frequency diagrams)
Interpreting and Comparing Data (conduct statistical survey, use statistical charts and diagrams to compare data, understand and calculate averages and range)	Interpreting and Comparing Data (compare data from two separate Pie Charts, introduce Scatter Graphs and correlation, calculate averages from grouped frequency tables, interpret and compare averages, compare data

	from frequency diagrams, interpreting misleading data/graphs)
Probability (probability scales, introduce combined events, understand the difference between theoretical and experimental probability)	Probability (mutually exclusive and exhaustive outcomes, use of sample pace diagrams and Venn diagrams to illustrate outcomes and work out probabilities, use relative frequency to estimate probabilities)

The table above shows progression and extension of teaching and learning from year 7 to year 8

Why do they study it in that order?

Starting off year 7 with work on Number skills, which aims at clearing gaps from previous learning and extension through word problems and problems which require application of sophisticated reasoning and written skills will provide the confidence and accuracy to solve problems in other modules/topics requiring application of Number skills.

A strong foundation in arithmetic, will support with better understanding of Basic Algebra in year 7.

Extending the teaching of 'sequences' to working out the nth term will provide an opportunity to teachers to introduce, and students to learn about 'proof', along with linking maths to careers (encryption).

A strong foundation in arithmetic, along with use of rounding and use of rounding to check answers will support accuracy and efficiency in solving problems related to area and volume throughout KS3.

Interpretation and comparison of data sets can be carried out efficiently with knowledge of the different types of data, representing data using various types of charts and diagrams and the pros and cons of the various averages.

Teaching of equations in year 8 will also incorporate forming of simple equations and application of angle facts learnt in year 7 and 'number' problems.

As mentioned earlier, the curriculum also focuses on recall and depth. It also takes in consideration the fact that certain topics need to be introduced when students are capable of understanding and appreciating the underlying concepts e.g. gradients of straight lines. This will enable students to engage better.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes. All the topics covered reflect at least the statutory requirements mentioned in the National Curriculum.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Knowledge is embedded through solving of problems and activities, including investigative exercises during lesson time. This is also done through homework which is generally related to classwork and through a RAG rated performance sheet designed to reflect on areas of development after key assessments. Lesson starters also play an effective role in embedding and revisiting knowledge. An area of discussion during many departmental meetings relates to 'common errors' and 'misconceptions', which are then addressed via lesson starters and homework and are also communicated during meetings with parents/carers. KS4 curriculum also includes topics from KS3 which have been flagged up as 'tricky' and the ones which require frequent practice. Careful analysis of GCSE results provides useful information related to depth of students' understanding of concepts learnt in KS3 and supports key stage leaders with making an informed decision with regards to updating SOW and measuring impact of T&L.

How do your curriculum choices contribute to the student's cultural capital?

Teaching/lesson planning will incorporate problem solving with real life context and application of the maths learnt in class to real life (creating awareness of careers which involve maths). Schemes of work also incorporate short video clips which link various concepts in maths to disciplines of work. These are consistently shared with students.

Students also get opportunities to explore the subject through trips, webinars, an enrichment club (which includes activities like code breaking) and by participating in UKMT challenges.

Key Stage 4

What is your curriculum intent for Key Stage 4?

Our Key Stage 4 Mathematics curriculum is designed to build upon skills learnt at Key Stage 3. Students follow a Foundation tier, Intermediate or a Higher tier in year 9. In year 10 and year 11, students work through a Foundation or a Higher tier depending on their abilities, details of which are outlined in the relevant sections below.

The curriculum is built upon the Edexcel GCSE Mathematics (9-1) specification which is the examination board used at KS4. There are two tiers of entry available to students; a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9) where there is some overlap to allow students to move between tiers where appropriate. The aims and objectives of this qualification are to enable students to develop and extend their knowledge gained in Key Stage 3 in Number, Algebra, Geometry and Measures, Ratio and Proportion, and Probability and Statistics. During KS4 we aim to improve the depth and breadth of student understanding, including knowledge of mathematics linked to real-life applications.

This fosters a supportive bridge for a large proportion of students to pursue Mathematics at A-level and beyond. Students will adopt and apply the knowledge confidently in other subjects such as Science and this is embedded within our schemes of work as Mathematics is not an isolated discipline. The design of the curriculum encourages students to be more experienced in work systematically and solve complex, multistep mathematical problems through critical and analytical methods. It also urges students to develop and significantly improve their skills to communicate their findings and correct solutions in clear and sophisticated mathematical language.

How does Key Stage 3 prepare students for Key Stage 4?

Through Key Stage 3 students develop knowledge that is relevant to the GCSE course and they develop a solid foundation for the skills required for the GCSE exams. Work completed as part of small groups or independently in the lower years creates an ethos among students of independent and supportive responsible learners. Students also work on developing their analytical skills and becoming more confident and competent in applying mathematics in other disciplines which in turn supports their mathematical study at KS4.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
Number		
Order and apply the four operations to fractions and decimals Round appropriately to a number of decimal places and significant figures	Work interchangeably with terminating decimals and their corresponding fractions Apply and interpret limits of accuracy and error intervals, including upper and lower bounds	Convert recurring decimals to fractions Use inequality notation to specify bounds for Error interval, lower and upper bounds Calculate the upper and lowers bounds to varying degrees of accuracy – relate to real life formulae and context
Work out HCF and LCM using prime factor decomposition and Venn Diagrams	Solve complex problems on LCM and HCF, including problems with real life context	Revision of previous content
Calculate exactly with fractions and multiples of π	Calculate exactly with surds Simplify surd expressions involving squares	Rationalise denominators
Calculate with roots and integer indices Use the square, cube and power keys on a calculator	Use conventional notation for priority of operations, particularly when calculating with roots and indices, applying the laws of indices Estimate powers and roots of any given positive number	Calculate with roots, integers and fractional indices Use index laws to simplify and calculate the value of numerical expressions and solve equations Use calculator functions for all calculations
Convert between ordinary numbers and numbers in standard form	Perform calculations with numbers in standard form, with and without a calculator Solve problems with real life context/by manipulating formulae used in science.	Revision of previous content
Ratio, Proportion and Rates of Change		

Recall ratio notation, including reduction to simplest form and use of equivalent ratios to solve problems Divide an amount in a ratio. Relate ratios to fractions. Solve problems on direct proportion, including "Best Buy" and Currency Conversion	Relate ratios to fractions and linear functions Introduce notation of proportionality, including graphical and algebraic representations Recognise and interpret graphs showing direct and indirect proportion	Form and interpret equations describing Direct and Inverse Proportions and solve. Understand the concept of 'constant of proportionality'. Solve problems on Direct and Inverse proportion.
Use Compound units such as speed, density and pressure, including rates of pay and unit pricing	Complex problems, including problems with real life context, on compound units: Reasoning problems related to speed, links with standard form, solving increasingly unstructured problems	Revision of previous content
Solve problems involving percentage increase/decrease, original value problems, and simple interest (including application in financial mathematics)	Solve problems related to simple and compound interest using multipliers	Solve and interpret the answer in exponential growth and decay problems, including compound interest
Use scale factors, scale diagrams and maps	Compare lengths, areas and volumes using ratio notation; make links to similarity (including trigonometric ratios) and scale factors	Revision of previous content
Know how gradients in non-linear graphs vary along the curves as opposed to the constant value of gradient in linear graphs	Calculate or estimate gradients of non-linear graphs & areas under graphs Interpret results of distance-time & velocity-time graphs	Work with general iterative processes Recognise & use the equation of a circle with centre at the origin Find the equation of a tangent to a circle at a given point
Algebra		
Simplify and manipulate algebraic expressions by collecting like terms, multiplying expressions Multiply a single term over a bracket as well as expand a product of two binomials Understand factorization as a process that is opposite to expanding Take out common factors (factorisation), introduce factorisation of quadratic expressions (a = 1)	Expand a product of three binomials Factorise quadratic expressions	Simplify and manipulate algebraic fractions by canceling common factors
Rearrange simple formulae to change the subject	Rearrange formulae, where the subject appears on both sides, including introduction of fractions in expressions Link to real life formulae as well as formulae used in geometry	Extend to rearrange complex formulae to change the subject
Plot graphs of linear equations Know the general equation of a straight line Identify & interpret gradients & intercepts of linear functions shown graphically	Find the equation of a line through two given points or through one point with a given gradient Identify and work out equations of parallel lines Identify & interpret gradients & intercepts of linear functions algebraically	Find the equation of a line perpendicular to a given line
Draw graphs of simple quadratic functions using a table of values	Draw graphs of complex quadratic functions using a table of values, understand how roots relate to quadratic factorisation	Identify & interpret roots, intercepts, turning points of quadratic functions graphically & algebraically

	Sketch graphs of simple quadratic functions	
Find approximate solutions to two linear equations graphically	Solve two linear simultaneous equations algebraically	Solve linear & non-linear simultaneous equations algebraically
Generate a sequence from a given term-to-term rule/nth term and deduce expressions to calculate the nth term of linear sequences Recognise & use sequences of triangular, square & cube numbers, simple arithmetic progressions	Recognise & use Fibonacci type sequences & quadratic sequences	Deduce expressions to calculate the nth term of quadratic sequences Recognise & use simple geometric progressions of the form r^n
Solve more complex linear equations in one unknown algebraically, including problems with cross curricular links and real-life context Find approximate solutions to linear equations graphically	Solve simple quadratic equations algebraically by factorizing (link to quadratic graphs/intercepts)	Solve quadratic equations algebraically by factorising, completing the square and using the quadratic formula
Solve linear inequalities in one variable Represent the solution set on a number line	Solve linear inequalities in two variables Represent the solution set using set notation on a graph	Solve quadratic inequalities in one variable
Recognise, sketch & interpret graphs of linear and simple quadratic functions Plot and interpret graphs of non-standard functions in real contexts, involving distance, time & speed	Recognise, sketch & interpret graphs of simple cubic & reciprocal functions	Recognise, sketch and interpret trigonometric functions Recognise, sketch & interpret non-standard functions in real contexts, involving distance, speed & acceleration Sketch translations and reflections of a given functions
Geometry		
Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings	Solve complex angles problems involving parallel lines and polygons giving clear reasons for answers Use circle theorems and other angle properties/rules to identify missing angles giving clear reasons for answers	Prove circle theorem rules
Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS)	Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs	Revision of previous content
Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement	Revision or previous content, plus enlargement using fractional and negative scale factors	Describe the changes and invariance achieved by combinations of rotations, reflections and translations

Know and apply formulae to calculate: area of triangles, parallelograms, trapezia, circles, including composite shapes; volume of cuboids and other right prisms (including cylinders) Calculate surface area of cylinders	Calculate arc lengths, angles and areas of sectors of circles Calculate surface area and volume of spheres, pyramids and cones and composite solids	Revision of previous content
Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.)	Use and convert units in multi-step problems	Use and convert units in multi-step problems
Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); know that the perpendicular distance from a point to a line is the shortest distance to the line.	Use standard ruler and compass constructions to solve loci problems	Revision of previous content
Identify properties of the faces, surfaces, edges and vertices of 3D shapes Draw nets of 3D shapes	Construct and interpret plans and elevations of 3D shapes	Revision of previous content
Know the formulae for: Pythagoras' theorem $a^2 + b^2 = c^2$, and the trigonometric ratios, sin θ , cos θ and tan θ ; apply them to find angles and lengths in adjacent right-angled triangles in two-dimensional figures	Apply Pythagoras' theorem and Trigonometry to solve complex unstructured problems in 2D. Extend application of the above in 3D shapes Know and apply the Sine rule and Cosine rule to find lengths and angles Know and apply Area = ½ ab sin C to calculate the area, sides or angles of any triangle	Know the exact values of sin θ and cos θ for θ = 0°, 30°, 45°, 60° and 90°; know the exact value of tan θ for θ = 0°, 30°, 45° and 60° Solve problems by manipulating surds/leaving answer in surd form
Describe translations as 2D vectors (link to transformations)	Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors Use vectors to construct geometric arguments and proofs	Revision of previous content
Statistics and Probability		
Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use	Know different sampling techniques and their limitations Construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use	Revision of previous content
Interpret, analyse and compare distributions through appropriate graphical representations, involving discrete, continuous and grouped data; through appropriate measures of central tendency and range	Interpret, analyse and compare distributions by considering outliers; by working out quartiles and interquartile range from box plots	Revision of previous content
Use and interpret scatter graphs of bivariate data; recognise correlation	Know that correlation does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent	Revision of previous content

	trends while knowing the dangers of so doing	
Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees Relate relative expected frequencies to theoretical probability	Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions	Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams Solve problems containing algebraic expressions combined with ratio and percentages

Why do they study it in that order?

Students study a variety of topics over the course of KS3 and KS4, each topic is broken down over the program of study to ensure incremental progress each year. Pace and content are varied to meet the student/class's ability. This also allows for opportunities to revisit and overlap content where required ensuring that students make appropriate progress whilst consolidating previously learnt skills and knowledge. There are also several topics that are interlinked and require knowledge from previous topics thus the order in which they are taught. In addition, regardless of the student ability or class, topics are taught where possible parallel to allow students to discuss and support each other outside of the classroom.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

This is done through well planned lessons, deploying highly qualified maths teachers and support specialists. The progress of all students is closely monitored and follow up interventions are embedded in the SOW.

- Well planned lessons
- Incorporation of Rich and Engaging activities
- HW set on regular basis (1 piece of homework/project a week to consolidate knowledge)
- Year 11, one past GCSE paper a week
- Recall activities
- Revision guides available from the maths dept.
- Online resources to consolidate knowledge outside the classrooms
- Weekly maths club
- Intervention classes (y11-period 6)
- Key Assessments (Autumn and Spring terms)
- End of year exam
- Addressing misconceptions in lessons
- Regular review and revisions every half-term.
- QLA (question level analysis)- Students obtain a RAG sheet based on their performance in KA or EOY exams.
- Revisiting/re-teaching topics where majority of the class scored low marks
- Key topics such as Angles, Fractions, Percentages, Ratio and Proportion are incorporated in SOW more than once in KS4.
- Revision time embedded in the SOW?
- Wide variety of AFL techniques (ie. use of mini-white boards)
- Contact with parents/carers to support students' learning at home
- Maths stretch and challenge in Stanborough times
- Friday club for maths challenge

How do your curriculum choices contribute to the student's cultural capital?

Mathematics is often thought of as memorisation of facts and algorithms. Many mathematics textbooks, workbooks, and resources reinforced this traditional memorisation methodology.
While this type of mathematical instruction may have had its place in the past, we believe that contemporary mathematical teaching should reflect society's growing need for advanced problem-solving skills to deal with current and future economic, humanitarian, and environmental challenges. The problem solving required to address these challenges requires solutions that have never been thought of before. In order to tackle these problems, teachers challenge the traditional problem-solving methodologies used in mathematics classes and encourage new problem-solving strategies through the incorporation of the arts and facilitating of creative problem solving and real-life applications.

The Mathematics curriculum has been designed to contribute to the student's cultural capital through the accumulation of mathematical knowledge and skills that a student can draw upon and so be prepared for their future success.

Students continue to get opportunities to explore the subject through trips, webinars, an enrichment club (which includes activities like code breaking) and by participating in UKMT challenges.

Key Stage 5

What is your curriculum intent for Key Stage 5?

The purpose of mathematics at Key Stage 5 is to provide students with an appropriate pathway to develop their skills from GCSE to support other subjects and to prepare them for higher education, training, employment and citizenship. The available pathways range from the Level 3 certificate in Core Maths to A level Mathematics to A level Mathematics with AS or A level Further Mathematics. All students with a standard pass at mathematics GCSE are eligible to study mathematics at Key Stage 5 and could benefit from doing so. Alongside the practical benefits of studying maths post-16, we aim to engender a deeper enjoyment and affection for the subject as well as skills of reasoning, problem-solving and modelling.

A level Mathematics

A level maths is available to all students who have achieved at least grade 7 at GCSE and is a qualification that is well-respected by both universities and employers. It is the most popular A level subject nationally and is required or encouraged for many university degree courses. We encourage all students who are eligible to study A level maths to do so, especially if they have an interest in STEM subjects.

Further Mathematics

Students who enjoy maths and excel at the subject (having achieved grade 8 or 9 at GCSE) may additionally study Further Mathematics at either AS or A level, which provides excellent preparation for mathematically rich degrees such as physics, engineering, computer science and mathematics itself. Once again, all those who are eligible to study Further Maths are encouraged to do so.

Core Mathematics

Students with a grade 4 or above at GCSE who either do not qualify for A level mathematics or who choose not to study it may choose Core Maths as an alternative mathematical pathway. This qualification takes mathematical skills from GCSE and applies them to real-life situations and other academic subjects as well as extending knowledge of statistical and financial mathematics.

How does Key Stage 4 prepare students for Key Stage 5?

Core Mathematics

Core maths builds on topics from Key Stage 4 such as percentages, estimation, probability and statistics. The techniques learned at GCSE are consolidated, extended and applied.

A level Mathematics

A level maths builds especially on the algebra learned at GCSE, but also extends trigonometry, some aspects of geometry, probability and statistics and ideas surrounding rates of change. The mechanics strand of A level mathematics also links to the content of physics at GCSE and A level.

Further Mathematics

Further Maths Pure Core depends largely on A level Mathematics, but also extends GCSE knowledge of quadratic and cubic equations, simultaneous equations, transformations and loci. Further Mechanics depends on basic algebra and knowledge of Key Stage 4 physics as well as linking to the mechanics in A level maths. Discrete maths does not have specific prerequisites in Key Stage 4 but builds on ideas such as the product rule for counting, proportionality relationships and graphical solution of inequalities.

Core Maths content is organised over two years which are interchangeable so that Year 12 and Year 13 students can learn together in a single class.

What do students cover in Key Stage 5? When do they study it?

Year 12/13	Year 13/12
Risk	Introduction to estimation
Probability	Fermi estimates
Medical screening	Upper and lower bounds
Scams	Foreign exchange
Statistics Intro	Product prices
Valid arguments	Comparing and deciding
Normal distribution	Costing and financial problem solving
Guessing the answers	Algebra
Approximately normal	Graphs and gradients
Percentages	Standard form
Appreciation and depreciation	Measures and scaling
Business and risk	Exponentials and logarithmic scales
Making decisions with risk	Modelling
Regression to the mean	Voting and decision making systems (after exams both years)
Randomised controlled trials	
Voting and decision making systems	

Why do they study it in that order?

The chosen order allows each year of the course to stand alone so that new Year 12s can join at the beginning of either year and Year 13s can be confident that they have covered the course by the time of the exams. Related topics which are split between the two modules of the qualification are taught together to improve comprehension and retention.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Topics are regularly revisited as they appear in students' other subjects and current events. Revision occurs at the end of each academic year as Year 13s prepare for the final exams and Year 12s consolidate the first half of the course. Certain topics link across the years, such as appreciation and depreciation with exponential growth, and business and risk with costing and financial problem solving.

How do your curriculum choices contribute to the student's cultural capital?

The content of Core Maths and the contexts in which it is taught are designed to equip students as educated citizens able to make informed decisions. Students are taught to appreciate the power, limitations and potential pitfalls of statistics so that they can be critical of information presented in the media, but also to reason in areas such as medical screening, legal evidence, investment and borrowing. They learn the modelling process and some basic modelling techniques to allow a deeper understanding of the process of scientists, social scientists and policy-makers.

How do you prepare students for learning beyond Key Stage 5?

Core Maths prepares students with statistical, financial and quantitative skills which support further study in a range of fields with quantitative elements, such as business, economics, biology, geography, psychology, sociology and sports science. Because Core Maths supports a number of degree subjects, it is recognized by universities as useful preparation and may result in a lower offer to reflect this.

A level Maths content is organised so that all of the AS content is taught in Year 12 before teaching of the additional A level content begins. This is largely because the hierarchical nature of mathematics makes this the most logical order, but also so that students are prepared for any university entrance exams they may face in the autumn of Year 13 and so that students may take just the AS exam on occasions when this is appropriate.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Proof and Problem Solving	Modelling with Trigonometry
Coordinate Geometry	Further Trig Functions and Identities
Surds and Indices	Calculus of Trig and Exponentials
Quadratic Functions	Transformations and Modulus
Vectors	Rational Expressions
Kinematics	Extended Binomial Expansion
Differentiation	Further Differentiation
Data Collection	Further Integration
Data Presentation	Applications of Vectors
Trigonometry	Further Applications of Calculus

Equations and Inequalities Polynomials Probability Binomial Expansion Binomial Distribution Circles Graphs and Transformations Integration Kinematics with Calculus Hypothesis Testing Forces and Motion Logarithms Exponential Models Large Data Sets Functions Sequences and Series Radian Measure Methods of Proof Combined Transformations	Differential Equations Conditional Probability Normal Distribution Further Hypothesis Testing Projectiles Moments Forces in Context Numerical Integration Numerical Solution of Equations

Why do they study it in that order?

Topics are ordered so that new information builds on prior learning, ensuring that prerequisites precede the topics which rely on them. Topics from different strands which are related are grouped together, such as kinematics with differentiation and the binomial distribution with the binomial expansion. Consideration also has to be given to those students studying Further Maths alongside A level maths, ensuring that prerequisite topics from the single A level are completed before their dependent topics in Further Maths.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Because of the way topics in mathematics build on previous knowledge, much of the content is naturally revisited as ideas are extended. For example, introducing radians as a measure of angle involves revision of prior work on trigonometry. Topics such as the binomial expansion, differentiation, integration, proof, probability, hypothesis testing, kinematics and forces are expanded in the Year 13 content so that revision of Year 12 content is inevitable. In addition, all assessments include (or potentially include) all topics up to that point, so that students are encouraged to continue to improve on any weaknesses or difficulties earlier in the course. Dedicated revision time occurs at the end of each academic year as Year 13s prepare for the final exams and Year 12s consolidate the first half of the course. Year 12 students are also encouraged to improve on their end of year exam results through summer work between Year 12 and Year 13.

How do your curriculum choices contribute to the student's cultural capital?

Advanced mathematics is one of the crowning achievements of human civilization and students are made aware of the significance of the topics they learn, both historically and in modern applications. Calculus, which forms the backbone of the pure mathematics studied at A level, is integral to mathematical modelling in every numerate discipline. Students are exposed to some of its important applications to topics such as kinematics and differential equations. The historical development of topics like calculus and coordinate geometry is linked to much of the notation that students learn. Students also learn statistics, applied to a large data set, and hypothesis testing which are used in extensively in social and biological sciences and in a multitude of careers. In addition, students are given the opportunity to attend public lectures and exhibitions which explore historical and modern mathematical developments in venues such as the Royal Society, the Royal Institution and the universities of Cambridge and Oxford.

How do you prepare students for learning beyond Key Stage 5?

A level mathematics is encouraged or required as preparation for a number of degrees and is particularly recognized by prestigious universities such as those in the Russell Group. Reference is made to the importance of topics in areas of further study as they are taught, such as the centrality of proof in further study of mathematics and the application of calculus and, in particular, differential equations to fields such as biology, economics, chemistry, physics and engineering. Furthermore, the importance of statistics, especially hypothesis testing, to further study of psychology, sociology, geography, biology and many other fields is highlighted. Students are also encouraged to take responsibility for their learning by marking and correcting their independent work in advance of lessons, seeking help between lessons and utilizing a range of resources to consolidate past learning and prepare new topics. The independence and resilience which they develop is vital to success in higher education and to lifelong learning.

A level Further Maths content is organised so that all of the AS content is taught in Year 12 before teaching of the additional A level content begins. This is largely because the hierarchical nature of mathematics makes this the most logical order, but also so that students are prepared for any university entrance exams they

may face in the autumn of Year 13 and so that students may take just the AS exam on occasions when this is appropriate.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Complex Numbers	Further Vectors
Dimensional Analysis	Graphs and Networks
Graphs	Linear Momentum in 2-D
Work and Energy	Summation of Series
Matrices and Transformations	Oblique Impact
Network Algorithms	Induction on Series
Resolving Forces	Travelling Salesman Problem
Power	Route Inspection Problem
Matrices and their Inverse	Exponential Form of Complex Numbers
Principles of Algorithms	Centres of Mass 1
Roots of Equations	Hyperbolic Functions
Momentum and Restitution	More Arrangement Problems
Graphical Linear Programing	Solids of Revolution
More Complex Numbers	Work and Energy in 2-D
Impulse	Inverse Hyperbolic Functions
Game Theory	Efficiency and Complexity
Circular Motion	More Motion in a Vertical Circle
Vectors	Polar Coordinates
Types of Problem	Sorting and Packing
Arrangement and Selection Problems	Centres of Mass 2
Proof by Induction	Further Integration
Motion in a Vertical Circle	Rigid Bodies
Order of an Algorithm	More Linear Programming
Systems of Simultaneous Equations	Further Calculus
Lines and Planes in 3-D	Differential Equations
Hooke's Law	Linear Motion Under a Variable Force
	More Game Theory

Why do they study it in that order?

The three strands of Further Maths, Further Pure, Mechanics and Discrete Maths are taught over both years to aid consolidation and retention for the end of the course and to align with the strengths of different teachers. Topics are ordered to follow prerequisite topics in Further Maths itself and also in the single Maths A level. Some of these dependencies cut across strands such as Motion under a Variable Force from Mechanics which depends on Differential Equations from Further Pure. An effort has also been made to tie together topics from Further Maths with Maths A level to emphasise the development of the topic, such as linking Complex Numbers at the beginning of the Further Pure course with the related topics of Coordinate Geometry, Surds and Quadratics in the single Maths A level.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

As with A level Maths, the hierarchical nature of the subject means that new topics build on previous learning leading to a natural revision of earlier topics as they develop. Complex numbers recur at various points through the Further Pure strand, as do topics like momentum and work, power and energy in Mechanics. The Discrete Maths strand is set up so that every topic is introduced in Year 12 and developed further in Year 13. Again like A level Maths, all assessments include (or potentially include) all topics up to that point, so that students are encouraged to continue to improve on any weaknesses or difficulties earlier in the course. Dedicated revision time occurs at the end of each academic year as Year 13s prepare for the final exams and Year 12s consolidate the first half of the course. Year 12 students who are continuing with the course are also encouraged to improve on their end of year exam results through summer work between Year 12 and Year 13.

How do your curriculum choices contribute to the student's cultural capital?

Further Maths at AS or A level adds both breadth and depth to students' mathematical background. In Further Pure, students get a closer look at how mathematics as a discipline has developed through expansion of the number system and additional methods of proof. They learn that topics which were initially studied as purely academic pursuits have developed important practical applications in modern society, such as complex numbers in electronic and aeronautical engineering. The study of mechanics demonstrates the importance of mathematics in STEM applications all the more forcefully. Discrete Mathematics helps students to see mathematics as a dynamic discipline which continues to evolve and links powerfully to computer science, at the heart of modern society. Further Maths students have all of the opportunities afforded to Maths A level

students to attend lectures and exhibitions and are also encouraged to explore the subject independently through further trips, enrichment activities and reading.

How do you prepare students for learning beyond Key Stage 5?

Further Mathematics extends students' knowledge of mathematics to prepare them especially for university degrees and careers in mathematics, physics, engineering and computer science. It also prepares them for advanced study in less obviously mathematical fields where matrices may be used to transform data in social sciences or a wider range of differential equations may be used in economic or population models, for example. Further Maths also requires a higher degree of independence on the part of students which prepares them for higher education as it is a very challenging subject but taught on a reduced timetable. Clear links can be drawn between the Further Maths course and university study, both in terms of the topics covered and the style of study.

Media Studies

Our vision for the Media Studies Curriculum at Stanborough is …

To prepare students for the society we envision for tomorrow, to enable students to become critical, intelligent consumers of the mass media. We aim to foster an understanding of the media's power to influence, shape and define our concepts of identity, reality and social values. We want students to take responsibility for their media consumption habits and help them understand the effects of their choices. Lastly, we aim to empower and inspire students to express themselves through construction of creative, original and thought-provoking media products.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Media is not taught as a discrete subject at KS3, but we have integrated a unit of work on a media industry into year 7, 8 and 9.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

N/A

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

N/A

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8
Advertising	Travel documentaries

Why do they study it in that order?

These tie in with two of the industries at GCSE and give students a chance to experience the subject so they are informed when they come to choose their options.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes, media knowledge and understanding links in with deconstruction and analysis in English with written texts. It helps students to develop these skills with products that are more familiar to them.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

We revisit analytical skills by using subject terminology to consider connotations within a text – this analysis is a familiar skill for students in English, however we look at image as well as language in media texts. We revisit terminology each year by studying a different industry with the same deconstruction skills.

How do your curriculum choices contribute to the student's cultural capital?

Cultural capital is at the centre of the subject as we look at current affairs and explore the impact of media texts on society. Using texts that are familiar to students enable them to engage with the skills and use these in English literature and language.

Key Stage 4

What is your curriculum intent for Key Stage 4?

To develop the students' understanding of media products and to be able to analyse their purpose and impact on audiences. To consider construction and connotations which create meaning for the audience. To use these skills to understand how the media is communicating (sometimes manipulating) the target audience.

How does Key Stage 3 prepare students for Key Stage 4?

The students will do three units which introduces them to three separate industries and their codes and conventions. This will give them an experience of the subject to enable them to make choices in year 8 for their GCSEs.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
An introduction to a range of media industries – analysing key products (some of the set texts for GCSE) and then producing a range of media texts to give them an experience of production.	Component 1 – study set products for the exam in order to understand the four elements of the framework: media language, representation, industry and audience Summer Term – research and planning for NEA	Autumn Term – production and redrafting Component 2 – detailed study of two industries: Television (comedy) and Music Videos. Develop historical understanding of the industry and study contrasting texts to explore genre, narrative and representation. Study skills for exam.

Why do they study it in that order?

The first year gives them an introduction into the industries and experience producing a range of products so they are informed when it comes to deconstruction the four elements of the framework for set texts in year 10. It enables students to choose the correct brief to maximise their potential in the NEA unit – Component 3.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Each time we study a set product we revisit the core concepts – media language, representation, industry, audience (according to which section of the exam the product belongs to). This enables the students to consolidate the key skills and to become confident at using subject terminology (the confident use of terminology enables students to reach above band 3 in the assessment criteria)

How do your curriculum choices contribute to the student's cultural capital?

Cultural capital is at the centre of the subject as we look at current affairs and explore the impact of media texts on society. Using texts that are familiar to students enable them to engage with the skills and develop an academic and informed discussion. For example, when we study newspapers we look at how audiences are being encouraged to have a particular mindset, depending on their choice of newspaper, and how this impacts political, cultural and social awareness and beliefs.

Key Stage 5

What is your curriculum intent for Key Stage 5?

To enable all students to engage in debate regarding current affairs and to develop understanding of media industries and set products. Additionally, it is the intent for students in KS5 to develop independent research, planning and production skills by choosing a brief and working towards the creation of a media product.

How does Key Stage 4 prepare students for Key Stage 5?

It introduces students to the different media industries and their structure, shows them how media industries are convergent, and enables them to become confident with media terminology. It is a cyclical course – the KS5 structure echoes the KS4 curriculum. Students find it helpful to have previously studied media at GCSE, but the students who have not studied the subject previously are still able to make excellent progress.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Component 1 – study set products for the exam in order to critically engage with the four elements of the framework: media language, representation, industry and audience Summer Term – research and planning for NEA	Autumn Term – production and redrafting Component 2 – detailed study of three industries: Television (crime drama) and Magazines (lifestyle) and Online media. Develop historical understanding of the industry and study contrasting texts to explore genre, narrative and representation. Study skills for exam.

Why do they study it in that order?

Year 12 enables students to explore a range of media industries through set products so that they become confident deconstructing the four elements of the framework f- media language, representation, industry and audience. It enables students to choose the correct brief to maximise their potential in the NEA unit – Component 3. Year 13 develops their production and redrafting skills (to understand the process in the industry) and a more focused examination of three media industries to understand how they are structured, how they engage audiences, and how they are convergent with other industries.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Each time we study a set product we revisit the core concepts – media language, representation, industry, audience (according to which section of the exam the product belongs to). This enables the students to consolidate the key skills and to become confident at using subject terminology (the confident use of terminology enables students to reach above band 3 in the assessment criteria). We also provide opportunities for students to create media products to help them develop technical skills needed for the NEA.

How do your curriculum choices contribute to the student's cultural capital?

Cultural capital is at the centre of the subject as we look at current affairs and explore the impact of media texts on society. Using texts that are familiar to students enable them to engage with the skills and develop an academic and informed discussion. For example, when we study newspapers we look at how audiences are being encouraged to have a particular mindset, depending on their choice of newspaper, and how this impacts political, cultural and social awareness and beliefs.

How do you prepare students for learning beyond Key Stage 5?

It will equip students with the communication and technology skills needed to succeed in the modern workplace, whether this is a media industry or not. It prepares students for University courses in practical and theoretical media, but also any undergraduate course, including English literature and language, psychology, sociology and business.

Music

Our vision for the Music Curriculum at Stanborough is to give students the skills and knowledge to be able to be lifelong Musicians, with an appreciation for a wide range of music and styles, and to be able to have the space and time to develop their creativity.

Key Stage 3

What is your curriculum intent for Key Stage 3?

To enable students to develop their passion for music, through developing their skills in listening, composing and performing.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

The range of Music teaching across KS2 varies massively. Some students may only have experienced Music through singing, whether in assemblies or in class. Others may have had the opportunity to learn an instrument such as the recorder, violin or ukulele as part of whole class lessons. These students tend to have some recognition of Musical Elements, but they have not been studied with enough frequency to be able to be recalled easily. Fewer still, possibly a maximum of 20 per year group, have had private instrumental tuition. Very few have had instruction in composition or music analysis. Although the national curriculum calls for all KS2 to be able to read Music notation, I have found this rarely to have been taught.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Students are given a solid grounding in year 7 of all the areas which should have been covered in KS2, through performance, appraising and composition. Those who have greater experience or skill are given differentiated work to push them further.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8
Autumn Term Rhythm and rhythm notation, melodic notation, describing music using musical language, performance through singing, keyboard skills – playing a melody, creative composition - responding to a picture. Some Classical music. Sub-Saharan African drumming	**Autumn Term** Using technology to aid composition – creating music in Cubase from scratch, further ensemble skills, the Blues, blues scales, improvisation, Chords in inversion, performance with expression, recognizing and responding to Historical context.
Spring Term Accidentals, melodic development, keyboard skills – playing chords, triads, tonality, composition – using contrast and development to describe character, Ensemble performance, songwriting, paper composition	**Spring Term** Musical Futures ensemble skills, self led learning, Four chord songs, arrangement. Film Music, traditional notation, chord symbols, learning from videos, how to teach yourself, the value of practice and persistence
Summer Term Instruments of the orchestra, playing as part of an orchestra, baroque music, repetitive compositional structures (ground bass, riffs) Using music technology to aid composition – introduction and texture	**Summer Term** Pop song composition – larger structures with development in each new section, Music from a variety of different cultures, including India (scales, improvisation and instruments), Jamaica (off beat rhythms, singing), China (scales) and fusion styles (Bhangra, texture, chaal rhythm)

Why do they study it in that order?

In Term 1& 2 of Year 7 we lay down the core skills and knowledge which underpin all Music making, and then through the subsequent SOW we build on that knowledge and understanding of music theory through performance, composition and listening analysis. Each SOW requires new skills, such as greater instrumental dexterity or expression, new knowledge, such as further theoretical understanding or of varying musical styles, and gives students the time and space to explore their creativity, independence and self-awareness.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

♣ improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

♣ use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions ♣ identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices ♣ listen with increasing discrimination to a wide range of music from great composers and musicians ♣ develop a deepening understanding of the music that they perform and to which they listen, and its history
How do you ensure students embed knowledge? What do you revisit? When do you revisit it? We return to the core skills from Year 7 in most SOW, for example students have to decode notation in each SOW, but for different pieces of Music. Each piece, however, has a different difficulty level, may use different instruments and is part of a different musical style.
How do your curriculum choices contribute to the student's cultural capital? Each piece of Music chosen to study through performance or listening adds to the student's cultural capital. We are careful to choose a wide range of music from a wide range of cultures, traditions and countries, and ranging from the Baroque to the present day.

Key Stage 4

What is your curriculum intent for Key Stage 4?

To build on the work done at KS3 to enable students to grow as musicians. We aim to enable them to be well rounded, with developed skills listening, composing and performing and for them to find their personal style.

How does Key Stage 3 prepare students for Key Stage 4?

KS3 forms the foundation of knowledge and skills which are required for the step up to GCSE standard. By the end of GCSE they have experience with all the fundamental building blocks of music, and so in GCSE they can use these blocks to build better compositions, more intricate performances and listening analysis with greater use of specific musical language.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
AUTUMN TERM **Film Music** – how musical elements are used to describe the action on the screen. Developing performance, composition and analysis with more discerning, specialist language and skill. Use of articulation for effect. Ensemble skills where parts are more polyphonic **Christmas Project –** Developing performance skills for public performance. Develop understanding of what makes different musical styles of a style. Perform at St. Francis Church as part of the Carol Concert **Music Theory** – All Grade 3 theory inc. key signatures, rhythm notation and melodic dictation SPRING TERM **Musicals** – performing and composing in the style of a musical using Of Mice and Men as inspiration for lyrics. Using chord sequences and developing use of contrast in composition. Visit to a musical. **Pop Music** – performing and listening skills in a pop music style. Exploring Pop music from 1950 to present day. Developing ensemble performance skills and history of pop music knowledge. Performance at Easter Cheer. SUMMER TERM **Space** – Introduction to orchestral instruments, orchestral scores and instrumental music. Score analysis. Deeper listening skills developing use of key musical vocabulary. **Fusions –** exploring music of the world. How this music can be fused with other styles. Leaning world instruments by ear and world music traditions.	AUTUMN TERM **AOS1 Western Classical Music** – Baroque to Romantic. How and why Music developed as it did. Ornamentation. 16 bar melody. Chords into cadences. Composition using inversion. Larger orchestral scores. Figured Bass. *Set Work: Bandiere by J.S. Bach* Performance of this piece and learning all details required for the exam. **AOS2 Folk Music** – time signatures, compound time, triple time, song writing, folk instrumentation, ensemble skills. **Solo performance –** students perform a piece to the class **MGMT** – Music tech practice piece. Developing skills in using Cubase for use later in coursework writing. Can be used later as technology performance. SPRING TERM **AOS 4 Pop Music –** Chord sequences, pop music conventions, articulation, instrumental techniques. *Set Work: Toto Africa.* Performance of this piece and learning all details required for the exam. **COMPOSITION 1 -**Create a chart hit which might be played on the radio SUMMER TERM **AOS 2 Jazz –** Extended chords, 7^{th}, 6^{th} 4^{th}, Blues scales, performance technique, improvisation. Performance of Chameleon or So what by Miles Davis **COMPOSITION** refinement after feedback **EXAM REVISION** revise all areas of study **PERFORMANCE**	AUTUMN TERM **AOS 1 Structure and Form** Listening revision using structure and form as a focus **AOS 3 Film** Revision of film music devices. Extended writing answers (10 mark question) **COMPOSITION 2** Composition meeting a brief set by the exam board **ENSEMBLE PERFORMANCE** Record ensemble performances. Worked on with peri staff. SPRING TERM **COMPOSITION 2** Development after teacher feedback and completion **General Listening Exam Technique** – revision game, listening tests and focus on areas of confusion, based on analysis of winter mock exam **PERFORMANCE 2** Record performance 2 or complete computer based performance. SUMMER TERM **Exam Revision**

	Ensemble performance practice. Creating an ensemble performance to be performed in the Summer Concert.	

Why do they study it in that order?

This is the order recommended by the exam board. Students spend year 10 learning about various musical styles and periods and build their knowledge of these, through all three skills. Then in year 11 they can revise these, and use the knowledge from them to complete their coursework.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

We constantly revisit theory matters through Starter activities and spend much of year 11 revising the information we have covered in the previous two years. The vast majority of the information and skills required for the course are visited in every SOW but adapted to the new piece/s of music we are using as a focus.

How do your curriculum choices contribute to the student's cultural capital?

Each piece of Music chosen to study through performance or listening adds to the student's cultural capital. We are careful to choose a wide range of music from a wide range of cultures, traditions and countries, and ranging from the Baroque to the present day.
We like to take students on trips to classical concerts, both professional and amateur and to see a Musical.

Key Stage 5

MUSIC

What is your curriculum intent for Key Stage 5?

At KS5 our aim is to help our students refine and hone their skills in performance and composition, to broaden their musical horizons covering some of the great classical music composers, and to prepare them for possible further study or musical careers.

How does Key Stage 4 prepare students for Key Stage 5?

KS4 sets in place the theoretical and practical knowledge required for students to be good musicians. KS5, however, builds on this giving students a deeper understanding of how music works, the social context of its creation and the skills to listen more discerningly to music.

What do students cover in Key Stage 5? When do they study it?

Our year 12s and 13s are taught together in a joint class. With this in mind we follow a year A/B timetable in the Autumn and Spring Terms, with work split for Year 12 and 13 in the Summer Term. Much work is covered in both years, with one year acting as Both years start with an introduction/refresher to reading an orchestral score and the symphony

Year A	**Year B**	**Summer Term**
AUTUMN TERM **The Symphony** *Set Work: Haydn's London symphony* Understanding how Haydn's piece is representative of its era, the main parts of the piece, writing essays about the music **Solo performance recital:** increasing in length and difficulty each half term	**AUTUMN TERM** **The development of the Symphony from 1750-1900** Listening to, study and appraisal of 10 symphonies stretching across the time bracket. Discussion and essays written on the development of structure, melody, harmony, texture and use of instruments	Year 12 **Dance Music Styles** – developing use and understanding of rhythm Developing listening skills further to accompaniment Melodic Dictation *Set Work: Mendelsohn's Italian Symphony* **Solo performance recital:** increasing in length and difficulty each half term

Classical Composition: making a good tune and chords worthy of development, melodic, harmonic and textural Development, Complex chords, Circle of 5ths. **Musicals:** Describing music in musicals! Listening comprehension and recognition **SPRING TERM** *Set Work: Debussy & Poulenc* Into the 20th Century **Solo performance recital:** increasing in length and difficulty each half term **Composition development and refinement** Composition completed along with composition log Composition recorded with live orchestra/quartet.	**Solo performance recital:** increasing in length and difficulty each half term **Classical Composition**: making a good tune and chords worthy of development, melodic, harmonic and textural Development, Complex chords, Circle of 5ths. **Musicals:** Historical context of musicals and the composers thereof. **SPRING TERM** Exploring Impressionist, Expressionist and Neo-classical styles through listening performance and composition. Knowledge organisers produced. **Solo performance recital:** increasing in length and difficulty each half term. Year 13 take their performance exam **Composition development and refinement** Composition completed along with composition log Composition recorded with live orchestra/quartet.	**Free Composition –** composing in a style not dictated by the exam board Year 13 **Exam Revision**

Why do they study it in that order?

We are partly limited by Year 12 and 13 having to be taught in the same class. We manage this by covering most of the topics in terms 1 and 2, with term 3 being set aside for Year 13 revision and Year 12 independent study for their composition. In this way, Year 13 revise much of the work as it is repeated in the second year, with new information being limited.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

In this way, Year 13 revise much of the work as it is repeated in the second year, with new information being limited.

How do your curriculum choices contribute to the student's cultural capital?

Students broaden their knowledge of the Western Classical Tradition of Music and Musical Theatre. We like to take students on trips to classical concerts, both professional and amateur and to see a Musical.

How do you prepare students for learning beyond Key Stage 5?

We encourage students to take up all opportunities inside and outside of school in making music. Students compete in national performance and composing competitions.

By creating frequent opportunities to perform in front of an audience, both during and outside of the course our students are confident performers.

By encouraging our students to take opportunities to make music outside of school, students make connections with other musicians. This has led many of our former students have come to take professional paid work as musicians in shows, pantos, as accompanists and as composers. We support students in their applications to university by guiding them through the many University vs Conservatoire options, and have prepared students for interviews at Oxbridge and for auditions at Conservatoires. Several of our former students have successfully gained positions as Choral Scholars.

MUSIC TECHNOLOGY

What is your curriculum intent for Key Stage 5?

To build on Music Tech skills established throughout Key stage 3 and 4, as well as outside engagement the students have. By the end of the course the students will have become skilled at recording bands in a studio setting, mixing audio using computer software (DAW) as well as creating their own compositions using the DAW. Students will also cover the history of recorded music, various music genres in depth and the history of technological developments in recorded music. Students will be set to not only to continue to Music Technology based university courses, but also to explore apprenticeships, internships and creating their own portfolio for freelance work.

How does Key Stage 4 prepare students for Key Stage 5?

Music Technology is a separate subject to Music, however in KS4 we build on skills explored earlier in Ks3 as well with the use of Cubase, as well as general compositional skills and musical understanding. Students taking GCSE music are at a considerable advantage when discussing instruments, harmony and other musical devices, however it is not a pre-requisite that students should have done GCSE Music to gain a place on the Music Tech course.

What do students cover in Key Stage 5? When do they study it?

Year 12
AUTUMN TERM

Fundamentals
'59 sound'
Students explore the software, making sure they are aware of the key aspects of what the software entails is. Students take part in a short recording task, and a mixing task within this, with the Song "59 Sound".

Automate the world
Students explore effects, automation and composition through a brief. Students continue with mixing skills through this brief.

History of Everything....
Students cover an overview of the history of genres, technology, recording and commercial music.

Exam prep
Exam questions are used in lessons that link to the above projects, and to show students what exam questions look like, as many of them are unusually formed (IE paragraphs about why an EQ would be used on an instrument, and then completing a graph within the same question), as well as practical questions that will be answered within the exam.

SPRING TERM
Coursework Prep
Students complete the AS coursework in a shorter period of time to help embedding the knowledge needed for next year, including responding to a brief (Component 2) and creating a multitrack recording (Component 1)

Exam prep
Students complete listening questions throughout the term.

SUMMER TERM
Genres

Year 13
AUTUMN TERM

Coursework
Component 1
Recording and beginning the mixing for component 1.

Component 2
Briefs for Component 2 coursework released September, and begin after the half term break.

Exam Prep linking to coursework

SPRING TERM
Coursework finishing

Exam Prep

SUMMER TERM
Final Exam prep

Students cover in depth the different Genres covered by the music tech course, linking back to earlier learning as we cover how those genres are composed, what technology is used in those genres, and how one would mix projects of that genre. **<u>Coursework Preparation</u>** Preparation for component 1 coursework assessment as this is released in the Summer Term.	

Why do they study it in that order?

Order has been suggested by Edexcel, as well as by collaborating with other teachers of the subject. This way, the foundational skills are explored very deeply over the first term, and then constantly brought back to.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Once fundamentals are covered in first term, these key skills are constantly revisited, evaluated and built upon, through the exam prep. The course is covered within the time of Year 12, and then the overwhelming majority of year 13 is revision, as this course is planned to be taught with year 12 and year 13 together in the same class.

How do your curriculum choices contribute to the student's cultural capital?

Students broaden their knowledge of a wide array of genres, history of technology, and appreciation for how music is made, recorded, and sold. Opportunities such as Ted talks, online masterclasses and public concerts and demonstrations are shown to students

How do you prepare students for learning beyond Key Stage 5?

We encourage students to take up all opportunities inside and outside of school in making music and recording music. Students are encouraged where appropriate to start looking for paid work, recording friends' and peers' music, as well as editing music for others. Many of the tasks used in lessons are based off real-world scenarios that have been experienced by free-lancers, and students are frequently pointed to how they can use skills covered to start working. With the Sound and Light Team (SaLT) there is an opportunity for students to practically use the skills covered in class in a professional-level setting, as well as working on other aspects such as troubleshooting and leadership.

By encouraging our students to take opportunities to make music outside of school, students make connections with other musicians. This has led many of our former students have come to take professional paid work as musicians in shows, pantos, as accompanists and as composers. We support students in their applications to university by guiding them through the many University vs Conservatoire options, and have prepared students for interviews at Oxbridge and for auditions at Conservatoires. A former student recently won a very large scholarship at his University due to a Music Tech composition he had undertaken since leaving Stanborough.

PE & Dance.

Our vision for the PE Curriculum at Stanborough is to allow opportunity for all students to improve their physical, social, mental and overall wellbeing through sport. We aim to inspire students to be physically active for their whole life, not just in school. Physical and mental wellbeing is at the heart of our curriculum and extra curriculum. We pride ourselves on the wide range of physical activities we offer to all students to allow everyone to succeed as well as developing competitive excellence.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Our aim in KS3 is to develop and consolidate physical skills learnt in previous key stages or from outside school environments. We aim to embed and enhance students' fundamental motor skills and embed competence, confidence and excellence in their techniques We then aim for students to have the opportunity to apply them across different sports and physical activities.

We aim for students to be able evaluate and analyse basic skills in closed environments and begin to develop a sound understanding of tactics and strategies which can be used in a variety of sports.

We aim for students to develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. We strive to develop pupils understanding of the physical and mental health benefits of Physical Activity as well as encouraging a healthy and active lifestyle including promoting a healthy diet.

Leadership, problem solving, resilience, communication and team work are embedded into lessons throughout the curriculum.

We pride ourselves on the adaptability of the curriculum and the fluidity of subjects taught, this is to allow students to fully achieve their potential and our vision.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Students at key stage 2 often have mixed experiences at primary school of PE. Many schools do not have trained PE teachers and students often arrive at KS3 with huge variation on ability and experience in Physical Education.

At Key Stage 2 the curriculum requires students to be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Early assessment of students' fundamental motor and cognitive skills. Where possible selective grouping is used to allow students to excel and to develop the key skills required in a comfortable environment.

Students are taught all areas of the national curriculum through the Key Stage.

Strong links developed with local primary schools. Regular visits to primary schools PE lessons to teach and lead sessions. Close links with SSCO and screening of students to help with planning.

The curriculum is fully adaptable and changeable depending on the needs of the students, it is extremely fluid to allow support and to meet the demands of each class.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8
• Games • Gymnastics • Dance • Fitness and wellbeing • Athletics • Games	• Games • Dance • Gymnastics • Fitness and wellbeing • Athletics • Alternative Activities

	• Games

Why do they study it in that order?

Students usually arrive with vast experience of team sports. Therefore it is important to embed and enhance the fundamental skills required for these activities and sports early in secondary school. This allows the students to have a solid foundation of motor skills which they can build upon throughout their time at Stanborough.
Skills leant in year 7 and 8 are then developed and built upon throughout the curriculum in each year group.
For example:

- Fundamental individual skills used in team sports become the building blocks for technique and then development of tactics and strategies.
- Within individual sports such as Athletics the fundamental skills for each event are then developed and advanced to improve performance.
- Within Dance and gymnastics simple movement patterns and motifs are explored in more detail and with more complex patterns throughout the curriculum.

Weather conditions and suitability of certain sports for time of year will impact when sports can be safely taught as will facility availability.

Fitness and Wellbeing is taught in every year group to enhance students understanding of how to lead a healthy and balanced lifestyle both in school and when they leave school

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Yes

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students knowledge is embedded through multiple practices in isolation and closed environments, this is focused on improving students muscle memory. This is revisited at the start of lessons and throughout every key stage. Students are then challenged to recall these muscle movements in open environments and in in competitive situations.

Continued questioning of students understanding and challenge any misconceptions of movement patterns or strategic tactics is ongoing.

Basic fundamental skills are revisited throughout all key stages, but ay be transferred to different sports. For example: Catching will be taught to students in striking fielding games in year 7. The basic fundamentals of catching will be revisited in every key stage but may be adapted dependent on the striking and fielding sport being studied.

How do your curriculum choices contribute to the student's cultural capital?

Extremely broad curriculum including sports which are not necessarily 'traditional' or accessible to students. Use of offsite facilities such as Stanborough Lakes and Gosling Sports Park at no cost to the students which are used by professional athletes.

Leadership opportunities in lessons but also promoted through sports leadership opportunities in local primary schools.

Key Stage 4 - Core

What is your curriculum intent for Key Stage 4?

When students reach key stage 4 there is a clear shift in the focus of the curriculum. In key stage 4 we have two clear goals.

1. To develop students tactical and technical ability for them to excel in sports.

2. To develop students' love for physical activity and for students to understand the benefits of a healthy and active lifestyles.

In key stage 4 we focus our PE lessons on enhancing and mastering technical skills in sport and then applying these to game situations. We also focus heavily on how to apply certain tactics and strategies in sport situations.

We also shift our focus away from traditional sports, with the aim to offer students the broadest curriculum possible. Traditional sports still feature within the curriculum to allow students to develop and build upon their knowledge and fundamental motor skills learnt in key stage 3. However, we focus heavily on developing a love for sport and physical activity. We try to achieve this by offering a huge range of sports, many of which students do not have access to or will never have taken part in before.

We offer 'alternative sports' throughout key stage 4, sports such as Capture the flag, Ultimate Frissbee, American football, Softball, Danish Long Ball, Yoga, Pilates and Benchball. Students are also given some choice over the selection of certain activities which allows them to take responsibility for their learning.

Using sport to improve mental health is also heavily focused on within our lessons, especially in the build up to exams and promoting a healthy and active lifestyle is focused on in lessons. E.G. Discussions around heart rate zones, importance of Aerobic fitness, release of endorphins and nutrition.

We pride ourselves on the adaptability of the curriculum and the fluidity of subjects taught, this is to allow students to fully achieve their potential and our vision.

How does Key Stage 3 prepare students for Key Stage 4?

Fundamental physical and cognitive skills which are developed in key stage 3 are revisited in key stage 4 and then built upon. Our aim is for all students to master skills according to their ability.

Key stage 4 requires students to apply the skills they have learnt in key stage 3 to competitive situations.

Skills learnt in key stage 3 are also transferable to key stag 4 even if the sport is different. For example, good technique is taught for catching which can be applied to cricket and rounders, or scanning for a break opportunity in rugby can be applied to basketball. Therefore, the fundamental skills learnt in Key Stage 3 are expanded and applied to different areas of the curriculum.

Students understanding of components of fitness and training methods are also developed through new fitness training methods and alternative activities.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
Games Alternative Activities Fitness Dance and Gymnastics Athletics Striking and Fielding	Games Alternative Activities Fitness Dance and Gymnastics Athletics Striking and Fielding	Games Alternative Activities Fitness Athletics Striking and fielding

Why do they study it in that order?

Lessons are structured around National Governing Body guidelines and are similar to the key stage 3 structure to allow students to improve muscle memory and transition of skills. Weather conditions and facility availability will also feed into the curriculum design.

Skills learnt in key stage 3 are transferable to skills in key stage 4, therefore even though the sports taught might different, a student's ability to recall movement patterns allows new sports to be learnt quickly.

Games are taught first to replicate NGB guidelines but also to allow students master the skills required for the environment at the same time period each year. E.G. Football and Rugby are taught in winter months to give students confidence when making a tackle or to allow the ball to move quickly over a surface when passing.

Teaching sports at similar times each year also allows students recall of movement to be more efficient as they can relate the skill to the 'sporting season'. It also allows a clear structure for students to learn within and allows them to have confidence in the predictability of lessons and the sequence of skills required.

Weather conditions dictate that Athletics needs to be taught in the Summer term for safety reasons, as does striking and fielding.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students knowledge is embedded through multiple practices in isolation and closed environments, this is focused on improving students muscle memory. This is revisited at the start of lessons and throughout every key stage. Students are then challenged to recall these muscle movements in open environments and in in competitive situations.

Application of techniques in competitive situations is embedded via recall of movement patterns and the analysis of these movements in competitive scenarios.

Continued questioning of students understanding and challenge any misconceptions of movement patterns or strategic tactics is ongoing and interleaving of key fundamental skills.

How do your curriculum choices contribute to the student's cultural capital?

Extremely broad curriculum including sports which are not necessarily 'traditional' or accessible to students. Use of offsite facilities such as Stanborough Lakes and Gosling Sports Park at no cost to the students which are used by professional athletes.

Key Stage 4 – Accredited

What is your curriculum intent for Key Stage 4?

Students who select to do PE and Dance accredited courses make their options for the start of year 9.

Our aim for accredited courses is to allow students to excel in chosen subject through practical excellence and theoretical knowledge. We hope that students who select the courses wish to have a career in the sports industry and it is our target to ensure they have the best opportunity to do this.

We aim to enhance and develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and how to use this knowledge to improve performance.

We aim to improve students' ability to understand how the physiological and psychological state affects performance in physical activity and sport.

We also aim to develop students' ability to analyse and evaluate to help improve performance and to understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

How does Key Stage 3 prepare students for Key Stage 4?

Fundamental physical and cognitive skills which are developed in key stage 3 are revisited in key stage 4 and then built upon at a higher level in accredited courses. We provide students with the basic cognitive skills in Key Stage 3 and enhance these to a target of 'mastery' in accredited courses.

At key stage 3 students are taught theoretical knowledge which they will use in accredited courses. Students are taught muscles, bones, methods of training, energy systems and components of fitness in Key Stage 3 core PE lessons. This can then be built upon during accredited courses.

What do students cover in Key Stage 4? When do they study it?

Year 9 – GCSE	Year 10 – GCSE	Year 11 – GCSE
		- Physical and social well being

- The structure and function of the musculoskeletal system - The structure and function of the cardio-respiratory system - The components of fitness - The short and long term effects of exercise BTEC - Sports Rules, Regulations and Scoring Systems - Practical Sports Performance - Dance - Individual Technique - Performance skills - Chorographic devices - Introduction to dance practitioners Dance styles: Urban, Contemporary, Swan Lake	- Anaerobic and Aerobic energy systems - Lever Systems and planes of axis - The components of fitness and fitness testing - Fitness Training methods - Personal fitness plan BTEC - Responding and Adapting to Exercise and Energy Systems - Fitness for Sport and Exercise - Practical Sports - Performance Dance - Individual and group Technique - Expressionism - Reproduction of professional repertoire Dance Styles: Matthew Bourne, Boy Blue, Wayne McGregor	- Diet and nutrition and sedentary lifestyle - Energy use diet and nutrition - Classification of skills and guidance and feedback - The socio-cultural factors that impact on physical activity and sport BTEC - Applying the principles of personal training - Practical Sports Performance Dance - Individual and group Technique - Reproduction of professional repertoire - Refinement and enhancing performance

Why do they study it in that order?

GCSE
Students study Musculoskeletal and cardiorespiratory systems first as this knowledge is fundamental to the rest of the course. The anatomical understanding of the body is discussed in all other units. Without this knowledge, students would be disadvantaged when trying apply this information to effects of exercise, training methods and energy systems etc.

These fundamental building blocks of knowledge are recapped throughout the course and used in different units. Therefore, its vital students have a sound knowledge from the start. For example, students will be required to discuss effects of training on the Heart, without the anatomical knowledge of the heart students cannot discuss this.

Students are taught components of fitness before fitness training and testing and before their training plan as this knowledge coupled with anatomical understanding is key for design of the training plan.

Students are taught social and cultural effects and psychological effects in year 11 as these require students to apply their knowledge to practical examples from the world of sport, using relevant and up to date examples allows to students to relate and apply their understanding to this.

BTEC
Students study the rules and regulations unit first as this unit provides the building blocks for much of the course. Students complete a large practical unit and we believe that if students embed information about the rules, evaluate movements and discuss the skills required for sports that this will enable them to fully achieve their potential when applying this to practical performances.

The practical unit also requires students to have a deep understanding of the anatomical structure of the body. These fundamental building blocks are used throughout the course. Therefore, it is important that students have a sound understanding early in the course.

Students study the bodies response to exercise in year 10, building on their knowledge from year 9 and applying their understanding of anatomical structures in the body to the effects of exercise and energy systems to this previously learnt information.

Students then study applying principles of personal training, this unit requires students to have a sound knowledge of the anatomical structure, effects of exercise and training methods. All of which have been taught in previous units. This gives the students the best opportunity to apply their knowledge and use evaluation skills in the unit.

Dance

Students develop individual technique and fundamental movements which lay the foundations for the whole course in year 9. Varied and contrasting dance styles are introduced in year 9 to allow students to increase their knowledge of motifs and chorographic devices. Students are also introduced to many practitioners and their styles to give students a basic understanding of influences on Dance, which are then embedded in later years with a more precise and deeper investigation into the practitioners.

As students enter year 10 they will increase their performance technique with the introduction of group dances and will focus in more depth on 3 dance practitioners. Students ill also be introduced to expressionism and improvisation which will be built upon in year 11 and KS5.

When students enter year 11 their focus is shifted towards performance and refinement of chorographic devices, motifs and technique. The aim of this year is to perform to a live audience and showcase all of their skills which have been developed in the previous years. Students are given responsibility over their dances, using their knowledge of different styles and practitioners which has been leant in previous years.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

A large focus on metacognition skills such as memory recall activities at the start of each lesson. Use of dual coding, interleaving and spacing is used within lessons. These metacognition skills are used throughout the SOW. Students are continuously challenged on all aspects of the course to demonstrate their knowledge.

For example, once per week students sit a 10-mark recall exam or use whiteboards to recall 'guess who' or 'what am I thinking' using information from previous lessons or from previous units in the course.

Students knowledge is revisited through interleaving and spacing techniques.

Students are asked to dual code in lessons and will sit regular exam questions to reinforce and embed knowledge and end of topic tests are set which also include a question from another topic.

Use of knowledge organizers and revision cards are used in lessons. Students in year 11 are given revision cards to use at home and in lessons.

In dance students revisit motif and choreographic work constantly throughout the year. Fundamental skills are transferred from dances and performances often include a wide array of dance techniques, styles and influences from practitioners.

How do your curriculum choices contribute to the student's cultural capital?

Students have the opportunity to study a wide range of topics using the Edexcel Spec for GCSE and BTEC. Students have had the opportunity to go to Hertfordshire university to learn about fitness tests. Students at GCSE and BTEC have the opportunity to attend extra-curricular clubs specifically aimed at improving the skills they require for their courses. Students also have access to Gosling Athletics Centre and Stanborough Lakes for lessons, at no extra cost.

Dance students have a vast array of extra-curricular clubs, many run by older dance students. There is also the opportunity to perform at a large auditorium in front of a live audience in the end of year show.

Key Stage 5

What is your curriculum intent for Key Stage 5?

The intent of our Key Stage 5 curriculum is to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. We also aim for students to understand how physiological and psychological states affect performance and to understand the key socio-cultural factors that influence people's involvement in physical activity

How does Key Stage 4 prepare students for Key Stage 5?

Students study GCSE PE/BTEC Sport to enable them to study A-Level PE. We use the same exam board at GCSE and A-Level which is Edexcel.

The key SOW for GCSE focusses on the Specification provided by Edexcel but Key Stage 4 also prepares students for key stage 5 by going beyond the GCSE specification on certain topics and increased detail on certain areas which are more prominent in Key Stage 5, such as use of technology.

We aim to embed key knowledge about the anatomical structure of the skeleton, effects of exercise and training methods at KS4. We regularly test students understanding through a range of metacognition strategies to try and ensure this knowledge is embedded in memory. The A Level course will build on this knowledge and expand upon it.

What do students cover in Key Stage 5? When do they study it?

Year 12 A Level	Year 13
Applied Anatomy & Physiology Exercise Physiology Performance Development Program (PDP coursework) Sports Psychology	Sports Psychology Skill Acquisition Sport & Society
Year 12 Dance	**Year 13 Dance**
Development of live performance skills Investigating practitioners Dance technique	Development of group performance skills Optional Unit – Will change depending on year 12 strengths/weaknesses Improvisation

Why do they study it in that order?

The Anatomy and Physiology units (the biggest units) are taught first to give students the scientific understanding of the human body, this feeds into all other topics. Students need to have a sound knowledge base of anatomical structures within the body before applying the effects of exercise to these structures. Exercise physiology explores students understanding of the key concepts taught in Applied Anatomy and Physiology.

Students study Sports Psychology, Skill Acquisition and Sport & Society during year 13 as these units require students to have up to date understanding of specific sporting examples, studying these courses allows a direct link between the information being learnt and the current climate.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

A large focus on metacognition skills such as memory recall activities at the start of each lesson. Use of dual coding, interleaving and spacing is used within lessons. These metacognition skills are used throughout the SOW. Students are continuously challenged on all aspects of the course to demonstrate their knowledge. Students are

also challenged to recall and apply their knowledge using longer open ended questions which encourages deep thinking and analysis skills.

There is emphasis on application of this knowledge by using exam questions throughout with in depth analysis of each one. There are also end of topic assessments that re-check students' knowledge and improve the students misconceptions.

Once per lesson students sit a recall exam or use whiteboards to recall 'guess who' or 'what am I thinking' using information from previous lessons or from previous units in the course. During year 13 students will also recall information from year 12 as the unites are vastly different in their knowledge. Using spacing techniques are vital for this knowledge to be embedded. It is constantly reviewed to support students long term memory.

Students are asked to dual code in lessons and will sit regular exam questions to reinforce and embed knowledge and end of topic tests are set which also include a question from another topic. Exam questions will be individual, peer and teacher assessed to allow students to enhance their exam technique and also provides an opportunity for students to see a 'perfect' answer, which promotes long term memory capability.

In dance students are asked to recall movement patterns, motifs and choreographic devices within every lesson. They cross over of technique, dance styles and practitioner influences means that students are continuingly recapping previously learnt skills and this allows the knowledge to be embedded with their memory.

How do your curriculum choices contribute to the student's cultural capital?

Trips to University Laboratory and to BodyWorlds exhibition. Use of facilities and equipment which students would not have access to outside of school and use of technology in lessons.

In dance students have the opportunity to perform on a stage in front of a huge live audience at no cost to them.

How do you prepare students for learning beyond Key Stage 5?

Students are expected to complete essay style questions throughout the course as well as an extended piece of coursework. This develops students' ability to analyse and evaluate as well as structure extended pieces of written work.

Students are expected to read outside of the classroom and to enhance their knowledge of Physical Education in detail. Journals are provided for students to use as well as extended reading and these ae expected to be used within their coursework.

Psychology

Our vision for the Psychology Curriculum at Stanborough is to provide solid foundations of knowledge and skills for GCSE students to confidently progress beyond key stage 4 and into further education. For students not progressing on from KS4 in Psychology, they will benefit from the development of knowledge, skills and attributes to become active and considerate citizens, by developing the qualities of care, compassion and empathy for others and challenging stigma and discrimination surrounding mental health issues and neuro-diversity. All students in KS4 and 5 will develop high level independent primary and secondary research skills to act as a springboard for further training in whatever curriculum area they choose to pursue. Students will be encouraged to achieve the very highest aspirations both for attainment in Psychology and for their future career aspirations.

Key Stage 4

What is your curriculum intent for Key Stage 4?

Knowledge

· Students understand the different key theories covering the areas of social, cognitive, biological, developmental and individual difference areas of psychology
· Students can articulate the different positions regarding debates within psychology, including 'reductionism/holism', 'nature/nurture' and 'freewill/determinism'
· Students appreciate how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
· For each topic, students will be required to study two core studies to support the content of related theories. For each core study, they should be able to 'tell the story' of the study
· Students appreciate the contribution of psychology to an understanding of individual, social and cultural diversity
· Students will understand how science works in relation to Psychology

Skills

· By evaluating key theories and studies, students will develop the confidence to develop critical thinking skills
· Students will be able plan and design research investigations so that they are both ethical and feasible
· Students will be able to use mathematical skills to analyse and interpret data

Attributes

· Students will develop care, compassion and empathy for other people.
· By exploring emotionally challenging topics students will develop courage
· By an emphasis on designing, carrying out and analysing the results of practical investigations, students will develop curiosity
· By encouraging students to aim high and evaluate their own investigations, students will develop confidence and resilience.

How does Key Stage 3 prepare students for Key Stage 4?

N/A

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
An introduction to psychology, key issues and debates and neuropsychology. Students will study the theories and key studies for the topics of 'psychological problems, 'social influence' and 'development'. Students will cover all the main research methods used by psychologists and become familiar with the vocabulary used for each research method. Assessment objectives will be referred to throughout the year and embedded in all tasks.	Theories and key studies for the topics of 'sleep and dreaming,' 'memory' and 'criminal psychology' Students will consider design decisions and dilemmas faced by psychologists when planning research studies and will develop skills to evaluate theories.	Students will consolidate the knowledge that they have learnt throughout years 9 and 10 in order to compare and contrast theories from different topics using the debates and issues they have learned throughout the course. The focus this year will be on application of knowledge, developing key skills and making synoptic links

Why do they study it in that order?

Throughout the course, neuropsychology, research methods and the key issues and debates underpin the content (theories and studies) that students need to know. Therefore, the course starts with an introduction to these topics so that links can be formed and knowledge is enhanced as the students' progress through the content. The order of topics delivered does not follow the specification chronologically. The topics that require a more complex

understanding of psychological concepts are taught in year 10 when the students are more confident with the subject and terminology

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Do it Now tasks – knowledge checks at the start of each lesson to recap prior learning
- End of unit tests to assess progress
- End of unit test feedback and DIRT time
- Past exam questions to apply knowledge and skills throughout the course
- Mock exams

How do your curriculum choices contribute to the student's cultural capital?

The course is designed to inspire and engage students by providing a broad and coherent curriculum which develops an understanding of the ideas and values that characterize 'self' and others. Students will be able to use the vocabulary of psychology with confidence. Students will develop transferable creative and critical thinking skills by learning to plan and design their own investigations. The exam board chosen (OCR) has enriched and supported their qualification by working with 'Time to Change', England's biggest programme to challenge mental health stigma and discrimination, run by the charities Mind and Rethink Mental Illness.

Key Stage 5

What is your curriculum intent for Key Stage 5?

Our curriculum is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life.
Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

How does Key Stage 4 prepare students for Key Stage 5?

Students who studied the subject at KS4 already have a sound knowledge of Psychology and the key concepts within the subject. Students are familiar with the assessment objectives and possess the skills (knowledge, application and evaluation) required to succeed in the subject. There is an overlap of terminology and topics, e.g. issues and debates, neuropsychology, research methods, memory, elements of psychopathology, etc which students will be required to study in more depth in KS5.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Autumn term: Approaches - Basic understanding of human development from various perspectives. Ability to think abstractly, from other points of view and apply this to everyday situations/human behaviour. Biopsychology - Built on from biological approach; getting students to understand the biological basis of human behaviour. Biopsychology A2 content - Built on from Biological approach and AS Biopsychology content; getting students to understand the biological basis of human behaviour and furthering this to understand functions of the brain.	Autumn term: Issues and Debates - To understand significant issues & debates that are consistent across all areas of psychology. This will bring together AO3 elements from all topics. Schizophrenia - Students will learn to understand schizophrenia the co-morbidity rates with other common mental illnesses. This includes symptoms, classifications, explanations and treatments. Will build on knowledge from the cognitive, behavioural & biological approaches. Spring Term:

Psychopathology - Knowledge of some of the most common mental health disorders, including anxiety and depression. Students will develop knowledge of explanations and treatments. <u>Spring Term:</u> Attachment - Understanding of why humans need attachments and the evolutionary benefits of them. Reflecting upon own attachments. Understanding future impacts of earlier attachments. Analysing impacts of disruption in early attachments. Memory - Conceptual and abstract thinking. Building on cognitive approach. Understanding of how memory works through 2 different models. Focus on forgetting and issues with EWT. <u>Summer Term:</u> Social Influence - An understanding of conformity, obedience and how this impacts society. Examines key examples throughout history (apartheid, The Suffragettes, MLK etc.). Emphasis placed on personality.	Forensic Psychology - Students will learn explanations for criminality and how it can be "treated" (e.g. token economy systems and restorative justice). Relationships - Students will look at theories of romantic relationships, including attraction and the breaking down of relationships. This topic also covers virtual and para-social relationships and the drawbacks to disclosing information online. This topic will build on the learnings from the biological approach. <u>Summer Term:</u> Revision and final exams
Research methods will be taught alongside each topic throughout the year. This includes practical lessons to implement many scientific and mathematical skills that are needed for a career in psychology, or any other social science.	

Why do they study it in that order?

The KS5 curriculum follows the AQA A Level Psychology specification 2015.

All topics are built upon previous content in each topic, particularly approaches, issues and debates and research methods which are referred to and taught throughout the course. The order in which the topics are delivered to students helps with recall of knowledge but also development of many practical skills needed for the world of work, including application of theory.

All students will sit assessments at the end of each topic to address misconceptions and facilitate appropriate teacher interventions whilst also focussing on previously taught content.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Knowledge is tested formatively in class through questioning, quizzes, etc. At the end of each topic, students are required to complete an end of unit test
- 'Do it Now' tasks – often check understanding from previous lessons
- In year 13, an hour a week is dedicated to revisiting year one topics and students are required to attempt 16 mark exam questions in timed conditions for revision purposes

How do your curriculum choices contribute to the student's cultural capital?

Approaches - Getting students to understanding a basic viewpoint of why people behave in certain ways and how we learn. Forms the foundations of many explanations across the rest of the topics.

Biopsychology - Students will start to understand some of their own behaviour and relate to everyday situations (e.g. Fight or flight response) and how they can manage themselves in certain situations.

Psychopathology - From studying this, students will become aware of very common mental health illnesses, which are on the rise in today's society, especially in their age group. Students will (hopefully), form an understanding

and develop compassion and patience for individuals with those illnesses, whilst maybe feeling comfortable enough to support their peers should they see any signs or symptoms.

Memory - An understanding of how our memory works will give an opportunity for students to reflect upon their own memory patterns and enable them to apply this to revision techniques.

Social Influence - Students will understand conformity and why people conform or obey. They will be able to apply this to making sense of history and other social issues, e.g. bullying, 'mob' mentality and peer pressure.

Attachment - This will help students to understand their own attachments and reflect on current relationships. This should help students understand the importance of maintaining key relationships, particularly at such significant stages of their lives.

Issues and Debates - Knowledge on the current issues & debates throughout psychology will build on their critical thinking skills and prepare them for a career in any social sciences field. This will also give them a greater understanding of the issues still faced in today's society and how important it is for research to be carried out correctly and ethically in order to keep the reputation of psychology (e.g. understanding cultural and gender bias in research; the impacts of this and when it is needed). This will also hopefully give students an appreciation of other cultures and learn to accept behaviour that differs from our own. Building on from knowledge learnt in psychopathology, students will begin to understand more complex and severe mental illnesses. Again, this will give students the opportunity to appreciate how common this is and be more sensitive to the issue. Education here should also help reduce the stigma surrounding ill mental health.

Forensic Psychology - Students will begin to understand why people may turn to criminality. Awareness of this should deter any violent behaviour or temptation to follow this path in life, and it will also prepare students who are interested in careers in this field, such as, working in prisons, youth offending or criminology. Knowing how crime is defined and measured should also educate students on how information can be misrepresented in the media or interpreted in the wrong way. For instance, the use of crime surveys and statistics to "highlight" changes in violence in certain areas or amongst certain ethnic groups; an awareness of this should encourage students to make their own judgements about stats and look beyond misconceptions.

Relationships - Studying relationships at this stage in their development is crucial for our students. Understanding theories and applying them to real-life situations of their own has helped students reflect on their own relationships and manage them better. Many of our students have difficult relationships at home, with romantic partners or friends, and this topic helps them to understand how to maintain those relationships in a healthy, balanced way. This has been particularly helpful for our more vulnerable students, particularly girls, who have faced much emotional negligence and are subject to the detrimental messages that social media portrays. This has also helped one gender understand what the other gender experiences in similar situations.

How do you prepare students for learning beyond Key Stage 5?

- Subscription to the British Psychological Society (BPS) – students have access to current articles, recent psychological developments and further study/career opportunities
- Careers page on website with UCAS information and links to Psychology at university
- Career information posters displayed in the classroom
- Extracurricular trips and guest speakers to inspire and motivate students

Religion, Philosophy & Ethics

Our vision for the Religion, Philosophy & Ethics Curriculum at Stanborough is to help students gain a coherent knowledge and understanding of religions & faiths both in Britain and in the wider world. We also encourage students to explore ethical issues which will help them reflect on their place in modern society. It is worth remembering that there will be a range of faiths of students in the school and the subject can help them to navigate the multi-cultural society we live in.

We are required by law to follow our locally Agreed Syllabus creative by the Hertfordshire SACRE. This provides us with a framework for our make up with our local cultural landscape.

In lessons we aim to inspire students' curiosity to know more about the faith. We aim to equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspectives and judgements on a range of issues. Religion, Philosophy & Ethics helps students to understand the complexity of people's lives, the nature of faith, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their life.

Key Stage 3

What is your curriculum intent for Key Stage 3?

Students extend and deepen their understanding of the principal six religions in Britain today. We aim to cover the eight key themes expected by the locally agreed syllabus. Students identify key themes relating to the local faith landscape. They explore, explain and interpret the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities. They learn to use religious terminology to explain the key aspects of religious themes. The learn to express the meaning of their own and other's beliefs and values in different forms and to interpret ways of living; recognising and enquiring into the variety, differences and relationships that exist within and between religions and worldviews

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

At key stage two the students will have to study the same eight themes and should:

- Describe, make connections and reflect upon different features of the religion.
- Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom.
- Explore and describe a range of beliefs, practices and symbols.
- Observe and understand varied examples of how people of faith communicate their beliefs.
- Understand the challenges of individual commitment to a community of faith or belief.
- Discuss and present thoughtfully, through creative media, their own and others' views.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.
- Discuss and apply their own and others' ideas about ethical questions.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

Year 7 starts with an introduction to Religion, Philosophy & Ethics that has a focus on reflecting on their knowledge and core skills building on what students have learnt at KS2. Their understanding of key historical concepts will be assessed in a (baseline) assessment following this 2 week unit.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8	Year 9
- Introduction to World Religions; - Beliefs & Practices; - Prayer, Worship & Reflection; - Religion in Welwyn; - Identity & Belonging.	- Symbols & Actions; - Sources of Wisdom; - Justice & Fairness; - British Values.	- Ultimate Questions; - Human Responsibility & Values; - Faith, Culture & Media.

Why do they study it in that order?

The students study the themes in way which progresses in complexity with some of the themes requiring greater maturity from students when responding to concepts, particularly issues of 'Justice' and 'Human Responsibility'

Does the Key Stage 3 coverage reflect the content in the national curriculum?

No – The National Curriculum does not apply to Religious Education. We have to follow our Locally Agreed Syllabus produced by the Hertfordshire SACRE.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, homework projects and short question answers and longer essay style questions.
- Prior learning is revisited in an end of year exam on course content and historical skills.
- The historical skills learnt in Year 7 are revisited in assessed work in Year 8 and in the Key Stage 4 curriculum.

How do your curriculum choices contribute to the student's cultural capital?

The RP&E curriculum has been designed to contribute to the student's cultural capital through the accumulation of spiritual and religious knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge.

Spiritual Development: Introduction to World Religions; Beliefs & Practices; Prayer, Worship & Reflection; Identity, Sources of Wisdom. Students are giving opportunity to reflect on Ultimate questions; Liberation Theology.
Social Development: Human responsibilities – Laws, pollution, consumerism, the Welfare State.
Moral Development: Laws, Justice and fairness

Personal Development: Concepts of identity

Key Stage 4

What is your curriculum intent for Key Stage 4?
There are two separate curriculum routes students follow in Key Stage 4.

All students will follow a course called Cultures, Societies & Ethics (CSE). In this, non-examined course students study a range of modules which reflect what it means to be a member of our and other communities. It incorporates issues which have big impacts on the lives of student and young people like Alcohol; family life; The Holocaust; Relationships; Stress & Well-being. This picks up on some of the themes provided by the Hertfordshire Agreed Syllabus as non-statutory exemplar and suggested topics and questions that could be explored through the core curriculum at key stages 4 and 5 and it also picks up some themes from the new Statutory RSE Curriculum.
We also offer Religious Studies as an option at GCSE. We currently follow the Linear OCR GCSE Specification. The Religious Studies specification encourages learners to develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Students have to develop knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they study. They need to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject, engaging with questions of belief, value, meaning, purpose, truth, and their influence on human life.

How does Key Stage 3 prepare students for Key Stage 4?
Through Key Stage 3 students develop knowledge that is relevant to the GCSE course and they develop a foundation for the skills required for the GCSE exams.
We are currently adapting KS3 Key assessments to using the wording of KS4 exam questions so that students build up the skills they will need to tackle GCSE questions**.**

What do students cover in Key Stage 4? When do they study it?

Year 10	**Year 11**
- **Christianity: Beliefs & Teachings** - **Christianity: Practices** - **Islam: Beliefs & Teachings** - **Islam: Practices** - **Themes: Relationships and families** - **Recall and application of prior learning.** - **Exam practice**	- **Themes: Religion, peace and conflict** - **Themes: The existence of God, gods and the ultimate reality** - **Themes: Dialogue between religious and non-religious beliefs** - **Recall and application of prior learning.** - **Exam practice**

Why do they study it in that order?
- Students study mainly Christianity as it will be more reflective of their own experiences and there is continuity with the topics that they have studied at KS3.
- We then study the Islam beliefs & teachings and practices as they can be set in contrast to what has been learnt and the skills used in the Christianity modules.
- The four 'Thematic units' have mature content and require more complex exam skills and is therefore studied last. We study this unit through Christianity as it will be more relevant to students.
- The recall and application of prior learning is a very important stage of the year 11 course as students revisit topics they have learnt previously with a focus on applying that knowledge to exam criteria.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?
- Students embed knowledge through a variety of techniques – story boards, posters, extended writing, timelines, and short question answers.
- Prior learning is revisited and assessed in exams throughout the course.
- The skills learnt in Key Stage 4 are revisited in assessed work throughout Key Stage 4 and later in the Key Stage 5 curriculum.

How do your curriculum choices contribute to the student's cultural capital?

The Religious Studies and the CSE curriculum have been designed to contribute to the student's cultural capital through the accumulation of religious knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge.
The CSE course enables students to develop into happy and healthy individuals, and to become a positive member of our community.
Religion, Philosophy & Ethics helps students to develop confidence, resilience, and self-esteem. It is in a unique place within the school to frame issues of spiritual practices, beliefs and teachings within a range of world-views, especially those reflecting the British way of life.
Not only does it help spiritual aspects of cultural capital the KS4 curriculum contributes to other aspects also.
Spiritual Development: GCSE - Beliefs, teachings and practices of two religions (Christianity and Islam), Questioning the existence of God, issues of peace & justice and the ways in which religious and non-religious people can communicate with each other, reflecting on the potential areas of tension.
Personal Development: Health issues – Alcohol & Drugs, Sex education; Mental Health – Stress and wellbeing.
Social Development: Alcohol and Drugs (Laws and impacts on Society), Holocaust and Genocides – understanding the historical impacts of the Holocaust and then other genocides from the 20th and 21st Centuries.
Moral Development: GCSE – Religious codes of behaviour, (Christianity and Islam); CSE – Holocaust and Genocides (recognition of the fact that genocides are still happening today!).

Key Stage 5

What is your curriculum intent for Key Stage 5?

Again, at Key Stage 5, we have two separate routes of study.

All students in Key Stage 5 follow an enrichment programme. Religion, Philosophy & Ethics contributes several sessions to reflect some the themes the Agreed Syllabus non-statutory introduces. But, at key Stage 5, we can broaden the scope of the topics we cover. Religion, Philosophy & Ethics has recently contributed sessions on faiths you find in the UK which were not covered in Key Stages 1 to 4 like Jain, Shinto and Zoroastrianism (all these faiths have been the faiths of students we have had in school in recent years). We have also provided sessions on Love, Sin & Crime, Inequality and every year we provide Year 12 students a session on FGM/FGC.

At A-Level we follow the AQA Philosophy syllabus. The A-level Philosophy qualification has been designed to give students a thorough grounding in the key concepts and methods of philosophy. Students have the opportunity to engage with big questions in a purely secular context.

Students develop important skills that they need for progression to higher education. They learn to be clear and precise in their thinking and writing. They engage with complex texts, analysing and evaluating the arguments of others and constructing and defending their own arguments. Students are required to demonstrate knowledge and understanding of the content, including through the use of philosophical analysis (conceptual analysis and argument analysis) and must also be able to analyse and evaluate the philosophical arguments within the subject content to form reasoned judgements

How does Key Stage 4 prepare students for Key Stage 5?

Through the learning of philosophical themes and cross-curricular skills. However, all KS5 units studied at Stanborough are studied from a secular philosophical viewpoint which is novel to our students who have previously studied from religious viewpoints.

What do students cover in Key Stage 5? When do they study it?

Year 12	**Year 13**
- Paper 1 o Epistemology o Moral Philosophy	- Paper 2 o Metaphysics of God o Metaphysics of Mind

Why do they study it in that order?

Units are taught in the order in which they are examined. This decision was influenced by the 'challenge' within each unit and the weighting towards the student's final grade. The content for the 'Paper 1' units is very *content heavy,* whereas the 'Paper 2' units are much *more challenging* and involve *less content.* There is no coursework in Philosophy, it is 100% examination based.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

- Students embed knowledge through a variety of techniques – Extended writing, philosophical reading analysis, short question answers, and more extended evaluative writing.

- Prior learning is revisited and assessed in exams throughout the course with revisiting Year 1 topics revision and exam questions during Year 2.

- The philosophical skills learnt in Key Stage 5 are revisited in assessed work throughout the course.

How do your curriculum choices contribute to the student's cultural capital?

The Philosophy curriculum has been designed to contribute to the student's cultural capital through the accumulation of philosophical knowledge and skills that a student can draw upon demonstrating their cultural awareness and knowledge.

The Philosophy course is widely respected as excellent preparation for tertiary study. Students learn to read and utilize complicated and technical writing. They learn to analyse concepts and construct extended writing without redundancy.

Personal Development: Whole specification helps students to develop resilience and to work with a growth mindset.

Moral Development: Moral Philosophy (1/4 of the specification)

How do you prepare students for learning beyond Key Stage 5?

Students develop important skills that they need for progression to higher education. They learn to be clear and precise in their thinking and writing. They engage with complex texts, analysing and evaluating the arguments of others and constructing and defending their own arguments. Students are provided with the knowledge and philosophical skills so that they can progress from Key Stage 5 to:

- Higher education courses, such as degrees in Philosophy or in related subjects such as politics, English literature, law, economics or either Philosophy, politics and economics, or politics, philosophy and economics.

- Other higher education courses in unrelated subjects

- Vocational qualifications such as the BTEC Level 4 HNC Diplomas and BTEC Level 5 HND Diplomas

- A wide range of careers in areas such as journalism and media, education, libraries, national and local government and the civil service.

Students are provided with relevant information on the Stanborough Religion, Philosophy & Ethics Website.

Science

Our vision for the Science Curriculum at Stanborough is:

- **To encourage curiosity about science and the natural world.**
- **To support students to obtain knowledge, understanding and skills to solve problems and make informed decisions in scientific contexts.**
- **To encourage students to advance in scientific inquiry, to plan and carry out practical tasks using a variety of different apparatus and draw relevant conclusions.**
- **To present scientific ideas, arguments and practical experiences accurately in a variety of ways.**
- **To think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts**

Key Stage 3

What is your curriculum intent for Key Stage 3?

- To strengthen student confidence in applying their knowledge to new situations and being sufficiently adept in transferring of those skills that adequately reflects their understanding of subject and topic content.
- To deliver a three-year KS3 science course that that prepares students for KS4, but also enthuses and motivates them to want to study science further.
- Introduce and develop the Big Ideas, working scientifically – practical skills and the scientific method, scientific vocabulary and writing

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

Often this is extremely variable, depending on the primary setting students transfer from to secondary KS3 science. Students often do not have the practical skills, through a lack exposure to laboratory work. They do have some familiarity with some concepts in science, such as Photosynthesis.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

- A focus on practical work (science experiments) to build interest in science and a strengthening of Math and English skills to help students make sense of the concepts in science that they are learning. Particularly in drawing conclusion and learning how to evaluate their work. KS3 science emphasises these skills by design of a curriculum that creates multiple opportunities to practice these science skills. JL
- Using the new skills booklet to address basic skills which are not always embedded at KS2 at the start of year 7. Using "what do you know" quizzes at the start of each topic to highlight gaps in student knowledge.

What do students cover in Key Stage 3? When do they study it?

Year 7	Year 8	Year 9
Laboratory safety/Skills	Ecosystems	New technology
Cells	Adaptation &	Turning points in
Structure & function of body systems	inheritance	physics
Health and lifestyle	responses to it	Detection
Particles & their behaviour	The Periodic	Detection in chemistry
Elements, atoms & compounds	table	Energy
Reactions	Metals & acids	New technology
Acids and Alkalis	Reproduction	Turning points in
Physics topics -	Motion and	chemistry
Forces	pressure	New technology
Space	Sound	Disease & body
The Earth	Light	
Separation techniques	-Electricity and magnetism.	

Why do they study it in that order?

- Topics taught in year 7, Cells, Particles and Forces are the building blocks in each discipline serve provide students with sufficient knowledge and depth of understanding to challenge concepts learned later in KS3 (year 8). The content has a lot of the experimental work that students enjoy and consequently enthuse about.
- Lab safety must come first on H & S grounds. Then the skills booklet as the skills are used throughout all the other topics. Easier topics are covered in year 7 and the Electricity and magnetism topic is left until the end of year 8.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

Completely.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students are challenged with regular assessment and feedback through homework, testing and project work. Additionally, the teaching has embedded skills areas, such as answering 6-mark questions. These are assessed and students have the expectation on them to respond to the feedback provided.

How do your curriculum choices contribute to the student's cultural capital?

History, development and use of scientific technology:
Biology: microscope – Hooke, van Leeuwenhoek.
Physics: Hubble telescope, Voyager 1&2; Space exploration – astronaut stories, diversity (e.g. Helen Sharman, Hidden Figures)
Radioactivity: discoveries, dangers – Curie, Radium girls
Chemistry: Mendeleev's Periodic Table; International collaboration.
application of laboratory techniques in forensic investigations
Nanotechnology: e.g. gold particles - stained glass to Antibody testing

- Scientific literacy – using the language of science
- Relevance to everyday life
- Range of jobs using scientific skills – transferability
- Links to science in the media
- Out of school science events
- Local people/organisations who use science.

Key Stage 4

What is your curriculum intent for Key Stage 4?

- To make sure students learn subject content relevant to their GCSE exams and community life. To strengthen student confidence in applying their knowledge to exam questions and new situations and being sufficiently adept in transferring of those skills that adequately reflects their understanding of subject and topic content.
- The Key Stage 4 Science curriculum has been structured for the purpose of reinforcing and building upon vocabulary, concepts and visual models studied in the Key Stage 3 Science Curriculum.

How does Key Stage 3 prepare students for Key Stage 4?

KS3 covers similar topics to KS4 allowing students to revisit the very basic ideas. KS4 builds on the ideas and topics from KS3 adding detail or greater depth as required for GCSE and provide greater understanding in preparation for KS5.

What do students cover in Key Stage 4? When do they study it? " 2 year KS4?

Year 9	Year 10	Year 11
Detection	Electrolysis	Ecosystems
New Technology	Energy Changes	Biodiversity
Cells	Rates and Equilibrium	Human Impact on Environment
Cell Division	Crude Oil	Chemical Analysis
Organisation in plants and animals	Disease Prevention	Atmosphere
Diseases	Photosynthesis	Earths Resources
Atoms	Respiration	Light
Periodic Table	Nervous System	Electromagnetism
Structure and Bonding	Hormones	Space
Chemical Calculations	Homeostasis	
Chemical Changes	Reproduction	
Energy	Variation	
Energy transfer	Evolution	
Energy Resources	Genetics	
Electricity	Molecules and Matter	
	Radioactivity	
	Forces	
	Motion	

	Pressure Waves	

Why do they study it in that order?

Students need to start with topics covering basic understanding, eg atoms in chemistry, cells in biology and energy in physics are fundamental ideas that work through the rest of the topics. Then they move onto the more specialised topics that build on the ideas from the basic topics.

Beginning after Christmas holiday in year 9, the students are taught the first three chapters in each of the three main science fields (Biology 1-3, Chemistry 1-3 and Physics 1-3). In these nine chapters, students are re-exposed to many basic concepts that they had experienced in KS3. However, the rigour and depth of the material runs deeper than in prior years.

For example, in our Physics course, students are not only taught the definition and conservation of energy, but they are taught the methods whereby energy is transferred within and across a system. Moving beyond the conceptual nature of this subject, students are also taught the Specific Heat Capacity equation and how to apply it using the correct units and mathematical skills.

Given the appropriate information, students can determine how much energy is transferred in a system, as well as what type of temperature change will be exhibited by the objects in question. Students can also align their conceptual understanding of specific heat capacity with determining whether the object in question is likely to be used as an insulator or a conductor within a given system. This content knowledge will come relevant to the students when they study Electricity in the Home during year 10.

In our Chemistry course, year 9 students begin their studies by recapping the three subatomic particles and identifying their natural locations in an atomic diagram. Extending beyond these basic KS3 concepts, student move onto identifying how electronic shells are filled, one energy level at a time. Students are exposed to the concept of the valence shell and its relevance as it pertains to the number of potential chemical bonds possible for a given element.

Students are also expected the write the electronic configuration of most elements. They must observe a periodic table and determine which elements are likely to react more easily. In this fashion, students build upon their KS3 understanding of chemical reactivity, this time associating it with electronic configuration and periodic trends.

In our Biology course, year 9 students must recall basic cell structure, identify the correct locations for genetic material and protein synthesis. However, students will also learn to observe cell diagrams and determine cell type (prokaryotic vs. eukaryotic). Students will also learn to differentiate between haploid and diploid cells, extending into the intricate mechanisms of meiosis and mitosis. Students will be able to observe meiotic and mitotic diagrams and determine which mechanisms are taking place at any given stage of these processes. They will also determine the ploidy of the daughter cells, which is crucial information that they will require in order to understand future topics, such as human reproduction.

In this fashion, our year 9 curriculum provides fertile ground to help set the stage for future learning. Our Year 10's and year 11's are expected to harken back to the essentials of Energy, Cell Structure and Atomic Structure as they move to more rigourous topics, such as Electromagnetism, Communicable and Non-communicable diseases and Organic Reactions, respectively in the three subjects.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Retrieval practice at start of every lesson based on knowledge organisers

Combination of no-stakes questions and formal assessment in class and for homework:
questioning in class, retrieval practice as starter tasks, Kerboodle online quizzes for homework, Seneca Learning for review and preparation for assessments.

Revisit key concepts at every opportunity:

make clear links between topics within subjects for example

- B1 plant cell structure, B4 plant transport, B8 photosynthesis, later genetics, evolution, adaptations and ecology topics.
- C9 covalent compounds, C10 the reactions in which those compounds participate and C11 the carbon-based covalent structures known as polymers
- P12, parts of a wave, P13 varying wavelengths and frequencies across the Electromagnetic spectrum, P14 differing wavelengths and frequencies between the colours of light

make links across subjects

- atomic structure C1, P7 radioactivity; pollution P3 energy resources, C9 crude oil & fuels, C13 C14 Earth's atmosphere and resources, B18 Effects on ecosystems

How do your curriculum choices contribute to the student's cultural capital?

We structure our curriculum in such a fashion where students develop cultural capital in the embodied and emerging states. In other terms, students are expected to expand and deepen their understanding of Science content by connecting the curriculum topics to phenomena and mechanisms already observed in their lives. Among these connections include topics involving energy efficiency in the home, communicable and non-communicable diseases in the community, genetics as pertains to the students' families and other such topics.

Key Stage 5 Biology

What is your curriculum intent for Key Stage 5?

To encourage students to question and develop themselves beyond simply being able to answer exam questions in the subject. The Biology course uses the principles in science to build student's wider subject knowledge and understanding thereby helping them create the appropriate links across the discipline to better articulate their understanding.

Students find that the course offers them an insight to professions open to them as careers as well providing other opportunities to develop their interest for the subject. This is incorporated into the course through trips/visits and collaborative work with external institutions such as GlaxoSmithKline (GSK) and other schools within the consortium.

Students' deepen their knowledge and understanding of the core skill areas (Math & English), but focus is also paid to planning, analytical and evaluative skills. These are the set of skills Stanborough school's scientist began imparting to these students at the start of their KS3 science experience. It is the intention within the subject to restore the Royal Society of Biology Olympiad to the curriculum, where recognition of the students' ability is awarded via certification. This greatly enhances student's confidence and desire to succeed in biology.

Our curriculum in Biology forms a backbone to our Stanborough Principles. Examples of how our curriculum supports the Stanborough Principles are:

Mutual respect - Enthusiastic and motivated teachers give up their own time to go above and beyond for students. Teachers build positive relationships with students that last beyond their time at school. Enquiring and motivated students attend sessions provided by teachers to prepare for external Biology competitions. The department, including the technical support staff, is co-operative and works as a team with discussions every day sharing ideas and offering each other help and advice.
High expectations – Our students are expected to spend at least one hour a day outside of lessons studying Biology, adding to lesson notes, completing wider research and reading. We are setting a weekly homework task that consolidates learning and requires students to apply and practice prior learning. Folders are checked on a weekly basis to ensure students are developing the organisational skills required for working in the scientific field.
Quality learning - As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by providing detailed knowledge organisers for each of the topics we teach. Teachers ask questions to check for students' understanding. Models and scaffolds are provided to obtain a high success rate during independent practice that follows. Monthly reviews are carried out to check for understanding and to help students retain prior knowledge.
Success for all - A resource bank is accessible throughout the academic year and features tutorials, accessible online, knowledge organisers, exercises and links to additional resource sites. All these resources allow students to review content or work more independently.

How does Key Stage 4 prepare students for Key Stage 5?

Students will have received teaching in a wide range of topics that are revisited at A level but in greater depth. Mathematical skills mastered at GCSE are used to process data that is analysed and evaluated. The practical elements of the GCSE, referred to as required practical's, are again met at A level. They are now referred to as Practical Activity Groups (PAG's) and bring significantly greater challenge than the students encountered at GCSE. Students at GCSE receive talks and literature about the course as well bridging material designed to extend students learning and prepare them for the type of work, they are likely to encounter as an A level Biologist.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Foundations in Biology Exchange & Transport Biodiversity and Evolution	Communications, homeostasis & energy Genetics and ecosystems

Why do they study it in that order?

The units of study at AS level provide a wide and varied subject content which provides a broad overview of Biological sciences. The second year of the programme requires that the understanding of the underpinning knowledge gained at AS level is applied and built on as the subject content could not be tackled otherwise. There is a substantial emphasis on synoptic application of knowledge within the year 13 subject content in Biology.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students are given the opportunity each lesson to recap, through quizzes or written exercises, such as past exam questions. Students are verbally questioned and asked to recall knowledge from previous topics. Students are set work that requires recall of the subject material learned at GCSE and in the Foundations in Biology. Additionally, students receive assessments and project work at the end of each topic completed and during the topic that requires synoptic application of knowledge, encouraging the students to become familiar with the repetitive elements of the A level Biology subject material.

How do your curriculum choices contribute to the student's cultural capital?

Students are actively stretched and challenged. Following key assessments, the students receive one-to-one interviews with their teachers to challenge misconceptions and create the strategies for improvements. In addition, the subject material is often delivered providing practical illustrations of applications of a topic. Students are encouraged to use Unifrog and to plan how A level Biology can be used to aid planning for a career in science. Current affairs with a science emphasis are discussed in lessons and links to the scientific content of the course are made, thereby inspiring students to seek more knowledge and exposing students to the importance of science in their lives. The scientific magazine, Biological Science Review, is given to the students and the articles which are designed to capture students interest and help them see the practical applications of the material they learn about in Biology.

How do you prepare students for learning beyond Key Stage 5?

Encouraging wider reading

university

Students receive reading material (Biological Sciences Review) and discussion about what career they want to pursue post A level. Training for university interviews is given. Students are actively encouraged to attend many of the talks/seminars given by working professionals in specialised fields to help create aspiration and inform decision making. Unifrog is also advertised and personalised support toward preparation for each student's chosen post sixth form career are provided by the Biology teachers.

Key Stage 5 Chemistry

What is your curriculum intent for Key Stage 5?

We aim to create the very best scientists and have students appreciate that chemistry is fundamental to our world and touches almost every aspect of our existence. We challenge students to think, act and speak like those working in a scientific field would. We do this by using effective questioning techniques in each lesson to push our students to think beyond their first response.

Students are expected to carry out practical work in each topic, where it is appropriate, in a responsible manner and record data effectively in order to be able to analyse it and draw conclusions from it. During practical work, students are expected to select the most appropriate apparatus and justify the choices that they make, thus demonstrating that they are thinking through a problem rather than simply following instructions. Students are expected to consider their own and others' safety and independently carry out risk assessments.

Keywords and key facts are vital in Chemistry and are provided on each topic knowledge organiser. Teachers use these words during lessons and expect verbal responses from students to include appropriate scientific language.

Our curriculum at Stanborough School goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe the curriculum should go beyond what is examinable. As a department we put lessons into real-life context. We provide after school sessions to prepare Year 12 students for the Cambridge Chemistry Challenge competition and, once they are in Year 13, for the RSC Chemistry Olympiad. We provide personalised mock interviews for those applying to universities where interviews play an important role in the application process. We encourage wider reading and incorporate infographics, articles and book extracts into lessons.

Our curriculum in Chemistry forms a backbone to our Stanborough Principles. Examples of how our curriculum supports the Stanborough Principles are:

Mutual respect - Enthusiastic and motivated teachers give up their own time to go above and beyond for students. Teachers build positive relationships with students that last beyond their time at school. Enquiring and motivated students attend sessions provided by teachers to prepare for external Chemistry competitions. The department, including the technical support staff, is co-operative and works as a team with discussions every day sharing ideas and offering each other help and advice.
High expectations – Our students are expected to spend at least one hour a day outside of lessons studying Chemistry, adding to lesson notes, completing wider research and reading. We are setting a weekly homework task that consolidates learning and requires students to apply and practice prior learning. Folders are checked on a weekly basis to ensure students are developing the organisational skills required for working in the scientific field.
Quality learning - As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by providing detailed knowledge organisers for each of the topics we teach. Lessons are built on Rosenshine's Principles: Each lesson begins with a quick quiz which helps the students to recall key knowledge from previous topics as well as from the previous lesson. New material is put in context and presented in small steps. Teachers ask questions to check for students' understanding. Models and scaffolds are provided to obtain a high success rate during independent practice that follows. Monthly reviews are carried out to check for understanding and help students retain prior knowledge.
Success for all - Lessons are pre-recorded and shared with students. A resource bank is accessible throughout the academic year and features lesson videos, knowledge organisers, exercises and links to additional resource sites. All of these resources allow students to review content or work more independently.

How does Key Stage 4 prepare students for Key Stage 5?

Schemes of work at KS4 are focused on embedding challenge, metacognition, memory techniques and literacy into our departmental curriculum. Alongside our schemes of work, we have developed knowledge organisers at KS4. This is enabling us to define the core knowledge our students need to master. In Chemistry we also mirror working the way we expect student to work at A level by implementing a variety of teaching approaches and tasks such as practical work, weekly quizzes, collaborative working and teaching concepts in context. Greater emphasis is placed on fundamental concepts such as moles, balancing equations, ionic equations, structure and bonding, energy changes, equilibria, testing for ions, organic chemistry. Attention is paid to students using correct terminology to describe these concepts.
Between KS4 and KS5 question level analyses are used to determine the focus of transition work set.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Stoichiometry	Isomerism
Atomic structure	Carbonyl groups
Groups 2 and 7 and redox reactions	Amines, amino acids, polymers, DNA
Period 3 elements	Spectroscopy
Energetics and entropy	Transition elements
Equilibria	
Rate of reaction	

Alkanes, alkenes, alcohols, haloalkanes, Organic analysis	

Why do they study it in that order?

Further rationale behind our curriculum design includes choosing to teach certain topics in an order which provides students with the opportunity to practice their skills alongside the knowledge they are gaining. Topics have been chosen to interleave practical/skills-based topics with more theoretical ones where possible. Students begin with the stoichiometry topic as calculations feature in every aspect of chemistry. This is then followed by the structure of the atom and electron configurations which are fundamental to understanding why and how chemical reactions happen and what types of bonds form between atoms. We then move on to specific periods and groups to look at concrete bonding examples. From the specific we move on to the more abstract: how is bonding linked to energy changes in chemical reactions. Whether a chemical reaction is feasible depends on the overall enthalpy and entropy change but also on the activation energy. For this reason, we then move on to study rates of reactions. As this includes higher mathematical skills, the topic is taught in the second half of year 12. In industry, whether a chemical reaction is chosen as the most appropriate synthesis route also depends on the equilibrium constant and for this reason, we conclude physical chemistry with equilibrium constants, acids, bases and buffers. We teach organic chemistry as one complete unit building on each concept and deepening students' knowledge and understanding. Finally, we round off with Transition metals to complete Inorganic chemistry drawing on students' understanding of both physical and organic chemistry. To ensure that students do not forget other aspects of the course, weekly interleaved knowledge tests, weekly interleaved homework tasks and monthly interleaved assessments take place to ensure students are continually reviewing all concepts taught to date.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by providing detailed knowledge organisers for each of the topics we teach. Lessons are built on Rosenshine's Principles: Each lesson begins with a quick quiz which helps the students to recall key knowledge from previous topics as well as from the previous lesson. New material is put in context and presented in small steps. Teachers ask questions to check for students' understanding. Models and scaffolds are provided to obtain a high success rate during independent practice that follows. Monthly reviews are carried out to check for understanding and help students retain prior knowledge.

Lessons are pre-recorded and shared with students. A resource bank is accessible throughout the academic year and features lesson videos, knowledge organisers, exercises and links to additional resource sites. All of these resources allow students to review content or work more independently.

How do your curriculum choices contribute to the student's cultural capital?

We build the Cultural Capital of our students by putting topics into context and providing examples of the implications of the chemical changes we, as a human race, are causing in our world. Examples include how equilibria and feasibility of reactions link to global warming, the overuse of batteries and plastics, the fact that some raw materials are running out and that techniques for crude oil extraction have an impact on the environment. We teach a topic about the synthesis (ancient and modern) of Aspirin and other drugs which leads to a discussion on the overuse of drugs versus the need to develop new drugs to fight unknown diseases. During the rate of reaction topic, we discuss the accuracy of forensic television programmes and the determination of time of death. When studying Period 3 elements we teach about the use of phosphorus bombs during the war and how phosphorus lead to 'phossy jaw' in match-stick factory girls. We discuss why radium deposits in the bones and lead to bone cancer in radium dial factories at the beginning of the 20th century. During the transition metal topic, we discuss the history of paint and art restauration work. Chemistry Review articles, extracts from popular science fiction and science documentaries are incorporated into the curriculum.

How do you prepare students for learning beyond Key Stage 5?

Students are encouraged to be curious, to ask questions and to have high expectations of themselves. We teach students study habits that they can apply beyond KS5. We treat each student as an individual, and recognise that we have a responsibility to develop them not only academically but socially and morally. Our curriculum and high expectations will allow students to become compassionate, resilient and committed individuals. We will measure this through their general attitudes, interactions and behaviours in their learning environment.

We introduce students to a variety of related careers through our displays, the use of Unifrog and career talks held in the school hall.

Students are also encouraged to apply for taster courses during the summer holidays between year 12 and 13.

Key Stage 5 Physics

What is your curriculum intent for Key Stage 5?

The curriculum intent of the Physics course is to inspire students to develop an interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with Physics. The course will prepare students to progress into further education, to follow courses in physics, engineering, one of the other sciences or related subjects, or to enter employment where a knowledge of physics would be useful. It will encourage learners to:

• develop essential knowledge and understanding of different areas of the subject and how they relate to each other
• develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
• develop competence and confidence in a variety of practical, mathematical and problem solving skills
• develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
• understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society (as exemplified in 'How Science Works' (HSW)).

The OCR Physics syllabus A course that we use has an excellent balance of core and applied physics like Astrophysics and Medical physics. The practical tracker is a very good way to build a record for the practical endorsement in Physics.

How does Key Stage 4 prepare students for Key Stage 5?

The new AQA Physics course is an excellent preparation for A-level. It includes progression in the subject content and consistency in the exam questions, so that the students have the best preparation for A-level. The level of material has increased, some previously A-level content is now in the GCSE syllabus. The exam style questions are much closer to those at A-level particularly at higher tier. GCSE physics topics feed directly into those at KS5, with increased use of equations including those formerly only taught at A-level.

What do students cover in Key Stage 5? When do they study it?

Year 12	Year 13
Physics - • Development of practical skills, foundations of physics, Forces and motion (Autumn term) • Electrons, waves, and photons (Spring term) Thermal physics, circular motion, oscillations (Summer term)	Physics - • Gravitational fields, astrophysics and cosmology, nuclear and particle physics (Autumn term) • Capacitors, electric fields, electromagnetism (spring term) • Revision program (spring/summer term)

Why do they study it in that order?

Year 12- Practical skills and foundations must be taught first as they are needed throughout the other the course. Forces and motion are easier topics and link directly to GCSE. Electricity, waves and photons are more difficult topics so are left until students have had time to adjust to the standard required at A-level. Year 13 – Topics become more difficult and more applied so must be left until the students have developed their physics skills sufficiently.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

To embed students' knowledge and allow for revisiting of content:

- The regular use of exam style questions in class
- Regular use of A-level questions for homework
- Practical work to support and enhance theoretical topics
- Regular assessment tasks
- The research report on an area in the syllabus
- Revision for mock exams
- Mock exams and feedback

- The extended revision program in year 13

How do your curriculum choices contribute to the student's cultural capital?

It is not the choice of physics course that increases a student's cultural capital, but how the physics curriculum is delivered. We try and increase student's cultural capital by focusing on the following points throughout the course:

- **Physics literacy:** a young person's knowledge and understanding about physics and how physics works. This also includes their confidence in feeling that they know about physics.
- **Dispositions:** this refers to the extent to which a young person sees physics as relevant to everyday life (for instance, the view that physics is 'everywhere').
- **Knowledge about the transferability of physics:** understanding the utility and broad application of physics qualifications, knowledge and skills used in physics (e.g. that these can lead to a wide range of jobs beyond, not just in, physics fields).
- **Physics media consumption:** the extent to which a person, for example, watches physics-related television, reads physics related books, magazines and engages with physics-related internet content
- **Participation in out-of-school physics learning contexts:** how often a young person participates in informal physics learning contexts, such as science museums, science clubs, fairs, trips, lectures etc.
- **Family physics skills, knowledge, and qualifications:** the extent to which a young person's family have physics-related skills, qualifications, jobs and interests which can be discussed in lessons at appropriate times
- **Knowing people in physics-related roles:** the people a young person knows (in a meaningful way) in their family, friends, peer, and community circles who work in physics-related roles.
- **Talking about physics in everyday life:** how often a young person talks about physics out of school with key people in their lives (e.g. friends, siblings, parents, neighbours, community members) and the extent to which a young person is encouraged to continue with physics by key people in their lives.

How do you prepare students for learning beyond Key Stage 5?

The A-level physics course is delivered with an emphasis on thinking skills and problem solving, encouraging students to question and not just accept explanations. Students are encouraged to

- Be self-motivated
- Be prepared to take the initiative
- Be an independent learner
- Have a genuine interest in the subject
- Reading articles in newspapers, magazines or on the internet which contain physics
- Reading magazines like the New Scientist, Physics Review, Physics World etc…
- Reading books/lectures by physicists like Albert Einstein, Stephen Hawking, Richard Feynman, Robert Gilmore, Carlo Rovelli, Steven Weinberg, Tasneem Zehra, Lisa Randall
- Visiting websites that have general knowledge on Physics in everyday life situations like www.iop.org, www.physicsweb.org, www.physics.org,

MFL – Spanish

Our vision for the MFL Spanish Curriculum at Stanborough is to instil a love of languages among our students and broaden their horizons to allow them to travel, study and work in a variety of careers all over the world Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At Stanborough we are passionate about language learning and our MFL curriculum aims to foster students' curiosity and deepen their understanding of the world, as well as being challenging and inclusive.

Key Stage 3 Spanish

What is your curriculum intent for Key Stage 3?

MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship. The KS3 curriculum allows students to explore diverse topics and more complex grammar, allowing them to express themselves in a foreign language.

What have students been taught at Key Stage 2 to prepare them for Key Stage 3?

The curriculum builds on prior learning at KS2 by reinforcing vocabulary, basic grammar and transactional language.

How are any gaps in student knowledge addressed to enable them to access the curriculum at Key Stage 3?

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The curriculum sequences knowledge and skills, revisits and builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies.

What do students cover in Key Stage 3? When do they study it?

Year 8

We teach and practice three main bodies of knowledge fundamental to progress for language pupils in a classroom setting. These are: phonics (sound-writing relations), vocabulary, and grammar.

The teaching includes a range of grammar features on nouns, verbs, and adjectives (for persons, number, gender, subjects, tenses, and key syntax). Vocabulary selection is based on word frequency; sets of words from different parts of speech, with a special emphasis on the most common verbs, allow pupils to manipulate verbs.
The focus this year will also be on phonics and vocabulary and grammar taught within the topics of:
family, school, food, transport, weather, free time & household chores and culture in Spanish speaking countries.

Why do they study it in that order?

The curriculum planning emphasizes this transparent explanations and abundant practice, building in frequent feedback to maximise confidence and success. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

Does the Key Stage 3 coverage reflect the content in the national curriculum?

As stated in the national curriculum, teaching focusses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It will enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It will also provide suitable preparation for further study

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Each lesson will begin with a starter designed to revisit language learnt previously that week or the month or the term before. Regular and frequent revisiting of knowledge is explicit and systematically integrated into planning.

How do your curriculum choices contribute to the student's cultural capital?

Lessons begin with a Do it Now activity focusing on aspects of the culture where the language is spoken. We aim to enrich students' knowledge of English (or their mother tongue) through comparison of the language and relate topics to the culture of another country. We will also use authentic resources where applicable.

Key Stage 4 Spanish

What is your curriculum intent for Key Stage 4?

Through studying a GCSE in a modern foreign language, students will develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE will also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

How does Key Stage 3 prepare students for Key Stage 4?

The curriculum builds on prior learning at KS3 through the phonetics, vocabulary and grammar studied and the language skills learnt, namely listening, reading, writing, speaking and translating.

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
Autumn term: • Me, my family and friends • Marriage / partnership • My studies • Life at school/college	**Autumn term:** • Music • Cinema and TV • Social media • Mobile technology	**Autumn term:** • Education post-16 • Charity/volunteer work
Spring Term: • Healthy/unhealthy living • Relationships with family and friends	**Spring Term:** • Home, town, neighbourhood and region • Charity/volunteer work	**Spring term:** • Jobs, career choices and ambitions • Customs and festivals
Summer term: • Travel and tourism	**Summer term:** • The environment • Poverty/homelessness	

Why do they study it in that order?

In years 9, 10 and 11, the planning prepares for current GCSE content and examinations, which builds on the core grammar and high-frequency vocabulary outlined in the programmes of study for Key Stages 2 and 3. We do this by starting in Yr9 with topics that students are familiar with from Yr8 in order to build on their preexisting knowledge and improve confidence. The SOWs are designed to recap knowledge at the beginning of each module and students are then expected to build on that through targeted skills development and regular assessment.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The curriculum builds on prior learning at KS3 by revisiting many of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication. The five skills of listening, speaking, reading, writing and translation are developed across the range of topic areas. Each lesson will begin with a starter designed to revisit language learnt previously that week or the month or the term before. The resources are specifically designed to enhance vocabulary retention, linguistic manipulation and fluency, tailored to meet the demands of the GCSE exam.
Teaching is based on a differentiated course (Foundation or Higher) across Years 10 and 11, alongside an online languages website which students can access independently so they can revisit vocabulary and grammar that require further development.

How do your curriculum choices contribute to the student's cultural capital?

Lessons begin with a Do it Now activity focusing on aspects of the culture where the language is spoken. In addition, we aim to enrich students' knowledge of English (or their mother tongue) through comparison of the language and relate topics to the culture of another country. We also use authentic materials where possible.

Furthermore, study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.

Key Stage 5

What is your curriculum intent for Key Stage 5?

Language students at will be equipped with the skills necessary to interact in everyday situations in Spanish-speaking countries. They will be confident communicators, capable of articulating ideas, desires and needs in various contexts. They will appreciate the value of language-learning and understand more about the cultures of the languages studied. This understanding will help them develop a greater sense of their own identity and appreciate the values and diversity of local and global communities. Through language-learning, they will develop a range of soft skills, including independence, resilience, research and teamwork

How does Key Stage 4 prepare students for Key Stage 5?

While the students have good knowledge of vocabulary and grammar at KS4, their grammatical knowledge is built upon in the first term to bridge the gap between GCSE and A level.

What do students cover in Key Stage 5? When do they study it?

Year 12

Autumn Term:

Aspects of Hispanic society

- Modern and traditional values
- Cyberspace
- Equal rights

Spring Term

Multiculturalism in Hispanic society

- Immigration
- Racism
- Integration

Summer Term

Artistic culture in the Hispanic world

- Modern day idols

Literary texts: Como agua para chocolate

Film: Pans Labrynth
IRP

Grammar – as specified by AQA AS grammar

Year 13

Autumn Term

Artistic culture in the Hispanic world

- Spanish regional identity
- Cultural heritage

IRP

Spring Term

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens
- Monarchies and dictatorships
- Popular movements

IRP

Summer Term

Revision of Exam skills

Grammar - as specified by AQA A2 grammar

Why do they study it in that order?

In years 12 & 13, the planning prepares for current A level content and examinations, which builds on the core grammar outlined in the programme of study for Key Stages 4. We do this by starting in Yr12 with topics that students are familiar with from GCSE in order to build on their preexisting knowledge and improve confidence. The SOWs are designed to recap knowledge at the beginning of each module and identify areas of weakness and students are then expected to build on that through targeted skills development and regular assessment. The IRP is started at the end of Yr12 to give time for independent research and for students to build their confidence in their chosen subject in Yr13.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

The curriculum builds on prior learning at GCSE by linking much of that learning to the topics at A level as well as ensuring that their vocabulary in increased as well as their manipulation of the language. The skills of listening, speaking, reading, writing and translation are developed across the range of topic areas. Each lesson will begin with a starter designed to revisit language and concepts learnt previously that week or the month or the term before. The resources are specifically designed to enhance vocabulary retention, linguistic manipulation, and fluency, tailored to meet the demands of the A level exam. Independent learning is expected in addition.

How do your curriculum choices contribute to the student's cultural capital?

Students learn to communicate at a high level in Spanish, through the study of topical issues and cultural matters. Authentic materials are drawn from many sources, including the Spanish media.
Speaking skills are developed through one-to-one/two sessions with the Spanish FLA.

How do you prepare students for learning beyond Key Stage 5?

A level Spanish is a vibrant course that combines well with many other subjects, leading to a wide range of opportunities at university and in the world of work.
Students take responsibility for their own learning and developing skills to a high level.