PINNER
HIGH SCHOOL

Curriculum Plans: Year 10

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Contents:

Pinner High School: Mathematics

Mathematics GCSE - Edexcel (1MA1)

Intent

At Pinner High School the Mathematics curriculum is designed to link prior knowledge from KS2 through to the skills required for A Level Maths. The curriculum is delivered with a focus on problem-solving, logical thinking and decision-making skills alongside the mathematical content. We place a heavy focus on problem solving as this is a skill that helps develop creativity, resilience, imagination and lateral thinking. We strive to challenge all learners to make progress whilst nurturing a passion and curiosity of the subject whatever their ability. Real-life applications of Maths are made explicit to enable students to function with the demands of Maths in everyday life. We aim to support and inspire our students to choose to study A Level Maths and Further Maths.

Implementation

The department follows the Edexcel five-year scheme of work from Year 7 through to Year 11. This enables us to differentiate, make links and connections between topics and also content covered in previous and subsequent years. All year groups have a discrete problem solving lesson once a week. These give students an opportunity to develop the skills required to be able to solve complex problems in KS3. For example, they will carry out investigations, work on rich tasks from NRICH (https://nrich.maths.org/) and often work collaboratively. At KS4 the students work on exam technique during these lessons. We offer an option to study for GCSE Further Maths in order for students to experience some of the A level content. In order to make the curriculum more accessible and enjoyable we use a range of additional online resources such as Hegarty Maths, Pearson's Active Learn (for GCSE), Mathswatch and SPARX maths.

Impact

Our results over the past two years have been excellent and the Maths residual continues to be positive indicating the curriculum plan is working well. Students understand the relevance and importance of what they are learning in relation to real world concepts. Learners can resolve mathematical problems in real life situations. The fluidity of working from one scheme of work enables smoother transition from KS3 to GCSE and enables progress to be clearly tracked. Mathematics is a very popular subject at Sixth Form level and the Further Mathematics take-up is high. The teaching, support and guidance provided by the staff has resulted in successful offers at Oxbridge and Russell Group universities.

Career Development

A minimum of GCSE Grade 5 in Maths is required for the majority of Post-16 and Post-19 careers. For students who wish to study mathematics further, career potentials are wide and varied. Here is a list of few careers:

Acoustic Consultant, Actuarial Analyst, Actuary, Astronomer, Chartered Accountant, Data Analyst, Data Scientist, Investment Analyst, Maths Research Scientist, Secondary School Teacher, Software Engineer, Sound Engineer and Statistician. The following websites offer more information about career opportunities with a maths background:

Maths Careers: *https://www.mathscareers.org.uk/careers/*

Institute of Maths: https://ima.org.uk/support/careers/

Plus Maths : https://plus.maths.org/

Assessment

Alongside summative assessments outlined below, students are assessed formatively in lessons. Teachers use a range of techniques including questioning, mini whiteboards and plenaries to gauge progress within each lesson and over time. This assessment is used to tailor their teaching to the needs of individuals and the whole class. Students are given regular opportunities to self-assess, peer assess and reflect on their learning in all year groups. Whole class assessment and feedback is also given.

KS3/KS4: Termly assessments based on content covered. Individual feedback is given in the form of a question-level analysis and a green box for students to engage with.

Year 11: Mock exams in December and March. These exams are analysed for more detailed feedback per question to aid preparation for the GCSE exam.

KS5: Regular marked unit assessments, feed forwards on topic tests and individual verbal feedback. Mock exam twice a year including unit assessments. Students are expected to have a pass mark of 60% at each unit and 70% for further maths students. Students who do not meet the pass mark will re-sit these tests.

Enrichment Opportunities & Super Curricular

- Pi Day Activities in lessons on the day
- Maths Ambassadors (KS5) helping students in lower years
- UKMT Junior, Intermediate and Senior maths challenge
- Level 2 Further Maths (A Level bridging course for Year 10 and Year 11 top end students)
- Head's Challenge: Financial maths club, Chess club, Strategy club, Sudoku and board games club, Logic puzzles club, STEP and MAT preparation club (KS5 only)

Commitment to Equality, Diversity & Inclusion

Mixed ability KS3 – all follow the same curriculum which supports and challenges all learners. Do not set a ceiling on achievement. KS4 – streamed by tier ensuring all curriculum content is covered by all students.

Maths needed to function in life, made explicit in life, made explicit in curriculum through problem solving lessons, which develop skills required to solve problems in other contexts. Prominent Mathematicians from diverse backgrounds, and role modelling of the department.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Graphs Transformations (F)** - Coordinates - Linear graphs - Gradient - y=mx+c - Real-life graphs - Distance-time graphs - Translation - Reflection - Rotation - Enlargement - Describe enlargements - Combining transformations **Equations, inequalities Probability (H)** - Solving quadratics equations - Completing the square - Solving simple simultaneous equations - More simultaneous equations - Solving linear and quadratic simultaneous equations - Solving linear inequalities - Combined events - Mutually exclusive events - Experimental probability - Independent events and tree diagrams	**Ratio and proportion (F)** - Writing ratios - Using ratios - Ratios and measures - Comparing using ratios - Using proportion - Proportion and graphs - Proportion problems **Multiplicative reasoning(H)** - Growth and decay - Compound measures - Ratio and proportion	**Right angled triangles Probability (F)** - Pythagoras' theorem - Trigonometry: the sine ratio - Trigonometry: the cosine ratio - Trigonometry: the tangent ratio - Finding lengths and angles using trigonometry - Calculating probability - Two events - Experimental probability - Venn diagrams - Tree diagrams **Similarity and congruence More trigonometry (H)** - Congruence - Geometric proof ad congruence - Similarity - Similarity in 3D solids - Accuracy - Graph of sine function - Graph of cosine function - The tangent function - Calculating areas and sine rule - The cosine rule and 2D trigonometric problems	**Multiplicative reasoning (F)** - Percentages - Growth and decay - Compound measures - Distance, speed and time - Direct and inverse proportion **Further statistics (H)** - Sampling - Cumulative frequency - Box plots - Drawing histograms - Interpreting histograms - Comparing and describing populations	**Construction, loci and bearings Quadratic equations and graphs (F)** - 3D solids - Plans and elevations - Accurate drawings - Scale drawings and maps - Constructions - Loci and regions - Bearings - Expanding double brackets - Plotting quadratic graphs - Using quadratics graphs - Factorising quadratic expressions - Solving quadratic equations algebraically **Equations and graphs Circle theorems (H)** - Solving simultaneous equations graphically - Representing inequalities graphically - Graphs of quadratic functions - Solving quadratic equations graphically - Graphs of cubic functions	**Perimeter, area and volume (2) (F)** - Circumference of a circle - Area of a circle - Semicircles and sectors - Composite 2D shapes and cylinders - Pyramids and cones - Spheres and composite solids **More algebra (H)** - Rearranging formulae - Algebraic fractions - Simplifying algebraic fractions - Surds - Solving algebraic fraction equations - Functions - Proof

	- Conditional probability - Venn diagrams and set notation		- Solving problems in 3D - Transforming trigonometric graphs		- Radii and chords - Tangents - Angles in circles - Applying circle theorems	

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Pinner High School: English

KS4: GCSE English Language and GCSE English Literature - Edexcel

Intent

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

Implementation

We regard the English Department as a place of innovation and we strive to keep our teaching and learning practice up to date, relevant and flexible. We have a diverse and inspiring curriculum which has been adapted to suit the needs of our students to ensure progress and opportunities for independent learning.

We offer challenging texts and explore a range of forms, including poetry, prose and drama. Our sequencing is based on building blocks of learning so that students can develop key skills with confidence.

We take the interleaving approach within our curriculum so that we are continuously revisiting key skills.

We enrich students with vocabulary through Word of the Week, modelling spoken language, and considering subject-specific vocabulary for each scheme of work.

Pupils' learning is enhanced by enrichment activities such as theatre and author visits, reading groups, poetry slams and writing competitions.

Our schemes of work offer opportunities for independent learning and wider reading is well-promoted through staff recommendations, library lessons and reading lists.

We observe each other teach, and focus upon different aspects of the teaching and learning process as we do so. We have begun inter-departmental lesson observations as a way of sharing good practice and fostering interdisciplinary and cross-curricular links, such as our Year 9 Writing for Change unit. Through evaluating our teaching and the quality of

learning that takes place in our department, we hope to develop as individuals and as a group. This also enables us to address misconceptions and add to our current schemes of work.
Our combination of different responsibilities and levels of experience makes discussion of what we are doing, and why and how we are doing it, paramount. The ethos of the department is distinctive and induction into its philosophies and methods is a continuing process.
Our homework policy enables our students the opportunity to learn beyond the curriculum through wider reading, research and writing tasks. We use lesson time to consolidate and peer/self assess, as well as reflect and improve work.
As a team, we undertake a range of CPD to continue our practice as subject specialists and to support our delivery of a varied, diverse and relevant curriculum.

Impact

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

Career Development

Jobs may include, but are not limited to: journalist, copywriter, teacher, marketing executive, editor, museum curator, freelance writer, librarian, publisher, web editor, author, social media manager, PR manager archivist.

There are numerous other careers in fields where strong communication and written English skills are top priorities. For example, within sectors such as media, advertising, law, retail and leisure.

Assessment

The aim of the assessment policy is to ensure that class teachers can see how individual pupils are developing year on year and during the year, and thus to maximise student learning progress. Monitoring of pupil progress in Years 7 to 13 is achieved through regular assessments which are recorded, as well as book scrutiny and sampling, combined with teacher records in mark books.
KS3: 6 significant pieces of work for each unit plus a whole class feedback activity every half term.
KS4: 6 significant pieces of work, including mock examinations for each GCSE paper
KS5: 6 significant pieces of work for each half term, including mock examinations for each A-level paper

Enrichment Opportunities & Super Curricular

Subscriptions:

- Massolit: provides short, curriculum-mapped video lectures for GCSE and A Level.
- Emagazine: a quarterly magazine for A-Level students of English subjects. Available in the Library

Trips: We offer Globe theatre trips for KS4 students and organise author talks are throughout the year for all students, particularly to celebrate events such World Book Day. A-level students are offered trips related to units of study. We also promote competitions throughout the year such as poetry slams, creative writing and essay writing. All of these trips, events and competitions are linked to units of study.

Heads Challenge Curriculum:

- Debate club
- Reading club
- Poetry club
- KS4 Intervention
- Literature in Context Club

Commitment to Equality, Diversity & Inclusion

We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Curriculum is a key way of meeting these objectives. It has been designed to meet the needs of each individual student, providing opportunities which stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. Homework should be set to meet these goals in delivering a challenging curriculum. This should be designed by each department to further deepen and broaden the knowledge and skill set of its students. All homework should be set on Google Classroom and is regularly checked by the Head of Department.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Unit Title:** Macbeth **Aims:** ●To gain familiarity with the whole play and understanding of themes, characters and context. ●To understand how to respond in Literature Paper 1. **Lesson / Content Overview:** MTP **Skills / Concepts on:**	**Unit Title:** **Macbeth/Fictional Writing** **Aims:** ● To understand the content of English Language Paper 1. ●To write creatively and develop ideas related to characters, setting and themes. ●To be able to analyse and evaluate 19th Century texts.	**Unit Title:** Blood Brothers/Nonfiction **Aims:** Reading & Exploring Post-1914 Text ● Introduce post-1914 Literature via genre/major authors/contexts. ● Read key chapters, create narrative and character timelines. **Lesson / Content Overview:**	**Unit Title:** Nonfiction/Blood Brothers Nonfiction Texts **Aims:** ●To understand the structure and content of Language Paper 2. ●To develop awareness of how to write transactional pieces. ●To be able to identify and analyse/evaluate language and structural features.	**Unit Title:** Conflict Poetry **Aims:** Conflict Poetry Anthology ● To introduce the GCSE poetry anthology. ● Develop analytical terminology for AO2. ● Once students are confident with AO2 terminology, begin to develop comparison and context themes. **Lesson / Content Overview:**	**Unit Title:** **Conflict Poetry/Spoken Language** **Aims:** ●To develop awareness of how to analyse the effect of language, form and structure in *Macbeth.* Spoken Language Preparation (LANG) ● Final assessment for Spoken Language certificate.

	● Read selected key scenes with a focus on AO1. ● Trace themes through play as early preparation for own extract style questions. ● Begin to focus on AO2 and building quotation/explanation skills. ● Add to key AO2 terminology and develop repertoire of terms to use when analysing L/F/S (make link to Language AO2). ● Interweaving context in a response.	**Lesson / Content Overview:** **MTP** **Skills / Concepts on:** ● Writing descriptively. ● Planning writing. ● Create effective openings. ● Crafting and using vocabulary for effect.. ● Crafting and using sentences for effect. ● Crafting and using punctuation for effect.	**MTP** **Skills / Concepts on:** ● Introduce and focus on Literature AO3. ● Introduce AO1 essay skills, particularly the use of formal register to develop a 'critical style' and introduce AO4.	**Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Writing Skills Using stimuli to generate ideas in writing transactionally: ● Write letters. ● Write reviews. ● Write an article. ● Planning writing.	**MTP** **Skills / Concepts on:** ● Developing exam technique for approaching unseen poetry to cover all aspects of L/F/S. ● Comparison and analysis of language, form and structure. ● Interweaving context in a response.	**Lesson / Content Overview:** **MTP** **Skills / Concepts on:** Revision (LIT) ● Shakespeare play (*Macbeth*).
	Homework Comparative essays Analytical writing Creative writing for Language P1 Unseen poetry analysis	**Homework** Conflict comparative essay and unseen essay Creative writing Evaluative writing Analytical writing Poetry revision	**Homework** Blood Brothers essay - themes Blood Brothers essay - characters Blood Brothers context revision Language P1 Section A Language Paper 1 Section B	**Homework** Transactional piece - review Transactional piece - letter Transactional piece - guide Blood Brothers Essay 7b Comparison Q4 evaluation	**Homework** Macbeth part a essay Macbeth part b - themes Macbeth part b - characters Revision for summer exams Unseen Poetry essay Blood Brothers essay Conflict Poetry revision	**Homework** Jekyll and Hyde research Conflict poetry consolidation Macbeth consolidation Blood Brothers consolidation
	Stretch and Challenge	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge**	**Stretch and Challenge** Exploring wider social issues for spoken language presentation
	Reading **KS3 LGBTQIA+ List** **KS4 Reading List** **Books Before 18**	**Reading** **Nineteenth Century Short Stories: The Signal-Man, The Happy Prince, The Tell-Tale Heart**	**Reading:** **1984 by George Orwell** **An Inspector Calls by JB Priestley**	**Reading** **Swing Time by Zadie Smith** **Black Swan Green by David Mitchell**	**Reading** **Alistair MacLean: The Way to Dusty Death.** **Agatha Christie: By the Pricking of My thumbs.** **Ray Bradbury: Something Wicked This Way Comes.** **William Faulkner: The Sound and the Fury.** **Terry Pratchett: Wyrd Sisters.**	**Reading:** **Grown by Tiffany Jackson** **Butterfly Yellow by Thanhhà Lai**

					John Wyndham: The Seeds of Time. **John Steinbeck: The Moon Is Down.**	

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Pinner High School: Biology

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

Intent

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

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

Content knowledge is built upon using a spiral approach, revisiting, and building upon key knowledge and skills at each key stage. Fundamentals of scientific understanding are learnt first. Concepts are then revisited and developed with greater detail. New concepts which require foundational understanding are introduced later, and finally concepts requiring linking multiple scientific ideas are introduced. We have designed the curriculum by working backwards from where we want students to be when they leave school.

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

Scientific Knowledge (AO1 & 2):

- *Cell biology and transport*
- *Disease*
- *Bioenergetics*
- *Biological responses*
- *Genetics and reproduction*
- *Ecology*

Scientific skills (AO1, 2 & 3):

- *Predicting cause and effect*
- *Experiment design and risk assessment*
- *How and why we use scientific equipment*
- *Presenting, using and manipulating data*
- *Drawing conclusions*
- *Changing theories*
- *Real world use of Science*

- *Ethics and implications*

Implementation

We have designed our curriculum so that both biology-specific and general skills are developed through repeated experience, with each encounter being of increasing complexity (also a spiral approach). This spiral approach ensures that key concepts and skills are interleaved throughout the curriculum. For example, cell transport at GCSE builds upon prior knowledge of simple diffusion. This is then explored further at KS5 where students are introduced to facilitated diffusion and co-transport. Skills are also built upon, including practical skills - which are ultimately assessed through required practicals at KS4 and KS5. These interleaved key skills and concepts are assessed through summative and formative assessments throughout the curriculum, allowing us to check and address any misunderstanding or misconceptions.

We aim to go beyond the National Curriculum by linking concepts and skills with real world examples and a variety of extra-curricular and super-curricular activities. Specific enrichment opportunities are listed below in this document.

As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through consolidation tasks, flipped learning homework activities, research projects, and encouraging students to explore biology outside of the classroom through our wide range of extra and super curricular activities (later listed in this document). Student support outside the classroom is very important and as such students have access to a number of websites that we have subscribed to on the students behalf to support their learning. Student resources are available to all students through google classrooms.

Communication of ideas is central to becoming a confident Scientist, so our curriculum is designed to develop literacy and oracy through explicit teaching of keywords (in particular root words, prefixes and suffixes), use of key word glossaries, and regular use of connective, discussion, experimental write up and exam command words. Reading lists are compiled by literacy representatives and shared with students, many have been purchased by the library. Further reading material is shared with KS5 students regularly to extend their knowledge beyond the curriculum and our aspiring medics have been encouraged to complete EPQs or independent research projects.

Differentiation is key throughout the delivery of the curriculum. A focus is made on differentiation within lessons. Mathematical skills, including graphing and data interpretation are embedded within the curriculum and revisited when appropriate. At GCSE students are grouped into three categories: Combined foundation, Combined higher and Separate. We aim to provide support and challenge relative to student ability levels and student groups, including stretching the most able. Specific stretch and challenge activities outside the classroom are listed further down in this document. Department leads have designed schemes of work for teachers to use, with suggested activities and resources, ensuring consistency of delivery.

We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. A focus is placed on revision techniques and time is built into the curriculum to support students with this.

Teacher training is essential to the delivery of the Biology curriculum. Teacher knowledge audits are therefore regularly carried out and CPD sessions are encouraged when appropriate.

Impact

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems. Topic specific content and skills that are assessed in each unit are listed further below in this document.

At the end of each topic, our students are expected to consolidate key knowledge and skills through carefully planned end of topic assessments, which are written into the scheme of work. These summative checkpoints are differentiated to help meet the needs of all learners and challenge all to achieve. This helps to ensure that all students do make sufficient progress. Following each summative checkpoint there is a reflection lesson, allowing students to receive and respond to whole class and individual feedback.

As a department we regularly use formative assessments to check, model and build key knowledge. Students are regularly assessed on how much they know through in class informal assessment, skillful questioning, and reflection tasks. It also allows us to pick up on any misconceptions and ensure lesson objectives are understood.

As a department, we diligently track and monitor student progress, using departmental and whole school data analysis systems and software. This enables us to effectively introduce support measures such as parent communication or targeted intervention where required.

Faculty department meetings ensure that we regularly reflect and engage on how to develop and evolve our curriculum. We also use learning walks, book looks, classroom observations, student feedback and data analysis to inform our immediate goals and long term plans. We aim to maintain high standards within the department through regular sharing of best practice.

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems. Topic specific content and skills that are assessed in each unit are listed further down in this document.

The long term impact of the Biology curriculum will be to analyse the following:

1) *How many students are continuing to study Biology beyond KS5?*
2) *How many students are selecting Biology at KS5?*
3) *How many students choose to study separate sciences at GCSE*
4) *Grades and progress of all students at KS4*

Student success is celebrated by following whole school systems such as star of the lesson, subject prefects and positive feedback with parents. We also use departmental systems such as: polaroid moments within the regular whole class feedback.

- In year 11 there are 77 students studying separate sciences. In year 12 we have 27 biologists- and in year 13 there are 42 biologists, who will sit their A-level exam in summer 2025 before heading off to university.
- We currently have 12 students in year 13 that will be applying to study medicine, dentistry or veterinary science at university.
- *Year 11 Summer 2024 Exam Results* = Progress 8: Year 11 Biology is 1.59 (Attainment 8 – 77.96). At or Above Target Grade: Year 11 Biology is 90%.
- Biology Separate Science 0.72 Progress 8 Score. Attainment 8 is 69.08.
- Males performed better than females. PP -0.79 P8 score.
- High attainers 0.3, middle 1.17, low -1.39 P8 score.
- 61% got a grade 7 or above. 94% grade 5 or above. 98% grade 4 or above.
- SEN K status got a progress 8 score of 1.9 and E status was 0. The biology grades were similar to most schools nationally and similar AQA centres.

Careers Development

Due to the broad range of content covered and the analytical nature of Biology, there is a huge variety of potential career paths. Time is spent looking at these prior to students choosing their GCSE pathway.

- *Medicine: A large number of students studying biology will aspire to this career route. As such, a medics society extracurricular group is run at Ks5 level to further support students interested in medical careers. The most popular branches include: medicine, dentistry, ophthalmology and veterinary.*
- *Biochemistry: This is one of the largest research areas in Biology. As such, a number of units focus on this sub-discipline. The topic Biological Molecules covers the structure and function of a range of monomers and polymers, the bonds that form polymers and macromolecules, and also different biochemical tests.*
- *Law: Biology students often move into the legal sector due to the critical thinking and problem solving nature of the subject.*

Assessment

KS4: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities and summative assessments following each unit. Homework activities and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following unit assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

KS5: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities, weekly consolidation tasks and summative assessments following each unit and at various data points (mock exams at Christmas and the end of yr12). Consolidation tasks take place weekly and are based on exam style questions. Marks for these consolidation tasks are recorded so that any student issues can be identified. Consolidation tasks and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments so that individuals are able to celebrate successes, highlight misconceptions and ensure that students are given the opportunity to improve. Practical skills are assessed using exam board CPAC criteria when appropriate.

Enrichment Opportunities & Super Curricular

Extra and super curricular offers are a key part of any science department, and that is no different at Pinner High School. The opportunities below are split into two categories: Enrichment for all and stretch for the most able. The opportunities listed below provide a snapshot of the opportunities available to students to further enhance their knowledge and skills:

Enrichment for all:

- *KS4: Science week enhancement activities including talks and whole school activities.*
- *KS5: Science week enhancement activities including talks and whole school activities, trips including Kew Gardens.*

Stretch for the most able:

- *KS4: University visits, university outreach opportunities and competitions, bioengineering taster days, criminal minds club, gardening club, zoology club, science movie makers, virtual and in person visits from scientists, entries to KS4 Biology Olympiads, library resources including scientific subscriptions and recommended reading lists. Enrichment and competition activities shared with students when they become available.*

KS5: KS5 medics society, university visits, virtual and in person visits from scientists, Kew Gardens trip, essay competitions, mentoring opportunities, online webinars, Biology in action trip, Biology Olympiads, EPQs and independent research projects, biology prefects lead practicals for feeder Primary schools, library resources including Scientific subscriptions and recommended reading lists.

Commitment to Equality, Diversity & Inclusion

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

Student achievement is analysed following data points and interventions are put into place at both classroom level and departmental level to ensure that all students are given the opportunity to reach their full potential. Period 7 intervention sessions are available to students who require further support. 1:1 support is available for SEN students who require it. Pupil premium funding is also available to ensure that all students have the same opportunities. This includes funding for trips and workbooks/revision guides.

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

Within the curriculum, topics explore a range of social issues e.g. contraception, climate change and scientific bias which will support all students become responsible citizens in an ever-changing world.Building student cultural capital is vital for many of our students. As such, we aim to develop this both inside and outside of lessons (see the 'enrichment for all' section above'). Mock interviews and university preparation is also available for KS5 students.

	Autumn 1:	Autumn 2:		Spring 1:	Spring 2:		Summer 1	Summer 2:
Year 10	**Topic Title:** *B5 - Communicable disease* **Aims:** *Applying knowledge of pathogens to understand different types of communicable diseases, caused by a range of pathogens.*	**Topic Title:** *B7 – Non-communicable disease* **Aims:** *Building on prior knowledge of cell division to enhance student knowledge of the different types of cancer and the risk factors involved.*	**Topic Title:** *B6 - Preventing and treating disease* **Aims:** *Applying knowledge of disease to explain how the spread of disease can be prevented*	**Topic Title:** *B10 – The human nervous system* **Aims:** *This content is mostly new, therefore knowledge of the nervous syststem, the eye and brain must be established so students can appreciate how this is relevant in a real life context.*	**Topic Title:** *B11 – Hormonal coordination* **Aims:** *Building on knowledge from KS3 (reproduction) to enhance knowledge of the hormones involved in the menstrual cycle and their influence in contraception and IVF treatment as well as learning how hormones affect plant growth*	**Topic Title:** *B17 Organising an ecosystem* **Aims:** *Building on prior knowledge of ecosystems to understanding or how materials are cycled (using knowledge of photosynthesis and respiration)*	**Topic Title:** *B16 - Adaptations, interdependence and competition* **Aims:** *Building on prior knowledge of adaptations in nature, students will explore how organisms interact with each other*	**Aims:** GCSE End of year 10 Examination and feedback
	Lesson / Content Overview: *1 – Pathogens and disease* *2 – Preventing infections* *3 – Viral and bacterial diseases* *4 – Diseases caused by fungi and protists* *5 – Human defence responses* *6 - Plant diseases and responses* **Skills / Concepts on:** *The required practical for this unit focuses on aseptic technique and growing bacteria safely in a lab.**	**Lesson / Content Overview:** *1 – Non-communicable disease* *2 – Cancer* *3 – Smoking and the risk of disease* *4 – Diet, exercise and disease* *5 – Alcohol and other carcinogens* **Skills / Concepts on:** *Focus on the difference between correlation and causation. Data interpretation.*	**Lesson / Content Overview:** *1 – Vaccination* *2 – Antibiotics and painkillers* *3 – Developing and discovering drugs* *4 – Monoclonal antibodies ** **Skills / Concepts on:** *This is a particularly relevant topic as a result of Covid-19. Students will be required to analyse data and suggest methods to prevent the spread of disease in the future.*	**Lesson / Content Overview:** *1 – Principles of homeostasis* *2 – The structure and function of the human nervous system* *3 – Reflex actions* *4 – The brain** *5 – The eye** *6 – Common problems of the eye** **Skills / Concepts on:** *Focus on the required practical which involves students applying their knowledge in order to evaluate data,*	**Lesson / Content Overview:** *1 – Principles of hormonal control* *2 – The control of blood glucose* *3 – Treating diabetes* *4 – The role of negative feedback* *5 – Human reproduction* *6 – Hormones and the menstrual cycle* *7 – The artificial control of fertility* *8 – Infertility treatments* *9 - Hormones in plants** **Skills / Concepts on:** *Focus on applying scientific concepts to the real world*	**Lesson / Content Overview:** *1 – Feeding relationships* *2 – Materials cycling* *3 – The carbon cycle* *4 – Rates of decomposition** **Skills / Concepts on:** *Focus on the application of biological cycles that link with GCSE chemistry.*	**Lesson / Content Overview:** *1 –Importance of communities* *2 – organisms in their environment* *3 – Competition in animals and plant* *4 – Adaptations in animals and plants* **Skills / Concepts on:** *Students will complete a required practical on distribution of organisms and use mathematical skills to work out the mode, median and mean in terms of abundance of the organism.*	**Lesson / Content Overview:**
	Assessment:	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**	**Assessment:**

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

	Called Eel" By Deborah Hopkinson	Leukaemia" by Tim Wendel						

PINNER
HIGH SCHOOL

Pinner High School: Chemistry

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

Intent

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

We as a Chemistry department aim to deliver a broad, ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. Content knowledge is built upon using a spiral approach, revisiting and building upon key knowledge and skills at each key stage Fundamentals of atomic structure, the building blocks are learnt first. Concepts are then revisited and developed with greater detail. New concepts which require foundational understanding are introduced later, and finally concepts requiring linking multiple scientific ideas are introduced.

This is the following key skills are interleaved throughout the Chemistry curriculum:

Scientific Knowledge (AO1 & 2):

- Atomic structure and the Periodic Table
- Structure, bonding and the properties of matter
- Chemical changes
- Energy changes in chemistry
- Rate and extent of chemical change
- Organic Chemistry and Chemical analysis
- Earth and atmospheric science

Scientific skills (AO1, 2 & 3):

- Predicting cause and effect
- Experiment design and risk assessment
- How and why we use scientific equipment
- Scientific vocabulary, quantities, units, symbols, and nomenclature
- Presenting, using and manipulating data
- Drawing conclusions
- Changing theories
- Real world use of Science
- Ethics and implications

Implementation

We have designed our curriculum so that both Chemistry-specific and general skills are developed through repeated experience, with each encounter being of increasing complexity. This spiral approach ensures that key concepts are interleaved throughout the curriculum; in the context of content increasing complexity (also a spiral approach).For example, the concept of electrolysis, separating ionic compounds by electricity is taught after atomic structure, ions and bonding has been introduced. This is explored further in KS5 with electrode potential of metals. These interleaved key skills and concepts are assessed through formative and summative assessments throughput the curriculum allowing check and address misunderstanding or misconceptions.

As a department we set high expectations for all pupils which creates a culture of exploration and love of learning in our classrooms. Independent learning is emphasised regularly through consolidation tasks, flipped learning homework activities, research projects and encouraging students to explore Chemistry outside the classroom. Student support outside the classroom is very important and as such students have access to a number of websites that we have subscribed to on the students behalf, to support learning. Student resources are available to all students through google classrooms

We aim to go beyond the National Curriculum by linking concepts with real world examples, these are woven throughout the curriculum and a variety of enrichment opportunities listed below in this document.

Communication of ideas is central to becoming a confident Scientist, so our curriculum is designed to develop literacy and oracy through explicit teaching of keywords (in particular root words, prefixes and suffixes), use of key word glossaries, and regular use of connective, discussion, experimental write up and exam command words.

Differentiation is key throughout the delivery of the curriculum. A focus is made on differentiation within lessons. Mathematical skills, including graphing and data interpretation are embedded within the curriculum and revisited when appropriate. At GCSE students are grouped into three categories Combined foundation, Combined higher and Separate. We aim to provide support and challenge relative to student ability levels and student groups. Specific stretch and challenge activities outside the classroom and are listed below. Department leads have designed schemes of work for teachers to use, with suggested activities and resources, ensuring consistency of delivery.

Student support is very important and as such students have access to a number of websites to support their learning (including a Pinner High School science specific site). The Library has key texts and access to online versions.

We have a placed considerable emphasis on our students building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. A focus is placed on revision techniques and time is built to support into the curriculum to support students with this.

Teacher training is essential to the delivery of the Chemistry curriculum, in particular for non-specialist teachers. Teacher knowledge audits are therefore regularly carried out and CPD sessions run where appropriate.

Impact

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems. Topic specific content and skills that are assessed in each unit are listed further below in this document.

At the end of each topic, our students are expected to independently consolidate key knowledge and skills through carefully planned end of topic assessments which are written into the scheme of work. These summative checkpoints are differentiated to help meet the needs of all learners and challenge all to achieve. This helps to ensure that students make sufficient progress. Following each summative checkpoint there is a reflection lesson, allowing students to receive and respond to whole class and individual feedback.

We as a department, regularly use formative assessment to check, model and build key knowledge. Students regularly assess how much they know through in class informal assessments, skilful questioning and reflections tasks. It also allows us to pick up on any misconceptions and ensure lesson objectives are understood.

As a department, we diligently track and monitor student progress using departmental and whole school data analysis systems and software. This enables us to effectively introduce support measures such as parent communication or targeted intervention where required.

Faculty department meetings ensure that we regularly reflect and engage on how to develop and evolve our curriculum. We also use learning walks, book looks, classroom observations, student feedback and data analysis to inform our immediate goals and long term plans. We aim to maintain high standards within the department through regular sharing of best practice.

The long term impact of the Chemistry curriculum will be to analyse the following:

1) How many students are continuing to study Chemistry beyond KS5

2) How many students are selecting Chemistry at KS5

3) Grades and progress of all students at KS4

Student successes are celebrated by following whole school systems, such as star of the lessons, end of year awards, subject prefects and positive feedback with parents. We also use departmental systems such as polaroid moments within the regular whole class feedback following each assessment.

Careers Development

Chemistry is an essential science that impacts numerous aspects of our lives, driving advancements in healthcare, technology, sustainability, and our understanding of the world. Career potential for those who take Chemistry is wide and varied with opportunities to innovate and make scientific breakthroughs. Here is a list of a few careers:

Forensic scientist, Analytical chemist, Pharmacist, Environment scientist, Chemical engineer as well as Medicine and Dentistry. Students have the opportunity to take part in Crest Award projects at Pinner High that enable students design and carry out investigations of their own.

Assessment

KS3: Knowledge and understanding is assessed through a mixture of in-class formative assessment, homework activities and summative assessments each half term. Homework activities and half termly assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

KS4: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities and summative assessments following each unit. Homework activities and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following unit assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

KS5: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities, weekly consolidation tasks and summative assessments following each unit and at various data points (mock exams at Christmas and the end of yr12). Consolidation tasks take place weekly and are based on exam style questions. Marks for these consolidation tasks are recorded so that any student issues can be identified. Consolidation tasks and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments so that individuals are able to celebrate successes, highlight misconceptions and ensure that students are given the opportunity to improve. Practical skills are assessed using exam board CPAC criteria when appropriate.

Enrichment Opportunities & Super Curricular

Extra and super curricular offers are a key part of any science department, and that is no different at Pinner High School. The opportunities below are split into two categories: Enrichment for all and stretch for the most able. The opportunities listed below provide a snapshot of the opportunities available to students to further enhance their knowledge and skills:

Enrichment for all:

- KS3: Weekly science club enhancing student knowledge, trips for all students to scientific institutions including London Zoo, Science museum, natural history museum, house competitions, science week enhancement activities including talks and whole school activities.
- KS4: Science week enhancement activities including talks and whole school activities.
- KS5: Science week enhancement activities including talks and whole school activities, trips including the National Physical Laboratory.

Stretch for the most able:

- KS3-KS4: CREST award club, external competitions, university visits, virtual and in person visits from scientists. Library resources including Scientifica subscriptions are available with enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)
- KS5: KS5 Engineering group, medical group, university visits, virtual and in person visits from scientists, entries to KS5 Chemistry Olympiads, Library resources including Scientifica subscriptions. Enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)

Commitment to Equality, Diversity & Inclusion

Our curriculum has been designed to equip all students with an understanding of science and how to apply this in the real world. We aim to meet the needs of all students by ‘teaching to the top’ providing opportunities that stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key

Stage 4 and into the Sixth Form. Homework is set to meet these goals in delivering a challenging curriculum designed to further deepen and broaden the knowledge and skill set of its students. All homework is set on Google Classroom and is regularly checked.

Student achievement is analysed following data points and interventions are put into place at both classroom level and departmental level to ensure that all students are given the opportunity to reach their full potential. Period 7 intervention sessions are available to students who require further support. 1:1 support is available for SEN students who require it. Pupil premium funding is also available to ensure that all students have the same opportunities. This includes funding for trips and workbooks/revision guides.

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

Within the curriculum, topics explore a range of social issues e.g. contraception, climate change and scientific bias which will support all students become responsible citizens in an ever-changing world.

Building student cultural capital is vital for many of our students. As such, we aim to develop this both inside and outside of lessons (see the 'enrichment for all' section above'). Mock interviews and university preparation is also available for KS5 student.

SEN provision within the department

As part of our commitment to equality, diversity and inclusion, SEN provision at department level is a key focus for the curriculum and class teachers. Progress of SEN students is monitored carefully.

Curriculum planning

Spiral learning alongside regular linking of concepts between different units ensures that understanding of key concepts are secure. Real world applications help create a culture of curiosity. Extracurricular activities and trips (for all pupils) further help SEN students build a love of the subject outside of their lessons. Regular low stakes assessments give a regular opportunity for feedback to help ensure progress is made.

Lesson resources

Lesson resources are available on google classroom. To support with this, students are given access to knowledge organisers, topic overviews and glossaries. Lessons are designed to include differentiation and modelling to further support SEN students. These include model answers, scaffolding and sentence starters. Consideration has been put into any equipment issues for those with physical needs (e.g. plastic pipettes, helping set up equipment, clear graph paper)

Classroom teaching

At a classroom adult support is available for SEN students who require it. Teachers work closely with their LSAs. Some students have access to technology to further support their learning. Routines are key in establishing positive a learning atmosphere. A key focus of this is how lessons start as this will provide a consistent foundation for the remainder of the lesson. Routines include greeting students at the door and meaningful starter activities including recall tasks. Seating plans are carefully considered taking specific student needs into account.

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 10	**Unit Title:** ***C4 Chemical calculations and Unit 4 Electrolysis*** **Aims:** *Students will build upon their understanding of the structure of atoms and sub-atomic particles to understand relative atomic mass and relative formula mass, the mole and Avogadro's constant, moles to concentrations.* *Students are introduced to electrolysis. They will build upon their knowledge from Chapter C3 to explain why ionic compounds can undergo electrolysis when molten or in solution.* **Lesson / Content Overview:** *1 - Relative masses and moles* *2- Equations and calculations* *3 – From masses to balanced equations* *4 - Expressing concentration* *5 – Introduction to electrolysis* *6 – Changes at the electrodes* *7 – The extraction of aluminium* *8 –Electrolysis of aqueous solutions*	**Unit Title:** ***C5 Energy changes*** **Aims:** *Students will learn about the energy transfers that occur during chemical reactions.* **Lesson / Content Overview:** *1 – exothermic and endothermic reactions* *2 – Using energy transfers from reactions* *3 –Reaction profile* *4 – Bond energy calculations* *5 – Chemical cells and batteries* *6 – Fuel cells* **Skills / Concepts on:** *Students will further develop their qualitative understanding of the energy transfers in a reaction and be able to sketching and interpreting reaction profile diagrams.*	**Unit Title:** ***C6 Rates and equilibrium*** **Aims:** *Students will learn about the factors that affect the rate of a reaction and apply their knowledge on endothermic and exothermic reactions to equilibrium reactions and predict position of the equilibrium.* **Lesson / Content Overview:** 1 – Rates of reaction 2 – Collision theory 3 –The effect of temperature 4 – The effect of concentration and pressure 5- The effect of catalysts 6- Reversible reactions 7 – Energy and reversible reactions 8- Dynamic equilibrium 9- Altering conditions **Skills / Concepts on:** *Focus on graphing skills specifically calculate the gradient of a tangent to the curve on these graphs as a measure of rate of reaction at a specific time.*	**Unit Title:** ***C7 Crude oil and fuels and C8 Chemical analysis*** **Aims:** *Students will learn about hydrocarbons and been introduced to the alkanes, as well as some of the reactions of hydrocarbons, including combustion (both complete and incomplete) and cracking.* *Students will learn the difference between pure substances and formulations and how important formulations are in our world.* **Lesson / Content Overview:** *1 – Hydrocarbons* *2 – Fractional distillation of oil* *3 – Burning hydrocarbon fuels* *4 – Cracking hydrocarbons* *5 - Pure substances and mixtures* *6 – Analysing chromatograms* **Skills / Concepts on:** *To write balanced symbol equations for the complete combustion of hydrocarbons*	**Unit Title:** ***C8 Chemical analysis and C9 The Earth's atmosphere*** **Aims:** *Students will continue to learn about qualitative methods of chemical analysis .* *Students will gain an understanding of the origins of the atmosphere, students should also understand how it has evolved over time.* **Lesson / Content Overview:** *1 – Pure substances and mixtures* *2 – Analysing chromatograms* *3 – Testing for gases* *4 - History of our atmosphere* *5 – Our evolving atmosphere* *6 – Greenhouse gases* **Skills / Concepts on:** *Required practical: Investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate R_f values.* *Students will develop the ability to evaluate models and interpreting and*	**Unit Title:** ***C9 The Earth's atmosphere*** **Aims:** *Students will gain an understanding of the origins of the atmosphere, students should also understand how it has evolved over time.* **Lesson / Content Overview:** *1 – Greenhouses gases recap* *2 – Global climate change* *3 –Atmospheric pollutants* *4 – What is the difference between the greenhouse effect and ozone layer.* *Year 10 exams take place and work experience* **Skills / Concepts on:** *Students will develop the ability to evaluate models and interpreting and evaluating evidence for scientific theories.*

	Skills / Concepts on: Students will carry out a titration as part of the required practical, with higher-tier students using their results to calculate the concentration of an unknown solution.			*and to describe the conditions of cracking.*	*evaluating evidence for scientific theories.*	
	Homework *Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.*	**Homework** *Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.*	**Homework** *Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.*	**Homework** *Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.*	**Homework** *Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.*	**Homework** *Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.*
	Stretch & Challenge *Students could:* **Research 5 real world applications of titration.* *Students could answer:* **Can covalent molecules ever be broken down by electrolysis, include reasons for your answer.*	**Stretch & Challenge** *Students could:* **Is hydrogen the answer or is another car a better option? Give both side of the argument and then your opinion.*	**Stretch & Challenge** *Students could:* **Explore the way industry exploits dynamic equilibrium to ensure economic gains. Research specific examples.* **Research why we use these factors to increase the rate of a reaction and why we may sometimes need to compromise in order to make the reaction sustainable.*	**Stretch & Challenge** *Students could:* **Research how nature can be used to help sustain our world by replacing crude oil products.*	**Stretch & Challenge** *Students could:* **Evaluate why one test may not be sufficient to identify the element, use magnesium as an example if you wish. Identify the advantages and disadvantages*.	**Stretch & Challenge** *Students could:* **Research and Evaluate the methods we employ to reduce pollutants and their effects, include the advantages and disadvantages.*
	Reading Midnight in Chernobyl The Untold Story of the World's Greatest Nuclear Disaster by Adam Higginbotham	**Reading** Gory Details: Adventures from the Dark Side of Science by Erika Engelhaupt	**Reading** Liquid Rules: The Delightful and Dangerous Substances That Flow Through Our Lives by Mark Miodownik	**Reading** Perfumes by Luca Turin and Tania Sanchez	**Reading** Our Plastic Problem and How to Solve It by Sarah J. Morath	**Reading** Molecules of Murder Criminal Molecules and Classic Cases by John Emsley

Pinner High School: Physics

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

Intent

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

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

Content knowledge is built upon using a spiral approach, revisiting, interleaving and building upon key knowledge and skills at each key stage. Fundamentals of scientific understanding are learnt first. Concepts are then revisited and developed with greater detail. New concepts which require foundational understanding are introduced later, and finally concepts requiring linking multiple scientific ideas are introduced. We have designed the curriculum by working backwards from where we want students to be when they leave school.

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

Scientific Knowledge (AO1 & 2):

- Forces and fields
- Forces and their effects
- Energy stores and energy transfers
- Space

Scientific skills (AO1, 2 & 3):

- Predicting cause and effect
- Experiment design and risk assessment
- How and why we use scientific equipment
- Presenting, using and manipulating data
- Drawing conclusions
- Changing theories
- Real world use of Science
- Ethics and implications

Implementation

We have designed our curriculum so that both physics-specific and general skills are developed through repeated experience with each encounter being of increasing complexity. This spiral approach ensures that key concepts and skills are interleaved throughout the curriculum. For example, electromagnetism studied in year 11 builds up an understanding of forces which is studied in year 10 (as well as KS3) and electricity which is studied in year 9 (as well as KS3). This is then explored further at KS5 where students are introduced to electromagnetic

fields. Skills are also built upon, including practical skills which are ultimately assessed through required practicals at KS4 and KS5. These interleaved key skills and concepts are assessed through formative and summative assessments throughout the curriculum allowing us to check and address any misunderstanding and misconceptions.

We aim to go beyond the National Curriculum by linking concepts and skills with real world examples and a variety of extra-curricular and super curricular activities. Specific enrichment opportunities are listed further below in this document.

As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through consolidation tasks, flipped learning homework activities, research projects, and encouraging students to explore Physics outside the classroom through our wide range of extra and super curricular activities (listed later in this document). Student support outside the classroom is very important and as such students have access to a number of websites that we have subscribed to on the students behalf, to support their learning. Student resources are available to all students through google classrooms.

Communication of ideas is central to becoming a confident Scientist, so our curriculum is designed to develop literacy and oracy through explicit teaching of keywords (in particular root words, prefixes and suffixes), use of key word glossaries, and regular use of connective, discussion, experimental write up and exam command words. Further reading lists are compiled by literacy representatives at department level and shared with students. Many of these have been purchased by the library. Suggested further reading books for each half term are also listed further down in this document.

Differentiation is key throughout the delivery of the curriculum. A focus is made on differentiation within lessons. Mathematical skills, including graphing and data interpretation are embedded within the curriculum and revisited when appropriate. At GCSE students are grouped into three categories: Combined foundation, Combined higher and Separate. We aim to provide support and challenge relative to student ability levels and student groups, including stretching the most able. Specific stretch and challenge activities outside the classroom are listed further down in this document.

We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. A focus is placed on revision techniques and time is built into the curriculum to support students with this.

Teacher training is essential to the delivery of the Physics curriculum, in particular for non-specialist teachers. Teacher knowledge audits are therefore regularly carried out and CPD sessions run where appropriate. Department leads have designed schemes of work for teachers to use, with suggested activities and resources, ensuring consistency of delivery.

Impact

At topic and lesson level, knowledge and understanding will be assessed through a mixture of in-class formative assessment, recall tasks, homework activities and also summative end of topic assessments and mock exams in line with whole school systems. Topic specific content and skills that are assessed in each unit are listed further below in this document.

At the end of each topic, our students are expected to independently consolidate key knowledge and skills through carefully planned end of topic assessments which are written into the scheme of work. These summative checkpoints are differentiated to help meet the needs of all learners and challenge all to achieve. This helps to ensure that students make sufficient progress. Following each summative checkpoint there is a reflection lesson, allowing students to receive and respond to whole class and individual feedback.

We, as a department, regularly use formative assessment to check, model and build key knowledge. Students regularly assess how much they know through in class informal assessments, skilful questioning and reflections tasks. It also allows us to pick up on any misconceptions and ensure lesson objectives are understood.

As a department, we diligently track and monitor student progress using departmental and whole school data analysis systems and software. This enables us to effectively introduce support measures such as parent communication or targeted intervention where required.

Faculty department meetings ensure that we regularly reflect and engage on how to develop and evolve our curriculum. We also use learning walks, book looks, classroom observations, student feedback and data analysis to inform our immediate goals and long term plans. We aim to maintain high standards within the department through regular sharing of best practice.

The following indicators are also used to assess the long term impact of the Physics curriculum:

1. How many students are continuing to study Physics beyond KS5
2. How many students are selecting Physics at KS5 (14 in 2021 sixth form intake, 17 in 2022 sixth form intake)
3. How many students choose to study separate sciences at GCSE
4. Grades and progress of all students at KS4 (+0.75 p8 VA in 2022)

Student successes are celebrated by following whole school systems, such as star of the lessons, end of year awards, subject prefects and positive feedback with parents. We also use departmental systems such as polaroid moments within the regular whole class feedback following each assessment.

Careers Development

Due to the analytical and mathematical nature of Physics, there is a huge variety of potential career paths. Time is spent looking at these prior to students choosing their GCSE pathway.

- Engineering: This is the largest career route for students studying Physics. As such, Engineering extra-curricular groups are run at both Ks4 and Ks5 level to further support students interested in Engineering careers. The most popular branches of Engineering include Mechanical, Electronic, Civil and Software Engineering
- Medical Physics: This is one of the largest research areas in Physics. As such, a number of units focus on medical uses of physics, including a specific lesson in the GCSE electromagnetic waves topic and also a medical physics focus in the radiation topic.
- Finance: Physics students often move into the financial sector due to the mathematical and problem solving nature of the subject.

Assessment

KS4: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities and summative assessments following each unit. Homework activities and more formal unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following unit assessments using departmental whole class feedback forms which celebrate successes, highlight individual misconceptions and ensure that individuals are given the opportunity to improve.

KS5: Knowledge and understanding is assessed through a mixture of in-class formative assessment, walking talking mocks, homework activities, weekly consolidation tasks and summative assessments following each unit and at various data points (mock exams at Christmas and the end of yr12). Consolidation tasks take place weekly and are based on exam style questions. Marks for these consolidation tasks are recorded so that any student issues can be identified. Consolidation tasks and unit assessments are consistent across the department ensuring consistency of delivery. Feedback is given following assessments so that individuals are able to celebrate successes, highlight misconceptions and ensure that students are given the opportunity to improve. Practical skills are assessed using exam board CPAC criteria when appropriate.

Enrichment Opportunities & Super Curricular

Extra and super curricular offers are a key part of any science department, and that is no different at Pinner High School. The opportunities below are split into two categories: Enrichment for all and stretch for the most able. The opportunities listed below provide a snapshot of the opportunities available to students to further enhance their knowledge and skills:

Enrichment for all:

- **KS4**: Science week enhancement activities including talks and whole school activities.
- **KS5**: Science week enhancement activities including talks and whole school activities, trips including the National Physical Laboratory, CERN in Switzerland.

Stretch for the most able:

- **KS4**: KS4 Engineering group, university visits, virtual and in person visits from scientists, entries to KS4 Physics Olympiads, Library resources including Scientifica subscriptions. Enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)
- **KS5**: KS5 Engineering group, medical group (relevant to medical physics units), university visits, virtual and in person visits from scientists, entries to KS5 Physics Olympiads, Library resources including Scientifica subscriptions. Enrichment and stretch activities shared with students when they become available. Students given help with any applications to these (e.g. STEM potential programs, competitions, work experience opportunities)

Commitment to Equality, Diversity & Inclusion

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

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

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

Within the curriculum, topics explore a range of social issues e.g. climate change, energy resources, nuclear issues and scientific bias which will support all students to become responsible citizens in an ever-changing world.

Building student cultural capital is vital for many of our students. As such, we aim to develop this both inside and outside of lessons (see the 'enrichment for all' section above'). Mock interviews and university preparation is also available for KS5 students.

SEN provision within the department

As part of our commitment to equality, diversity and inclusion, SEN provision at department level is a key focus for the curriculum and class teachers. Progress of SEN students is monitored carefully.

Curriculum planning

Spiral learning alongside regular linking of concepts between different units ensures that understanding of key concepts are secure. Real world applications help create a culture of curiosity. Extracurricular activities and trips (for all pupils) further help SEN students build a love of the subject outside of their lessons. Regular low stakes assessments give a regular opportunity for feedback to help ensure progress is made.

Lesson resources

Lesson resources are available on google classroom. To support this, students are given access to knowledge organisers, topic overviews and glossaries. Lessons are designed to include differentiation and modelling to further support SEN students. These include model answers, scaffolding and sentence starters. Consideration has been put into any equipment issues for those with physical needs (e.g. plastic pipettes, helping set up equipment, clear graph paper)

Classroom teaching

At a classroom adult support is available for SEN students who require it. Teachers work closely with their LSAs. Some students have access to technology to further support their learning. Routines are key in establishing a positive learning atmosphere. A key focus of this is how lessons start as this will provide a consistent foundation for the remainder of the lesson. Routines include greeting students at the door and meaningful starter activities including recall tasks. Seating plans are carefully considered taking specific student needs into account.

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1	Summer 2:
Year 10	**Unit Title:** P7 – Radioactivity **Aims:** Developing knowledge of radioactivity and applying it to how it is used in the real world. **Lesson / Content Overview:** 1 – Atoms and radiation 2 – Comparing radiation 3 – The discovery of the nucleus 4 – Activity and half-life 5 – Uses and dangers of radiation 6 – Nuclear fission 7 – Nuclear fusion 8 – Issues associated with nuclear power	**Unit Title:** P8 – Forces in balance **Aims:** Building on KS3 knowledge of forces to enhance student knowledge of the different types of force and their applications in the real world. **Lesson / Content Overview:** 1 – Scalars and vectors 2 – Centre of mass 3 – Moments 4 – Levers and gears **Skills / Concepts on:** Focus on using and manipulating equations	**Unit Title:** P9 – Motion **Aims:** Developing knowledge of forces and relating it to speed and acceleration. **Lesson / Content Overview:** 1 – Distance time graphs 2 – Velocity and acceleration 3 – Velocity time graphs **Skills / Concepts on:** Focus on graphing skills	**Unit Title:** P10 – Force and motion **Aims:** Developing knowledge of forces and applying it to how objects move. **Lesson / Content Overview:** 1 – Force and acceleration 2 – Weight and terminal velocity 3 – Forces and braking 4 – Momentum 5 – Conservation of momentum 6 – Impact forces 7 – Newton's laws 8 – Car safety 9 – Forces and elasticity	**Unit Title:** P11 – Force and pressure **Aims:** Building on knowledge from P6 (molecules and matter) to enhance knowledge of pressure and the implications of it in the real world. **Lesson / Content Overview:** 1 – Pressure and surfaces 2 – Pressure in a liquid at rest 3 – Atmospheric pressure 4 – Up thrust and floatation **Skills / Concepts on:** Focus on applying scientific concepts to the real world	**Unit Title:** P12 – Waves **Aims:** Building on KS3 knowledge of waves to enhance student knowledge of the different types of waves and their applications in the real world. **Lesson / Content Overview:** 1 – Properties of waves 2 – Transverse and longitudinal 3 – Wave velocity 4 – Reflection 5 – Refraction 6 – Sound waves 7 – Seismic waves

	Skills / Concepts on: Focus on analysing the use of radiation in the world			**Skills / Concepts on:** Focus on the citizenship issues associated with car safety.		**Skills / Concepts on:** Focus on unit prefixes and standard form
	Homework Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.	**Homework** Online homework tasks are set using our online packages. Leading up to the chapter test, students complete summary and practice questions.
	Stretch & Challenge Higher level debating skills lend themselves to this topic. In particular developing arguments regarding nuclear power. Being able to discuss nuclear fission will help stretch the most able. Stretch activities signposted at lesson level	**Stretch & Challenge** KS4 Engineering group helps stretch those outside of lessons for this topic. Link topics with Engineering within lessons. Mathematical skills involved in the gears and lever calculations are challenging, especially for yr10 students. Students can be stretched by giving them less scaffolding during this part of the course. Stretch activities signposted at lesson level	**Stretch & Challenge** KS4 Engineering group helps stretch those outside of lessons for this topic. Graphing is a key part of this topic. Higher level graphing skills can be introduced, in particular using displacement and velocity graphs rather than distance and speed graphs. Velocity-time graphs for bouncing balls check understanding for the most able Stretch activities signposted at lesson level	**Stretch & Challenge** KS4 Engineering group helps stretch those outside of lessons for this topic. Link topics with Engineering within lessons. Especially during the car safety section. Stretch activities signposted at lesson level	**Stretch & Challenge** Atmospheric pressure calculations become challenging. Linking these with real world applications of meteorology stretches the most able. Stretch activities signposted at lesson level	**Stretch & Challenge** Spending more time on the evidence that different types of seismic waves provide for the structure of the earth will challenge the most able. Stretch activities signposted at lesson level
	Reading 10 Days of Nuclear Science – Dr Ref	**Reading** Engines: The inner workings of machines that move the world	**Reading** Engineering for teens – Pamela McCauley	**Reading** How was that built? – Roma Agrawal	**Reading** Physics for curious kids – Laura Baker	**Reading** Secret Science – the amazing world beyond your eyes – Dara O Briain

Pinner High School: Art

KS4: Fine Art GCSE - AQA (8202)

Intent

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

Implementation

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

Impact

- Confidence and Well-being: Students should enjoy their learning and be proud of the work they have produced. Individual enjoyment of activities and the therapeutic qualities of the subject are key to the wellbeing of students in our school community.
- Inclusivity: Students are encouraged to explore and celebrate similarities and differences between people, places and cultures.
- Students learn to be understanding and respectful of others' work, opinions and abilities. Students have the opportunity to work collaboratively, share ideas, engage in class critique and discussions as they become aware of artists, art periods, art styles and develop visual communication skills. We would hope to build confidence and encourage students to take ownership of their work and to develop their own creative thinking.
- SMSC (Spiritual, Moral, Social and Cultural): Students learn to communicate and develop ideas, meaning and feelings and have the opportunity for independent thought and personal responses.
- At KS3, the majority of students show sustained progress across the Art modules in Year 7 and Year 8. They have Art lessons for 2 lessons a week for their Art rotation term, giving them a condensed but high quality experience in the subject allowing them to experience the creative process across a full range of art media. Students also have a period of Art and Design once a fortnight every term.

- The Year 7 and 8 curriculum is delivered through a series of mini projects developing visual analysis and understanding of a diverse range of Artists. The KS3 curriculum is planned to support students in developing skills, knowledge and techniques, enabling them to make the necessary progress towards KS4. It is important for our Art curriculum to take into account students ' varying previous primary experiences in the subject.
- Our KS3 Clubs give access to a range of supplementary art activities throughout the year, including drawing, painting, digital art and tactile activities such as knitting and embroidery.

Year 9, 10 and 11 3 periods a week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 ABSTRACT	**Drawing Technique and Media Workshops** Investigate abstract themes. Abstract paper and rope sculpture. Sketchbook documentation, Students take inspiration from a series of relevant artists - Mark-making, clay, relief printmaking. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Acrylic Painting Skill Building Task** Photography challenge - students capture a series of photographic images and develop successful compositions into a large scale painted outcome. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Component 1: Introduction to Student Led Topic.** Introduction to thematic work, mind-mapping, artist research, image collection and observational drawing. Sketchbook expectations. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Component 1: Project Development** Digital editing, Photoshop ideas, experimentation, creating a personal response. Thematic fabric transfer painting. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*	**Component 1: SUSTAINED PHASE** Students move towards personalised project direction. Development of ideas towards a large scale. *Assessment: Student Self-Evaluation and Formal Teacher Assessment point.*	**Component 1: SUSTAINED PHASE** Reflection on project direction, refined media experiments. Evidence of Each AO provided for chosen areas of interest. *Assessment: Ongoing Formative feedback given based on portfolio/ sketchbook work.*

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Pinner High School: Design & Technology

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

Intent

Design and Technology is an inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. Cultural capital is explored across the key stages by appreciation of the work of others locally, nationally and internationally, the subject identifies and relates schemes of learning to real contextual challenges focussing upon people, communities or businesses.

Design and Technology builds on the skills and knowledge pupils have already learnt at primary school as a result of baseline testing and transition work staff are well informed of the pupils starting point as they commence KS3.

The DT curriculum is collaboratively and coherently planned and sequenced across KS3, KS4 & KS5 to ensure that pupils build on all aspects of prior learning and stretches and challenges all pupils regardless of starting point. All teachers are made aware of any disadvantaged pupils on the D&T department tracking sheets and class lists, all teachers are reminded of their responsibility to ensure that any obstacles to learning are removed. The department supports the needs of all pupils regardless of any potential barriers as we believe in 'success for all'.

Close tracking of all pupils continues to be an intrinsic part of our monitoring in D&T to ensure all pupils' progress is regularly reviewed and intervened/supported where appropriate.

Design and Technology at Pinner High School has a significant impact on students' education and future careers. It promotes critical thinking, problem-solving, and creativity, while bridging the gap between theory and practice. The subject fosters an entrepreneurial mindset, introduces career pathways, and prepares students for the demands of the modern workforce, ultimately empowering them to contribute meaningfully to society.

Implementation

The Design & Technology provision at Pinner High is delivered over 2x 50-minute sessions a week at KS3 for 1 term, 3x 50-minute sessions a week for KS4 and 6x 50-minute sessions a week for KS5.

The department's schemes of learning are based upon the national curriculum for Design and Technology which lead on to a GCSE in Design & Technology. KS4 work is evidenced even in year 7 as we instil in all our pupil's high academic rigour and challenge from the outset.

Teachers are enthusiastic about their subjects and share this passion with all our pupils. As a result, the vast majority enjoy and achieve in Design & Technology with many pupils choosing to study beyond KS3. D&T staff use academic language consistently and appropriately in their subject specific teaching and learning. Pupils are encouraged to use tier 2 & 3 language in lessons both verbally and in extended written work for example in evaluations.

At the heart of our creative curriculum is the engagement of pupils with practical tasks. These tasks specifically serve identified needs, solve problems, and function. It is considered essential that these learning activities reflect the nature of the subject within a range of contexts. These include the world of work, the development of communities and society, the environment (sustainability impact) and the ways in which technologies or technological solutions address or affect these. Pupils are encouraged to make, share, justify and discuss value judgements with respect to their own design decisions.

Impact

Design and technology plays a significant role in the Pinner High School curriculum, providing students with valuable skills and knowledge that can have a lasting impact on their education and future careers. Here are some of the key impacts:

1. We encourage students to think **critically** and develop **problem-solving skills**. We teach them to **analyse** challenges, **identify** potential solutions, and work through the design process to create innovative **solutions**.
2. We foster **creativity** and encourage students to think outside the box. We allow them to **explore** their imagination, **generate** new ideas, and develop **innovative** designs. These skills are valuable not only in the field of design but also in various other areas where creative thinking is required.
3. We provide students with the opportunity to apply **theoretical** knowledge to practical projects. The subject bridges the gap between theory and practice by allowing students to **design, create, and test** their ideas, which enhances their understanding of **concepts** and promotes a deeper level of learning.
4. We encourage an entrepreneurial mindset by fostering **creativity, problem-solving, and innovation.** Our subject inspires students to identify opportunities, take risks, and develop a proactive approach to designing and creating products or solutions.
5. Design and technology can introduce students to potential career paths in design, engineering, architecture, product development, and other related fields. It provides a foundation for further study and can inspire students to pursue careers in areas where they can apply their skills and interests.

Overall, Design and Technology in our school curriculum has a **transformative** impact on students' education by fostering **creativity, critical thinking, problem-solving,** and **technological literacy**. These skills and knowledge prepare students for future challenges, equip them for the workforce, and empower them to contribute to society in meaningful ways.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Lighting Project - Practice NEA** **Skills / Concepts on:** ● Designer Research ● Design Development Assessment is at the end of the unit. Assessment is at the end of the unit.	**Lighting Project - Practice NEA** **Skills / Concepts on:** ● Prototyping Final Design Assessment is at the end of the unit.	**Lighting Project - Practice NEA** **Skills / Concepts on:** ● Product Manufacture ● Evaluation . Assessment is at the end of the unit.	**Introduction to Component 1 NEA** **Skills / Concepts on:** ● Designer Research ● Initial Designs Students will participate in an education visit to The V&A Museum Assessment is at the end of the unit.	**Component 1 NEA** **Skills / Concepts on:** ● Design Development ● Testing & Experimenting *5hr Practical Mock Exam* Assessment is at the end of the unit.	**Component 1 NEA** **Skills / Concepts on:** ● Prototyping ● Development ● Final Design Assessment is at the end of the unit.

Pinner High School: Food Preparation and Nutrition

Food Preparation and Nutrition GCSE - Eduqas

Intent

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

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

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

Why is our curriculum designed the way it is?

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

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

Implementation

How are lessons structured?

Lessons are divided into three main parts: a “Do Now” activity, main and plenary. A 10 minute “Do Now” is given to focus students on their learning once they enter the room. Lessons are designed with the needs and abilities of the students in mind. Lessons are sequenced progressively and build on prior learning, starting with the least difficult to the most advanced knowledge, skills and techniques or from concrete to more abstract concepts. Lessons are engaging, interactive, meaningful and challenging and links are made to real life situations so that students can make connections and deepen their understanding of the subject. Students understand the significance of what they are learning and are able to determine how Food Preparation and Nutrition relates to the wider scheme of things.

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

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

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

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

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

Impact

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Students develop an understanding of the role of micronutrients in the body. Their specific functions, main sources, dietary reference values, the consequences of malnutrition and their complementary actions. Students also learn about the dietary value of water and dietary fibre. Students continue to cook a variety of dishes to develop their practical skills. Assessment is at the end of the unit.	Students explore the unit on " Diet and Good Health". They look at the energy requirements for individuals with specific dietary needs and different life stages. Assessment is at the end of the unit.	Students use their knowledge of nutrition to plan and prepare balanced meals for individuals in the different life stages. Students also focus on food styling and presentation skills to ensure that dishes look appetising and are presented to high standards. They also learn to use nutritional software to plan and calculate recipes and meals for different individuals with special dietary needs. Assessment is at the end of the unit.	In this unit, "The Science of Food" students develop a theoretical and practical working knowledge and understanding of how preparation and cooking affects the sensory and nutritional properties of food. Students undertake experimental work and produce dishes by modifying recipes to develop and apply knowledge and understanding of working properties and chemical characteristics of food. Assessment is at the end of the unit.	Students develop knowledge and understanding of food spoilage and food preservation. They learn about the correct conditions for storing food safely and the consequences of inadequate food hygiene practices. Assessment is at the end of the unit.	Students gain knowledge and understanding of food provenance, and food manufacturing. Students explore the unit on, " Cooking and Food Preparation" They learn to plan, prepare, cook and serve a number of recipes to restaurant standards. Assessment is at the end of the unit.

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Pinner High School: Business

Business GCSE - Pearson Edexcel

Intent

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

have equal opportunities to reach their full potential.

Implementation

- Lessons are organised to ensure a logical progression of topics, with opportunities for revision, consolidation of learning, and effective retrieval practice.
- Clear learning outcomes and objectives are shared at the beginning of each lesson. These outcomes focus on knowledge of key concepts and skills that students should learn and understand by the end of the lesson. This helps students to understand what they will be learning and what success looks like.
- In order to engage our students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating business concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills.
- We regularly employ various assessment methods such as end-of-topic tests, exam practice questions, and effective teacher questioning to gauge students' comprehension and identify any misconceptions. This allows us to provide constructive feedback to students to help them improve and reflect on their learning.
- We place great emphasis on the continuous development of key skills within our Business curriculum. Through an interleaving approach, these skills are revisited and reinforced regularly, ensuring students' proficiency and retention.
- To support individual student progress, we maintain records of their performance through shared data tracking sheets which are updated after each assessment and half termly. This enables us to see progress and identify students in need of early intervention who may require additional support.
- SEND students are supported to achieve their potential through differentiated worksheets, printing of lesson resources and the use of laptops. PP students are provided with revision textbooks and supported to access the learning materials.
- In Business we contribute to supporting and promoting literacy skills among our students through critical reading of business texts, case studies and news articles, which enhances their comprehension and analysis abilities. Key terms and business vocabulary are explicitly taught at both KS4 and KS5, encouraging students to utilise these terms in their discussions and written work. We also develop their mathematical skills through the analysis and interpretation of a range of data, using diagrammatic representations, using formulas and calculations.
- Students are provided with opportunities to track their learning and progress through RAG rated personal learning checklists. These are completed at the end of each topic, allowing students to reflect on their learning, evaluate their understanding of topics and identify areas for further development.
- Independent learning skills are built into lessons including research tasks, case study analysis, collaborative group work, presentations, and peer and self-assessment. These activities empower students to take ownership of their learning and develop valuable skills for lifelong learning.
- Teachers in the department employ a range of effective teaching and learning methods, including modelling, scaffolding, high order questioning, differentiation, and the use of exam technique writing frames, with a particular focus on the students’ needs and abilities in each of their classes.
- To ensure the highest standards of teaching, our staff are encouraged to participate in relevant CPD (Continuing Professional Development) opportunities. This enhances their subject knowledge and keeps them up to date with changes in specifications. We promote the sharing of high-quality teaching pedagogy through department meetings and whole-school training. We regularly update our teaching and learning resources to take account of changes in the economy and these are shared through our department Google Drive.

Impact

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

Careers

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

- Business Development
- Marketing
- Recruitment
- Banking and finance
- Administration
- Accounting and Finance
- Business Management

Recommended Textbook: Pearson Edexcel A level Business by Ian Marcouse

Reading and Podcasts:

How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions - Rachel Bridge,
The Tipping Point: How Little Things Can Make a Big Difference - Malcolm Gladwell,

The Google Story - The definitive account of one of the most remarkable organisations of our time by David A. Vise
The Lean Startup: How Constant Innovation Creates Radically Successful Businesses by Eric Ries
Grinding It Out: The Making of McDonald's - by Ray Kroc
One Click, Jeff Bezos and the Rise of Amazon.com by Richard L Brandt
No Filter: The inside story of how Instagram transformed Business by Sarah Frier
Rich Dad Poor Dad: What the Rich Teach Their Kids About Money That the Poor and Middle Class Do Not! By Robert Kiyosaki

Newspapers & magazines: The Independent, The Financial Times, The Guardian, Business Review, The Economist, The Grocer

Podcasts: Revise GCSE Business Seneca, Podbean, How I Built This, Entrepreneur on Fire, BBC Business Daily

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Building a business	**Recap of year 9 topics** - Growing the business - Business growth - Changes in business aims and objectives *Assessment: Key terms and knowledge test from year 9 topics*	**Growing the business** - Business and globalisation - Ethics, the environment and business *Assessment: Topic test 2.1*	**Making marketing decisions Product** - Price - Promotion *Assessment: Questions on topics covered (exam questions)*	**Making marketing decisions Place** - Using the marketing mix to make business decisions *Assessment: Topic 2.2 test and exam questions*	**Making operational decisions** - Business operations - Working with suppliers *Assessment: Topic test 2.3*	**Revision and recap of year 10 topics** *Assessment: End of year mocks*

PINNER
HIGH SCHOOL

Pinner High School: Economics

Economics GCSE - OCR (J205)

Intent

- To stimulate a passion and love for Economics at Pinner High School, we aim to promote the ability to think like economists, enabling students to develop logical arguments and make sound economic judgments.
- We emphasise the importance of understanding fundamental economic concepts and their application in real-world situations. Students will gain knowledge about how markets work, comprehend the dynamics of supply and demand, explore economic efficiency, and address crucial economic challenges such as poverty, inequality, and environmental sustainability. Through this understanding, they will be equipped to evaluate the impact of policies and decisions on a national and global scale.
- We strive to empower students to justify economic arguments with rigour. By critically analysing economic events, they will be able to scrutinise these arguments and strengthen their economic reasoning skills. We also want our students to be able to think analytically, reach logical conclusions based on data, and make judgements on future changes to markets and the economy.
- To develop fluency in the use of the economic toolkit, which involves the use of diagrammatic analysis in both micro-economics and macro-economics which will enable them to apply economic principles effectively. We aim to encourage the development of enquiry and analytical skills through data analysis and applying economic theories and models to economic problems.
- Our curriculum fosters a holistic understanding of economics by encouraging students to make connections across themes and topics covered in the specification. This approach supports synoptic learners to see the interconnectedness of various economic concepts.
- We aim to meet the diverse needs of all our students, including those with special educational needs (SEND), PP (pupil premium) as well as HAP (our high ability pupils) to have equal opportunities to reach their full potential.
- We recognise the importance of developing transferable skills that go beyond economics. Our students will enhance their quantitative and qualitative skills, improve their communication abilities, develop critical thinking, and strengthen problem-solving capabilities. These skills will equip them for success in various academic and professional pursuits.

Implementation

- Lessons are thoughtfully organised to ensure a logical progression of topics, with opportunities for revision, consolidation of learning, and effective retrieval practice.
- Clear learning outcomes and objectives are shared at the beginning of each lesson. These outcomes focus on knowledge of key concepts and skills that students should learn and understand by the end of the lesson. This helps students to understand what they will be learning and what success looks like.
- In order to engage students and foster practical understanding, we incorporate real-world examples and case studies into our teaching. By illustrating economic concepts and their applications in practical situations, students are able to relate theoretical knowledge to real-life scenarios, enhancing their comprehension and skills. In order to inspire our students, we invite expert speakers and encourage them to enter national competitions linked to the subject.
- We regularly employ various assessment methods such as end-of-topic tests, exam practice questions, and effective teacher questioning to gauge students' comprehension and identify any misconceptions. This allows us to provide constructive feedback to students to help them improve and reflect on their learning.
- We place great emphasis on the continuous development of key skills within our Economics curriculum. Through an interleaving approach, these skills are revisited and reinforced regularly, ensuring students' proficiency and retention.
- To support individual student progress, we maintain records of their performance through shared data tracking sheets which are updated after each assessment and half termly. This enables us to see progress and identify students in need of early intervention who may require additional support.

- SEND students are supported to achieve their potential through differentiated worksheets, printing of lesson resources and the use of laptops. PP students are provided with revision textbooks and supported to access the learning materials.
- In Economics we contribute to supporting and promoting literacy skills among our students through critical reading of economics texts, case studies and news articles, which enhances their comprehension and analysis abilities. Key terms and economics vocabulary are explicitly taught at both KS4 and KS5, encouraging students to utilise these terms in their discussions and written work. We also develop their mathematical skills through the analysis and interpretation of a range of data, using diagrammatic representations to illustrate economic concepts and the use of formulas and calculations.
- Students are provided with opportunities to track their learning and progress through RAG rated personal learning checklists. These are completed at the end of each topic, allowing students to reflect on their learning, evaluate their understanding of topics and identify areas for further development.
- Independent learning skills are built into lessons including research tasks, case study analysis, collaborative group work, presentations, and peer and self-assessment. These activities empower students to take ownership of their learning and develop valuable skills for lifelong learning.
- Teachers in the department employ a range of effective teaching and learning methods, including modelling, scaffolding, high order questioning, differentiation, and the use of exam technique writing frames, with a particular focus on the students' needs and abilities in each of their classes.
- To ensure the highest standards of teaching, our staff are encouraged to participate in relevant CPD (Continuing Professional Development) opportunities. This enhances their subject knowledge and keeps them up to date with changes in specifications. We promote the sharing of high-quality teaching pedagogy through department meetings and whole-school training. We regularly update our teaching and learning resources to take account of changes in the economy and these are shared through our department Google Drive.

Impact

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

Careers

Our hope is for Pinner High School Economics students to become informed consumers, employees, managers, and entrepreneurs of the future. The transferable skills gained through studying business would equip them to enter a wide range of careers. Studying Economics can lead to future employment in a variety of settings in both the public and private sectors. The largest employer of economists is the Civil Service. The Bank of England also provides vacancies through its graduate development programme. Studying economics allows you to find employment in areas such as charitable and not-for-profit organisations, consultancies, insurance and accountancy firms as well as government departments. Specific job roles include: Economist, Data Analyst, Accountant, Investment Banker, Financial Risk Analyst, Stockbroker, Researcher.

Recommended Textbook: Pearson Edexcel A level Economics A Fourth Edition, Publisher: Hodder Education, Author: Peter Smith

Recommended reading & podcasts

Doughnut Economics (Kate Raworth) – challenges orthodox thinking in Economics. An economics for wellbeing and the future.

Alibaba: The House that Jack Ma Built (Duncan Clark) – The rise of the Chinese corporate giant.

Economics for the Common Good (Jean Tirole) – applied microeconomics from a Nobel prize winner.

Inequality (Anthony Atkinson) – a superb book on one of the defining economic/political issues of the age

Poor Economics: Rethinking Ways to Fight Global Poverty (Banerjee & Duflo) – development economics

The Box - How the Shipping Container Made the World Smaller and the World Economy Bigger, (Levinson)

The Everything Store: Jeff Bezos and the Age of Amazon (Brad Stone) – a great business page turner

The Great Divide (Professor Joseph Stiglitz) – one of the classic critiques of globalisation

Newspapers: The Financial Times, The Independent, The Guardian

Magazines: The Economist, Economic Review, Economics Today

Podcasts: Economics in Ten Podcast, Planet Money Podcast

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Recap of year 9 topics**	**Unemployment**	**Fair distribution of income & wealth**	**Price stability and inflation**	**Monetary policy**	**Limitation of markets**

National & International Economics	- Government objectives Economic growth - GDP and GDP per capita Recent and historical GDP data - Determinants of economic growth - Costs and benefits of economic growth ***Assessment**: Questions on economic growth and calculating GDP/GDP per capita*	- Employment and unemployment, types of unemployment - Claimant Count - Unemployment rate calculations - Recent and historical unemployment data - Causes and consequences of unemployment ***Assessment**: Knowledge test on key terms and data questions*	- Distribution of income and wealth - Income and wealth calculations - Causes and consequences of differences in income and wealth - Price stability and inflation - Real and nominal values Consumer price index ***Assessment**: Exam practice Questions on calculating income/wealth and CPI*	- Recent and historical data on inflation - Causes and consequences of inflation - Fiscal policy - Sources of Government spending & revenue - Government budget – surplus, balanced, deficit - Effects of fiscal policy Costs and benefits of fiscal policy - Measures to redistribute income and wealth - taxation ***Assessment**: Exam practice questions on inflation and fiscal policy.*	- How monetary policy affects growth, employment and price stability - Effects of monetary policy - Supply side policy - Costs and benefits of supply side policies ***Assessment**: Knowledge test on policies*	- Externalities - Government policies to correct externalities - Impact of policies to correct externalities - Cost and benefits of policies to correct externalities ***Assessment**: Exam questions on market failure* *End of year mock*

PINNER
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Pinner High School: Computer Science

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

Curriculum Aim

To prepare students for the digital world through a broad, balanced, and challenging curriculum that promotes technology, creativity, and global citizenship, encouraging them to think big and succeed in the field of computer science

Intent

The Computer Science curriculum is designed to help students learn about three main areas in Computing: Information Technology, Digital Literacy, and Computer Science. They gain skills to use computers effectively, create digital products, and be responsible digital citizens. They also learn about staying safe online, understanding the impact of technology, and important moments in our digital world. Additionally, they study Computer Science, which involves how computers work, global communication, problem-solving using computational thinking, and creating algorithms and programs.

Throughout the curriculum, students are encouraged to work independently, think deeply, and write effectively about what they learn. There are various opportunities for extra learning, such as competitions and programs like Bebras, CyberFirst Girls, App Development, and the Inspiring Digital Enterprise Award. We also plan to organise a trip to Bletchley Park, the first computer's home.

For students with special educational needs, we provide appropriate support and adjustments so they are not disadvantaged. Enrichment opportunities are available for high-achieving pupils. They can explore advanced topics, participate in coding competitions, and engage in research projects to foster their curiosity, creativity, and deeper understanding of the subject. We want to challenge and stimulate their abilities, allowing them to reach their full potential and develop their skills and passion for computer science.
We regularly assess students' progress using various methods such as practical projects, presentations, and written assignments. We provide constructive feedback to help students understand their strengths and areas for improvement. This ongoing assessment and feedback process guides their learning journey and ensures they receive appropriate support when needed.

The curriculum is differentiated by outcome so that resources, approaches and outcomes are open to all students of all abilities. The curriculum is delivered and brought to life by a specialist and experienced team of dedicated staff. The team of specialist, enthusiast staff ensure that high expectations are set and the Pinner High Values are embedded throughout.

Implementation

In Years 7-8, students engage in the study of KS3 Computing, encompassing all aspects of the National Curriculum. The curriculum focuses on imparting knowledge of computer science, information technology, and digital literacy. A significant emphasis is placed on fostering deep understanding and broadening knowledge through diverse questioning, problem-solving activities, as well as formal interim and end-of-unit tests to assess comprehension and retention of the curriculum content.
The KS3 course is thoughtfully designed to be both challenging and captivating. Students learn the art of designing, utilising, and evaluating computational abstractions, while grasping essential algorithms that embody computational thinking. They also develop logical reasoning skills to compare various alternative algorithms for solving similar problems. Through the utilisation of both text and non-text based programming languages, students engage in designing and constructing modular programs to tackle a wide array of computational problems.
Furthermore, students grasp the fundamentals of basic logic and its applications in circuits and programming. They acquire an understanding of binary representation for numbers and perform operations on binary numbers. In addition, students comprehend the hardware and software components that constitute computer systems, including their communication methods, as well as the storage and execution of instructions.
Students delve into the realm of digital manipulation and representation of diverse types of data. They undertake creative projects that involve the selection, utilisation, and integration of multiple applications across various devices to accomplish challenging objectives. Throughout these endeavours, students demonstrate their ability to create, reuse, revise, and repurpose digital artefacts, paying attention to factors such as trustworthiness, design, and usability.
Moreover, students are educated on the safe, respectful, responsible, and secure usage of technology. This encompasses safeguarding their online identity and privacy, recognizing inappropriate content, contacts, and behaviour, as well as understanding the procedure for reporting concerns.

The beginning of KS4 marks the students beginning their GCSE Computer Science journey with a focus on computer systems. They revise binary and learn about the HEX number system. They explore computer system architecture, memory types, communication processes in networks, data security, software types, and the broader impact of technology, including legislation, ethics, and environmental considerations.
In Year 10, students further develop their programming skills while applying their knowledge to theoretical exams. They cover advanced topics such as computational thinking, algorithms, programming techniques, robust systems, boolean logic, programming languages, and integrated development environments. These units equip students with the skills needed to tackle programming challenges and apply theoretical knowledge effectively in exams.
Year 11 is a crucial year where students deepen their understanding of Computer Science. The curriculum addresses any knowledge gaps identified from Year 10 assessments and focuses on challenging topics. Students are provided with resources from subscription platforms like Craig and Dave, Computer Science UK, and Smart Revise to support their learning. These platforms offer

educational materials, interactive tutorials, and practice resources for independent study. This personalised approach encourages self-directed learning, allowing students to strengthen their knowledge, understanding, and skills.

The KS5 curriculum aims to equip students with a comprehensive understanding of the principles and concepts that underpin the field of computer science. Through this curriculum students will develop the essential knowledge, skills, and understanding required to pursue further studies or careers in this dynamic discipline. They will delve into the realm of computational thinking and problem-solving, honing their abilities to analyse problems, design algorithms, and implement solutions using appropriate programming languages. In doing so they will gain proficiency in programming, exploring different paradigms and mastering program structure, data types, control flow, and modularization. The curriculum will also delve into algorithms and data structures, providing students with a toolbox of sorting and searching algorithms, as well as an understanding of linked lists, stacks, queues, trees, and graphs. Students will gain insight into computer systems, unravelling the intricacies of binary representation, Boolean logic, computer components, operating systems, networks, and security. Moreover, they will study the principles and protocols that underpin computer networks, including the Internet, while also delving into database systems and software development methodologies. The curriculum will shed light on the social, legal, ethical, and security aspects of computing, fostering an awareness of the impact of computer science on society and the ethical responsibilities of computer scientists. Throughout the curriculum, students will engage in practical programming projects, problem-solving tasks, and investigative work, ensuring they develop their computational thinking, programming skills, and ability to critically evaluate the implications of computer science in the wider world.

Impact

By implementing our comprehensive and ambitious Computer Systems curriculum, we anticipate a significant impact on the technical proficiency, problem-solving abilities, and critical thinking skills of our students. Throughout the curriculum, individuals will develop a deep understanding of computer systems, including hardware, software, and networks, as well as the broader impact of technology on society.

Through our curriculum, students will gain the knowledge and skills to analyse complex computer-related issues, evaluate evidence, and make informed judgments. They will be able to understand the interconnected nature of computer systems and their role in various domains, such as communication, data storage, and security. By fostering their critical thinking and problem-solving abilities, we aim to equip students with the capacity to address real-world challenges and adapt to the rapidly evolving field of computer systems.

Moreover, our curriculum aims to inspire a sense of digital citizenship and ethical responsibility. Students will develop an understanding of the social, legal, and ethical implications of computer systems, including issues related to privacy, security, and the ethical use of technology. By promoting discussions and activities centred around responsible digital behaviour, we aim to cultivate a generation of technologically literate individuals who value privacy, respect intellectual property, and are mindful of the ethical considerations in the use of computer systems.

Through their engagement with the curriculum, students will also develop a broader awareness of the societal and global impact of computer systems. They will gain insight into the environmental considerations of technology, including energy consumption and electronic waste management. Furthermore, they will understand the implications of technology on various aspects of society, such as employment, education, healthcare, and communication.

This comprehensive understanding of computer systems and their impact will empower our students to make informed decisions and contribute positively to the digital world. They will possess the knowledge, skills, and attitudes necessary to navigate the complexities of computer systems responsibly and ethically. By nurturing a generation of technologically proficient and socially conscious individuals, our curriculum seeks to shape a future where technology is harnessed for the benefit of all, fostering inclusivity, cooperation, and sustainability in the digital era.

Beyond the Curriculum

- **Coding in Different Languages:** Our curriculum goes beyond focusing on a specific programming language, such as Python. We believe in exposing students to a variety of programming languages to broaden their horizons and enhance their skill set. Throughout their journey, students will explore block-based languages like Java, visual programming tools like App Lab for game development, as well as web development languages like HTML, CSS, and JavaScript. By learning different languages, students can grasp diverse programming paradigms and problem-solving approaches.

- **Emerging Technologies:** In line with the rapidly evolving tech landscape, our curriculum introduces students to emerging technologies such as artificial intelligence (AI), machine learning, and data science. Students will dive into the applications of these technologies, analyse their societal impact, and consider ethical considerations. By exploring these cutting-edge fields, students will be prepared for the future and equipped with the skills necessary to navigate the ever-changing technological landscape.
- **Coding Competitions and Hackathons:** We strongly encourage students to participate in coding competitions and hackathons as part of our curriculum. These events provide opportunities for students to challenge themselves, collaborate with peers, and showcase their coding abilities. By engaging in these activities, students can cultivate essential skills like teamwork, creativity, and problem-solving. Additionally, participating in coding competitions and hackathons allows students to connect with a wider community of computer science enthusiasts, fostering a sense of camaraderie and providing avenues for continued growth and learning.

By incorporating a comprehensive curriculum that covers various programming languages, explores emerging technologies, and encourages participation in coding competitions and hackathons, we aim to provide our students with a well-rounded and practical education in computer science. Through these experiences, they will develop the necessary skills, knowledge, and mindset to thrive in the dynamic and ever-expanding field of technology.

Enrichment opportunities

KS3 Two clubs: Inspiring Digital Enterprise Award and Java Programming
KS4 Java Programming and Game Development
KS5 Careers in Computing and Physical Programming

Recommended reading and watching

The Computer Science reading and watching list provided encompasses a wide range of topics within the field of computer science, artificial intelligence, and related areas. It includes both historical accounts and future-oriented perspectives, providing readers with a comprehensive understanding of the subject. From "A Brief History of Artificial Intelligence" by Michael Wooldridge to "The Atlas of AI" by Kate Crawford, these works explore the origins, current state, and potential future developments of artificial intelligence. Books like "The Alignment Problem" by Brian Christian and "Artificial You" by Susan Schneider delve into the ethical and philosophical implications of AI, while "Understanding the Digital World" by Brian W. Kernighan provides essential knowledge about computers, the internet, privacy, and security. The list also covers various aspects of coding and programming, including "Essential Computational Thinking" by Ricky J. Sethi and "Software Engineering at Google" by Titus Winters. Furthermore, it includes works that shed light on the historical context of computing, such as "The Codebreakers of Bletchley Park" by Christopher Andrew and "Ada Lovelace Cracks the Code" by Rebel Girls. Movies like "Hidden Figures," "The Imitation Game," and "Coded Bias" offer cinematic portrayals of significant events and issues in computer science and AI. Overall, this reading and watching list provides a comprehensive and diverse collection of resources to explore and deepen one's understanding of computer science and its impact on society.

Careers

Students with a Computer Science GCSE and A-Level qualification have a solid foundation in computer science principles and programming skills, which can open up a range of career opportunities in the field. Here are some potential career paths for students with these qualifications:

- Software Developer/Engineer
- Web Developer
- Data Analyst/Scientist
- Systems Analyst

- Network Administrator
- Cybersecurity Analyst
- IT Consultant
- Database Administrator
- Game Developer
- Machine Learning Engineer

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Component 2 - 2.1 Algorithms** ● Computational Thinking ● Input, Process and Outputs ● Structured diagrams ● Searching and Sorting algorithms ***Assessments*** Students are assessed every two weeks and sit a 2.1 assessment at the end of each term.	**Component 2 - 2.2 Programming Fundamentals** ● Programming fundamentals ● Advanced programming techniques ***Assessments*** Students are assessed every two weeks and sit a 2.2 assessment at the end of each term.	**Component 2 - 2.3 Robust Systems** ● Defensive design ● Maintainability ● Testing and error detection ***Assessments*** Students are assessed every two weeks and sit a 2.3 assessment at the end of each term.	**Component 2 - 2.4 Boolean Logic & 2.5 Programming Languages and IDE** ● Logic diagrams ● Truth tables ● Programming languages ● Translators ● Compilers and Interpreters ● IDE ***Assessments*** Students are assessed every two weeks and sit an overall assessment for 2.4 and 2.5 at the end of this term.	**Component 1 - 1.1 Systems Architecture and 1.2 Memory** ● Von neumann architecture ● CPU components and functions ● Primary and secondary storage ● Units of data ● Data representation ● Compression ***Assessments*** Students start the term with an end of component assessment assessing all topics of Component 2.	**Component 1 - 1.3 Networks and 1.4 Network Security** ***Assessments*** Students are assessed every two weeks and sit an overall assessment for 1.3 and 1.4 at the end of this term.
	Python programming skills building ***Assessments*** Students complete programming challenges every three lessons to assess their programming skills.					

Pinner High School: Chinese

KS4: GCSE Chinese (Spoken Mandarin) (8673). Option to participate in the Mandarin Excellence Program

Intent

- By the end of Key Stage 3, students should have an awareness of the distinctive linguistic features of Chinese, such as characters and tones. Students should be able to talk and write simply about themselves and their likes and dislikes.
- By the end of Key Stage 4, students should be able to give and justify opinions, and to use all three time frames. Students should be able to talk and write paragraphs about themselves and the world around them.
- By the end of Key Stage 5, students should be able to talk and write at length about a number of topics, including social issues and aspects of Chinese culture. Students should be familiar with a range of sayings and sentence structures, and should be able to use these devices in the correct contexts.

Implementation

Literacy: Students are introduced to techniques which enable them to recognise the Chinese characters and decode meaning. Students are given the opportunity to read and write sentences and full texts through a range of different classroom activities.

Speaking: Students develop their speaking skills through a variety of tasks, such as role plays, battleships, class surveys, competitions, leader boards, speed dating, hot seating and other activities to promote spontaneous speaking.

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

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

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

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

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

Key Stage 5 lessons make use of the *Chinese for Advanced Subsidiary Level* textbook, as well as authentic cultural material including books and films in the target language. Our teachers take an active role in ongoing national discussions about assessment and resources for KS5 Mandarin study.

Impact

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

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

Careers

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

Assessment

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

At Key Stage 3, students are assessed on listening, reading, and writing once each term. At Key Stage 4 and 5, teachers provide written feedback about a piece of work twice every half term. This might be an assessment, a piece of homework or a piece of classwork. Students are given a green box task to complete in order to use the feedback to improve their work.

We use AQA for GCSE, and A-Level and Pre-U at Key Stage 5. Students on these courses participate in mock exams at least once a year. Students on the Mandarin Excellence Programme (in Years 7, 8, 9 and 10) also participate in the annual national hurdle tests.

Enrichment Opportunities & Super Curricular

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

Commitment to Equality, Diversity & Inclusion

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**My Life** **Aims:** ● Introduce yourself in Mandarin (number of family members, who are they, hobbies, pets) ● Describe physical appearance of family members **Lesson / Content Overview:** ● Self introduction ● My family ● Describing people **Skills / Concepts on:** ● 的时候 Word order using Chinese Golden Rule又。。。又。。。不但。。。而且。。。 **Homework** Activities based on Edexcel textbook pages 6-25	**My School** **Aims:** ● Talk about your school routine ● Share opinions about school ● Discuss the position of things in your school ● To compare schools in China and the UK ● To talk and write about school rules and expectations ● To talk and write about extracurricular activities **Lesson / Content Overview:** ● School routine ● Opinions about school (uniform, facilities, subjects) ● Comparisons ● Helping verbs such as应该 ● Using 了 to show completed action ● 要是 ● 先。。。然 后。。。 **Skills / Concepts on:** ● Giving opinions ● Use of time phrases ● Comparisons	**My School** **Aims:** ● To compare schools in China and the UK ● To talk and write about school rules and expectations ● To talk and write about extracurricular activities **Lesson / Content Overview:** ● Comparisons ● Helping verbs such as 应该 ● Using 了 to show completed action ● 要是 ● 先。。。然 后。。。 **Skills / Concepts on:** ● Comparisons using 了 to show ● Completed action **Homework** Activities based on Edexcel textbook pages 32-45	**Leisure** **Aims:** ● Review sport and hobby vocabulary ● Talk and write about sports facilities **Lesson / Content Overview:** ● Leisure time activities (TV programmes, books) ● Sports facilities **Skills / Concepts on:** ● Duration ● Question words **Homework** Activities based on Edexcel textbook pages 46-63	**Media** **Aims:** ● Discuss advantages and disadvantages of mobile technology **Lesson / Content Overview:** ● Technology ● Television and media **Skills / Concepts on:** ● Use of 给 ● Giving opinions **Homework** Activities based on Edexcel textbook pages 64-69	**Media** **Aims:** ● Discuss online preferences negatives of social media **Lesson / Content Overview:** ● Talk and write about surfing the internet ● Talk and write about films and music ● Talk and write about celebrities **Skills / Concepts on:** ● Giving opinions ● 一。。就。。。对。。。有兴 趣虽然。。。但是得 **Homework** Activities based on Edexcel textbook pages 70-83

		● Using 了 to show ● Completed action **Homework** Activities based on Edexcel textbook pages 26-31				
	Stretch & Challenge: Sinolingua GCSE Chinese Writing Revision Guide Sinolingua GCSE Chinese Speaking Revision Guide					
Year 10 MEP	**HSK 3 Lesson 1-4** **Aims:** Talk about your plan for the weekend and food **Lesson / Content Overview:** ● Topic 1: What's your plan for the weekend? ● Topic 2: when will he come back? ● Topic 3: There are plenty of drinks on the table ● Topic 4: She always smiles when talking to customers **Skills / Concepts on:** ● The complements of direction ● Rhetoric questions **Homework** Workbook page 1-28. **Stretch & Challenge** 着 structure; V 着 + numeral + measure word + N	**HSK 3 Lesson 1-4** **Aims:** Restaurant conversations **Lesson / Content Overview:** ● Topic 1: Talk to customers ● Topic 2: describe physical appearance ● Topic 3: talk about four seasons ● Topic 4: I'll go where you go **Skills / Concepts on:** ● The accompanying action V1 着 O2 +V2O2 ● 越来越 **Homework** Workbook page 29-56 **Stretch & Challenge** Compare 刚才 and 刚	**HSK 3 Lesson 9-12** **Aims:** To be able to use comparative sentences **Lesson / Content Overview:** ● Topic 1: She speaks Chinese like a native ● Topic 2: Maths is much harder than history ● Topic3: Don't forget to turn off the air conditioner ● Topic 4: Leave the important items with me **Skills / Concepts on:** A 跟 B 一样; A 比 B adj. 一点儿/一些/得多/多了 **Homework** Workbook 57-84 **Stretch & Challenge** Chinese common sayings	**HSK 3 Lesson 13-16** **Aims:** To understand the usage of 把 **Lesson / Content Overview:** ● Topic 1: I walked back ● Topic 2: Please bring the fruit here ● Topic 3:The rest of them are all ok ● Topic 4: I am so tired that I want to do nothing but sleep after work **Skills / Concepts on:** ● Expression of approximate numbers ● The structure 一边...一边 **Homework** Workbook 85-112 **Stretch & Challenge** 被 structure	**HSK 3 Lesson 17-20** **Aims:** Complex complements of state Prepare students for HSK 3 exam. **Lesson / Content Overview:** ● Topic 1: Everybody is able to sure your "disease" ● Topic 2: I believe they'll agree ● Topic 3: Didn't you recognise him ● Topic 4: I've been influenced by him **Skills / Concepts on:** Interrogative pronouns; reduplication of monosyllabic adjectives **Homework** Workbook 113-141 **Stretch & Challenge** Chinese idioms	**Where I Live** **Aims:** ● I can describe my house, the rooms and what is in the rooms ● I can talk about the environment and the places in my town **Lesson / Content Overview:** ● My house ● My town ● Environment **Skills / Concepts on:** 。。。离。。。近、远 **Homework** Activities based on Edexcel textbook pages 84-91 **Stretch & Challenge** ● Sinolingua GCSE Chinese Writing Revision Guide ● Sinolingua GCSE Chinese Speaking Revision Guide
	Reading: Chinese 101 in Cartoons for Students, See China through Signs, China: The Essential Guide to Customs and Culture, Modern China: A Very Short Introduction, China: A Dark History, The People of China, Food and Festivals of China, China Online… All available in the school library					

Pinner High School: Spanish

KS4: Year 9 & 10 Spanish GCSE Edexcel (1SP1), Year 11 Spanish GCSE Edexcel (1SP0)

Intent

This course aims to teach students of every ability to develop their Spanish language skills in a variety of contexts and to gain a broad understanding of the culture of countries and communities where the language is spoken. It encourages enjoyment of language learning and the recognition that language and communication skills enable students to take their place in a multilingual global society. The development of proficiency focuses on acquiring the five skills of listening, speaking, reading, writing and translation.

Implementation

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

Years 7 & 8 have 4 lessons per fortnight in Spanish, Years 9-11 have 6 lessons per fortnight. Year 9-11 have 3 lessons per week and typically there are 4 or 5 class groups in Spanish, taught in mixed ability groups.

Teaching staff supplement the schemes and text books with their own resources, games and presentations as well as some of the latest MFL pedagogical ideas from NCELP and the Conti method. The plan for how students produce tasks reflects the different learning styles, abilities and interests of the class and this encourages all students to progress.

Listening:

Teachers conduct lessons using as much target language as possible to ensure the students can maximise their exposure to the sound of the language. Students listen to audio tracks to get used to a variety of voices and accents spoken by native speakers, they watch video clips, sing songs and repeat in a choral response. The comprehension tasks are designed so that students can match sounds to the written word, respond with a physical action to a spoken instruction, hold conversations, select details from longer spoken texts, translate and transcribe from audio and make inferences.

Speaking:

Students are encouraged to participate as much as possible in the target language, they receive instruction in phonics at the beginning of the course and revisit it frequently. In order to develop confidence, pronunciation skills, spontaneity and fluency, students complete a wide range of practice tasks such as choral repetition, role play sketches, reading aloud, describing pictures, conducting class surveys and interviews.

Reading:
Students start by identifying single words and work towards being able to understand and translate longer sentences and paragraphs of up to 50 words. Reading material can be dialogues, fact files, short bios, cartoon strips, lyrics, poems and short excerpts from literature or news items. Students use reading texts as guides or models from which to create their own written texts as well as to broaden their knowledge of sentence structure and vocabulary. The comprehension tasks develop skills in paying attention to key details, word order, Spanish to English translation, grammar identification, use of synonyms and inference.

Writing:
Students learn the phonics of the Spanish alphabet from the start of the course and this helps them to quickly develop good spelling and dictation skills. Through the repetition of high frequency verb patterns, students learn how to form sentences describing their daily lives and expressing opinions with reasons. Students are given the chance to write for different purposes such as facts files, short bios, postcards, posters and interviews. Memory recall of words and verbs is checked regularly with vocabulary tests to improve accuracy in translation and spelling.

Impact
The Curriculum develops transferable skills in focused listening, memorisation, decoding, inference, grammar, attention to detail and communication. The tasks encourage students to become more independent and confident. Students gain awareness, tolerance and open mindedness about other ways of life, religions, celebrations and customs because they are shown the cultures and social issues from Spanish -speaking countries. The aim is to foster appreciation and enjoyment, the ability to succeed in national assessments such as GCSE and Alevel and to communicate in another language in real-life situations.

Career Development
Proficiency in Spanish is a highly regarded skill by employers in the UK and around the world in international trade, diplomacy, education, translating and interpreting, financial consultancy, the cultural industries, journalism, law, advertising. The civil service, policy making, event management, security, tourism, and many more areas. Studying Spanish will also help you develop good English language skills which will be useful for all career paths.
Government: diplomat, UNESCO official, court interpreter, immigration officer, international lawyer.
Communication: reporter, foreign correspondent, content creator, translator, travel journalist.
Finance : foreign market broker, international accountant.
Travel and tourism: hospitality manager, tour guide, travel agent, flight attendant, airport personnel,
Business: international lawyer, advertising executive, sales person, public relations manager, recruitment consultant, international account manager, bilingual customer support, international banking officer.
Education: teacher, translator, textbook author.

Assessment
Tests in Writing and Speaking skills, for all years, are marked by the teacher for praise and correction and students will receive a marking criteria sheet with their attainment highlighted and their teacher's comments on ;what went well' and 'even better if.' Students will take 'action after feedback' to practise or improve an aspect of their work, suggested by the teacher.
In-class tasks on Listening and Reading skills are self- assessed or peer-assessed in class using green pen.

Homework is auto-marked in the digital platform Pearson Active Learn and is checked weekly by teachers.

Year 7-8: Homework set on Google Classroom (paperless) every other week: Vocabulary tests of 10 words and completion of 1 activity from online homework booklet.
Assessments: Term 1- 5 End of module tests from Viva digital assessment pack.
Year 9: Homework set on Google Classroom (paperless) weekly: Vocabulary tests of 10- 12 words and completion of 1 activity from online homework booklet.
Assessments: Term 1- 5 End of module tests from Viva digital assessment pack.
Year 10 -11: Homework for all years: Weekly vocabulary tests of 15 words, 1 activity from Reading or Conversation Booklet.
Assessments:
Year 10: Term 1 -4 Assessments using questions from past papers and tests from Viva digital assessment pack. Term 5 Past Papers in Listening, Reading and Writing, Term 6 Speaking exam mini mock.
Year 11: Weekly short translation tests; Term 1 - Writing exam; Term 2 - Mock Exams Past Papers in Listening, Reading and Writing. Term 3- Mock Speaking exams; Listening, Reading and Translation past paper; Term 4 - Questions from Viva digital assessment pack and past papers. Term 5 - Spanish GCSEs take place beginning with the Speaking Exam in May.
Year 12-13: Homework: Weekly vocabulary tests of 30 words; weekly consolidation grammar activity on digital platform Hodder Boost; Preparation for Conversation lesson.
Assessments : Termly - End of module tests using Hodder Boost and past papers; Term 4 Mock Exams in Paper 1 (R, L, T) and Paper 2 - Speaking
Term 5 Year 12 and 13 - Spanish AS and A levels take place beginning with the Speaking exam in May 2023;

Commitment to Equality, Diversity & Inclusion

The teachers model good practice of EDI in their conduct, language and their classroom expectations and they treat students fairly and without discrimination. The Pinner Values are at the centre of teaching and learning in the department.
The aims of teaching a language involve demonstrating different countries, life styles, cultures and customs and this is modelled to students by showing respectful curiosity and encouraging fascination. For example learning about Day of the Dead in Mexico, faith celebrations such as Holy Week in Spain, positive BIPOC and people of diverse gender and sexuality represented in the teaching of modern music and the media.
The resources we use reflect our commitment to EDI, so we are consciously inclusive of the diverse protected characteristics depicted in visuals and images. We aim to reach students of all levels and abilities, so there are options to complete tasks with varying levels of support.

Enrichment Opportunities & Super Curricular

- Spelling Bee Yr 7 Term 1
- Theatre Performance Yr 8 Term 2
- Restaurant Trip Yr 8 Term 3
- Trip to Spain every other year Yr7-10 invited
- Spanish Estrellas weekly as part of Head's Challenge Yr 7-9 (invitation only for HAP linguists)
- GCSE Revision support/ lecture trips to London Yr10 & 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Viva Module 1 Unit 1-3** **¡Diviértete! 1** **Media and technology** **Aims:** To understand and produce language to give justified opinions on digital devices, sports and free time activities, using adjectives, talking about life online, revising the present, near future and preterite tenses. **Lesson Overview:** Welcome back to Spanish; Talking about Spanish sports stars, adjectives, vowel sounds in phonics, My digital life, sports and free time activities, nationalities; sports; hobbies; write with frequency phrases and varied tenses to say past likes, current. Planning a cinema visit. Revising present regular and irregular verbs, stem-changing verbs, to say what events you have **End of Module Assessment Speaking and Reading** **Weekly HW all year:** Weekly vocab learning, reading/writing homework; Speaking Booklet to complete **Reading** Accounts of hobbies.	**Viva Module 1 Unit 4-5** **¡Diviértete! 2** **Media and technology** **Aims:** To understand and produce language to describe your use of media and technology. Using three tenses. **Lesson Overview:** Learn vocab and tenses to describe what you did at the weekend. Pronouncing the letter 'c' correctly in Spanish. Talking about days that went wrong, using direct object pronouns and recognising and using 3 tenses. **Skills :** Listening and matching, answering questions in Spanish; Speaking - using the correct pronunciation and building on phonics knowledge. End of Module Assessment Writing and Listening **Homework:** Plus Hobbies Booklet **Reading** Excerpts from Spanish news articles	**Viva Module 4** **Mi estilo de vida 1** **Lifestyle and wellbeing** **Aims:** To understand and produce language to describe typical foods of Spanish speaking countries, make comparisons, make predictions and express justified opinions. **Lesson Overview:** Module 4 Unit 1-3 Using adjectives of nationality, learning to describe national dishes, talking about healthy daily routines, using indefinite adjectives, talking about mealtimes and food trends, practising listening skills. Comparing old and new habits, using the imperfect tense to describe what you used to do. **Skills :** Listening and inferring, Speaking- photo tasks and conversation practise; Reading opinion texts to infer an opinion,deciphering unfamiliar words from context. **End of Module Assessment Speaking and Reading** **Homework:** Plus Writing Assessment prep **Reading**	**Viva Module 4** **Mi estilo de vida 2** **Lifestyle and wellbeing** **Aims:** To understand and produce language to give detail and opinion about lifestyle and wellbeing. **Lesson Overview:** Module 4 Unit 4-5 Talking about illnesses and injuries, using reflexive verbs in the preterite tense, giving advice. Learning to use the simple future tense and using 'if' clauses. **Skills:** Writing about your lifestyle and things you will do to improve it. Translation into Spanish about healthy lifestyles. **Week 4-6 Revision for end of year exams.** **Skills:** Writing and Listening **Homework:** Plus Titles from Target 5 or 9 Edexcel Writing Book. **Reading** Menus Shopping lists	**Viva Module 6** **Mi barrio y yo** **My neighbourhood** **El Exámen Oral y Las Pruebas del Fin del Año** **Aims:** To be clear about and prepare for the Spanish Mock Exams. To practise exam skill technique for end of year exams using Prueba del Exámen sections of Viva. **Lesson Overview:** First two weeks- recap sections of the Speaking Exam. Practice role play and photo tasks with booklets. Students complete their speeches and receive feedback. Rest of term- Exam period followed by Speaking Mocks. **Homework:** Plus Guided Revision **Reading** Exam Rubrics	**Viva Module 6** **Mi barrio y yo** **My neighbourhood** **Aims:** To understand and produce language to describe cities. **Lesson Overview:** To learn about Columbia and the perfect tense. Revisiting the imperfect tense. Comparing Medellín of the past and now. Describing shopping preferences and living preferences. Using a variety of tenses including the present subjunctive. **Project presentation** **Skills: speaking and reading** **Homework:** Plus Project Collaboration **Reading** News and information articles Video captions

			Excerpts from Spanish literature			
	Stretch & Challenge: Active Learn Worksheets + Grammar Workbook (Edexcel)					

Pinner High School: Drama

KS4: GCSE (9-1) Drama - Edexcel (1DR0) - Specification found here

Intent

The drama department aims to provide students with an ability to express themselves creatively and demonstrate their knowledge through in class performances and out of class extracurricular activities. Students at KS3 will complete a variation of assessments including devised, scripted and written in order to prepare them for the Edexcel courses we offer at both GCSE and A Level. The goal is to provide an equal opportunity for all students, regardless of their experience in drama and theatre, and to create and perform work that inspires and challenges all involved.

Implementation

Our schemes of learning have been invented and adapted to suit the needs and abilities of our cohort at Pinner High School, including opportunities for cross-curricular projects and tasks that allow students to create work that can be shared in one of our many performance evenings throughout the year. At KS3, lessons are produced with a practical focus, with some lessons accompanied by a short booklet based task. At the end of each unit, students will complete a performance and 'green box question' – a reflective assignment to evaluate the topic so far. At KS4, lessons are still produced with a practical focus, however students should complete an equal amount of research, revision and exam-style questions demonstrated through written work. Students at this point are encouraged to work independently with a gradual move from in class written tasks to home based written tasks by the end of KS4. By encouraging this independence, there is more time in the classroom for collaborative learning as seen in most industry settings.

Impact

Our robust curriculum at both KS3 and KS4 prepares students for any further education within The Arts, as it introduces them to the many areas of theatre, including performance and design elements. For students at KS3 who do not continue in drama, the schemes of learning taught so far will help to: prepare for public speaking exams in English; analytical and critical thinking needed in humanities subjects; creative expression to support any additional arts subjects such as art, music and technology design; leadership, teamwork and delegation to assist with PE or other sports activities; and a developed understanding of the wider world to stimulate thinking in PSHE, PRE and other social sciences. If students do continue to develop their craft at KS4/5, we work with them to master their areas of strength and, where possible, tailor assessments to highlight these skills, as well as providing one-to-one support on how to enhance their vocal and physical skills as per general practice.

Career Development

Drama provides students with various opportunities within the Creative Arts Industry, which is consistently one of the UK's highest earning industries. Some popular and common job roles include, but are not limited to, actor, director, stage manager, lighting or sound technician, costume designer, makeup and mask designer, theatre educator (TiE), teacher/coach, and presenter (TV/Film/News).

More widely, students who have studied Edexcel A Level Drama have gone on to study at Russell Group Universities, specialising in Law, Social Sciences (criminology, psychology, sociology, etc), Health and Social Care, English Literature and/or Language, to name a few, aided greatly by their creative studies at A Level. A recent report by The Cultural Learning Alliance (2017) found that studying Drama can improve students' creativity and risk taking; skills that are highly valuable in later life. It was also said that cultural learning has a significant part to play in addressing social inequality, and showed a marked increase in students' cognitive abilities across all subjects.

Students can speak with their Drama teachers for upcoming opportunities or enable alerts from websites such as The Stage for performance or design based opportunities in their local area. Our Drama department formed strong professional relationships with local groups such as Unique and WAC Arts who regularly offer a combination of free and funded workshops throughout term and holiday time. Most recently, 2 KS5 students who attended the WAC Arts podcasting workshop have set up a Pinner High School podcast which can be found here. We encourage all KS5 students to download the Eric App and use their social media accounts to stay up-to-date with internships, auditions and work-experience opportunities across the UK.

Assessment

Students will be assessed each lesson through an in class performance. Depending on the scheme of learning at that time, this will be either a devised performance (made by a group in class) or a scripted performance (written by playwright). To do this, students will typically have one lesson to prepare a piece that applies a key technique or element to their performance. At the end of each unit, students will have an extended period to apply, rehearse and present their work. At KS3, students are assessed using 'I Can' statements, which can be found at the beginning of each unit's section in their booklet. At KS4/5, students are assessed based on the relevant Component criteria set out by Edexcel. Students will complete 1 summative assessment each unit made up of: 1 performance and 1 writing task.

KS3 – In KS3 students will typically change units every half term with an extended unit in Y8 to ensure readiness for transition into the GCSE Curriculum.

KS4 – In KS4 students will complete longer units with extended assessment tasks in line with the 3 components set out by exam board Edexcel.

KS5 – In KS5 students will complete longer units with extended assessment tasks in line with the 3 components set out by exam board Edexcel.

Enrichment opportunities & Super Curricular

Students are offered the chance to participate in school productions by opting in to 'production club' throughout KS3. At KS3-5, students will need to formally audition if they wish to perform in a school production. Production club will run in line with the Heads Challenge Curriculum and combine students from subjects such as Drama, Music, Art and DT to create a community based learning environment that allows all areas of creativity to excel.

In the current curriculum, students at KS3 will be given opportunities to watch performances by external companies, KS4 and KS5 students where possible, with the chance to attend live theatre performances as and when appropriate. Students at KS4 and KS5 will attend live theatre performances as per the exam board requirements for their Component 3 exam.

In addition to this, there is a subject wide 'Drama Leaders' project students can opt into for a chance to lead rehearsal and production clubs, assist and direct with productions and help to contribute ideas to upcoming trips, performances and changes to the curriculum. This opportunity was created with student voice at the forefront, ensuring each member of our school feels valued within the department. This opportunity is not limited to subject specialist students, meaning students who have not chosen Drama GCSE or A Level can still be included. This programme comes with out-of-school and celebration opportunities to promote a community of collaboration and responsibility. At KS5, the department runs a mentoring programme to support KS3 and KS4 lessons and rehearsals.

Commitment to Equality, Diversity & Inclusion

We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. We do so by providing schemes of learning to students that celebrate the differences in culture, personality and skill with tasks designed that rely heavily on students bringing their personal experiences or viewpoints to the lesson. All students are given the equal pathways in Drama regardless of skill, experience or ability, with the option to specialise in either performance or design. Our inclusive school productions mean all students who audition or select 'Production Club' as part of their Heads Challenge choice will be given a role to play as either performers, designers or crew members based on their preference. In the past 2 years, the department has successfully produced 8 performances involving students from KS3-5.

In each year group, we aim to provide schemes of learning that encourage pupils to explore their differences, including their heritage and culture. In Year 7, our Myths and Legends unit teaches students about Greek Theatre, but also asks pupils to bring in stories from their culture. In Year 8, students will complete an extended devising project where they will be challenged into evaluating their personal response to certain stimuli and tasks. In Year 9, we dedicate an entire half term to teaching students about the work of a range of practitioners, such as Augusto Boal, Talawa Theatre Company, Mind The Gap, and many more, to ensure students transition into the GCSE with a clear understanding of the various backgrounds that have helped to build the subject.. In Years 10-13,, we have selected texts for the Component 2 exam from playwrights that we feel represent our current cohort, diverse in background, style and writing.

Year 10	Autumn 1 and Autumn 2: DNA (Component 3)	Spring 1: Live Theatre Evaluation (Component 3)	Spring 2: Performance from Texts (Component 2)	Summer 1 and Summer 2: Devising (Component 1)
	Aims: DNA is a play by Dennis Kelly exploring themes of adolescence, trust, law, death and relationships. Students will complete written work, including a Section A mock paper and explore the play practically to develop their understanding of key characters, scenes and context.	**Aims:** To watch a live theatre performance and analyse and evaluate the elements of theatre	**Aims:** Students will deep dive into a list of set texts and work on rotation in a workshop style unit, performing key scenes and analysing character, plot and performance.	**Aims:** To use 'boundaries' as a stimulus for devising, working in groups for an extended project lasting a full term. Students will complete this exam as per the unit requirements before the end of the academic year – **40%**
	Lesson / Content Overview: Students will develop the required knowledge to complete the Section A part of their Component 3 exam. Students will think critically and creatively as a performer, designer and director. There will be opportunities for students to conduct their own research into playwrights, practitioners and original performance conditions. There will be opportunities in this unit for students to consider how costume, lighting, set, sound and staging is designed, to direct others and perform as part of a group and individually.	**Lesson / Content Overview:** Students will develop the required knowledge to complete the Section B of their Component 3 exam. Students may be taken to see a live show, or, watch a recorded performance for this unit. Students will analyse and evaluate the performance seen in writing.	**Lesson / Content Overview:** Students will perform key extracts from a list of set texts and use techniques such as cross-cutting, chorus, mime, soundscape, physical theatre and more to bring an extract to life. Students will need to memorise lines as part of a monologue, duologue or group performance.	**Lesson / Content Overview:** This unit will mark the completion of Component 1 of the GCSE and requires students to recall all techniques taught in KS3 and appropriately apply them to their performance. Students will present, reform, refine and evaluate work over 12 weeks, resulting in a final performance between 15-20 minutes long. They will consolidate their performance knowledge and be asked to work with the same group for an extended period, requiring consideration to communication, analysis and leadership skills.
	Assessment: **Scripted**: Students use script from the text to rehearse and perform key extracts.	**Assessment:** **Written:**	**Assessment:** **Scripted**:	**Assessment:** **Devised**: Students will work as part of an ensemble to create a piece inspired by the stimuli given: social media.

	Written: Students will complete a full Section A paper in exam.	Students will complete a full Section B paper in exam conditions.	Students use the script from the text to rehearse and perform an extract.	**Written:** Students will complete an accompanying written portfolio evaluating their progress for this unit, made of 6 questions, approximately 1500 words long. This will be completed alongside practical development individually.
	Component 3 – 40% Section A – 45 marks Section B – 15 marks **Total: 60 marks**		Component 2 – 20% Performance 1 – 24 marks Performance 2 – 24 marks **Total: 48 marks**	Component 1 – 40% Performance – 15 marks Written Portfolio – 45 marks **Total: 60 marks**
	Homework: Students will complete revision, research and coursework during home learning. Students will also be expected to attend 1 group rehearsal per week during Component 1 and Component 2 units.			
	Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of an advanced technique, an introduction to subject specific content requiring higher order thinking, or leadership roles. Students are encouraged to join extra-curricular clubs/productions to challenge themselves in relation to their Drama progress			
	Reading: Scripts explored this year include: Adult Child/Dead Child, East is East and Find me (C2) and DNA (C3). Students may find it useful to do some additional reading of key texts, written with the intention to be performed in an abstract style. Students should select texts that have been written Pre 2000 and revise the context of playwrights to develop their subject knowledge. Additional reading can also be found in the KS4 BBC Bitesize Drama folder – Edexcel exam board. Lastly, any practitioner study, for example, 'The Complete Toolkit' – Stanislavsky`, is advisable.			

PINNER
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Pinner High School: Music

KS4: Music GCSE (AQA)

Intent

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

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

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

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

Implementation

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

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

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

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

Impact

The impact of the curriculum will be seen regularly in the knowledge pupils express in discussion and written work of various types during lessons and as homework.
Over time, assessment information will indicate that pupils have a secure grasp of the intended knowledge for particular units as well as prior learning.

Career Development

What careers might a student be able to go into?

- **Performing**
    - Classical/popular musician, session musician, live sound technician
- **Composing**
    - Song writer, composer (film/TV/advertising/gaming)
- **Producing/engineering**
    - Studio engineer, producer, maintenance, roadie
- **Other**
    - Music publisher, journalist, scout, A & R

Assessment

How do you assess – what is your departmental feedback and assessment policy?

KS3 – termly report and half-termly whole-class feedback. Ongoing verbal feedback

KS4 – assessed listening and appraising assessments, recorded performances with exam assessment criteria, ongoing feedback for composition work

KS5 – assessed listening and appraising assessments, recorded performances with exam assessment criteria, ongoing feedback for composition work

Enrichment Opportunities & Super Curricular

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

- School trips to theatre performances, concerts, and art trips to Europe.
- Weekly performances, Performances at Open Days, Winter Concert, Cluster Carol Concert, End of Year Musical show, and Pinnfest.
- Period 7 choir, orchestra opportunities, digital music club. H/C Ukulele Band for Y7/8 and Singing Club for Y9/10.
- Weekly Instrumental lessons (piano, drums, guitar/electric guitar, violin, viola, cello, double bass, woodwinds, brass instruments).
- Opportunities to participate at Harrow Music Arts Festivals for Piano, Guitar, Voice, etc.

Commitment to Equality, Diversity & Inclusion

How do you as a department consider equality, diversity, and inclusion within your subject?

To help with our curriculum policy is the below:
We seek to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Curriculum is a key way of meeting these objectives. It has been designed to meet the needs of each individual student, providing opportunities that stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. Homework should be set to meet these goals in delivering a challenging curriculum. This should be designed by each department to further deepen and broaden the knowledge and skill set of its students. All homework should be set on Google Classroom and is regularly checked by the Head of Department.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**AoS1: Musical Forms and Devices** **COMPONENT 1: Performing**	**AoS4: Popular Music** **COMPONENT 1: Performing** Aims: To continue developing solo performance skills.	**AoS2: Music for Ensemble** **COMPONENT 1: Performing** Aims: To continue developing ensemble performance skills.	**AoS3: Film Music** **COMPONENT 1: Performing** Aims: To continue developing performance skills.	**Revisit all Areas of Study – Preparation for Mock Exams (Appraising)** **COMPONENT 1: Performing**	**Free Composition and Mock Performance Assessment** **COMPONENT 1: Performing**

	Aims: Establishing standards and setting targets: Ensemble practice. **Lesson / Content Overview:** Students have one timetabled lesson per week to practice their ensemble pieces and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons (during school hours), to work on their solo pieces. **COMPONENT 2: Composing** Aims: To continue developing composing skills. **Lesson / Content Overview:** Compose a piece in a simple form using devices. **COMPONENT 3: Appraising** *AoS1 Musical Forms and Devices – Prepared piece 'Badinerie' from orchestral suite no.2, by Bach.* Aims: Students will study and be able to identify the following forms in music: Binary/Ternary/Rondo/Minuet & Trio/Variation/Strophic. To be able to recognise and use typical musical devices used by composers such as sequences, imitation, syncopation, contrasting rhythms, etc. **Lesson / Content Overview:** Through listening and performing students will build a deeper knowledge of music form and structure. Students will also start to find inspiration for their own compositions. Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify how composers use musical devices to create and develop music.	**Lesson / Content Overview:** Students have one timetabled lesson per week to practice their own instrument/vocals and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours. **COMPONENT 2: Composing** Aims: To continue developing composing skills. **Lesson / Content Overview:** Compose a popular song in Verse-Chorus structure. **COMPONENT 3: Appraising** *AoS4 Popular Music – Prepared piece 'Toto: Africa'* Aims: Through listening to and/or performing examples of popular music learners will study how: instrumental and synthesised sound is used, original music may be modified, vocal sounds are used, instruments and voices are combined, the sound is computer-generated and amplified, software and samplers are utilised. Students will identify and analyse (as appropriate) musical features associated with the set work. **Lesson / Content Overview:** In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra, and fusion (of different styles). Area of study 4 includes one prepared extract which learners must study in depth. Africa: Toto (released 1982) **Assessment**: Solo Performance Assessment. Listening Assessment on Popular Music. Popular song composition.	**Lesson / Content Overview:** Students have one timetabled lesson per week to practice their ensemble pieces and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours. **COMPONENT 2: Composing** Aims: To continue developing composing skills. **Lesson / Content Overview:** Compose a string quarter. **COMPONENT 3: Appraising** *AoS2 Music for Ensemble* Aims: To be able to recognise instrument voicings and articulations, to be able to recognise different instrumental groupings, and to be able to recognise different types of musical textures. To be able to apply previous knowledge and recognise sonority, timbre, and texture within different types of chamber music. **Lesson / Content Overview:** In this area of study, learners develop an understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines. **Assessment**: Ensemble Performance Assessment. Listening Assessment on Music for Ensemble. String quarter composition.	**Lesson / Content Overview:** Students attend weekly instrumental/vocal lessons during school hours. **COMPONENT 2: Composing** Aims: To continue developing composing skills. **Lesson / Content Overview:** Compose a soundtrack for a short scene. **COMPONENT 3: Appraising** *AoS3 Film Music* Aims: Learn the use of musical elements in Film Music, learn the musical devices and techniques that are used in Film music, and learn how to create an effective musical soundtrack for a film scene, using appropriate techniques to create an intended effect. **Lesson / Content Overview:** In this area of study, learners will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect. Through listening to and/or performing examples of film music learners will study how: composers use musical elements appropriately to respond to a specific commission, composers use leitmotifs and thematic transformation to develop thematic material to respond to a given stimulus or commission such as words or pictures, musical features are adopted by composers to create a mood in descriptive music, performers interpret a composition, the audience and/or venue affect the performance and/or composition, instrumental and/or vocal timbres are used to create	Aims: To continue developing performance skills and preparing solo and ensemble pieces. **Lesson / Content Overview:** Students attend weekly instrumental/vocal lessons during school hours. **COMPONENT 2: Composing** Aims: To continue developing composing skills. **Lesson / Content Overview:** Students continue working on their Free Composition. **COMPONENT 3: Appraising** *Revision of AoS1, AoS2, AoS3, and AoS4 – Preparation for Mock Exams* Aims: Revise and prepare for the written listening and appraising exam (Mock exam). Go over all key terms and content. Independent study of all Areas of Study using Revision Guides. **Lesson / Content Overview:** Student will complete different activities such as listening activities, practice papers, quizzes, etc. in support of their Mock exam. **Assessment**: Mock Exams. **Homework**: Weekly Homework, Personal Instrumental Practice. **Stretch & Challenge**: All lessons include Challenge Tasks. **Reading**: Students will be expected to read background and contextual information related to each topic and formulate notes and revisions from this research.	Aims: To continue developing solo and ensemble performance skills. **Lesson / Content Overview:** Students have one timetabled lesson per week to practice their ensemble pieces and get feedback from the teacher. In addition, students attend weekly instrumental/vocal lessons during school hours. **COMPONENT 2: Composing** Aims: To continue developing composing skills. **Lesson / Content Overview:** Students are to complete the Free composition project and submit it. **COMPONENT 3: Appraising** Aims: Independent study of all Areas of Study using Revision Guides. **Lesson / Content Overview:** Students are to complete listening questions and dictation questions, and revise terms and concepts (Homework Tasks). **Assessment**: Mock Performance Assessment (one solo performance and an ensemble performance). Submission of Free Composition. **Homework**: Weekly Homework, Personal Instrumental Practice. **Stretch & Challenge**: All lessons include Challenge Tasks. **Reading**: Students will be expected to read background and contextual information related to each topic and formulate notes and revisions from this research.

	Assessment: Ensemble Performance Assessment. Listening Assessment on Musical Forms and Devices. Simple Form Composition. **Homework**: Weekly Homework, Personal Instrumental Practice. **Stretch & Challenge**: All lessons include Challenge tasks. **Reading**: Historical context of Badinerie.	**Homework**: Weekly Homework, Personal Instrumental Practice. **Stretch & Challenge**: All lessons include Challenge tasks. **Reading**: Historical context of Toto: Africa	**Homework**: Weekly Homework, Personal Instrumental Practice. **Stretch & Challenge**: All lessons include Challenge tasks. **Reading**: Historical context of Western Classical Music, Musical Theatre, Jazz and Blues, and Welsh Folk Music.	colour/mood, dynamics and contrast are used for the creation of special effects, music technology may be used to further enhance sonority. minimalistic techniques are used in film music. **Assessment**: Listening Assessment on Film Music. Theory of Music Grade 3 Assessment. **Homework**: Weekly Homework, Personal Instrumental Practice. **Stretch & Challenge**: All lessons include Challenge tasks. **Reading**: Historical context of Film Music.		

PINNER
HIGH SCHOOL

Curriculum Overview: Geography

KS4 Geography GCSE - AQA (8035)

Intent

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

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

Implementation

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

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

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

Impact

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

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

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

Career Development

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

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

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

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

Assessment

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

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

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

Enrichment Opportunities & Super Curricular

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

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

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

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

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

Commitment to Equality, Diversity & Inclusion

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

- *Representation and Perspectives:* The curriculum includes a range of diverse examples, case studies, and perspectives from different regions, cultures, and communities. It aims to represent a broad collection of ethnicities, socio-economic backgrounds, and abilities, allowing students to see themselves reflected in the curriculum and fostering a sense of inclusion.
- *Multicultural and Global Perspectives*: The curriculum goes beyond a singular national or Eurocentric focus and incorporates global perspectives and explores the interconnections between different cultures, societies, and environments worldwide, fostering an appreciation for cultural diversity and promoting global citizenship.
- *Challenging Stereotypes and Bias*: The curriculum actively challenges stereotypes, biases, and discriminatory narratives. It encourages critical thinking and provides opportunities for students to analyse how geographical knowledge and representation can perpetuate inequalities. Our teachers facilitate discussions that promote empathy, understanding, and respect for different cultures and perspectives.

- *Inclusive Teaching and Learning Practice*s: Geography teachers adopt inclusive pedagogical approaches that cater to different learning styles and abilities. This includes using a variety of resources, providing multiple ways for students to demonstrate their understanding, and creating a supportive and inclusive classroom environment where all students feel valued and respected.
- *Accessibility and Accommodations*: The curriculum materials, resources, and assessments are accessible to all students, including those with disabilities or learning differences. PHS ensures that necessary accommodations and support services are provided to enable full participation and equitable learning outcomes for every student.
- *Continuous Professional Development*: The Geography department engages in continuous professional development to enhance our understanding of diversity, inclusion, and equality. Training programs and workshops equip us with the necessary tools and knowledge to effectively implement an inclusive geography curriculum and create an inclusive learning environment.
- *Collaboration and Partnerships:* The Geography department successfully collaborates with local communities, organisations, and diverse stakeholders to enrich the curriculum and ensure diverse perspectives are represented. This includes guest speakers, field trips, partnerships with the Harrow Collegiate and schools wider afield, and involving our very own students in curriculum planning and delivery.

	Autumn 1 **Paper 2 - Section A: Urban Issues and Challenges** ***Global and HIC City Case Study***	**Autumn 2** **Human Fieldwork + Paper 2 – Section B: The Changing Economic World** ***Global***	**Spring 1** **Paper 2 – Section B: The Changing Economic World** ***NEE Example + NEE Case Study***	**Spring 2** **Paper 2 - Section B: The Changing Economic World** ***HIC Case Study***	**Summer 1** **Physical Fieldwork + Paper 1 - Section C: Physical Landscapes in the UK** ***River Landscapes in the UK***	**Summer 2** **Paper 1 - Section C: Physical Landscapes in the UK** ***River Landscapes in the UK***
Year 10	**Prior Links:** Concept of development in Yr7 Units: Globalisation and India, and The Middle East and Yr8 Units: China, and Africa Sustainability in Yr7 Climate Change and Yr8 Extreme Global Impacts Units.	**Prior Links:** Concept of development in Yr7 Units: Globalisation and India, and The Middle East and Yr8 Units: China, and Africa			**Prior Links:** Yr7 The UK, and Yr8 Rivers Units	

Aims:
To examine the urban change in London, inspecting the opportunities and challenges created.
To investigate a regeneration project in this city, and urban sustainability management, for features such as water and energy conservation, waste recycling, and creation of green space

Lesson / Content Overview:
Where are the UK's urban areas?
How important is London?
What are the impacts of national and international migration on the growth and character of London?
How has urban change created social and economic opportunities?
How has urban change created employment opportunities?
How has urban change created social, economic and environmental opportunities?
How has urban change created social and economic challenges?
Brownfield and greenfield sites
How has urban change created environmental challenges?
How was the Lower Lea Valley regenerated to create urban change?
How can urban areas be more sustainable?
How can transport be more sustainable in cities?

Skills / Concepts on:
Skills:
Map analysis
SEEP identification
practice exam questions
Independent research and note-taking
Debate
Graph/chart analysis

Concepts:
Regeneration
Gentrification
SEEP identification
Integrated transport systems

Aims:
To explain the causes of global variations in economic development, and evaluate the various methods of measuring global development, including the DTM , HDI and Brandt Line.

Lesson / Content Overview:
Pre-fieldwork lessons x 2
Fieldwork
Post-fieldwork lessons x 2
What is development?
How do we measure development?
What is the DTM and what does it tell us about development?
What causes uneven development?
What are the consequences of uneven development?
How can the global development gap be closed?
An evaluation into different types of aid

Skills / Concepts on:
Skills:
Graph and data analysis
Graph and data reproduction
Independent research and note-taking
Exam question practice
SEEP Identification

Concepts:
Demographic Transition Model
Brandt Line
Development
Quality of Life

Aims:
To assess the various strategies used to reduce the global development gap with reference to one example from an NEE.
To investigate an NEE case study and evaluate the methods of development and impacts on the wider economy and quality of life of the population.

Lesson / Content Overview:
Case Study: Jamaica
How has Jamaica used tourism to develop?
Has tourism successfully helped Jamaica develop?
Case Study: Nigeria
Where is Nigeria?
What are the social, environmental, political and cultural characteristics of Nigeria?
How is Nigeria nationally and internationally important?
How have TNCs impacted Nigeria's development?
How has international aid impacted Nigeria's development?
What impact has economic development had on Nigeria's environment?
How has economic development impacted the Quality of Life of Nigeria's people?

Skills / Concepts on:
Skills:
SEEP Identification
Map analysis
Practice exam questions
Data analysis
Evaluation - advantages/disadvantages
Debate
Graph/chart analysis

Concepts:
Quality of Life
Development
Aid VS Trade

Aims:
To comparatively examine the UK's economy by exploring factors such as the causes of economic change since the industrial revolution and an example of modern industrial development can be more environmentally sustainable.
To evaluate the impact of economic development in the UK and explaining solutions to problems such as the north-south divide.
To explain the ways in which the UK links with the wider world.

Lesson / Content Overview:
How and why has the UK's economy changed?
What is the UK's post-industrial economy like?
What is the impact of industry on the UK's physical environment and how can it be more sustainable?
What social and economic changes have occurred in the UK's rural landscape?
How is the UK's infrastructure been improved and developed?
What regional differences and inequalities exist in the UK?
What is the UK's place in the wider world?

Skills / Concepts on:
Skills:
Chart/graph analysis
Independent research and note-taking
Evaluation of factors
Exam question practice

Concepts:
North-south divide
Development
Post-industrial economy

Aims:
To identify the ways that river valleys change as they flow downstream through various fluvial processes.

Lesson / Content Overview:
What are river landscapes like?
What are fluvial processes?
How does erosion shape the land?
How do erosion and deposition shape the land?
Pre-fieldwork lessons x 2
Fieldwork
Post fieldwork lessons x 2

Skills / Concepts on:
Skills:
Hydrograph analysis
Independent research and note-taking
Evaluation of flood management
Image analysis
Graph/data analysis
Exam question practice

Concepts:
Hydrographs
Bradshaw model
fluvial processes
Long and cross profiles

Aims:
Using a specific example from the UK, describe the landforms resulting from various processes and factors including fluvial processes, geology, human activity.
To analyse the costs and benefits of various river flood management strategies, and to assess the overall effectiveness of a specific flood management scheme in the UK.

Lesson / Content Overview:
Case Study: River Tees
Causes of flooding
Hydrographs
Hard engineering strategies
Soft engineering strategies
Case study: Banbury

Skills / Concepts on:
Skills:
Hydrograph analysis
Independent research and note-taking
Evaluation of flood management
Image analysis
Graph/data analysis
Exam question practice

Concepts:
Hydrographs
Bradshaw model
fluvial processes
Long and cross profiles

	Future Links Yr12 Contemporary Urban Environments Unit	**Future Links:** Yr12 Global Systems and Governance Unit			**Future Links:** Yr12 Water and Carbon Cycles Unit	
	Homework Printed homework booklets are provided for every topic. Each homework booklet has a variety of activities from consolidation tasks and independent research projects, to practice exam questions which are all marked in lessons. Students also have the opportunity to ask their classroom teacher for additional homework on top of this.					
	Stretch & Challenge Within the department, we have ensured that students of all abilities are able to extend their critical thinking of the unit by ensuring that each lesson contains a broad range of challenge questions or tasks. We guarantee that all students are able to access these activities by applying open-ended enquiries, discussion tasks, as well as wicked and super-wicked questioning.					
	Reading Future Cities - Camilla Ween A Book of Migrations - Rebecca Solnit	**Reading** Doughnut Economics - Kate Raworth	**Reading** The Almighty Dollar - Dharshini David Africa Is Not A Country - Dipo Faloyin	**Reading** Welcome to the Urban Revolution - Jeb Brugmann	**Reading** When The Rivers Run Dry - Fred Pearce	**Reading** The Johnstown Flood - David McCullough

PINNER
HIGH SCHOOL

Pinner High School: History

GCSE History - Edexcel

Intent

- Our History curriculum at Pinner High aims to inspire our students to discover, question and evaluate the past. We aim to foster a love of learning and develop our pupils into becoming active citizens through ensuring that pupils are taught a broad and balanced curriculum across the key stages.
- Our curriculum is designed to build upon prior knowledge which allows our pupils to create a mental timeline of the past. We cover key disciplinary concepts like: empire, migration and power through studying and revisiting them at different stages within the curriculum to build greater understanding of the past. Equally, our history curriculum is designed to prompt history as a discipline and teach our pupils to become historians. Our students will do this by studying all the second order historical concepts: cause and consequence; change and continuity; historical interpretations; evidence and sources; historical significance and similarity and differences.
- We as a history department aim to plan and deliver an ambitious curriculum that challenges and enables all groups of students to make progress and achieve their potential. We as a department strive to make history accessible to all learners through specific measures including differentiated and scaffolded tasks. We stretch through rigorous challenge tasks that are carefully planned into the curriculum within lessons and homework to push our higher attaining students further.

- We share our school intent of inspiring learning through creating a curriculum that is designed to provide opportunities outside of the classrooms to expand their understanding of history. For example, through our Digging Deeper Project and a range of extra curricular programmes that exceed the national curriculum. We also strive in history to develop our pupils' transferable skills that will equip them in later life. They will learn to: analyse events and arguments; create judgments and evaluate the past; problem solve key historical questions and criterial think about different historical events and causes. These skills prepare our pupils for a range of jobs and careers within all fields.

Implementation

- We have created a blended curriculum that teaches a variety of narratives and histories to reflect the diversity of Harrow. We firstly want our students to understand the history of England and how it has interacted within the world. Equally, we also have created units that highlight other significant societies in world history to help our students build a more rounded understanding of the past which exceeds the national curriculum.
- We have carefully designed our curriculum so students will study all the second order history concepts at different stages to help them expand their understanding of history as a discipline and develop their skills in writing historically. Through carefully crafted enquiries which naturally lend themselves to each concept, we help our pupils build their understanding of history with a big emphasis on developing specific vocabulary. This is a key element to our assessments, which are all designed to check how well students have engaged and progressed in both their understanding of the past and also in the disciplinary concept. It also allows us to check and address any misconceptions.
- We ensure that our students understand history as a discipline through planning our enquiries around a range of historians' interpretations. Students get the opportunity to understand how historians work and explore how history is evolving. For example, our enquiry that focuses on the recent works of Miranda Kaufman, who wrote Black Tudors: the untold story, highlights how a historian works with sources to make new claims about the past. Students will regularly read and engage with historians' works to help improve their own historical understanding and ability to write. We continue to prompt literacy development through challenging reading materials, discussions, and opportunities for oracy through presentations, debates, and group work.
- We have placed a considerable emphasis on our pupils building their long-term memories by deliberately sequencing our curriculum to ensure students build on prior knowledge across the key stages. In key stage 3 all history lessons are taught through enquiries that have an overarching question that builds upon prior knowledge. These enquiries create a strong foundation of knowledge for all pupils and provide them with a clear chronological understanding of the past. The units we choose for GCSE directly build upon this knowledge, for example Crime and Punishment is a thematic study that allows students to revisit areas of history from both year 7 and year 8. We also have chosen our A Level units to allow students to build a deeper understanding of the past, for example at GCSE students focus on the Cold War from a European and US view and in sixth form we continue to study the Cold War but looking at what happened in Asia.
- As a department we set high expectations for all pupils which creates a culture and love of learning in our classrooms. Independent learning is emphasised regularly through flipped learning homework activities, research projects, and encouraging students to explore history of each unit they study outside the classroom through our Digging Deeper Project

Impact

- At the end of each enquiry, our students are expected to consolidate key knowledge and their ability to write historically through carefully planned assessments cycles. These are rigorous summative checkpoints which are designed to help meet the needs of all learners and challenge all to achieve and make sure students do make sufficient progress.
- We, as a department, regularly use formative assessment to check, model and build key knowledge. Students are regularly assessing how much they know through quizzing and green pen reflections tasks. It also allows us to pick up on any misconceptions and ensure all assessment objects are understood.
- As a department, we diligently track and monitor student progress through moderation and data, which enables us to effectively introduce support measures such as parent communication or targeted intervention efforts where needed.
- To guarantee consistency across the history department we use shared resources which we create and adapt collectively. To ensure high expectations across the team, we have enquiry teacher guides in key stage 3 that outline the purpose and intent of each enquiry to make sure there is consistency across the department and unit links are being made.
- We carefully structure department meetings to ensure we regularly reflect and engage on how to develop and evolve our curriculum which is informed with both current learning and CPD. We also use learning walks, book looks, classroom observations, student voice panels, moderation and data analysis to inform our department meetings and use this data to inform our immediate goals and long term plans. We maintain high standards within the department through regular sharing of best practice.
- We celebrate student achievements in History through showcasing and modelling students' work. We regularly engage with parents to communicate student success through emails and postcards home. We continue to develop the love of learning through having history ambassadors and A Level prefects.
- The impact of our curriculum extends further than assessment results. Our students develop their written and oral communication skills through learning the ability to analyse, think logically and debate effectively. These skills prepare our students for an ever changing world. This has resulted in a high uptake of our pupils choosing to continue studying history and other related subjects at university. Additionally, our students will be able to apply their understanding of the past to the real-world. This demonstrates the broader impact of our curriculum on our students overall growth and readiness for future endeavours as we inspire learning in all.

Careers

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

Extra Curricular opportunities extending learning outside the classroom

Learning opportunities beyond the classroom are available to all students through: enrichment activities; further suggested reading for students based on individual lessons; and through school trips. Students will get the opportunity to hear the personal testimony of Holocaust survivors to learn more about how the Holocaust happened. Students will also have the chance to visit the historical environment of Whitechapel by going on a walking tour to explore how significant this area was during the Industrial Period to understand challenges faced by the police force. Students regularly are encouraged to expand their knowledge on the subject through our Digging Deeper project. On this platform we share

regular: work experience opportunities; lectures; news articles; extended reading and a wide range of useful websites. Within the year, the history department will run a range of super curricular clubs from Ancient History club; Formal debate club; Scholar club; Historical writing club; and Critical thinking to allow students to learn new knowledge and develop their analytical skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Key Topic 2: Hitler's Rise to Power, 1919-33** Checkpoint 2 assessment	**Key Topic 3: Nazi Control and dictatorship, 1933-39** Checkpoint 3 assessment	**Key Topic 4: Life in Nazi Germany, 1933-39** Checkpoint 4 assessment	**Key Topic 1: The Origins of the Cold War, 1941-58** Checkpoint 1 assessment	**Key Topic 2: Cold War Crises, 1958-70** Checkpoint 2 assessment	**Key Topic 3: The end of the Cold War, 1970-91** Checkpoint 3 assessment

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Pinner High School: Philosophy, Religion, and Ethics

KS4: GCSE Religious Studies, Route A, WJEC Eduqas

Intent

The PRE curriculum at Pinner High School is designed to engage, inspire and encourage students to learn about different religious and non religious beliefs and practices through a variety of different perspectives and equip students with the knowledge and skill to answer challenging philosophical questions. The PRE curriculum provides students with subject specific knowledge and skills they need in order to progress throughout their learning journey whilst giving students the opportunity to build and develop an awareness of their own presuppositions and values.

PRE lessons will reflect the key teachings and practices of the 6 main world religions and prominent religions in the local community such as Jainsim and Zoroastrianism. Students are encouraged to analyse their own viewpoints or perspective of the world and religious ideas through being taught substantive content that links to world views and British values. PRE enables students to ask deep and meaningful searching questions about their own belief system and where they fit into society. Through critical reasoning, challenging misconceptions and engaging with moral issues in the world today, students will be able to respect the opinions of others and identify the commonalities and differences between us.

Implementation

The PRE curriculum ensures that it follows the Locally Agreed Syllabus for Harrow whereby lessons throughout Key stage 3 and PRE core contain a study of a broad range of beliefs – reflecting the diversity in our student body and local community. Throughout KS3 and PRE core at KS4, each term will have a unit titled with an enquiry question to focus on. The investigation of the enquiry question implements the principle aim of PRE, which is to engage purposes of systematic enquiry into significant human questions which religion and

worldviews address. In doing so, students can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

At Key Stage 3, students are introduced to fundamental knowledge about belief systems; how they originate, how beliefs are practised locally and worldwide and the impact they have on an individual's identity. The diverse curriculum will encourage students to develop a sense of connectedness and responsibility. To facilitate this, students will reflect on religious literature, analyse religious sources and assess the similarities and differences between religious and non religious responses to philosophical and ethical questions. At KS4, students will be able to build on their understanding of world views and begin assessing deeper issues in religion such as miracles, the existence of God and ethical moral dilemmas. Alongside the joint vision across the school, PRE aims to deliver an ambitious and challenging curriculum that enables all groups of students to make progress and achieve their best. This is done by building upon prior knowledge across all key stages and giving students a thorough understanding of religion and world views in the past, present, and how views may develop in the future.

Impact

In PRE, our intent is for the curriculum to promote a curiosity about philosophical, religious and ethical matters and shape their views about topical issues based on reliable and informative sources. Through a mixture of high quality lessons, listening to external speakers and research projects, students will be able to broaden their mind and understand different perspectives of philosophical, religious and ethical issues.

The curriculum is designed with the intention for students to become well rounded individuals who are able to tolerate and respect a variety of viewpoints. This will be done by students building on their knowledge and making connections between different religious views that have influenced the development of society. Students will achieve their academic potential through analysing a variety of sources and information through different lenses and make well informed judgements as a result. Students will develop skills of teamwork, oral communication, research, debate and logical thinking. At the end of each unit students will be assessed based on a variety of these skills through different activities such as writing a speech or presenting a presentation on a particular topic.

Career Development

Studying Philosophy, Religion, and Ethics equips individuals with a versatile skill set applicable in numerous fields. The ability to think critically, communicate effectively, and navigate complex ethical landscapes is highly valued in various careers, from education and law to business, healthcare, and beyond. Examples of careers in PRE are: Law (lawyer, paralegal, solicitors), Public policy and Government sector (civil servant, public relations officer, policy analyst), Non-profit or NGO's section (programme coordinator, advocate/lobbyist), media and communication (public relations, marketing), research and academia (lecturer, teacher, researcher, archivist), healthcare and bioethics (bioethicists, healthcare administrator) and business and management (human resources manager).

Assessment

How do you assess – what is your departmental feedback and assessment policy.
KS3: One marked piece per term. These vary from whole class feedback to individualised feedback sheets. For each piece of marked work, students are expected to respond and demonstrate their improvement in green pen. We also make frequent use of peer and self-assessment.
KS4: Two marked pieces per half term. These vary from whole class feedback to individualised feedback sheets. For each piece of marked work, students are expected to respond and demonstrate their improvement in green pen. We also make frequent use of peer and self-assessment.

Enrichment Opportunities & Super Curricular

Stand up workshops, Solutions not sides workshops, trips to university open days in Philosophy, religion and ethics, visits to local places of worship

Commitment to Equality, Diversity & Inclusion

PRE seeks to equip our students with an understanding of themselves, an appreciation of the world around them, and a desire to innovate and solve problems as active contributors to society. The Curriculum has been designed to meet the needs of each individual student, providing opportunities which stretch and excite. Throughout Key Stage 3 (Years 7 and 8), students follow a common curriculum which provides breadth and depth. We ensure that all students receive a rounded education and can progress with a good understanding of the range of areas of study which they might pursue in more depth as they progress through Key Stage 4 and into the Sixth Form. Homework should be set to meet these goals in delivering a challenging curriculum. This should be designed by each department to further deepen and broaden the knowledge and skill set of its students. All homework should be set on Google Classroom and is regularly checked by the Head of Department.

	Term 1	Term 2	Term 3
Year 10 PRE core	**Unit: What ethical theories have influenced morality?** **Aims:** To gain an understanding of ethical discussion. Students study a range of ethical theories and consider how ethics affects and permeates daily life, not only in making decisions about actions but in making judgments about others, giving advice and developing good character to live a good life. Students will evaluate the impact of ethical theories on the law and humanist views in 21st century Britain. **Lesson / content overview** 1. Introduction to Normative Ethics 2. Aristotle and values 3. Natural Moral Law 4. Utilitarianism 5. Application of ethical theories. 6. End of module assessment / presentations	**Unit: How do ethical theories respond to issues of life and death?** **Aim:** Students will apply the key teachings of ethical theories they have learned in Term 1 to issues of life and death. In doing so, students will analyse and evaluate different case studies and views to form a judgement on whether each ethical theory would justify the ethical issue being taught as acceptable. Students will also form their own decision on whether the issue is justifiable or not. **Lesson / content overview** 1. Introduction 2. Capital Punishment 3. Quality of life 4. Euthanasia 5. Pro life Vs Pro choice 6. Knowledge check quiz 7. Environmental sustainability	**Unit: Can religious experiences be explained through socio-psycho analysis?** **Aim:** Students will look at different examples of how religious experiences in the modern world can prove the existence of God. Students will also look at alternative reasons as to why people undergo such experience from a psychological point of view. The aim by the end of the unit is for students to have a broad understanding about religious evidence and impact of such experiences. **Lesson / content overview** 1. Introduction to religious experience 2. Revelations 3. Visions 4. Miracles 5. Impact of religious experiences 6. Existence of God
Year 10 GCSE	**Issues of good and evil** Students consider what morality is and a range of issues within this, such as how to make moral decisions, what evil and suffering is and a range of views and aspects on the justice system.	**Issues of human rights** Students consider a range of topics relating to human rights. ethical issues that relate to all our rights and freedoms.	**Issues of relationships** This module considers a range of issues within relationships and the diversity of viewpoints towards these. Students focus in particular on diversity within Christianity and Islam.

Pinner High School: Physical Education

GCSE Physical Education - OCR (J587)

Intent:

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

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

Implementation:

Learners will be taught to:

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

Impact:

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

Physical skills:

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

Psychological Skills:

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

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**GCSE** **Theory: Applied Anatomy and Physiology** **Lesson / Content Overview:** Skeleton and Muscles **Aims:** Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports. They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance. Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport. **Practical: Football** **Skills / outcomes:** Advanced skills, (all outfield positions) to include: Ball Control using: • Using chest, thigh Non dominant foot passing Dominant foot shooting: • Use of swerve • Volleys Non dominant foot shooting Dribbling: • Ability to beat opponents	**GCSE** **Theory: Applied Anatomy and Physiology** **Lesson / Content Overview:** Cardiorespiratory System **Aims:** See previous column **Practical: Basketball** **Skills / outcomes:** Advanced skills, to include: Shooting: • Non dominant hand Lay up • Hook shot Rebounding Dribbling: • Use of either hand Beating opponents: (individual) • Fake and drive • Cross over step Beating opponents: (team) • Cutting Marking: • Intercepting passes Practical Assessment throughout unit Theory topic test at end of unit	**GCSE** **Theory: Applied Anatomy and Physiology** **Lesson / Content Overview:** Movement Analysis **Aims:** See column 1 **Practical: Netball** **Skills / outcomes:** Advanced skills, (applies to all positions, except where stated) to include: Ball handling: • Catching on the run • Catching in the air Passing over mid-long distance: • Chest • Overhead • Bounce • Shoulder pass Shooting: (GS and GA only) • Stepping Defence: • Shadowing • Interception • Marking player without the ball Practical Assessment throughout unit Theory topic test at end of unit	**GCSE** **Theory: Health, Fitness and Well Being** **Lesson / Content Overview:** Heath, Fitness and Well Being **Aims:** Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports. **Practical: Badminton** **Skills / outcomes:** Advanced skills, to include: Serving: • Flick Net shots	**GCSE** **Theory: Health, Fitness and Well Being** **Lesson / Content Overview:** Diet and Nutrition **Aims:** See previous column **Practical: Table Tennis** **Skills / outcomes:** Advanced skills, to include: High toss service Offensive strokes: (forehand only) • Loop • Counter-hit Defensive strokes: (forehand only) • Block • Lob Application of spin on strokes: • Sidespin • Corkspin Footwork and positioning Practical Assessment throughout unit Theory topic test at end of unit	**GCSE** **Theory: AEP Task (NEA)** **Lesson / Content Overview:** Assessment Analysis Overview Movement Analysis Evaluation **Aims:** In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to: • analyse aspects of personal performance in a practical activity • evaluate the strengths and weaknesses of the performance • produce an action plan which aims to improve the quality and effectiveness of the performance. **Practical: Athletics** (Same criteria as previous year) Practical Assessment throughout unit Theory topic test at end of unit

	Heading: • Defensive or attacking Marking: • Player without the ball Advanced skills, (goalkeeper) to include: Ball Control using: • Using chest, thigh Clearance of back passes, (Non dominant foot) Shot-stopping: • Defending penalties • One-against-ones Practical Assessment throughout unit Theory topic test at end of unit			Backhand shots: • Overhead clear • Drop shot • Lift/underarm clear • Smash • Drive Footwork and court positioning Practical Assessment throughout unit Theory topic test at end of unit		

PINNER HIGH SCHOOL

Pinner High School: PSHE

Intent

PSHE is a planned programme of learning through which young people acquire the knowledge, understanding and skills they need to manage their lives, and support those around them, now and in the future. PSHE develops the qualities and attributes students need to thrive as individuals, friends, family members, and members of society. The subject aims to contribute towards preparing young people to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. PSHE helps students to connect and apply the knowledge and understanding they learn in this and other subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic and personal potential. Evidence shows PSHE's impact in a number of areas, including emotional wellbeing, physical health, academic attainment, and preparation for work[1]. Furthermore, PSHE helps students to develop the character, resilience and skills they need to succeed. It can also reduce barriers to learning, and create opportunities for success and esteem-building for the most vulnerable students.

Aims of PSHE at Pinner High School

1. Our curriculum and lessons are well designed, high quality and knowledge rich (they are aligned with the teaching and learning policy). Lessons will be well organised and delivered with enthusiasm, energy and clarity.

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

2. Guidance is provided to help staff develop expertise by producing standardised resources which are rooted in up-to-date research, alongside models, definitions, and scripted explanations. This will be quality assured through staff learning walks, lesson observations and data analysis of attitude to learning.
3. Students receive a broad, balanced and diverse curriculum which is well sequenced in accordance with and supports the personal development programme throughout the school.
4. The curriculum is consistently refined, and updated in line with contemporary developments. There will always be flexibility within our curriculum to respond to topical issues (within both school and the wider world).
5. We will adapt and change resources to ensure they meet the aims of the subject and the needs of the students.
6. Supporting and strengthening the school ethos and whole school priority of developing personal growth.

As students' progress through the intended curriculum, they will not only acquire new knowledge but also transferable skills which prepare them for the opportunities, responsibilities and experiences of later life. These include but are not limited to:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Confidence
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Our PSHE curriculum further supports careers guidance for our students.

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

Implementation

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

PSHCE at Pinner is in line with the RSE (2020) Guidance where relevant and organised according to the themes suggested by the PSHE Association[2].

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

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

Within each theme students will learn a broad range of topics which are carefully sequenced and taught to students in a culturally sensitive and age-appropriate way. These topics support students' spiritual, moral, cultural, mental and physical development.

It is important to be mindful that there may be students in the class who have direct or indirect experience of the issues covered in PSHE. Nonetheless it is crucial that all students have access to information on how to stay safe and seek help. Therefore, teachers may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net it may be appropriate to do this in conjunction with the relevant pastoral teams in school.

Our lessons are designed to use non-emotive language, we strive to be factual rather than dramatic. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Students deserve to be provided with clear, accurate and consistent explanations. Often there will be key words provided, these should be printed out for students. Encourage students to use and refer to them throughout the lesson. Keywords and concepts are important for improving a student's ability to communicate effectively about the issues that affect them and other people around them.

We also emphasise the importance of being informed to support those around us. This, along with scenarios to practise problem solving, is a way of equipping students with knowledge and skills whilst allowing them emotional distance.

Disclosures: Our team is aware that students may make disclosures at any point during or after the lesson. Should a child make a disclosure within the lesson either directly or indirectly (e.g. a teacher overhears it while they are chatting to peers) staff must follow Pinner's safeguarding procedure and report this to the relevant staff as directed in our safeguarding policy. In these lessons we are vigilant, we take notice and report any concern, however small, as it could be part of a bigger picture.

In order to ensure success in all our students we strive to recognise the value and importance of PSHE education by developing a spiralled curriculum where we revisit and consolidate the knowledge, understanding and skills matching pupils' needs.

Impact

- The result of our curriculum should be extremely beneficial to our students who should also feel valued and respected as individuals.
- Students should feel challenged but also confident that they can do what we are asking them to. We hope that students are not only engaged in our subjects but are also able to achieve academic success and have clear opportunities to develop skills for life.
- Students will develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Students will be ready for the next stage of education, employment or training. They read widely and often, with fluency and comprehension.
- At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life.
- At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.
- By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. We aim to ensure that there is a balance throughout our curriculum between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. Our PSHE education programme in key stage 5 ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives.
- Our curriculum aims to provide a variety of learning experiences and will ensure that all learners develop the capacity to make the most of these opportunities. As with all young people, essential knowledge, skills and understanding will be grounded in knowing how to look after themselves, how to access support and how to keep

themselves and others safe. This includes recognising what a healthy relationship looks like, and that their bodies, and feelings, will change as they grow up. It is also important to support pupils to recognise some of the complexities of modern life – whether in relation to rules and laws, managing finances or knowing the etiquette of communicating online. This will help ensure pupils are prepared for adulthood and understand the part they will play in the world.

- Unfortunately, young people with SEND can be at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Developing the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges is therefore crucial, and without planned and effective PSHE provision this may not happen. Our PSHE lessons that are matched to the needs of the learners, provide an inclusive environment where they can feel comfortable and safe to discuss issues they are worried or feel anxious about.

Careers

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

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

Assessment

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

Enrichment Opportunities & Super Curricular

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	● **Living in the Wider World (WW)** ● ● Work and Career ● ● ● Labour markets ● ● Local, national and international work opportunities ● ● Employment sectors and types ● ● Changing patterns in employment ● ● Career identity ● ● Benefits and challenges of online careers ● ● Managing online presence to support employment ● ● Challenge/Extensions: ● ● Getting Elected ● ● Political Manifestos ● ● Voting Age ● ● Diversity in Parliament	● **Health and Wellbeing (H&W)** ● ● Health Related Decisions ● ● ● Dealing with stress ● ● Purpose of blood, organ and stem cell donation for individuals and society ● ● Cosmetic and aesthetic procedures	● **Living in the Wider World (WW)** ● ● Media Literacy and Digital Resilience ● ● Inclusion and belonging ● ● Addressing extremism and prevent training ● ● Valuing diversity ● ● Knife Crime ●	**Relationships (R)** Consent ● The role of intimacy and pleasure ● The impact of pornography ● Pressure, persuasion and coercion ● Managing relationships, conflicts and break-ups ● Addressing relationship abuse ● Sex and consent online	**Living in the Wider World (WW)** Financial Choices ● Growth mindset ● Careers / job options ● What is good communication and self-confidence ● Working as part of a team and leadership ● Reframing failure ● Financial Decision Making ● Managing debt and budgeting	**Relationships (R)** Social Influences ● Toxic masculinity, misogyny, sexism ● Behaviours that may influence peers, positively and negatively, including online, and in situations involving weapons or gangs ● Importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families, adoption/foster care ● Current legal position on abortion and the range of beliefs and opinions about it
	Form Time Focus: Bullying, abuse, and discrimination	**Form Time Focus:** Sexual Health and Fertility - Relationship choices including: IVF, Abortion and Miscarriage	**Form Time Focus:** Relationship Values - cultural practices and beliefs	**Form Time Focus:** Health related decisions - NHS Services	**Form Time Focus:** Drugs, Alcohol and Tobacco	**Form Time Focus:** Contraception and parenthood
	Stretch and Challenge: Each lesson aims to have stretch and challenge built in that vary depending on the unit. In some instances, this will be the use of application of knowledge to novel scenarios, writing based activities and that requires higher order thinking, or leadership roles. Students are encouraged to research and read articles, scenarios and discus these elements with other high ability students.					