



PINNER
HIGH SCHOOL

Curriculum Plans: Year 13

Contents:

Contents Page.....	2	Government and Politics.....	72
Mathematics.....	3	Psychology.....	75
English.....	5	Sociology.....	85
Biology.....	8	Physical Education.....	89
Chemistry.....	16	PSCHE/RSE.....	91
Physics.....	22		
Art.....	28		
Design and Technology.....	31		
Business.....	33		
Economics.....	36		
Computer Science.....	41		
Chinese.....	46		
Spanish.....	48		
Drama.....	52		
Music.....	56		
Geography.....	60		
History.....	69		

Pinner High School: Mathematics

Mathematics A Level - Edexcel (9MA0)

Further Mathematics A Level - Edexcel (9FM0)

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 13	Pure <ul style="list-style-type: none"> - Algebraic methods - Functions and graphs - Binomial expansion Applied <ul style="list-style-type: none"> - Regression, correlation and hypothesis testing - Conditional probability Further Maths <ul style="list-style-type: none"> - Core pure 1 	Pure <ul style="list-style-type: none"> - Radians - Trigonometric functions - Trigonometry and modelling Applied <ul style="list-style-type: none"> - The normal distribution - Moments Further Maths <ul style="list-style-type: none"> - Core pure 2 	Pure <ul style="list-style-type: none"> - Parametric equations - Differentiation Applied <ul style="list-style-type: none"> - Projectiles - Application of forces Further Maths <ul style="list-style-type: none"> - Further pure 1 (selected option) 	Pure <ul style="list-style-type: none"> - Integration - Numerical Methods Applied <ul style="list-style-type: none"> - Further kinematics Further Maths <ul style="list-style-type: none"> - Decision maths 1 (selected option) 	Pure <ul style="list-style-type: none"> - Sequence and series - Vectors Applied <ul style="list-style-type: none"> - Revision - Exam practice Further Maths <ul style="list-style-type: none"> - Revision - Exam practice 	Pure <ul style="list-style-type: none"> - Revision - Exam practice Applied <ul style="list-style-type: none"> - Revision - Exam practice Further Maths <ul style="list-style-type: none"> - Revision - Exam practice
	<ul style="list-style-type: none"> - Unit Assessments at the end of each unit - Two Mock exams during the academic year - Maths students sit the external Maths A Level exam in May/June - Further Maths students sit the external Further Maths A Level exam in May/June 					

Pinner High School: English

KS5: A Level English Literature B - AQA

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 13	Unit Title: The Kite Runner Aims: Applying knowledge of social and political protest writing to The Kite Runner Lesson / Content Overview: MTP Skills / Concepts on: Mark Scheme	Unit Title: A Doll's House Aims: Understanding the context, themes and characters of the play Lesson / Content Overview: MTP Skills / Concepts on: Mark Scheme	Unit Title: Poetry of Blake Aims: Exploring the context and background of the romantic movement Lesson / Content Overview: MTP Skills / Concepts on: Mark Scheme	Unit Title: Revision Aims: Understanding the expectations of the exam Lesson / Content Overview: Skills / Concepts on: Mark Scheme	Unit Title: Exam Technique Aims: Understanding the expectations of the exam How to write an essay – structure and workshops aimed at pushing high grades Lesson / Content Overview: Skills / Concepts on: Mark Scheme	
	Homework Independent Study Weekly consolidation tasks NEA 1 final draft	Homework Independent Study Weekly consolidation tasks NEA 1 first draft	Homework Independent Study Weekly consolidation tasks NEA 2 final draft	Homework Weekly consolidation tasks Paper 1 revision	Homework Weekly consolidation tasks Exam revision and past papers	
	Stretch & Challenge In Our Time Podcast -Rossetti's life	Stretch & Challenge In Our Time Podcast - Othello and Tragedy	Stretch & Challenge BBC Podcast - Misogyny and Racism in Othello	Stretch & Challenge Massolit presentations Making exam-style papers to share amongst peers	Stretch & Challenge Massolit presentations	
	Reading Reading List					

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 13	<p>Unit Title: Section 5 – Energy transfer in and between organisms Section 7 - Genetics, populations, evolution and ecosystems.</p> <p>Aims: Building on KS4 knowledge of bioenergetics and nutrients cycling Building on KS4 knowledge of genetics and inheritance and applying it to real life contexts.</p>	<p>Unit Title: Section 6 - Organisms respond to changes in their environment Section 7 - Genetics, populations, evolution and ecosystems.</p> <p>Aims: Developing knowledge of the human nervous system from KS4. Building on KS4 knowledge of genetics and inheritance and applying it to real life contexts.</p>	<p>Section 6 - Organisms respond to changes in their environment Section 8 – The control of gene expression</p> <p>Aims: Extend knowledge of homeostasis from KS4 Build upon knowledge of mutation and gene expression Build upon knowledge of stem cells and the human genome project from KS4</p>	<p>Aims: Essay writing skills/Required Practical catch up sessions/ Revision</p>	<p>Aims: A Level Exams</p>	<p>Aims: A Level Exams</p>

<p>Lesson / Content Overview: <i>Topic 12 – Respiration</i> <i>Topic 17 - Inherited change</i> <i>Topic 18 - Populations and evolution</i></p> <p>Skills / Concepts on: <i>There is therefore a focus on practical skills during required practical 9.</i></p> <p><i>Focus on using genetic diagrams to calculate probability of inherited characteristics.</i></p> <p><i>There is a focus on data analysis and statistical calculations.</i></p>	<p>Lesson / Content Overview: <i>Topic 14 - Response to stimuli</i> <i>Topic 15 - Nervous coordination of muscle</i> <i>Topic 19 - Populations in ecosystems</i></p> <p>Skills / Concepts on: <i>Focus on using modelling to describe the passage of an action potential.</i> <i>There is a focus on data analysis and statistical calculations.</i></p>	<p>Lesson / Content Overview: <i>Topic 16 - Homeostasis</i> <i>Topic 20 –Gene expression</i> <i>Topic 21 - Recombinant DNA technology</i></p> <p>Skills / Concepts on: <i>Understanding the applications of homeostasis in the real world, including unfamiliar contexts.</i> <i>Focus on the applications of Biology in the real world and applying knowledge to unfamiliar contexts.</i></p> <p><i>Understanding the applications of DNA technologies in the real world.</i></p>	<p>Lesson / Content Overview:</p>	<p>Lesson / Content Overview:</p>	<p>Lesson / Content Overview:</p>
<p>Assessment: <i>End of chapter test for Topics 11 & 12</i> <i>Photosynthesis & Respiration</i> <i>End of chapter test for Topic 17:Inherited Change</i></p> <p><i>Required practical 9: Respiration in yeast</i></p>	<p>Assessment: <i>End of chapter test for Topic 14: Response to Stimuli</i> <i>End of chapter test for Topic 15: Nervous</i> <i>End of chapter test for Topic 19: Populations in Ecosystems</i></p> <p><i>Students will also have November Mocks</i></p> <p><i>Required Practical 10: Response to stimuli</i> <i>Required Practical 12: Distribution of species</i></p>	<p>Assessment: <i>End of chapter test for Topic 16: Homeostasis</i> <i>End of chapter test for Topic 20: Gene Expression</i> <i>End of chapter test for Topic 21: Recombinant DNA</i></p> <p><i>Required Practical 11: Glucose in urine</i></p>	<p>Assessment:</p>	<p>Assessment:</p>	<p>Assessment:</p>
<p>Homework: <i>Students are expected to consolidate lessons, practice exam questions to apply their learning. Complete background reading on the topic to improve their understanding and</i></p>	<p>Homework: <i>Students are expected to consolidate lessons, practice exam questions to apply their learning. Complete background reading on the topic to improve their understanding and prepare for the lesson ahead.</i> <i>Students will have a booklet filled with exam questions to practise and be expected to prepare for required practicals by completing research.</i></p>	<p>Homework: <i>Students are expected to consolidate lessons, practice exam questions to apply their learning. Complete background reading on the topic to improve their understanding and</i></p>	<p>Homework:</p>	<p>Homework:</p>	<p>Homework:</p>

<p><i>prepare for the lesson ahead.</i> <i>Students will have a booklet filled with exam questions to practise and be expected to prepare for required practicals by completing research.</i></p>		<p><i>prepare for the lesson ahead.</i> <i>Students will have a booklet filled with exam questions to practise and be expected to prepare for required practicals by completing research.</i></p>			
<p>Stretch and Challenge: <i>Medics society group.</i> <i>Students could research examples involving sex linkage eg Duchenne muscular dystrophy and Haemophilia.</i></p> <p>Students could also conduct a chi-square statistical test by flipping a coin or rolling a dice.</p> <p><i>Stretch activities signposted at lesson level</i></p>	<p>Stretch and Challenge: <i>Medics society group.</i></p> <p><i>Planning an investigation</i> to assess how woodlice respond to different variables. This would provide a good opportunity for stretching and challenge. To further develop investigative skills, students may carry out investigations into receptors within the skin. <i>Stretch activities signposted at lesson level</i></p>	<p>Stretch and Challenge: <i>Medics society group.</i> <i>Students could use calculators with exponential functions and a logarithmic scale to represent the increase in the number of copies of DNA fragments present after multiple cycles of PCR.</i> <i>The Virtual PCR lab would also stretch the most able.</i> <i>Students could also identify examples of DNA fingerprinting in the news. This may include the identification of most suitable zoo animals for breeding programmes, medical diagnosis, forensic science.</i></p>	<p>Stretch and Challenge:</p>	<p>Stretch and Challenge:</p>	<p>Stretch and Challenge:</p>
<p>Reading: <i>“The Omnivore’s Dilemma: A Natural History of Four Meals” by Michael Pollan</i></p>	<p>Reading: <i>“Sapiens” by Yuval Noah Harari</i> <i>“Do No Harm: Stories of Life, Death and Brain Surgery” by Henry Marsh</i></p>	<p>Reading: <i>“The Code Breaker” by Walter Isaacson</i> <i>“The selfish gene” by Richard Dawkins</i></p>	<p>Reading:</p>	<p>Reading:</p>	<p>Reading:</p>

Pinner High School: Chemistry

KS5: Chemistry AQA [7405]

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 throughout 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 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 13	Unit Title: Thermodynamics Acids and bases Optical isomerism, aldehydes, carboxylic acids and derivatives	Unit Title: Electrode potentials and electrochemical cells Kinetics - Rate equations Amines and Polymers	Unit Title: Transition metals Amino acids, proteins and DNA Equilibrium constant Kp	Unit Title: Reactions of ions in aqueous solutions Periodicity Structural determination Chromatography	Unit Title: <i>A-level examinations</i>	Unit Title: <i>A-level examinations</i>

	<p>Aims: Thermodynamics further Hess' Law to investigate the enthalpy changes when an ionic compound is formed. Acids, bases, and buffers further covers the relationship between acids, bases and buffers and the pH scale.</p> <p>Lesson / Content Overview: -Enthalpy change, Born-Haber cycle -Defining acids and pH scale -Weak acids and alkalis, acid-base titrations and buffer solutions</p> <p>Skills / Concepts on: Students will be able to construct Born-Haber cycles to calculate lattice enthalpies using these enthalpy changes.</p>	<p>Aims: Electrode potentials and electrochemical cells covers enthalpy change can be measured accurately and how chemical reactions that are used as a source of heat energy in applications such as domestic boilers and internal combustion engines. Kinetics/Rate equations covers the measurement of reaction rates Amines and Polymerisation covers the derivatives of ammonia and the polymer formation.</p> <p>Lesson / Content Overview: -The electrochemical series, cells and predicting the direction of redox reaction -The rate of chemical reactions, the Arrhenius equations and the rate-determining step - Properties of amines and condensation polymers</p> <p>Skills / Concepts on: use the orders with respect to reactants to provide information about the rate determining/limiting step of a reaction.</p>	<p>Aims: Transition metals covers the properties and formation of complex ions, transition states and uses of transition metals. Amino acids, proteins and DNA covers the structure of the building blocks of protein and DNA and applications in a chemistry context. Equilibrium constant K_p for homogeneous systems further covers partial pressure and applying the equilibrium law to gaseous equilibria</p> <p>Lesson / Content Overview: -The general properties of transition elements and complex ion formation -Coloured ions, variable oxidation states and catalysts. - Amino acids, peptides, proteins, enzymes, DNA -the action of anti-cancer drugs - Equilibrium constant K_p for homogeneous systems</p> <p>Skills / Concepts on: Students will need to relate previous knowledge and skills to develop their Chemistry acumen.</p>	<p>Organic synthesis</p> <p>Aims: Reactions of ions in aqueous solutions covers the acid-base reactions and ligand substitution reactions Periodicity further covers the reactions and nature of Period 3 elements Structural determination covers NMR and proton NMR and how to interpret the results to find out a chemical Chromatography further covers the separation of mobile substances Organic synthesis introduces the idea of working out a series of reaction to make a target molecule.</p> <p>Lesson / Content Overview: -Acid-base chemistry of aqueous transition metal ions, ligand substitution reactions -Synthetic routes and organic analysis -Nuclear Magnetic Resonance -Chromatography</p> <p>Skills / Concepts on: Focus on examination specific skills</p>		
	Homework	Homework	Homework	Homework		

<i>Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</i>	<i>Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</i>	<i>Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</i>	<i>Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</i>		
Stretch & Challenge <i>Research how is carbon dioxide affecting the oceans. Is there a way to reverse the affect?</i>	Stretch & Challenge <i>How are 'smart' phones linked to chemistry? What is the chemistry within the technology?</i>	Stretch & Challenge <i>Investigate: How Moisture-Wicking Fabrics Keep You Cool and Dry. Can you explain the chemistry behind this?</i>	Stretch & Challenge <i>Synoptic link – how does the structural analysis techniques to determine protein, amino acids and DNA and the development of new therapeutic compounds</i>		
Reading <i>Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library</i>	Reading <i>Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library</i>	Reading <i>Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library</i>	Reading <i>Student reading lists are compiled by literacy representatives at department level termly, shared with students and have been purchased by the library</i>		

Pinner High School: Physics

KS5: Physics AQA [H556]

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 13	<p>Unit Title: Section 7 – Fields</p> <p>Aims: Building on KS4 knowledge of magnetism, electricity and gravity to enhance student knowledge of fields and their applications in the real world.</p> <p>Lesson / Content Overview: Topic 21 – Gravitational fields Topic 22 – Electric fields Topic 23 – Capacitors Topic 24 – Magnetic fields Topic 25 – Electromagnetic induction</p> <p>Skills / Concepts on: There are a number of required practical for this unit. There is therefore a focus on practical skills throughout this term.</p>	<p>Unit Title: Section 8 – Nuclear physics</p> <p>Aims: Developing knowledge of radioactivity and applying it to how it is used in the real world.</p> <p>Lesson / Content Overview: Topic 26 – Radioactivity Topic 27 – Nuclear energy</p> <p>Skills / Concepts on: Focus on analysing the use of radiation in the world</p>	<p>Unit Title: Section 9 – Options topic</p> <p>Aims: Focusing on the optional topic that students would like to study</p> <p>Lesson / Content Overview: Students will study one of the following optional topics:</p> <ul style="list-style-type: none"> • Astrophysics • Medical Physics • Electronics • Turning points in Physics • Engineering <p>Skills / Concepts on: Skills dependent on topic chosen</p>	<p>Unit Title: Content revision</p> <p>Aims: Revisit knowledge from KS5 to ensure all students have the ability to reach their full potential at A-level.</p> <p>Lesson / Content Overview: Content revision for all topics</p> <p>Skills / Concepts on: Focus on examination specific skills</p>	<p>Unit Title: A-level examinations</p>	<p>Unit Title: A-level examinations</p>
	<p>Homework Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</p>	<p>Homework Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</p>	<p>Homework Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</p>	<p>Homework Weekly consolidation work based on exam style questions designed to check and consolidate student knowledge.</p>		
	<p>Stretch & Challenge Gravity by Jim Al-Khalili provides excellent stretch for the gravitational fields topic In class and homework stretch activities when appropriate. Stretch activities signposted at lesson level</p>	<p>Stretch & Challenge Chernobyl – TV series How to drive a Nuclear reactor by Colin Tucker provides excellent stretch for the radioactivity topics In class and homework stretch activities when appropriate.</p>	<p>Stretch & Challenge In class and homework stretch activities when appropriate. Stretch activities include higher level extended response tasks, mathematical/graphing skills and further real world applications. A focus on</p>	<p>Stretch & Challenge In class and homework stretch activities when appropriate. Stretch activities include higher level extended response tasks, mathematical/graphing skills and further real world applications. A focus on</p>		

	Stretch activities signposted at lesson level	critical thinking for challenging students. Stretch activities signposted at lesson level	critical thinking for challenging students. Stretch activities signposted at lesson level		
Reading The World according to Physics – Jim Al-Khalili	Reading How to drive a nuclear reactor – Colin Tucker	Reading The Beginning and End of Everything: From the Big Bang to the End of the Universe – Paul Parsons	Reading Revision guides		

Pinner High School: Art

KS5: Fine Art A Level - AQA (7202)

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.

Key Stage 5 A-Level 6 periods per week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 A- LEVEL FINE ART	Personal Investigation - Component 1 Practical and written elements of Coursework. Skills and technique workshops. Generation of Ideas Contextual studies. <i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	Personal Investigation - Component 1 Leading up to Final Piece created during Sustained 15 hours (Mock Practical time) Create Sketchbook evidence to support the making process. <i>Assessment: Student self-Evaluation and Formal Teacher Assessment point.</i>	Component 2- Externally Set Assignment Students select a topic from the paper provided by AQA Mind Mapping, Investigating Artists and contexts, Exploring materials. <i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	Component 2- Externally Set Assignment Students Refine their use of materials and techniques. Record and document project ideas. <i>Assessment: Ongoing formative feedback given based on portfolio/ sketchbook work.</i>	Component 2- Externally Set Assignment (NEA) 15 hours Sustained Studio Time to produce final outcome under controlled conditions. <i>(All component 2 work submitted for assessment)</i>	Evidence Presented for Assessment Component 1 and 2 - Evidence is selected and presented as evidence for the final assessment process. <i>(Internal standardisation and external moderation process)</i>

Pinner High School: Design & Technology

KS5: Art & Design: Three-Dimensional Design A Level 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 13	Component 1 NEA Skills / Concepts on: <ul style="list-style-type: none"> • Design Ideas • Written component • Design Development 	Component 1 NEA Skills / Concepts on: <ul style="list-style-type: none"> • Written component • Prototyping • Testing & Experimenting • Final Design • Product Manufacture 	Component 1 NEA Skills / Concepts on: <ul style="list-style-type: none"> • Product Manufacture • <i>10hr Practical Mock Exam</i> • Evaluation Component 2 - Exam <ul style="list-style-type: none"> • Analysis of exam 	Component 2 - Exam Skills / Concepts on: <ul style="list-style-type: none"> • Design Ideas • Development • Prototyping • Final Design • Exam preparation 	Component 2 Skills / Concepts on: <ul style="list-style-type: none"> • Final Exam • 15hr Supervised Practical 	Study Leave

	Assessment is at the end of the unit.	Assessment is at the end of the unit.	theme <ul style="list-style-type: none"> • Designer Research 	Assessment is at the end of the unit.	Assessment is at the end of the unit.	
--	---------------------------------------	---------------------------------------	---	---------------------------------------	---------------------------------------	--

Pinner High School: Business

Business A Level - Pearson Edexcel (9BS0)

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. Wise

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 13 Theme 3 & 4	3.1 Business objectives and strategy 3.1.1 Corporate objectives 3.1.2 Theories of corporate strategy 3.1.3 SWOT analysis 3.1.4 Impact of external influences 3.2 Business growth 3.2.1 Growth 3.2.2 Mergers and takeovers 3.2.3 Organic growth 3.2.4 Reasons for staying small 3.3 Decision-making techniques 3.3.1 Quantitative sales forecasting 3.3.2 Investment appraisal 3.3.3 Decision trees 3.3.4 Critical Path Analysis <i>Assessment: Knowledge test on 3.2 and 3.3 & exam questions</i>	3.4 Influences on business decisions 3.4.1 Corporate influences 3.4.2 Corporate culture 3.4.3 Shareholders versus stakeholders 3.4.4 Business ethics 3.5 Assessing competitiveness 3.5.1 Interpretation of financial statements 3.5.2 Ratio analysis 3.5.3 Human resources 3.6 Managing change 3.6.1 Causes and effects of change 3.6.2 Key factors in change 3.6.3 Scenario planning <i>Assessment: Knowledge test on 3.5 and 3.6 & exam questions</i>	4.1 Globalisation 4.1.1 Growing economies 4.1.2 International trade and business growth 4.1.3 Factors contributing to increased globalisation 4.1.4 Protectionism 4.1.5 Trading blocs 4.2 Global markets and business expansion 4.2.1 Conditions that prompt trade 4.2.2 Assessment of a country as a market 4.2.3 Assessment of a country as a production location 4.2.4 Reasons for global mergers or joint ventures 4.2.5 Global competitiveness <i>Assessment: Knowledge test on 4.1 and 4.2 & exam questions</i>	4.3 Global marketing 4.3.1 Marketing 4.3.2 Niche markets 4.3.3 Cultural/social factors 4.4 Global industries and companies 4.4.1 The impact of MNCs 4.4.2 Ethics 4.4.3 Controlling MNCs <i>Assessment: Knowledge test on 4.3 and 4.4 & exam questions</i>	Revision and exam practice Exams	Exams

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 13 Theme 3 & 4	<p>3.1 Business growth</p> <ul style="list-style-type: none"> - Sizes and types of firms Business growth - Demergers <p>3.2 Business objectives Business objectives</p> <p>3.3 Revenues, costs and profits</p> <ul style="list-style-type: none"> - Revenue, Costs Economies & diseconomies of scale - Normal profits, supernormal profits and losses <p>3.4 Market structures</p> <ul style="list-style-type: none"> - Efficiency - Perfect competition - Monopolistic competition Oligopoly, Monopoly, - Monopsony - Contestability <p>Assessment: DRQs on 3.1-3.4 emphasis on market structure diagrams and efficiency</p> <p>Section A questions (SAQS and MCQs)</p>	<p>3.5 Labour market</p> <ul style="list-style-type: none"> - Demand for labour - Supply of labour - Wage determination in competitive and non-competitive markets <p>3.6 Government intervention</p> <ul style="list-style-type: none"> - Government intervention - The impact of government intervention <p>4.1 International economics</p> <ul style="list-style-type: none"> - Globalisation - Specialisation and trade - Pattern of trade - Terms of trade - Trading blocs and the World - Trade Organisation (WTO) - Restrictions on free trade <p>Assessment: 25 mark essay – international trade / Trade Blocs</p> <p>DRQs on 3.5-3.6 and 4.1 emphasis on contestability, labour market failure and the tariff diagram.</p>	<p>4.1 International economics</p> <ul style="list-style-type: none"> - Balance of payments - Exchange rates - International competitiveness <p>4.2 Poverty and inequality</p> <ul style="list-style-type: none"> - Absolute and relative poverty - Inequality <p>4.3 Emerging and developing economies</p> <ul style="list-style-type: none"> - Measures of development - Factors influencing growth and development - Strategies influencing growth and development <p>Assessment: 25 mark essay – international competitiveness / factors and strategies for development</p> <p>DRQs on 4.1-4.3.</p>	<p>4.4 The financial sector</p> <ul style="list-style-type: none"> - The role of the financial markets - Market failure in the financial sector - Role of central banks <p>4.5 Role of the state in the macroeconomy</p> <ul style="list-style-type: none"> - Public expenditure - Taxation - Public sector finances - Macroeconomic policies in a global context <p>Assessment: 25 mark essay – macroeconomic policy responses / global financial crisis</p> <p>DRQs on 4.4-4.5 and 4.1 emphasis on financial market failure – factors and policies.</p>	<p>REVISION & EXAM PREPARATION</p>	<p>EXAM SEASON</p>

Pinner High School: Computer Science

KS5: A Level Computer Science - OCR (H446)

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

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

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 13	<p>1.5 Legal, moral, cultural and ethical issues</p> <ul style="list-style-type: none"> ● Computer related legislations ● Moral and ethical issues <p>2.3 Algorithms Algorithms</p> <p>Assessments Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p> <p>3.2 Programming Project Design of the solution</p>	<p>1.1 and 1.2 Revision</p> <p>2.2 Computational Methods</p> <p>Assessments Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p> <p>3.3 Developing the solution Iterative development process</p>	<p>1.3 and 1.4 Revision</p> <p>2.1 Revision</p> <p>Assessments Students are assessed every two weeks.</p> <p>Year 13 mocks will consist of two full papers assessing all areas of the specification for both units.</p> <p>3.3 Developing the solution Testing to inform development</p>	<p>1.5 Revision</p> <p>2.2 and 2.3 Revision</p> <p>Assessments Students are assessed every two weeks in each unit with an overall end of term assessment covering the whole unit.</p> <p>3.4 Evaluation Testing to inform evaluation Success of the solution Describe the final product Maintenance and development</p>	<p>Prepare for Summer Exams</p>	
	<p>Homework and Consolidation</p> <p>Year 13 students are required to work on their programming project independently throughout the year ensuring they meet the interim deadlines at the end of each term. Students are also expected to complete set homework and continue with revision throughout the year.</p>					

Pinner High School: Chinese

KS5: Year 12 and 13: IB Mandarin B SL

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 are 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 13	3.3 Scientific and Technological Innovation LYH 4.2 Education and Careers JLI	4.1 Social Relations LYH 4.3 Law and Order JLI	5.1 Environment LYH 5.2 Human Rights and Equality JLI	5.3 Globalisation LYH Revision JLI		
	Homework: Prepare for vocab tests, Write sentences using the new grammar structures, Exercises from the textbook, Read/watch Chinese cultural material					
	Stretch & Challenge: Podcasts, Past paper questions, Chinese journaling Reading: Chairman's Bao website, BBC Chinese website, Chinese Readers' Guild website, 101 Modern Chinese Phrases book, Yufa! Book, Extensive selection of English nonfiction texts on China's society, history, and culture in the school library					

Pinner High School: Spanish

KS5: Pearson Edexcel Level 3 Advanced GCE in Spanish (9SP0)

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 13	<p>La inmigración y la sociedad multicultural española; Literatura: Crónica de una muerte anunciada</p> <p>Aims: Students learn about aspects of immigration in Spain; read and analyse the novel.</p> <p>Lesson Overview: Teacher 1: Complex grammar practice and reading, listening and translation exam skills. Teacher 2: The positive impact of immigration and the challenges of integration;</p>	<p>La inmigración y la sociedad multicultural española; La dictadura franquista y la transición a la democracia; Literatura: Crónica de una muerte anunciada</p> <p>Aims: Students learn about aspects of immigration in Spain; they also study the Spanish civil war.</p> <p>Lesson Overview: Teacher 1: The civil war and the rise of Franco Teacher 2:</p>	<p>La dictadura franquista y la transición a la democracia; Literatura: Crónica de una muerte anunciada</p> <p>Aims: Students study about the rise of Franco and the transition to democracy.</p> <p>Lesson Overview: Teacher 1: The dictatorship of Franco Teacher 2: The Transition to democracy; paper 2 exam practice, movie and novel. Intervention Teacher: Speaking practice and</p>	<p>Revision of yr12 &13, exam technique and practice.</p> <p>Aims: Students revisit Theme 1 & 2 from year 12; complete past paper exam practice.</p> <p>Lesson Overview: Teacher 1 : Revisit of Theme 2, Paper 1 practice and tests Teacher 2: Revisit Theme 1 and Paper 2 practice and tests. Intervention Teacher: Speaking exam practice all themes and IRP.</p>	<p>Exam preparation, A level Oral and Study Leave.</p> <p>Aims: Students take Oral exam in early May, then complete revision of skills and themes ready for study leave and exams in June.</p> <p>Skills / Concepts on: past papers to time, mind maps.</p> <p>Reading El Boletín - free internet subscription magazine for A level learners.</p>	

	<p>context, plot and main characters of the novel.</p> <p>Intervention Teacher : Explanation of Independent Research Project. Speaking practice on Immigration using stimulus articles and past papers. Mock speaking on section 1.</p> <p>Skills / Concepts on: Comprehension, making judgements and conclusions.</p> <p>Stretch & Challenge Watch movie Adú and write a letter as the main character to his younger self.</p> <p>Reading Crónica de una muerte anunciada News articles, internet websites, subtitles</p>	<p>Public reaction and opinion to immigration; analyse and write about the main themes of the novel.</p> <p>Intervention Teacher: Speaking practice on immigration and the civil war using stimulus articles, question banks and past papers. Practice IRP. Mock speaking on section 1.</p> <p>Skills / Concepts on: Literary devices vocabulary; debating, counter arguments, writing with complex structures</p> <p>Stretch & Challenge Watch Youtube video on Civil War and create a time line.</p> <p>Reading Crónica de una muerte anunciada News articles, internet websites, subtitles</p>	<p>revision of yr12 topics, then mock exam on section 1 & 2.</p> <p>Skills / Concepts on: Using the concept vocab for historical writing; exam skills, working to time deadlines.</p> <p>Stretch & Challenge Make a short film/ documentary to present your IRP</p> <p>Reading El Boletín - free internet subscription magazine for A level learners. News articles, internet websites, subtitles</p>	<p>Skills / Concepts on: Independent revision, drawing conclusions, making links.</p> <p>Stretch & Challenge Read The Spaniards by John Hooper.</p> <p>Reading El Boletín - free internet subscription magazine for A level learners. News articles, internet websites, subtitles</p>	<p>News articles, internet websites, subtitles</p>	
	<p>Homework: Grammar Booklet, Translation, IRP</p>				<p>Study Leave</p>	

Pinner High School: Drama

KS5: A Level Drama and Theatre - Edexcel (1DR0)

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 13	Autumn 1	Autumn 2 and Spring 1	Spring 2 and Summer 1	Summer 2
	<p>Unit Title: Woyzeck</p> <p>Aims: To gain an understanding of how Component 3, Section C is assessed through exploration of set text: Georg Büchner's <i>Woyzeck</i>.</p> <p>Lesson / Content Overview: Students will analyse the text's characters, concepts, themes and original performance conditions. Performances of key scenes and development of a performance concept will be developed throughout the term with consideration to Bertolt Brecht's 'Epic Theatre'.</p>	<p>Unit Title: Component 2: Texts in Performance (20%)</p> <p>Aims: This component will be externally examined and make up 20% of the final A Level grade. Students will need to rehearse and present 2 performances from texts of choice (classic and/or contemporary). Combinations of groupings will depend on class size.</p> <p>Lesson / Content Overview: Students will develop vocal and physical skills, interpretation and realisation of artistic intentions for performance. There will be emphasis on collaboration and leadership, with students required to make informed dramatic choices for performance.</p>	<p>Unit Title: Component 3: Theatre Makers in Practice (40%)</p> <p>Aims: This component will be externally examined and make up 40% of the final A Level grade. Students will spend this term finalising their knowledge of how the Component 3 exam is completed in preparation for the final summer examination.</p> <p>Lesson / Content Overview: Revision strategies, exam practice and additional research.</p>	
	<p>Skills / Concepts on: Text Interpretation, Practitioners, Themes, Context, Analysing and Evaluating.</p>	<p>Skills / Concepts on: Rehearsal and Performance.</p>	<p>Skills / Concepts on: Analysing and Evaluating.</p>	
	<p>Assessment: Component 3 – Section C</p>	<p>Assessment: Component 2 – 20% Extract 1 – Group performance of one key extract from a performance text Extract 2 – Monologue/Duologue from one key extract from an alternative text</p>	<p>Assessment: Component 3 – 40% Section A – 20 marks – Live Theatre Visit Section B – 36 marks – Page to Stage: Realising a Performance Text – <i>That Face</i> Section C – 24 marks – Interpreting a Performance Text – <i>Woyzeck</i></p>	
	<p>Homework Students are required to complete a minimum of x2 independent rehearsals per week (1hr per rehearsal slot) and can book studio space to do so via their class teacher. Students will also be required to complete timed exam practice where relevant. In addition to this, students will be set various research and development tasks throughout the year.</p>			
	<p>Stretch & Challenge Students are encouraged to attend/gain exposure to as much live theatre as possible, including both professional and amateur productions to improve critical thinking and analysis and evaluation skills. Where possible, students should evaluate live theatre performance and practices through presentations and critical reviews. To encourage leadership, we run a 'Drama Champions' scheme where KS5 students can assist in KS3 and 4 lessons, support and lead rehearsals at GCSE and direct elements of our annual school productions.</p>			

Pinner High School: Music

KS5: Music A Level (OCR)

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 13	<p>COMPONENT 1: Performing - Recital Aims: Learners will make use of musical elements, techniques, and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This will be achieved through playing or singing solo or in an ensemble or realising music through music technology. They may choose to relate their recital to one or more Areas of Study to demonstrate their understanding of style and context and inform their performance choices.</p> <p>COMPONENT 2: Composing – Composition in response to the brief set by OCR Aims: Learners will make use of musical elements, techniques, and resources to create and develop musical ideas with technical control and expressive understanding.</p> <p>COMPONENT 3: Appraising <i>AoS1: Instrumental Music of Haydn, Mozart, and Beethoven: Set Work ‘Drum Roll’ by Haydn</i> <i>REVISIT: AoS1: Instrumental Music of Haydn, Mozart, and Beethoven: Classical Forms, Sonatas, and Music for Ensembles</i> Aims: Learners should study in depth the development of Classical instrumental music as found in the instrumental works of Haydn, Mozart, and Beethoven: use attentive listening and contextual knowledge to analyse, evaluate and make critical judgments about</p>		<p>COMPONENT 1: Performing – Complete Recital Aims: Learners will make use of musical elements, techniques, and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This will be achieved through playing or singing solo or in an ensemble or realising music through music technology. They may choose to relate their recital to one or more Areas of Study to demonstrate their understanding of style and context and inform their performance choices.</p> <p>COMPONENT 2: Composing – Complete Composition in response to the brief set by OCR – Revisit Free Composition Aims: Learners will make use of musical elements, techniques, and resources to create and develop musical ideas with technical control and expressive understanding.</p> <p>COMPONENT 3: Appraising <i>AoS1: Instrumental Music of Haydn, Mozart, and Beethoven: Set Work ‘Drum Roll’ by Haydn</i> <i>REVISIT: AoS1: Instrumental Music of Haydn, Mozart, and Beethoven: Concertos and Symphonies</i> Aims: Learners should study in depth the development of Classical instrumental music as found in the instrumental works of Haydn, Mozart, and Beethoven: use attentive listening and contextual knowledge to analyse, evaluate and make critical judgments about</p>		<p>COMPONENT 3: Appraising <i>AoS1: Instrumental Music of Haydn, Mozart, and Beethoven: Set Work ‘Drum Roll’ by Haydn</i> <i>REVISIT: AoS1: Instrumental Music of Haydn, Mozart, and Beethoven:</i> Aims: Learners should study in depth the development of Classical instrumental music as found in the instrumental works of Haydn, Mozart, and Beethoven: use attentive listening and contextual knowledge to analyse, evaluate and make critical judgments about the repertoire, and use technical vocabulary to communicate a sophisticated understanding of music and its context.</p> <p><i>AoS2: Popular Song: Blues, Jazz, Swing, and Big Band SET WORK</i></p> <p><i>REVISIT: AoS3: Developments in Instrumental Jazz 1910 to the present day</i> Aims: Learners should study the development of instrumental jazz music from 1910 to the present day: study examples in depth of recorded jazz performances from the period of study using live performances, recordings, and scores as appropriate, and use attentive listening and contextual knowledge to analyse, evaluate and make critical judgments about the repertoire, and use technical vocabulary to communicate a sophisticated understanding of jazz music and its context.</p>		

the repertoire, and use technical vocabulary to communicate a sophisticated understanding of music and its context.

AoS2: Popular Song: Blues, Jazz, Swing, and Big Band SET WORK

REVISIT: AoS2: Popular Song: Blues, Jazz, Swing and Big Band
Aims: Learners should study in depth the development of song and the singers in early popular and recorded genres: use attentive listening and contextual knowledge to analyse, evaluate, and make, critical judgments about the repertoire, use technical vocabulary to communicate a sophisticated understanding of music and its context. This includes but is not limited to Vocal Jazz and Blues, popular solo songs, recordings by vocal artists of repertoire, and interpretation of 'standards.'

REVISIT Harmony of Music: Modes and scales, major-minor-diminished-augmented Triads, Chords and 7th Chords and their inversions, all types of 7th Chords, 9th Chords, Cadences, Chord progressions, non-Chord tones, 6/4 Chords, modulations, secondary dominants.

Assessment: Monitor composition and recital, processes, progress, and composition log throughout the Term. Regular listening tests, Essays.

Homework: Weekly Homework, Personal Instrumental Practice. Regular listening tests and homework exercises.

Reading: Students will be expected to read background and contextual information related to each topic and also formulate notes and revisions from this research.

- The Classical Style: Hayden, Mozart, Beethoven (to read throughout the course)
- The AB Guide to Music Theory Vol 1 and Vol 2 (to read throughout the course)
- Harmony in Context by Miguel Roig-Francolí (to read throughout the course)

the repertoire, and use technical vocabulary to communicate a sophisticated understanding of music and its context.

AoS2: Popular Song: Blues, Jazz, Swing, and Big Band SET WORK

REVISIT: AoS3: Developments in Instrumental Jazz 1910 to the present day
Aims: Learners should study the development of instrumental jazz music from 1910 to the present day: study examples in depth of recorded jazz performances from the period of study using live performances, recordings, and scores as appropriate, and use attentive listening and contextual knowledge to analyse, evaluate and make critical judgments about the repertoire, and use technical vocabulary to communicate a sophisticated understanding of jazz music and its context.

REVISIT Harmony of Music: Modes and scales, major-minor-diminished-augmented Triads, Chords and 7th Chords and their inversions, all types of 7th Chords, 9th Chords, Cadences, Chord progressions, non-Chord tones, 6/4 Chords, modulations, secondary dominants.

REVISIT: AoS5: Programme Music 1820–1910 and Set Work

Aims: Learners should study the development during the Romantic period of instrumental concert music that communicates a narrative or a non-musical idea: study examples in depth of music for orchestral, chamber, or solo performance from the period of study, using live performances, recordings, and scores as appropriate, use attentive listening and contextual knowledge to analyse, evaluate and make critical judgments about the repertoire, and use technical vocabulary to communicate a sophisticated understanding of romantic programme music and its context.

Assessment: Submit the two compositions and recital. Regular listening tests, Essays.

Homework: Weekly Homework, Personal Instrumental Practice. Regular listening tests and homework exercises.

Reading: Students will be expected to read background and contextual information related to each topic and also formulate notes and revisions from this research.

- The Classical Style: Hayden, Mozart, Beethoven (to read throughout the course)
- The AB Guide to Music Theory Vol 1 and Vol 2 (to read throughout the course)
- Harmony in Context by Miguel Roig-Francolí (to read throughout the course)

REVISIT: AoS5: Programme Music 1820–1910 and Set Work

Aims: Learners should study the development during the Romantic period of instrumental concert music that communicates a narrative or a non-musical idea: study examples in depth of music for orchestral, chamber, or solo performance from the period of study, using live performances, recordings, and scores as appropriate, use attentive listening and contextual knowledge to analyse, evaluate and make critical judgments about the repertoire, and use technical vocabulary to communicate a sophisticated understanding of romantic programme music and its context.

Assessment: Regular listening tests. FINAL EXAM.

Homework: Weekly Homework, Personal Instrumental Practice. Regular listening tests and homework exercises.

Reading: Students will be expected to read background and contextual information related to each topic and also formulate notes and revisions from this research.

- The Classical Style: Hayden, Mozart, Beethoven (to read throughout the course)
- The AB Guide to Music Theory Vol 1 and Vol 2 (to read throughout the course)
- Harmony in Context by Miguel Roig-Francolí (to read throughout the course)

Curriculum Overview: Geography

KS5 Geography A Level - AQA (7037)

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 will 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 Practices:* 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.

Year 13

Homework and Consolidation

Throughout their course, students will be asked to engage with a variety of materials to further their understanding of the topics that they are studying. A broad range of homework is provided from independent/guided research and case study analysis to TEDtalks and exam style questioning. This is done with the intention of guaranteeing that all students of varying abilities are able to engage with a broad range of channels of information, practising and securing the skills necessary for their success in professional careers once they leave us.

Stretch and 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.

Term 1

Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Paper 1: Section C - Hazards</p> <p>Prior Links: Y9 - Challenges of Natural Hazards - Natural and Tectonic Hazards</p> <p>Aims: This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. Students will first explore the context of natural hazards and their management, followed by the theory of plate tectonics, volcanic and seismic hazards, storm hazards and then wildfires.</p> <p>Lesson / Content Overview: Introduction to hazards Hazard Perception Hazard Management Seismic Hazards Constructive Boundaries Destructive Boundaries Conservative and hotspots Vulcanicity Volcanic Hazards Seismic Hazards Seismic Impacts (Haiti) Haiti vs Japan</p> <p>Skills / Concepts on: <u>Skills</u> Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Online research into volcanic hazards. Construct a range of graphs and use statistical skills. Developing extended writing skills. Using atlas maps. Producing annotated maps. Engage with remotely sensed satellite data.</p> <p><u>Concepts</u> Hazard perception Hazard management Geophysical Hazards Plate tectonics Distribution & magnitude Preparation & response Vulcanicity Seismicity Tropical Storms Wildfires</p>	<p>Unit Title: Paper 2: Changing Places</p> <p>Prior Links: Y9 - Urban Issues and Challenges</p> <p>Y10 - Changing Economic World</p> <p>Aims: Students are to understand people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p> <p>Lesson / Content Overview: What is place Sense of place Perception of place Social and spatial exclusion Categories of place Perception vs sense Exogenous and endogenous factors Character of place NEA</p> <p>Skills / Concepts on: <u>Skills:</u> Poem analysis Independent research and note-taking Video analysis Image analysis Graph/data analysis Use of key subject specific and technical terminology Developing extended writing skills Measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p><u>Concepts:</u> Place vs space Perception of place Outsider Insider</p>

Multi-Hazardous Environment	
<p style="text-align: center;">Reading</p> <p style="text-align: center;">Brown, L. (2017) The Volcano, Montserrat and Me: Twenty years with an active volcano Oppenheimer, C. (2011) Eruptions that shook the world – Cambridge, Cambridge University Press Roberts, N. (2014). The Holocene: An environmental history (Third ed.) – Hoboken, NJ, Wiley-Blackwell. Space And Place: The Perspective of Experience - Yi-Fu Tuan</p>	
Term 2	
Paper 1 Physical Geography	Paper 2 Human Geography
<p>Unit Title: Paper 1: Section C - Hazards</p> <p>Prior Links: <i>Y9 - Challenges of Natural Hazards - Weather Hazards and Climate Change</i></p> <p>Aims: This optional section of our specification focuses on the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. Students will first explore the context of natural hazards and their management, followed by the theory of plate tectonics, volcanic and seismic hazards, storm hazards and then wildfires.</p> <p>Lesson / Content Overview: Tropical storms introduction Tropical storms frequency & tracking Tropical storm case studies Reducing tropical storm impacts Wildfires Intro Wildfires impacts & responses Alberta wildfire case study Multiple Hazard Environments Storm Desmond</p> <p>Skills / Concepts on: Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Online research into volcanic hazards. Construct a range of graphs and use statistical skills. Developing extended writing skills. Using atlas maps.</p>	<p>Unit Title: Paper 2: Changing Places Paper 3: NEA</p> <p>Prior Links: <i>Y9 - Urban Issues and Challenges</i></p> <p><i>Y10 - Changing Economic World</i></p> <p>Aims: Students will understand the concepts after studying two contrasting places in depth of a near and far place. The local place may be a locality, neighbourhood or small community either urban or rural - the students use Stratford as their example. A contrasting place is likely to be distant – it could be in the same country or a different country but it must show significant contrast in terms of economic development and/or population density and/or cultural background and/or systems of political and economic organisation - the students use Birmingham for their case study.</p> <p>Lesson / Content Overview: NEA Near places - Stratford Far places - Birmingham Place identity Clone towns Representation of place Changing representation of place</p> <p>Skills / Concepts on: <i>Skills:</i> Hydrograph analysis Graph/data analysis</p>

<p>Producing annotated maps. Engage with remotely sensed satellite data.</p> <p><u>Concepts</u> Atmospheric & hydrological hazards Tropical Storms Wildfires Multi-Hazardous Environment Distribution & magnitude Preparation & response</p>	<p>Case study research Use of key subject specific and technical terminology Developing extended writing skills</p> <p><u>Concepts:</u> Measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork. Media places Experienced places Near places Far places</p>
--	---

<p>Reading</p> <p>Brinkley, D (2007) The great deluge –Hurricane Katrina, New Orleans and the Mississippi Gulf Coast Flannery, T (2007) The Weather Maker Matthews, D (2020) Trees in Trouble: Wildfires, Infestations, and Climate Change Geography - Human Perception on Place: A Visual Approach - Tyrell Heaton</p>
--

<p>Term 3</p>

<p>Paper 1 Physical Geography</p>	<p>Paper 2 Human Geography</p>
--	---------------------------------------

<p>Unit Title: Revision</p> <p>Aims: Students to have completed their NEAs and received feedback from teachers after moderation. These will have been submitted to AQA. Throughout this term we will be revising all topics and focusing on exam technique.</p>	<p>Unit Title: Paper 2: Changing Places</p> <p>NEA</p> <p>Aims: Students engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. Through developing this knowledge, students will gain understanding of the way in which their own lives and those of others are affected by continuity and change in the nature of places which are of fundamental importance in their lives.</p> <p>Lesson / Content Overview: Changing representation of Dharavi Birmingham representation Gentrification Suburbanisation Counterurbanisation</p>
---	--

	<p>Revision Mock NEA</p> <p>Skills / Concepts on: <u>Skills:</u> Image analysis Choropleth map Graph and data analysis Use of key subject specific and technical terminology. Opportunities to develop skills such as drawing, labelling and annotating diagrams. Developing extended writing skills. Engage with remotely sensed satellite data.</p> <p><u>Concepts</u> Measurement and various mapping skills, together with data manipulation and statistical skills including those associated with and arising from fieldwork.</p> <p>Theoretical perspectives Topophobia Placelessness Place vs space</p>
--	--

Term 4	
---------------	--

Paper 1 Physical Geography	Paper 2 Human Geography
-----------------------------------	--------------------------------

<p>Unit Title: Revision</p> <p>Aims: Students to have completed their NEAs and received feedback from teachers after moderation. These will have been submitted to AQA. Throughout this term we will be revising all topics and focusing on exam technique.</p>	<p>Unit Title: Revision</p> <p>Aims: Students to have completed their NEAs and received feedback from teachers after moderation. These will have been submitted to AQA. Throughout this term we will be revising all topics and focusing on exam technique.</p>
---	---

Term 5	
---------------	--

Paper 1 Physical Geography	Paper 2 Human Geography
-----------------------------------	--------------------------------

Unit Title: Revision Aims: Throughout this term we will be revising all topics and focusing on exam technique.	Unit Title: Revision Aims: Throughout this term we will be revising all topics and focusing on exam technique.
Term 6	
Paper 1 Physical Geography	Paper 2 Human Geography
Unit Title: Revision Aims: Throughout this term we will be revising all topics and focusing on exam technique.	Unit Title: Revision Aims: Throughout this term we will be revising all topics and focusing on exam technique.

Pinner High School: History

A-Level History - OCR

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 critically 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 13 (Depending on staffing)	<p>Paper 2: Cold war in Asia Unit 1 – Western Policies</p> <p>Paper 1: Early Tudors Unit 1 Henry VII & Unit 2 Henry VII foreign policy</p> <p>Assessment: Topic tests and exam questions</p>	<p>Paper 2: Cold War in Asia Unit 3 Indochina</p> <p>Paper 1: Early Tudors Unit 3 and 4 on Henry VIII</p> <p>Assessment: Topic tests and exam questions</p>	<p>Paper 2: Cold war in Asia Unit 4 Vietnam and Cambodia</p> <p>Paper 1: Unit 5&6 Edward and Mary</p> <p>Y13 mocks</p>	<p>Revision on all 3 units</p>		

Pinner High School: Government and Politics

A - Level Politics - Edexcel (9PL0)

Intent

- Our Politics curriculum at Pinner is designed to be an engaging study that focuses on understanding the world through learning the political ideas, institutions and process of the UK and USA. In Year 12, our students will learn the systems of UK government, theories behind politics and engage with political ideologies to create a greater understanding of politics as discipline. In Year 13 we build on this prior knowledge by focusing on the political structures and institutions of the USA. This allows students to build a synoptic understanding of politics, as the impact of US governments on the world beyond its borders has become an increasing feature of international politics in the 21st century.
- Our curriculum is designed to build our students' critical awareness of the changing nature of political systems to help them become active citizens. Our pupils will develop knowledge and an understanding of the rights and responsibilities of individuals and groups within Britain, helping them to further understand British values and democracy.
- Politics is an inclusive subject which encourages all our students to engage in key debates and actively participate. Regardless of students' prior exposure to Politics, our curriculum aims to facilitate progress and raise attainment levels throughout the A-Level course. It places a strong emphasis on teaching literacy and oracy skills through regularly debating key material. Through our rigorous units, our pupils learn the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.

- We as a Politics 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 Politics 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.
- Our curriculum also is designed to challenge all to think beyond the specification and engage with current affairs and real political issues. We want to foster the love of learning politics through our Digging Deeper Project and through our extracurricular activities to encourage further study in the subject.

Implementation

- All Politics lessons at Pinner High are taught through enquiries that have an overarching question that builds upon prior knowledge to help students gain a strong understanding of contemporary political structures and issues in their historical context. Within each unit of work, students develop and build their skills and learn specific political vocabulary to describe, explain and evaluate the functions and systems of government in the UK and USA.
- Lessons and homework tasks are carefully crafted to push all students to think beyond the specification demands by constantly engaging with current affairs through wider reading and flipped learning activities. Students on rotation present a weekly news summary of key stories from that week in politics and present how these new stories can be used in exams as examples. This allows our pupils to understand that politics is an ever-changing discipline.
- 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 2-year course. Due to the synoptic nature of politics, students regularly are asked to link knowledge from all papers. We facilitate this through a range of activities that get students to think of the bigger picture and make connections. We have chosen to study US politics due to the increased impact and influence the US has on the wider political sphere. It also allows us to create cross curricular links with History, who study Civil Rights in the USA.
- Our curriculum has been designed to provide students with opportunities to develop their essay writing skills by teaching our pupils to analyse and evaluate key arguments and to support this with specific examples. We regularly teach how to debate key issues to help highlight the importance of balance and evaluate what makes a strong argument. Our students regularly improve their skills in research, communication and team building through our engaging and rigorous curriculum that transpires into the classroom.
- 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 politics outside of the classroom through our Digging Deeper Project. For example, suggesting weekly podcasts to listen to keep informed of current affairs.

Impact

- At the end of each unit, our students are expected to consolidate key knowledge and their ability to write politically 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 on key political concepts and theories. Students are regularly assessing how much they know through quizzing, modelling, debating, consolidation and 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 politics department we use shared resources which we create and adapt collectively. To ensure high expectations across the team, we regularly attend CPD and feed this back into our curriculum.

- 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 also work closely with other departments to ensure high standards are maintained across A Levels at Pinner High.
- We celebrate student achievements in Politics through showcasing and modelling students' work and regularly promote our student's success through our Digging Deeper project. We continue to develop the love of learning through having A Level prefects who promote the subject across school.
- 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 ratio of our pupils choosing to continue studying politics and other related subjects at university. We believe our politics pupils will become well rounded students who champion that it's through politics that many important questions are answered and global challenges are addressed.

Career Development

Politics offers a wide range of careers due to the transferable skills it provides pupils with. Politics gives students the ability to select and analyse large amounts of different pieces of information to create coherent and balanced logical judgements. These skills help students suited for roles in: Political research and advising, journalism, marketing, human resources, lawyers, project managers, diplomats, international relations, charity organiser, and civil servants to name just a few. Employers of top business firms and graduate schemes value Politics highly as a degree subject and many top universities offer exciting courses.

Enrichment Opportunities & Super Curricular

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 role of Member of Parliament through a question and answer session. Students will also have the chance to visit Parliament by going on a walking tour to explore how significant this institution is to making laws and representation of democracy. Within the year the politics department will also run a range of super curricular trips and clubs from Debate 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 13 (6 Lessons)	Paper 3: Unit 1 US Constitution Paper 3: Unit 4 Elections & Parties	Paper 3: Unit 2 Congress Paper 3: Unit 3 President	Paper 3: Unit 3 President Paper 3: Unit 5 US Supreme Court Y13 January Mocks	Paper 3: Unit 5 US Supreme Court Paper 3: Unit 4 Political parties and Pressure groups	Revision	

Pinner High School: Psychology

KS5: Psychology A Level - AQA (7182)

Intent – *What do we aim to achieve with our subject curriculum?*

- The AQA A-level psychology course offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.
- Retaining the most popular features of previous, market-leading qualifications, AQA have worked with teachers, HE and the British Psychological Society to produce clear, up-to-date and stimulating specifications. AQA have built on the success of their previous specifications by introducing some minor amendments that reflect advances and changes in the subject and provide a coherent and holistic programme of study.
- In addition to striving for academic success, we hope that students studying psychology will help young people leave school as maturing adults who are tolerant and open minded; who understand and embrace diversity; who are confident and resilient; who have a strong sense of identity; who learn to value others and treat them with sensitivity; who know how to take effective action for change; who have a sense of spiritual, moral and cultural awareness; who understand and respect other people's cultural backgrounds.
- The curriculum is ambitious and designed to give all learners, including the most disadvantaged and those with special educational needs and/or disabilities (SEND) as well as our most able students, the knowledge and cultural capital they need to succeed in life.
- The A-Level Psychology curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Studying psychology opens students to a range of careers and opportunities to study further.
- All learners study the full curriculum – we will ensure this by teaching a full course in breadth and depth. Ultimately, it is hoped that students will be able to evaluate a range of social–biological–psychological explanations for all types of behaviour and to draw conclusions about behaviours based on analysis and evaluation of research in order to conclude which approaches they view as being the most useful. Students will therefore be able to analyse the world and individuals around them in new ways, incorporating a myriad of approaches and asking questions about the nature of human agency.
- The students will be expected to demonstrate their skills as independent learners through challenging homework tasks and activities in class. However, the students can also expect high levels of support and scaffolding in lessons so that all students can reach their full potential in Psychology. Students Develop essential knowledge and understanding of different areas of Psychology and how they relate to each other. They should master and showcase a deep appreciation of the skills, knowledge and understanding of scientific methods , gain competence and confidence in a variety of practical, mathematical and problem-solving skills.
- Overall our aim is to nurture their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject so that students understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

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

- The course will be delivered in a linear fashion and students will be required to take three two-hour exams at the end of the second year of the course. The subject area aims to assess and support the progression of its students through a combination of independent learning tasks, knowledge assessments, written assessments and homework. Teachers will provide detailed feedback to develop a rich dialogue both verbally and in the written form between teacher and student.

- Psychology teachers have good knowledge of the subject and course requirements. As the subject leader, I will provide effective support, including for those teaching outside their main areas of expertise. In addition, we believe that by sharing our enthusiasm for the subject and modelling the importance of reading and lifelong learning we will inspire students to undertake their own research. This will, in turn, foster an environment for students to develop self-mastery and engagement in self-regulated learning.
- Psychology teacher/s present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts through exam questions, knowledge tests, class activities and discussions. Detailed feedback practice will be provided to develop a rich dialogue both orally and in the written form between teacher and student.
- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Teachers understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. In psychology literacy is developed through the reading of articles of relevant studies and theories related to the specification course from reputable educational institutions such as the BPS and Psychology Review Magazine.
- To address misconceptions, we employ formative assessment strategies, including class discussions, individual feedback, and targeted interventions.
- Subject expertise is shared across throughout the departments during CPD meetings and departmental meetings.

Impact – *What impact will our curriculum have and how do you measure this?*

- The result of these 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. This will be reflected in results from examinations in the qualifications obtained. This will be quality assured through use of learning walks, book looks, evidence from observations and data analysis of student progress.
- Through the study of Psychology, the students are offered a scientific and rigorous education in how we develop, learn and behave. In addition, an appreciation of 'how science works' in conjunction with the application of the empirical method will be central to all lessons.
- Students will become critical thinkers, engaging with academic literature, which develops their cultural and academic capital in order to participate fully in society. Promoting academic success is crucial to the study of Psychology, broadening student horizons and opportunities in their future careers.
- Students will be ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.
- Assessment plays a crucial role in identifying misconceptions and providing timely feedback to students across the department. Formative assessment strategies, including quizzes and essays, are utilised to gauge student progress. Our aim is to ensure that students, including those with special educational needs (SEND), those eligible for pupil premium (PP), and high-achieving students (HAP), meet their projected ALPS grade. The Psychology department diligently tracks and monitors student progress through regular assessments, enabling effective support measures such as parent communication or targeted intervention efforts as needed.

Career Development

- AQA A-Level Psychology extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents in a broad range of topics that cover bio-psycho-social aspects of topics such as development psychology, social psychology, clinical psychology etc.
- The AQA A-Level Psychology curriculum and our wider work 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, research homeworks 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.
- 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

The psychology feedback and assessment policy outlines the approaches to assessment, marking and feedback in the Psychology department. It is designed to achieve four main aims:

1. Provide clear and unambiguous guidance to teachers in this subject about:
 - **What** student work should be assessed, marked or used to generate feedback
 - **How** this assessment, marking or feedback should be carried out and organised
2. Specify approaches to assessment, marking and feedback which work best in the context of individual subjects
3. Provide the framework of expectations and best practice through which work sampling and quality assurance work will be carried out
4. Translate the wider school expectations – that assessment, marking and feedback are **manageable, meaningful** and **motivating** – into a subject-specific set of guidelines and approaches
5. **Summary of approaches** - in Psychology, there are several approaches to feedback and assessment which are expected to take place in and outside of lessons. These include:
 1. Class discussion and questioning
 2. Peer and self-assessment
 3. Mid-term assessments
 4. Mini-quizzes in class, e.g. to recall previously taught information
 5. End of topic tests
 6. Formal mock exams / end of year tests
 7. Teacher feedback on practice exam questions / extended writing

There is a centralised file for the mark book. This is/should be used by all staff for all subjects / years within the Sixth Form Subjects. This is designed to;

- Reduce teacher's time in creating their own mark books and recording student marks.

- Promotes dialogue between teachers with shared classes, allows subject leaders and FL to look at ‘working at’ data which can be useful when supporting students/staff and also be one source of evidence for reflections on teaching and learning within the faculty.

Mid-Term (Formative) Assessment:

- **Pre-learning homeworks**, of core knowledge and vocabulary and the creation and learning of revision materials.
- **Self/peer marked multiple choice tests and mini quizzes** are used across modules and sub-topics to give quick feedback (students to record marks so that teacher can enter onto faculty mark book)
- **Questioning and discussion** – at a whole class, small group and individual level
- **Annotation** of student work / models / exemplars in class
- **Extensive use of models** and **explicit teaching of AOs/command words** for the purpose of improving students knowledge of course requirements and to allow them to compare with their own work.
- **A range of practice timed exam questions** to be built into lessons / set as homework with whole class feedback given on key areas of strength and development, followed up with specific feedback lessons that focus on the re-teaching of either knowledge or skills. For example, per topic students will do a longer essay (8/16 marker essay, short answer essays and a set of multiple choice quizzes as per the exam).
- **Peer and self assessment** alongside models and criteria
- **Explicit teaching of revision techniques** including revision cards, mind maps and essay planning
- **Folder checks** completed once every 2 terms.

End of Unit (Summative) Assessment:

- **End of topic test**, which is teacher marked (using subject specific standardised feedback sheets) with feedback lesson to focus on progress needed when the topic is revisited in end of key stage tests
- **Use of walking talking mocks** used within lessons to develop and model exam skills
- **Effective revision techniques** and writing revision cards will be **modelled** by teachers to enable all students to access these tests
- **Mock exams** students to be issued with specific guidance prior to the mocks. All mocks to be teacher marked and have a follow up lesson to address key areas of development.

Further notes:

How do we ensure that approaches are motivating for students?

- Students will be praised using the schools reward system for excellent effort.
- The focus in feedback lessons will be on improved understanding and knowledge and developing exam and writing skills.
- Marks will never be returned to a class without the class being shown how to address problems that have been revealed.
- Assessments will be designed to develop skills rather than find them lacking, eg lower groups will be supported through annotation, modelling and walking talking approaches to build skills and confidence.
- At key stage 3 revision techniques and the skills required to successfully complete tests will be taught during lessons early in the year, so that no student is disadvantaged. In this way students will build the skills needed to do revision homework tasks later in the year.
- Standardised feedback sheets will be available at KS4 and KS5 to help students focus on areas where they are lacking in knowledge and skill during the feedback lesson.

How do we ensure that approaches are manageable for teachers?

- Notes written in class and general activities in books will not be teacher marked but feedback will be given as a result of selected student exam answers and knowledge test results
- Feedback will focus on moving forward student progress and feedback lessons will be clearly identified in student books
- Teachers will use time previously given to writing comments in books to assess knowledge, understanding and application where students may not be able to accurately assess themselves or each other. An effective feedback lesson will be planned to address the issues that arise from this marking.
- Time will be released by not writing on books so that effective feedback lessons can be planned and carried out. Teaching time will be used to give these feedback lessons, and time will be more effectively managed in these sessions by stressing improved knowledge and understanding rather than traffic lighting

How do we ensure that homework is manageable, meaningful and motivating?

- At key stage 5 homework will include answering questions that develop exam skills, revision of content for mid-term tests, or creation of revision materials (with clear instruction by the teacher).
- For V/PP key stage 5 students revision guides or course textbooks will be provided to support completion of homework.

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?

- We aim to plan a trip once a year for all psychology students. An example of such trips would include a 'Psychology in Action' conference. Psychology in Action is a wide-ranging programme examining the theories and applications of psychology in the modern world! The engaging sessions throughout the day aim to help students realise their potential and discover the impact they can have on the world. Students will hear from renowned speakers from academia and industry which then is also complemented by a special session on examination success.
- We have subscribed to Psychology Review - Each annual volume includes relevant resources, materials and articles with a range of up to date psychological research.

Commitment to Equality, Diversity & Inclusion

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

To help on 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 which stretch and excite. 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.

British Values in Psychology

Respect civil and criminal law

- To understand the Mental Health Act and how this protects individuals diagnosed with mental health conditions and how the Act indirectly protects members of society

Appreciate viewpoints of others on ethical issues

- Understanding the issues of using animals in research – how this impacts society for the greater good
- Having an awareness of ethical issues such as socially sensitive research and how measures need to be taken to ensure this is handled appropriately
- Understanding the ethical issues surrounding the diagnosis and treatment of abnormality - dealing with the associated stigma attached to both aspects

Acceptance and engagement with fundamental British Values of democracy

- Respecting theories and concepts put forward to explain human behaviour – engage in debate to consider these and the possible wider social implications of what they predict
- Understand how Free Will impacts on Deterministic behaviour

Contribute positively to life in modern Britain

- Understanding Socially Acceptable Norms and how deviation from these can upset society
- How Social Change occurs through a minority influence

Note:

- Examples Stretch and Challenge and Reading is provided for each module below in the table.
- Homeworks is set according to the needs of the class. They are in line with the psychology department HW policy. HWs are a combination or revision, making of revision resources, answering practice questions, completing activities in relation to the subtopic. Specific consolidation work is also set weekly from their consolidation booklet.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13	Psychology Unit Teaching Allocation - detailed spreadsheet linked. 13A (PMA and LMA): PMA: Schizophrenia, Addiction, Relationships and Revision LMA: Issues and Debates, Relationships and Revision 13D (NMU) - Issues and Debates, Relationships, Schizophrenia, Addiction, Revision.					
	Unit 1: Issues and Debates Aims:	Unit 2: Relationships Aims:	Unit 3: Schizophrenia Aims: Students should demonstrate knowledge	Y13 Mocks (2 weeks) Unit 4: Addiction and Structured Revision	Formal Exams	Formal Exams

<p>Students should demonstrate knowledge and understanding of the Issues and Debates in Psychology. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> - Gender and culture in Psychology - Gender bias including androcentrism. - Cultural bias, including ethnocentrism and cultural relativism. - Free will and determinism - The nature-nurture debate - Holism and reductionism - Biological reductionism and environmental - Idiographic and nomothetic approaches - Ethical implications of research studies and theory, 	<p>Students should demonstrate knowledge and understanding of the optional topics in psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> - The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. - Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. - Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, 	<p>and understanding of the optional topics in psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> - Classification of schizophrenia. - Reliability and validity in diagnosis and classification (reference to co-morbidity, culture and gender bias and symptom overlap) - Biological and psychological explanations - Biological and psychological treatments - The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. <p>Skills / Concepts on:</p> <p>Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the</p>	<p>Aims: Students should demonstrate knowledge and understanding of the optional topics in psychology.</p> <p>Lesson / Content Overview:</p> <ul style="list-style-type: none"> - Describing addiction: physical and psychological dependence, tolerance and withdrawal syndrome. <ul style="list-style-type: none"> ● Risk factors in the development of addiction, including genetic vulnerability, stress, personality, family influences and peers. ● Explanations for nicotine addiction: brain neurochemistry, including the role of dopamine, and learning theory as applied to smoking behaviour, including reference to cue reactivity. ● Explanations for gambling addiction: learning theory as applied to gambling, including reference to 		
---	--	--	---	--	--

<p>including reference to social sensitivity.</p> <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Assessments throughout units:</p> <ul style="list-style-type: none"> ● Key Terminology / Studies / Theories Test ● Multiple-Choice Quiz 	<p>satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.</p> <ul style="list-style-type: none"> - Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. - Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content</p>	<p>specified Paper 3 content.</p> <p>Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Assessments throughout the Unit:</p> <ul style="list-style-type: none"> ● Key Terminology / Studies / Theories Test ● Multiple-Choice Quiz ● Revision for Knowledge Tests ● Short Answer Questions ● Timed 8 and/or 16 Marker Essays 	<p>partial and variable reinforcement; cognitive theory as applied to gambling, including reference to cognitive bias.</p> <ul style="list-style-type: none"> ● Reducing addiction: drug therapy; behavioural interventions, including aversion therapy and covert sensitisation; cognitive behaviour therapy. ● The application of the following theories of behaviour change to addictive behaviour; the theory of planned behaviour and Prochaska's six-stage model of behaviour change. <p>Skills / Concepts on: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to</p>		
--	---	---	---	--	--

<ul style="list-style-type: none"> ● Revision for Knowledge Tests ● Short Answer Questions ● Timed 8 and/or 16 Marker Essays 	<p>Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Assessments throughout the Unit:</p> <ul style="list-style-type: none"> ● Key Terminology / Studies / Theories Test ● Multiple-Choice Quiz ● Revision for Knowledge Tests ● Short Answer Questions ● Timed 8 and/or 16 Marker Essays 			<p>the specified Paper 3 content.</p> <p>Apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content.</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Assessments throughout the Unit:</p> <ul style="list-style-type: none"> ● Key Terminology / Studies / Theories Test ● Multiple-Choice Quiz ● Revision for Knowledge Tests ● Short Answer Questions ● Timed 8 and/or 16 Marker Essays 		
<p>Stretch & Challenge YouTube video about androcentrism and male bias in science.</p> <p>An article from the Telegraph proposing that the influences of</p>	<p>Stretch & Challenge Sir David Attenborough explains the aggressiveness of the Siberian tiger.</p> <p>A five-minute clip from the BBC series <i>Human</i></p>	<p>Stretch & Challenge This episode of BBC Radio 4's <i>All in the Mind</i> includes a segment on drug therapy for psychosis.</p>	<p>Stretch & Challenge Read more about SLT explanations of gender development.</p> <p>TED talk on the biology of gender, from DNA to the brain.</p>			

<p>nature and nurture depend on where you live in the UK.</p> <p>A summary of cultural bias in psychology from Psychology through diagrams.</p> <p>This article discusses scientific racism, how science has been used to promote racist ideas and justify racist discrimination.</p>	<p><i>Instincts</i> on male sexual jealousy.</p> <p>A 30-minute BBC Radio 4 programme from the Mind Changers series about Albert Bandura's Bobo doll research</p>	<p>This episode of BBC Radio 4's <i>All in the Mind</i> includes a short segment on how CBT is used to treat schizophrenia.</p> <p>An article about family therapy; who is involved in family therapy and how it is conducted.</p>			
<p>All lessons and homeworks will have a variety of challenge attached to them that pushes students to that higher level thinking needed for A/A* grade. All homework set will be building students' knowledge to make sure they are exam ready.</p>					
<p>Reading</p> <p>This is an article from the American Psychological Association about how to avoid gender bias in research.</p> <p>Broadening beyond Psychology, this article from <i>The Guardian</i> newspaper argues that male bias in medical research has negatively affected women's health.</p>	<p>Reading</p> <p>Kniffin, K.M. and Wansink, B. (2012) It's not just lunch: Extra-pair commensality can trigger sexual jealousy. <i>PLoS One</i>, 7, e40445.</p> <p>This is an article from the journal <i>Scientific American</i> that asks the question, 'Why is everyone on the internet so angry?'</p>	<p>Reading</p> <p>Here is an overview of schizophrenia from the MentalHelp.net website. It takes a very biological approach to the disorder, which is challenged in some of the comments below the article.</p>	<p>Reading</p> <p>Bem, S. L. (1974). The measurement of psychological androgyny. <i>Journal of Consulting and Clinical Psychology</i>, 42, 155–162.</p> <p>Stochholm, K., Bojesen, A., Jensen, A. S., <i>et al.</i> (2012) Criminality in men with Klinefelter's syndrome and XYY syndrome: A cohort study. <i>BMJ Open</i>, 2, e000650.</p> <p>You can read the full study/article here.</p>		

Pinner High School: Sociology

Exam Details

Exam Board - AQA

Exam Board Specification - <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/specification-at-a-glance>

Exam Paper Breakdown:

Paper 1: 2 hour written exam, 80 marks, 33.3% of A-level

Paper 2: 2 hour written exam, 80 marks, 33.3% of A-level

Paper 3: 2 hour written exam, 80 marks, 33.3% of A-level

Intent

Sociology aims to engage students in theoretical debate while encouraging an active involvement with the research process. Sociology fosters a critical awareness of contemporary social processes and change, and draws together knowledge, understanding and skills.

Our Sociology curriculum aims to develop students' understanding of the world and enhance their critical thinking abilities. It covers key concepts such as social structures, inequality, power dynamics, socialisation, culture, and research methods. The curriculum is designed to be inclusive, encouraging students to engage in theoretical debates and actively participate in research processes.

Moreover, the Sociology curriculum fosters interdisciplinary connections, linking the prior knowledge and skills developed in the social sciences and humanities to a wider range of subjects. For example, students explore topics related to capitalism and hierarchy as they did in GCSE English, the beliefs in society unit links to core principles studied in PRE, childhood differences through a historical lens, and demographic changes and globalisation which are pertinent discussions in Geography.

Regardless of students' prior exposure to Sociology, our curriculum aims to facilitate progress and raise attainment levels throughout the A-Level course. It places a strong emphasis on teaching literacy and some numeracy skills within the context of Sociology. Additionally, the curriculum promotes an understanding of British Values, cultivating respect and tolerance for individuals from diverse social and cultural backgrounds.

To ensure that all student groups can progress to their full potential in Sociology, specific measures are implemented. High-achieving students (HAP) are provided with extra-curricular resources and inquiry-based learning activities throughout the A-Level course. Students with special educational needs (SEND) receive educational access arrangements, such as laptops, extra time, and access to lesson materials in advance. Differentiated work within the lessons also helps reduce cognitive load for SEND students. Students eligible for pupil premium (PP) engage in conversations about how cultural capital enriches their learning experience and academic achievement. The department also provides physical resources and financial considerations for attended trips to support PP students.

Aligned with the school's intent of inspiring learning, our Sociology curriculum aims to spark students' curiosity, nurture their aspirations, and provide pathways to further education and career options. Past students who have completed the course have pursued Social Sciences at university and discovered the wide range of career opportunities available in multiple areas, including teaching, social work, civil service, charities, the criminal justice system, and social policy work.

Implementation

In Sociology, we ensure the implementation of our aims through the delivery of engaging and differentiated lessons, employing various teaching strategies such as scaffolding, modelling and effective questioning techniques.

To go beyond the national curriculum, our Sociology curriculum incorporates additional topics, current events, and real-world applications. Students explore recent social policy changes and contemporary case studies in areas such as Education, Families, Beliefs, and Crime. They are also encouraged to read books that have connections across units, such as Akala's "Natives," which delves into themes of ethnicity, social class, education, and societal power structures.

Success in Sociology is achieved when students can critically and theoretically engage with the world. Our spiral curriculum, which includes spaced practice and retrieval practice, revisits previous knowledge and reinforces key concepts. The curriculum is structured around two core themes: 1) socialisation, culture, and identity, and 2) social differentiation, power, and stratification. These themes align with the consensus and conflict, structure, and action approaches to society, which form the foundation of each lesson.

To promote long-term retention, our curriculum incorporates opportunities for interleaving, allowing students to revisit and connect previously learned topics. Furthermore, exam question practice for Paper 2 explicitly requires interleaving of topics and synoptic links, this is due to the 10 mark essays linking two separate topics together. Retrieval activities are included as starter activities, during summary lessons, and during revision practice.

Independent learning is emphasised through flipped learning homework activities, research projects, and encouraging students to explore sociological resources outside the classroom. Homework booklets provide a range of activities, including reading-based, audio-based, visual-based, and action-based tasks for students to engage with during each unit. The Sociology department assigns regular homework through Google Classroom, including one consolidation task and one flipped learning homework activity per week.

Furthermore, the department utilises the behaviour policy to foster a conducive environment for excellent behaviour and optimal learning within the department.

We foster literacy development through challenging reading materials, discussions, and opportunities for oracy through presentations, debates, and group work.

To address misconceptions, we employ formative assessment strategies, including class discussions, individual feedback, and targeted interventions.

Subject expertise is shared through regular cross-departmental collaboration, particularly with the Psychology and PRE departments. We engage in sharing best practices and continuous professional development (CPD) opportunities to enhance our collective knowledge and expertise.

Impact

At the culmination of each Sociology unit, students are expected to exhibit a reflective comprehension of key sociological concepts, engage in critical analysis of social phenomena, and effectively employ research methods.

Assessment plays a crucial role in identifying misconceptions and providing timely feedback to students across the department. Formative assessment strategies, including quizzes, essays, and projects, are utilised to gauge student progress. Our aim is to ensure that students, including those with special educational needs (SEND), those eligible for pupil premium (PP), and high-achieving students (HAP), meet their projected grade. The Sociology department diligently tracks and monitors student progress through regular assessments, allowing for effective support measures such as communication with parents or targeted intervention work when necessary.

To guarantee the quality assurance of our Sociology curriculum, we conduct learning walks, book looks, classroom observations, and data analysis. These practices facilitate continuous improvement and ensure alignment with departmental goals. Additionally, the Sociology department places significant emphasis on providing detailed feedback to foster a rich dialogue, both orally and in written form, between teachers and students.

We celebrate student achievements through the Sociology "Hall of Fame" displays, which showcase model answers and award prizes within the classroom.

The impact of learning extends beyond assessment results and is measured by students' engagement in extracurricular activities, their ability to apply sociological concepts to real-world situations, and their preparedness for further study or career pathways. These indicators demonstrate the broader impact of our curriculum on students' overall growth and readiness for future endeavours.

Assessment Objectives

AO1: Demonstrate knowledge and understanding of sociological theories, concepts and evidence

AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements and draw conclusions.

Key Resources

Year 12:

NAME: Sociology Book One by Webb et al

ISBN: 9780954007911

Year 13:

NAME: Sociology Book Two by Webb et al

ISBN: 9780954007928

Career Links

Careers in Sociology include: teaching, social work, law, policing, criminal justice, advertising, human resources, charity organisations, civil service, policy researcher, youth worker, market research analysis, journalism, lawyer and police officer.

Career Pilot: <https://www.careerpilot.org.uk/job-sectors/subject/sociology>

UCAS Subject Guides: <https://www.ucas.com/explore/search/subject-guides?query=>

Prospects Sociology: <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sociology>

Social Science related degree choices include: Sociology, Psychology, Social Studies, Anthropology, Criminology, Law, Philosophy, Marketing, Game Design, Teaching, Archaeology, Midwifery, Food Science, Media Studies, Politics, Geography, Economics, Classical Studies, Nursing and History.

Homework and Consolidation Work

Homework consists of flipped learning with topic companions and video resources - 3 hours per week.

Weekly consolidation and independent research activities to be completed during study periods - 1 hour per week.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

<p>Year 13</p>	<p>Unit - Beliefs in Society</p> <p>Aim: To analyse the role of religious belief in society from various sociological viewpoints and examine the patterns across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> • Theoretical Perspectives • Religion and Social Change • Secularisation • Religion, Renewal and Choice <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: Class assessments based on exam questions: 10 marks and 20 marks.</p>	<p>Unit - Beliefs in Society</p> <p>Aim: To analyse the role of religious belief in society from various sociological viewpoints and examine the patterns across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> • Religion in a Global Context • Organisations, Movements and Members • Ideology and Science <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (40 marks).</p>	<p>Unit - Crime and Deviance</p> <p>Aim: To analyse the role of crime in society from various sociological viewpoints and examine the patterns of crime across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> • Theoretical Perspectives • Ethnicity, Crime and Victimization • Gender and Crime <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: Class assessments based on exam questions: 4 marks, 6 marks, 10 marks and 30 marks.</p>	<p>Unit - Crime and Deviance</p> <p>Aim: To analyse the role of crime in society from various sociological viewpoints and examine the patterns of crime across different social groups and organisations.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> • Social Class and Crime • Globalisation • Crime Prevention, Control and Victims • Media Representation <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (50 marks).</p>	<p>Unit - Theory and Methods</p> <p>Aims: To evaluate the use of sociology as a social science and theoretical perspectives.</p> <p>Content Overview:</p> <ul style="list-style-type: none"> • Structural • Social Action • Positivist and Interpretivist • Is Sociology a Science? • Can Sociology Be Value Free? • Social Policies <p>Key Concepts: Socialisation; Culture and Identity; Social Differentiation; Power and Stratification.</p> <p>Assessment: End of unit test in the same format as the real exam (30 marks).</p>	<p>A LEVEL EXAMINATIONS</p>
-----------------------	---	--	---	--	---	------------------------------------

Pinner High School: Physical Education

A Level Physical Education - Edexcel (9PE0)

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.

Careers in Sport:

- Athletic Careers
- Professional Athlete: Competing at the highest levels in sports such as football, basketball, tennis, etc.
- Coach: Training and developing athletes and teams at various levels.
- Referee/Umpire: Officiating games and ensuring they are played according to the rules.
- Sports Management and Administration
- Sports Medicine and Health
- Sports Marketing and Public Relations
- Sports Journalism and Media
- Sports Science and Technology
- Fitness and Recreation
- Education and Youth Sports
- PE Teacher: Educating students about physical fitness, sports, and health
- Youth Sports Coach: Developing young athletes and promoting sports participation at the grassroots level

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13 (A-Level Components)	<p>A-Level Components Applied Anatomy and Physiology</p> <p>Aims: Same as applied anatomy and physiology in year 12</p> <p>Lesson / Content Overview: Energy Systems and Recovery</p> <p>Unit Title: Skill Acquisition</p> <p>Aims: Same as skill acquisition in year 12</p> <p>Lesson / Content Overview: Memory Models</p> <p>End of unit extended topic test</p>	<p>A-Level Components Exercise Physiology and Applied Movement Analysis</p> <p>Aims: Same as physiology and applied movement in year 12</p> <p>Lesson / Content Overview: Injury Prevention Linear Motion</p> <p>Unit Title: Sports and Society</p> <p>Aims: Same as sports and society in year 12</p> <p>Lesson / Content Overview: Commercialisation Commercialisation of the Olympic Games</p>	<p>A-Level Components Exercise Physiology and Applied Movement Analysis</p> <p>Aims: Same as anatomy and physiology in year 12</p> <p>Lesson / Content Overview: Angular Motion Projectile Motion</p> <p>Unit Title: Component 4: Personal Development Plan</p> <p>Aim: The Performance Development Programme (PDP) is designed to lead on from the learner's Performance Analysis. The purpose of the PDP is to</p>	<p>A-Level Components Sports Psychology</p> <p>Aims: Same as sports psychology in year 12</p> <p>Lesson / Content Overview: Attribution Theory Leadership</p> <p>Unit Title: Component 3: Practical Performance</p> <p>Aim: learners will be required to perform in one physical activity, in the role of either player/performer or coach. They will be required to demonstrate their skills while under</p>	<p>A-Level Components Revision</p>	<p>A-Level Components Exams</p>

	Essay 15 mark question	End of unit extended topic test Essay 15 mark question	<p>optimise the learner's performance in the role of a player/performer or coach.</p> <p>Lesson / Content Overview: Planning Performing and Recording Reviewing and Evaluating</p> <p>End of unit extended topic test</p> <p>Essay 15 mark question</p>	<p>pressure, in conditioned practice and a formal/competitive situation. learners are required to demonstrate their ability to:</p> <ul style="list-style-type: none"> • perform a range of skills and techniques in physical activity • make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity • apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance. <p>Lesson / Content Overview: Filmed performance in a sport selected from edexcel practical sport criteria.</p> <p>End of unit extended topic test</p> <p>Essay 15 mark question</p>		
--	------------------------	---	--	---	--	--

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 work¹. 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.
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](#)

¹ <https://pshe-association.org.uk/our-vision/evidence-and-research>

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 Association².

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

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.

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

- 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 13	<p>Health and Wellbeing (H&W)</p> <p>Independence</p> <ul style="list-style-type: none"> Responsible health choices Managing change Health and wellbeing, including sexual health, into adulthood 	<ul style="list-style-type: none"> Living in the Wider World (WW) Next steps Application processes Future opportunities and career development Maintaining a positive professional identity 	<p>Relationships (R)</p> <p>Intimate relationships</p> <ul style="list-style-type: none"> Personal values, including in relation to contraception and sexual health Fertility Pregnancy 	<p>Living in the Wider World (WW)</p> <p>Financial choices</p> <ul style="list-style-type: none"> Managing money Financial contracts Budgeting Saving Debt Influences on financial choices 	<p>Relationships (R)</p> <p>Building and maintaining relationships</p> <ul style="list-style-type: none"> New friendships and relationships, including in the workplace Personal safety Intimacy Conflict resolution Relationship changes 	Formal Exams
	<p>Stretch & 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 discuss these elements with other high ability students.</p> <p>Reading Use of Google Classroom to upload resources, materials, and useful links.</p> <p>From Time Provision</p> <ul style="list-style-type: none"> Tuesdays - Life Skills: Students learn skills that prepare them for future life, such as budgeting, responding to feedback and having difficult conversations. Well-being Wednesdays: Focus on expanding knowledge around mental health and well-being Thursdays - Transitions: Skills to prepare students for the transition from A-Level to the adult world. This focuses on independent study. Fridays - Careers: Students learning more about post-18 pathways, including university, apprentices and careers. 					