

Subject Curriculum Rationales

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CORSHAM CHARACTER

INTELLECTUAL VALUES

- Be reflective
- Be curious
- Be open-minded
- Be creative



MORAL VALUES

- Be compassionate
- Be honest
- Be tolerant
- Be respectful



CIVIC VALUES

- Be responsible
- Be charitable
- Be a good citizen



PERFORMANCE VALUES

- Be resilient
- Be co-operative
- Be ambitious
- Be punctual
- Be the best version of you



DREAM BELIEVE ACHIEVE

Art

Sequencing: KS3: Our KS3 Art curriculum has been designed to ensure that students master the foundation skills in their initial project (Term 1 and 2) to equip them with the tools to tackle the varied concepts, artists, techniques and processes throughout the rest of the year. Each KS3 year group will explore the same set of media and techniques at the same time, increasing in complexity and challenge as the students make progress. Each of the 3 projects within the year will cover the four GCSE assessment objectives to ensure progression towards the GCSE qualifications.

KS4 and 5: The initial projects focus on revisiting foundation skills learnt at KS3 to build on and improve. The projects are sequenced in a way that introduces fine art processes and techniques gradually over the course for both KS4 and 5. This builds confidence and independence for the students who are then capable of tackling the requirements of their externally set assignment at the end of the course.

Progression: Students build a cumulative understanding within art and design through the knowledge they acquire and the techniques they practise. Therefore, our curriculum is designed so that students increasingly develop their creative confidence, through being taught different ways in which they can design and develop a range of creative outcomes and personal ideas. The projects ensure that students learn how to make individual choices, improve their creative and technical skills and gain mastery of specific techniques as they increase proficiency in their execution.

Threshold/core concepts have been identified for our KS3 Art curriculum, which are central to the mastery of art to enable the students to make progress through the curriculum. These concepts have been built into each KS3 project to ensure progress through each year. Each of the 3 projects within the year will cover the four GCSE assessment objectives to ensure progression towards the GCSE qualifications. Building on the knowledge and skills developed at KS3, both KS4 and KS5 students are provided with projects which allow them to express themselves in a confident and individual way. There is more emphasis on independent projects. These projects provide 60% of students' final grades and offer a large range of choices and directions in which to take them.

Challenge: All of the threshold concepts will be covered by a student at the end of KS3. These concepts are ordered in a progressively challenging thematic approach. This ensures increasing difficulty of skill and knowledge through each term and each year. To ensure academic rigour within the subject, we have designed the KS3 Art projects to have more opportunities to practise analytical and critical thinking skills. Students will research and analyse artists' work and work collaboratively with their peers to present their findings to the class. Students are taught how to broaden their critical and technical language and their understanding of significant artists, architects, craft makers and designers, expressing reasoned judgments that they can use to inform specific developments/improvements in their own work. The KS3 Art curriculum follows assessment objectives in line with AQA GCSE to ensure the students are being appropriately challenged and therefore prepared to succeed at KS4.

Photography:

Sequencing: The projects are sequenced in a way that introduces photography processes and techniques gradually over the course for both KS4 and 5. This builds confidence and independence for the students who are then capable of tackling the requirements of their externally set assignment at the end of the course.

Progression: The projects are sequenced to enable opportunities to revisit prior learning to review and refine skills and deepen knowledge/understanding. Each project guides the students through assessment objectives that builds on the skills and knowledge from previous projects. The KS3 Art curriculum has been designed to ensure that KS4 students can begin to work independently using a range of processes and effectively study photographers to inform their work.

Challenge: As the photography students become increasingly independent learners, they will be expected to lead their own project ideas and manage the work required to achieve it. The projects become increasingly less teacher directed and therefore require more autonomy from the students to direct the development of their work

Textiles

Sequencing: The projects are sequenced in a way that introduces textiles processes and techniques gradually over the course for both KS4 and 5. This builds confidence and independence for the students who are then capable of tackling the requirements of their externally set assignment at the end of the course.

Progression: The projects are sequenced to enable opportunities to revisit prior learning to review and refine skills and deepen knowledge/understanding. Each project guides the students through assessment objectives that builds on the skills and knowledge from previous projects. The KS3 Art curriculum has been designed to ensure that KS4 students can begin to work independently using a range of processes and effectively study photographers to inform their work.

Challenge: As the textiles students become increasingly independent learners, they will be expected to lead their own project ideas and manage the work required to achieve it. The projects become increasingly less teacher directed and therefore require more autonomy from the students to direct the development of their work.

Design & Technology

Sequencing

KS3: Design and Technology gives pupils the opportunity to develop skills, knowledge and understanding of design and making functional products. Throughout KS3, pupils build on foundation skills in the following subject areas: Food, Graphics, Resistant Materials and Textiles. A variety of techniques and assessment points; Research, Design, Make and Evaluation are used throughout the rotations and built upon throughout the years, across the various D&T disciplines. These techniques develop in complexity and challenge so that each pupil makes progress whilst building resilience and the ability to confidently make mistakes in a safe environment.

KS4: Build on their foundation skills and knowledge underpinned in KS3, into their chosen GCSE subject specialism (GCSE Design and Technology and Food and Hospitality). Pupils are taught a number of projects which build on these skills so that pupils gain confidence and make progression. This knowledge cumulates into an NEA, introduced at the end of Year 10 for GCSE Design and Technology, and at the start of Year 11 for GCSE Food Preparation and Nutrition.

Progression: Progression is based on the assessment criteria outlined in the GCSE specification. KS3 provides the building blocks enabling students to reach these criteria points. The KS3 curriculum builds on knowledge and skills to enable pupils to work on their NEA confidently and independently. Pupils progress within Research and Design in order for them to make a functional product which serves the needs of others. Design and Technology incorporates a User Centre Design approach, enabling creativity and innovation. GCSE Design and Technology progresses into A-Level Product Design.

Challenge: The knowledge and skills required for successful KS4 and KS5, are taught and underpinned in KS3, allowing for appropriate challenge and high aspirations. Challenge is measured in pupil's ability to work independently and with accuracy across Research, Design, Make and Evaluation. Techniques become more difficult and complex, risks are assessed, pupils can approach a project with an understanding of project managing and support with analytical and critical thinking. Pupil's outcomes are of a high standard and a range of techniques, knowledge and skills are incorporated. Pupils are able to critically analyse and assess their work.

Business

Sequencing: Students acquire skills to meet requirements at the end of Year 11, a keen focus is placed on developing critical analysis and have the confidence to apply knowledge to real business context by weighing up the evidence or data. Business at Key Stage 5 is delivered enthusiastically to develop passion and creativity for the subject, the course overarches knowledge with skills to allow theories of the focal topics of business decision making and economic understanding to be secured. It consolidates the topics in a two-year course to provide an in depth understanding of the global business context.

Progression: students are introduced to core business concepts and develop a broad understanding of how businesses work before they consider the decision-making tools that help business people move towards a more scientific approach to management. This helps develop a holistic understanding of business – students investigate, analyse and evaluate business opportunities and issues. Building on this, and by using both qualitative and quantitative methods, they are encouraged to take a more strategic view of their decisions and recommendations.

Challenge: Our Business curriculum enables students to have the ability to think commercially and creatively to demonstrate business acumen. The business students will be aware of the impact of business in the real world through exploring a range of diverse case studies on local to global businesses, they will come to appreciate a wide view of how businesses operate in a multicultural society which will open their views to the evolving nature of businesses. The curriculum delivers a platform to business theory, scaffolded at each phase to develop their interest in the subject further.

Economics

Sequencing: The curriculum is designed to build knowledge from a baseline of fundamental principles. At each stage, knowledge builds on and enhances coverage of existing concepts so that prior knowledge is at all times relevant and applicable. Economic theories and models are introduced contextually so that in all cases there is a clear evaluation of theory and practice, typically with real-life examples to underpin this. Macroeconomic content covered in year 2 will typically also refer back to microeconomic content covered in year 1 to help ensure recall but also to underline how any individual factor impacts the wider picture.

Progression: Students build knowledge and understanding of core economic models and concepts in Themes given 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Challenge: The Economics curriculum is structured around a core textbook but goes well beyond this, incorporating additional video and online resources from a wide range of sources, including academics, financial and economic news and commentary, analysis from banks and investment houses and tutorials from leading commentators, as well as a wide range of statistical and data sources. The school has subscribed to ft.com, the online version of the Financial Times. It is a demanding subject, through highly benchmarked standards, encouraging deep learning and measuring higher-order skills.

Computing

Sequencing: Within KS3 the curriculum is sequenced such that all 3 strands (Computer Science, Information Technology, Digital Literacy) are covered at least once. The sequencing is also designed to keep students interested – we try not have the same strand twice in a row. This gives students who are stronger in one strand a chance to shine if they found the previous topic difficult.

In KS4 and 5 the sequencing prioritises programming skills at the beginning – the logical thinking skills learnt during the programming allow easier access to some of the theory work such as processor architecture and networking. It is also the area that some students will find very challenging so introducing it early gives them more time for intervention work if necessary.

Progression: Throughout the key stage's progression is built into each strand. For example, in Computer science, programming builds upon the basic techniques of Sequencing, Selection, Iteration. They are introduced in block-based examples in scratch and microbits in year 7. Then in year 8 they are revisited in Python with text-based examples. Students in year 9 then need to apply SSI to solve problems using the Python Turtle. Progression in the IT strand generally involves teaching more different kinds of software so that students have more tools available to them. It also includes developing the "softer skills" of audience and purpose in documents so that when students attempt the final project in year 9 they should approach it ready with an awareness of user needs.

Challenge: Increasing difficulty is built into the curriculum plan across years, units and lessons. Programming builds in difficulty over time – starting with simple sequencing, introducing selection and iteration, all the way to multiple selections within nested loops as extension tasks by the end of year 9. Most units have choices of difficulty within the tasks and all units have extension tasks. Within lessons, active modelling is often used to introduce a skill or concept, then a structured example with scaffolding, followed by the same skill attempted independently (often with a choice of difficulty level)

Drama

Sequencing:

The KS3 curriculum is a growth curriculum, so that students can learn, develop and master all key skills and knowledge needed to be a successful dramatist by the end of Year 9. It also ensures that students are prepared for their transition into KS4 and 5 drama studies. KS3 students cover six different topics a year, including devised, scripted and individual work, all culminating in performance work. Students have two drama lessons a fortnight.

Progression:

Students are encouraged to use prior knowledge to help develop their drama work. Projects are broad and varied, but students can re-use and refine their skills and knowledge in every piece of work. They are encouraged to build a drama 'toolkit' to help them meet each new challenge.

Students are formatively assessed each lesson so that teachers are aware of progress made and, any gaps that need addressing. They are summatively assessed via a practical performance at the end of each 6-week topic.

Challenge:

All students are taught following top band GCSE assessment criteria, ensuring that students are challenged and have the skills and understanding needed to succeed at KS4. Work in lessons is scaffolded and modelled to ensure that all students are able to access this level of challenge.

Students are encouraged to make cross-curricular links, enabling them to apply their knowledge to different areas of their learning.

English

Sequencing: In English we want our students to enjoy and to be confident when reading, writing and speaking in a variety of different texts. We start Years 7, 8, 9 and 10 with poetry, as it enables students to engage with whole texts and ideas from lesson one. We mix a creative and analytical approach to traditional and modern poetry from around the world. With a number of areas of study within English Language and Literature, it is vital that we sequence and build on previous learning. In our poetry unit we increase the sophistication of the terminology we expect our students to be able to use and understand and we add to the challenge of our summative assessment tasks culminating in year 9 with an unseen poetry task. We do not need to structure the curriculum sequentially term by term, but there are skills that we return to and build on throughout the year and each Key Stage. In Years 10 and 11 we have chosen texts that are linked by authorial methods and thematically. We start with the more accessible play 'An Inspector Call' and finish with our most challenging text 'A Christmas Carol'. the GCSE specifications for Language and Literature. We 'interleave' our lessons and units, so we will recap and revise one exam unit (studied in a previous term) for a starter, homework or even a lesson whilst studying the main unit for the term.

Progression: Students are taught in completely mixed ability groups from Year 7 up to Year 9, with minor change to one smaller 'nurture' group on each side of the year at GCSE. These groups follow the same curriculum plan as the other GCSE classes, but will have adapted resources according to individual need. All other groups follow the same curriculum and schemes of work. Lesson resources are differentiated adapted to engage and challenge all students, with extension tasks to challenge our most able. Skills are developed from Key Stage 2, with key vocabulary revised and added to. For example, in Year 7 we introduce Shakespeare through looking at extracts and contextual information. In each subsequent year we add to the depth of our study. This approach is used in all aspects of Language and Literature study. By the time students reach Year 13, they will be confident using a number of skills such as: evaluating the opinions of others and debating a writer's intentions.

Challenge: All students are challenged in English through the use of differentiated tasks adaptive teaching strategies, extension tasks and the setting of wider reading. Students experience a variety of examples of how the power of language can be used for different purposes and in various genres. In English we are in a unique position to be able to choose both the Language and Literature texts that we use to stimulate ideas, discussion and sophisticated written responses. Our focus on the context behind a text will lead to discussion of historical and contemporary issues that inform the readers' response to a text. Evaluation is a key skill at GCSE. We encourage debate and argument in the way students respond to the texts we study and to evaluate the opinion of others, including Literary Critics such as A.C. Bradley in Year 9. We also introduce students to evaluation tasks by Year 9 and return to this style of task throughout KS4 and KS5. By the time students reach Year 13 in English Literature, we expect them to be able to apply critical theory to their reading of a text and with English Language we expect students to be able to apply the theories of respected linguists.

Film Studies

In Film Studies, we start our exploration of cinematic meaning with a focus on the key elements of film form: cinematography, mise-en-scène, editing, sound and performance. Our students explore how filmmakers use a range of elements in constructing narrative meaning and generating response, developing an understanding of film as a significant cultural innovation and a major art form.

With a secure knowledge of the key elements, our students move on to explore a wide variety of films in order to broaden their knowledge and understanding of film. We offer opportunities to study independent and mainstream films from American past and the present, contemporary British films, and examples of global cinema. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

Practical production work is a crucial part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

Progression: Although all our students follow the same curriculum, we are very aware that they are starting from different levels of experience in studying film and media. We help our students build upon the skills developed during their GCSEs, adding critical analysis skills and use of complex theories that will allow them to thrive at KS5 and beyond. We embed research and evaluation skills into their learning experience. Lesson resources are differentiated to engage and challenge all students as they aim to reach or exceed their target grades.

Challenge: Guided learning resources are supplied to help students extend their knowledge, providing ample challenge to stretch our learners' intellects. Lively discussion is encouraged through focused questioning during lessons, and all students receive individual feedback throughout the course. We provide resources that will supply our students with the academic challenge that they will experience in further education.

Media

Sequencing: In Media we want our students be confident in terms of understanding how the Media can shape the way we think and act. There are four Key Concepts that underpin our teaching of every topic covered: Representation, Audience, Industry and Language. We choose an analytical approach by deconstructing media texts, that are set by the exam board, focusing on which techniques have been used to create a product, be it an advertisement or a video game. Our students then have opportunity to create their own media text using the techniques that they've understood from the analytical tasks.

Progression: Students are taught in mixed ability groups in Years 10 and 11. After each unit, there is a mini assessment, followed by individual feedback with time to reflect, improve and organise their responses to reflect their understanding. Years 10 and 11 are shaped by the GCSE specification for Media Studies. The NEA (non-exam assessment) makes up 30% of the GCSE course and by creating mini media products after each unit throughout Year

10, our students gain the skills required to fulfil the requirements of their chosen Brief, which are set by the exam board.

Challenge: All students are challenged in Media Studies through the use of differentiated tasks, extension tasks and the setting of wider reading. We also focus on the context behind a media text will lead to discussion of historical and contemporary issues that inform audience response to a media text. We also encourage the study of progressive media (Double Down News for example) and we subscribe to Media Magazine which means that our students have access to a vast amount of academic wider reading and we can also guide them specifically to their areas of interest.

Geography

Sequencing: Within all three key stages, topics have been placed in a sequence which maximises learning with constant opportunity to retrieve and embed core knowledge. Topics in Year 9 use the geography learnt in years 7 and 8 as a building block to expand the knowledge. KS4 students are prepared for GCSE due to the sequencing progression of the curriculum. The 5 core concepts that underpin our KS3 curriculum help students to think synoptically “like a geographer”. Ultimately all lesson content is designed and thought out so students understand how the world works and why it looks like it does.

Progression: Concepts first taught in year 7 are then used in future topics/years but applied to different situations. This synoptic thinking helps students understand the links between the units but also shows the challenge of memory recall and re-application. For example, geomorphic processes are learnt in rivers in year 7 but then applied to different situations in glaciers and then coasts in future years. Concepts of how to live sustainably are initially taught in year 7 but then re-applied to new situations in year 8 (resources and climate change) and year 9 (urbanisation and development). By the end of KS3 students have the skills and knowledge to attack the GCSE syllabus as well as understanding why the world is as it is and why the world looks as it does. The depth of this increases to more specific examples at the end of KS4 and then an in-depth analysis of how the world works and what we can do about it at the end of KS5.

Challenge: Geography is unique in that it is constantly being shaped. Every day, new research into changes to our world, for example climate change, emerges and we can use this to make our curriculum more rigorous whilst not detracting from the core content we want our students to know. Rigour is also shown through our subject scholarship, particularly at A Level with the Changing Places unit where the work of scholars is used to understand the complexities of perception of place. There is also scope for other literary works to be used within the curriculum such as the texts by Hans Rosling which guides the development unit of Yr9. Teaching up - date and relevant geography is so important for students to understand how the world works. Finally, teaching beyond the NC at KS3 and beyond the specification for KS4/5 increases cultural capital and unlocks additional knowledge which will be useful in their lives beyond SGS.

History

Sequencing: The curriculum is delivered in both a chronological and thematic approach as we recognise that History is a cumulative discipline but this needs to be underpinned by a strong chronological understanding. Therefore, at KS3 students will encounter a wide range of histories from across the world which follows a broad plan of beginning in the Medieval period in Y7 and reaching the 21st century by the end of Year 9. Within this, students will look at a series of themes in each year, with units on Conflict, Equality, Power, Crime and Punishment and Life where they investigate a theme within the wider chronology which enables the building of historical knowledge as well as change and continuity across time. This will prepare students for the wide range of chronological units encountered at GCSE and A Level, where they will be expected to understand themes across a broad period of time in the KS4 Migration unit, as well as in-depth units like The Wars of the Roses in Y12 or Elizabeth I at GCSE.

Progression: Within our curriculum, we recognise that students need to develop both essential historical skills which will allow them to understand how the past has informed the creation of History as well as the vital historical knowledge which these skills are then used to interpret, organise and evaluate on their five key themes. As such, students develop their skills in a graduated approach over each year. By the end of Y9, students will be expected to have mastered skills like making a judgement for why an event happened or judging how useful a source is for a historian. By the end of Y9 they will also be expected to have a wider understanding of the development over time of

the five key themes studied in different locations around the world and the ability to demonstrate this understanding through their literacy skills. When students reach GCSE, their KS3 foundation will then enable them to deepen their knowledge and develop their skills to a higher degree of complexity. By the end of GCSEs students will be expected to have made further progress with their historical skills such as the ability to build an argument on causation of events and make informed use of provenance to assess how useful a source is. They will have studied topics in depth and across breadth to a far more immersive level of detail and will be expected to understand units as wide ranging as the Elizabethan world to the key turning points of the Cold War. Finally, by the end of A Level teaching in Y13, the skills that students will have been expected to develop include understanding how historians have arrived at a view whilst also having the ability to confidently critique a historian's interpretation. A further expected skill will be the ability to use a wide range of sources to come to a judgement on how far they support a certain view. Students will have studied history from a wide range of perspectives, countries and time periods and will have developed their understanding both in breadth and in-depth. They will also have produced their own piece of historical research through the coursework element which will showcase the academic rigour expected of an A Level historian.

Challenge: We recognise within our curriculum that History as a discipline is challenging and requires an approach which is underpinned by academic rigour. As such each unit is supported by key concepts that students must be able to both understand and apply throughout their work, they also need a thorough understanding of the nature of historiography. Students are taught to gain an awareness of the complex way in which history is created by humans and this is accessed through a range of academic historians and their interpretations which are used to inform, challenge and also understand the process of being a historian and creating history. Academic texts by historians such as Simon Schama, Ian Kershaw, John Guy, David Olusoga and Mary Beard are studied so students are familiar with scholarly approaches and how these are formed as well as the relationship of these to the core sources used within history. Our team, is constantly engaged in their own academic research which is partially formed through our interaction with the Historical Association. We recognise that history is a human construct and has been arrived at via a combination of complex thought processes which is underpinned by a thorough understanding of core historical knowledge. Our students are expected to approach history on both a micro and macro level and this is something that students need to develop to understand both their own identity and their place within the wider world. We recognise that a rigorous grounding in History and the knowledge and skills vital to its understanding are part of the wider toolkit that students will need to access and interpret this wider world.

Politics

Sequencing: The A Level curriculum is delivered in a thematic approach with both UK and US Government and Politics being taught simultaneously in Year 12 to enable effective comparisons between the two to be made. This builds students both for the comparative questions in Paper 3 as well as the separate units across the other two papers. In Year 12 we also start with the units on government in the curriculum so that students have a firm grounding in the processes involved before they look at the wider impact on democracy and the politics of the UK and the USA. In Year 13, students study each of the key political ideologies in a chronological sequence, starting with the earliest ideology, although there is naturally some overlap between these. These ideologies also require synoptic links to be made to the topics covered in Year 12 and this then allows for stronger reinforcement across the course in preparation for the final exams.

Progression: Within our curriculum, we recognise that students need to develop both essential skills which will allow them to understand how the government and politics of the UK and the USA have formed and developed as well as the vital knowledge of how this applies to both countries. By the end of A Level teaching in Y13, the skills that students will have been expected to develop include the ability to apply synthesis across time and country in terms of political events as well as key skills in debate, analysis and evaluation. A further expected skill will be the ability to use a wide range of sources to come to a judgement on how far the argument presented is convincing about an area of debate and applying political knowledge to understand different sources of information. Students will have studied politically related topics in their KS3 and KS4 History units (including the GCSE unit on the USA in the 1950-1970s and the UK migration unit) which will provide a foundation of key political terms and context that students can then apply in their Politics A Level course.

Challenge: We recognise within our curriculum that Politics provides a vital world view for students and as such a high degree of challenge is built in to ensure students develop the skills to interpret current politics, trends over time

and the significance of our systems and individuals. As such each unit is supported by key concepts that students must be able to understand and apply throughout their work; they also need a thorough understanding of the nature of politics and how political theorists have arrived at their judgements concerning key questions such as the nature of the Constitution in both the UK and the USA and how these impact on everyday politics. In Year 13 we are also engaged in complex political philosophy, where students are required to gain an awareness of the complex way in which ideas form and the impact they have on humans. These theories are accessed through a wide range of philosophers who the students must understand both in their context and their impact on the core ideology and the wider world. Philosophers include figures such as John Locke, Thomas Hobbes, Karl Marx and Friedreich Engels as well as bell hooks and Mary Wollstonecraft. Alongside these key thinkers (of which there are twenty that students must be able to thoroughly understand) students are also encouraged to engage with wider thinkers such as Thomas Paine, Voltaire and Hegel and as such they are given wider reading to access these and build their complexity around political thought. Our team is constantly engaged in their own academic research to ensure that our teaching utilises our awareness of the new developments in political thinking as well as interpretations of current political events in the UK and the USA. Our students are expected to approach Politics with an open mind and this is something that students will develop to understand their place within global politics.

Languages

Sequencing: New structures, grammar points, key verbs and topic specific vocabulary are introduced in each unit. These build on prior learning. Pupils regularly revisit grammar points throughout the courses. Simpler topics are earlier on the course. Later topics build on language and grammar covered earlier on.

Progression: Simple words and sentences build towards using sentences and paragraphs. Single words/short sentences answers become conversations. Basic grammar points are built on to access more complex grammar and structures. Simple sentence comprehension develops to allow comprehension of texts of increasing length and complexity. Most topics feed into GCSE topics. Knowledge organisers and sentence builder grids support all abilities to ensure success and build confidence.

Challenge: Regular challenge tasks available in all lessons. Complex grammar, independent research of vocabulary outside of prescribed list. Deeper understanding through additional questioning. Justification/analysis of answers.

Maths

Sequencing: Mathematics by its nature is a sequential subject - you cannot start to learn new ideas unless students have a sound understanding of the building blocks required. The curriculum is designed to allow for this, with key skills regularly tested through formative assessments using a variety of ideas and techniques. If there are gaps in knowledge, resources are available to help for all age ranges and abilities. White Rose resources are used at KS3 and KS4 although the range of teaching ideas and resources is much wider than this and constantly expanding. e.g. For weaker students, resources have been added to help students with understanding and not move on too quickly - gradually increasing the difficulty of questioning one step at a time.

Progression: Students are taught in mixed ability groups in year 7 and are then set from year 8. All students follow the same scheme for the first three years with more able students, naturally, learning higher level topics. Students will revisit topics throughout all years, building upon prior learning and expanding their knowledge. Starter (do now, retrieval) exercises will check on prior understanding to ensure a class is ready to move on. If this is not the case, the teacher will modify their plans accordingly.

In years 10 and 11, additional maths groups allow for better streaming of students based on their ability as they start to work towards GCSE exams. Leveling students correctly for GCSE, either Foundation or Higher level, is a vital part of ensuring students can maximise their potential and the additional groups make it easier to pin point a students best level and allow teachers to teach at the correct level for their group.

Challenge: It is important that students are challenged no matter their mathematical ability. Extension tasks and additional challenge is a common theme within the White Rose resources and schemes in all year groups have extension resources built into them stretching and expanding a students understanding of the task covered in class rather than introduce new material. These extension tasks ranges from UKMT questions and rich tasks at KS3 to the Applications exercises in the OUP texts often using at KS4. It is crucial given the current GCSE specifications, that

students can apply their knowledge and attempt deeper, problem solving questions as well as be fluent in mathematical skills. Students aiming for the very highest grades at GCSE are also invited to study and take a level 2 Further Maths qualification to give them deeper understanding of grade 8 and 9 topics whilst also giving them an insight into A level. At KS5 students sign up to an online Dr Frost maths group on which homework and assessments can be set.

Music

Sequencing: There is a clearly sequenced and ambitious approach to Learning in the music curriculum. The sequencing of the lessons is designed so that pupils encounter several iterations of the same topic and skill at an increasingly high resolution. At the core of the curriculum sits the mastery of the musical elements. This breaks down music into its fundamental parts and aids pupils in their exploration and understanding.

There is a key focus on the three ways in which are assessed at GCSE. These are performance, composition, and understanding. This is enhanced through development of aural recall and understanding and performance on a wide array of instruments. Along with this pupil will experience and gain a deep understanding of how music technology is used to create the music we listen to.

Singing is an expectation throughout KS3 and 4. This takes place regularly from an extended repertoire with a sense of ensemble and performance. Through this practice pupils are engendered with a love of and competency at, practical music. Through this they learn to sing at correct pitch observe phrasing, accurate pitching and dynamic contrast whilst internalising music.

Progression: Pupils explore three important methods of stages of creation. First, they learn to understand and explain, then they learn how to imitate and perform and finally they move onto the creation of original work in the form of composition. Pupils progress across time through the adoption of the spiral staircase approach allowing them to encounter and reinforce skills to a deep level. This development is geared towards equipping pupils with the ability and knowledge to excel both at GCSE and in their musicianship outside of lessons.

Singing in the Corsham school develops across time building in complexity. The pieces chosen are mostly monophonic and homophonic in Ks3. The accuracy expected, musicality and complexity of the pieces will increase across that time.

Pupils will encounter music through their time to compose, perform and edit music. This begins with exploring garage band in year 7 and is interlinked through the KS3 curriculum to allow pupils to develop mastery. In Ks4 pupils are ready to use Logic on the school computers to create pieces which have the capability of being recorded to a high standard. At Ks4 and 5 pupils can record their compositions and experience Real World studios allowing them the opportunity of a truly professional recording experience.

Challenge: Music is environment where high expectations of engagement and challenge are married with a pupil-centred approach.

Formative assessment from teachers is constantly used to Challenge learners and help them to develop to their maximum potential. This often takes form of masterclass style feedback where pupils can instantly see their improvement. This is supplemented with modelling from both teachers and peers creating a culture of challenge and expectation.

Summative assessment at the end of each lesson is based on the grading criteria of emerging developing and mastery. This is often presented to the learners in lesson in the form of a I can tick sheet allowing them to clearly see their next steps. This is often paired with effective peer evaluation who reflect using the same criteria.

There are lot of opportunities for learners to be involved in performances alongside their studies which offers an opportunity to celebrate learners hard work and achievements.

Philosophy & Beliefs (RE)

Sequencing:

The P&C Faculty, of which RE is part of, want students in KS3 to really think for themselves through philosophical dialogue with others. In P&C we strive to get our students to develop and foster an appreciation of the diversity of beliefs and actions in the world and an understanding of world faiths and their part in pluralist societies. P&C also gives students the opportunity to develop their philosophical thinking skills and put scholarly arguments to the test.

Our key focus of the curriculum is to be able to answer the question 'What is the nature and value of human life'? We build on prior knowledge at KS 1 & 2 so that students are able to explain their ideas about how beliefs, practices and forms of expression influence individuals, communities and society in order to explore this question at the end of KS3. The curriculum allows affords students the opportunity to explore their own beliefs and the beliefs of people around them through Socratic questioning and interwoven themes by building on previous units. For example, in Year 8, the theme of suffering is explored through Dharmic thought in Terms 1 & 2 and in Abrahamic teachings in Terms 3 & 4 allowing the students to explore their own opinions on the cause and explanations of evil and suffering.

The curriculum is ordered in a progressively challenging thematic approach. This ensures increasing difficulty of skill and knowledge through each term and each year. To ensure academic rigour within the subject, we have designed the KS3 RE curriculum to have more opportunities to practise analytical and critical thinking skills. Students will learn, apply and analyse religious and philosophical ideas and work collaboratively to develop their understanding of Students are taught how to structure analytical and evaluative responses to the key ideas via Blooms Taxonomy. The KS3 RE curriculum follows assessment objectives in line with most RE Exam boards to ensure the students are being appropriately challenged and, therefore, prepared to succeed at KS4.

Progression

The KS3 Scheme of Learning, therefore, seeks to develop the following skills in the students of The Corsham School:

- deepen their understanding of important beliefs, concepts and issues of truth and authority in religion
- apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self- awareness, relationships, rights and responsibilities
- enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions
- interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs
- reflect upon the impact of religion in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between Religions.
- develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others responses to religious, philosophical and spiritual issues.

By the end of KS3, Students will have developed the following attitudes:

- Self-awareness
- Respect for all
- Open-mindedness and questioning
- Curiosity, appreciation, awe and wonder
- Critical awareness
- Tolerance
- Individual Liberty

By the end of KS3, Students will also be able to:

- Use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs, explaining the reasons for diversity within and between them
- explain why the impact of Religions and Beliefs upon individuals, communities and societies varies.
- interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.
- interpret the significance of different forms of religious spiritual and moral
- use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues.
- express insights into their own and others' views on questions and issues raised by the philosophies of religion
- consider the challenges of belonging to a religion in the contemporary world, expressing personal insights and responses to these challenges

Challenge:

Ultimately, in RE we focus on developing learning habits that encourage all pupils to learn how to learn. We also endeavour to develop a philosophical approach in all of the ethical and religious ideas that we study. We feel that this is important as it allows the students to develop critical thinking not only in PC but across the curriculum as a whole.

RE helps pupils come to a knowledge and understanding of religion, its beliefs, teachings and sources, practices and ways of life, and ways of expressing meaning. It is concerned with enquiry into Christianity and other principal world Religions and Beliefs, focusing on the influence of beliefs on people's lives and actions. Students also develop knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion. RE is a lead contributor to students' personal development, including their spiritual, moral, social and cultural development. RE enables pupils to explore deeper questions of meaning and purpose in life. It should provide a clear focus for pupils to reflect upon and respond to their own beliefs and experiences in light of their learning about religion.

The RE curriculum has been designed to be challenging and academically rigorous subject. It demands students to think deeply and question what they think they know about the world in which they live. By the end of Year 9, students will have had the opportunity to explore, evaluate and discuss the philosophies of Socrates, Plato, Aristotle, Siddhartha Gautama, Jesus Christ, Jeremy Bentham, Epicurus, Joseph Fletcher and Simone De Beauvoir alongside developing their opinions on a wide range of **Social, Moral, Cultural and Spiritual** issues that arise from the topic material.

PSHE

STATUTE LAW

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under **sections 34 and 35 of the Children and Social Work Act 2017**

The key intent of our PSHCE curriculum is to ensure that every one of our students is able to lead a happy, healthy and rewarding life. Regardless of their starting point, we want all of our students to know more, remember more and understand more about how to play a positive and successful role within our society, both as a young person and as an adult.

Our PSHE curriculum empowers our students to form and maintain positive and supportive friendships in their journey throughout school that will then last a lifetime. It also ensure that they are able to make informed decisions that will keep them safe. Due to the Lockdowns, we have higher levels of anxiety amongst our students so another key intent of our curriculum is to support our students in developing tools and strategies to promote positive mental wellbeing and understand and then deal with anxiety.

Our curriculum aims to:

- provide a safe and secure environment for students to be informed and to create discussion on important health, personal wellbeing, sex and relationship issues
- empower students to communicate their ideas, views, and opinions over a wide range of topics clearly, confidently, and respectfully

- support our students in developing tools and strategies to promote positive mental wellbeing so that they can understand and then deal with exams related anxiety
- provide a significant amount of time on careers, in line with our school motto of 'achieving ambitions' so that our students see that all doors are open to them for future employment possibilities.

PSHE Curriculum Intent:

We know that due to the country wide lockdowns our students, like those nationally, have had less opportunities to develop social skills, having become more reliant on social media and technology to communicate with their peers. Our curriculum has been adapted to place a bigger emphasis on enabling young people to know how to use technology in a positive and appropriate way accordingly. In line with Department for Education expectations, we have also placed a greater emphasis on teaching our students how to recognise and empower them not accept inappropriate relationships and highlights prevalent issues like peer-on peer abuse. A key message to students is that mental or physical abuse is often hidden and can happen to anyone at anytime and that is not acceptable.

Being a predominantly white British school, our curriculum addresses cultural issues that our students may not be aware of and are not prevalent in our society and our catchment area e.g FGM and breast ironing. Students are taught these issues so that they understand key life changing and threatening issues that impact on the lives of young people in different communities and they learnt these about these issues through gaining a wider understanding of life outside their immediate family and community.

Subject Curriculum Implementation:

In designing the PSHE curriculum, we have used guidance from the PSHE Association, Cre8tive resources and other professionally recognised relevant materials provided by training events attended by the Head of PSHE.

The curriculum was audited in Summer 2021 to ensure that the most recent 2021 statutory requirements for SRE and Health Education have been implemented throughout both key stages.

Lessons are prepared by PSHE specialists and are delivered as part of the curriculum offer, from Year 7 to Year 11. Training is provided to all PSHE teachers to empower them to teach PSHE topics and know how to deal with difficult conversations. In addition, SRE- specific training is provided to all PSHE teachers who deliver the relationships aspect of the PSHE curriculum.

Our curriculum map in PSHE implements our key curriculum intents through seven reoccurring PSHE themes which are:

- Sex and Relationships Education (SRE)
- Rights, Responsibilities & British Values
- Celebrating Diversity & Equality
- Staying Safe, Online & Offline inc personal safety
- Health & Wellbeing inc mental health
- Life Beyond School inc careers
- Economic Education

Students study these key themes at growing complexity across each year group, so that key knowledge and skills are made secure and further developed over time. By building on prior knowledge, students are able to explain their ideas about how personal, social and health issues impact them personally and others in more complex scenarios.

Literacy opportunities are built into lessons to help students process the range of topics taught. In line with guidance shared by PSHE Association, students are informally assessed on what they have been taught through low stakes quizzes and regular reflection activities after a module has been delivered, which allow students to know, remember and better understand topics delivered. These activities also enable us to evaluate the effectiveness of our provision.

Key PSHE issues that require frequent revisiting are also delivered as part of the tutorial programme. Citizenship, British Values and PSHE themes are taught through the tutor curriculum with the PSHE lead working with Heads of House and SLT to ensure these sessions are delivered high quality for tutor time.

Psychology

Sequencing: The psychological substantive knowledge covered is cumulative in nature; however, the course is delivered in such a way to begin by developing a firm understanding of the origins of psychology and the methodology used within the subject, which is fundamental to their mastery of future course content. Therefore, at the very start of the course in Term 1 Year 12s students start by learning the main psychological approaches and research methods used to conduct research in Psychology. These topics then gives students a necessary and secure foundation to build their substantive and disciplinary knowledge of Psychology over the rest of the two-year course.

Progression: As this is a new subject for students, we start in Year 12 by teaching the strong foundation of knowledge required by students to access the curriculum. We raise awareness of psychology as a science and the scientific process along with the various approaches which can be taken to explain the human mind and behaviour. Within the first year of study, students are then taught a knowledge rich curriculum including topic areas such as memory, social influence, psychopathology and attachment. Alongside this, key psychological skills of evaluation and application are developed. This knowledge base is then enriched by the study of psychological research methods in more depth, encountering complex new challenges such as inferential testing and designing psychological research. In year 13, students are much more proficient in the skills required to study psychology and as a result can tackle more complex subject matter in their year 2 topics; we cover Biopsychology, schizophrenia, gender and forensic psychology. The Year 13 curriculum also involves the study of the wider issues and debates which underpin the subject, which encourages students to use their entire psychological knowledge base to support or challenge key perspectives.

Challenge: The psychology curriculum is inherently ambitious. Topic areas are ordered in such a way that they become increasingly challenging throughout Year 12 and then into Year 13. For example, in the research methods topic, students are taught the foundational knowledge needed in order to understand research processes before developing this knowledge further in order to understand the complexities of inferential analysis, or for biopsychology, understanding the basic structure and function of the nervous system before then later applying this to the concepts of plasticity and functional recovery of the brain after trauma. At the end of Year 12, students are challenged with the completion of their own, independent research project allowing them to bring together knowledge gained during the course whilst putting their practical skills into practice. During Year 13, students are taught the challenging skill of making synoptic links across the curriculum in order to evaluate and provide support for competing theories and perspectives within the subject. They are also challenged to develop their own fully developed evaluation of theories, research and perspectives using the issues, debates and approaches within psychology. Within every lesson students are continuously challenged through the provision of a range of various differentiated activities such as 'apply-it' tasks which allow for the application of knowledge to real-world scenarios and wider reading in order to further deepen knowledge of concepts covered in class.

Sociology

It is important to be aware that all KS4&5 subjects have content dictated to them by the exam boards. This can mean that topics have to be delivered in a particular order.

Sequencing

The curriculum is sequenced logically from building on sociological vocabulary, via an introduction to how sociologists study society and sociological theory, through to A Level topic where students are challenged to debate the relative values of different theoretical perspectives and how sociology can be applied to enable social change. Learners will apply perspectives to inequality and build a conceptual understanding of how and why inequality formulates, for example poverty and the living wage being entwined with issues of moral responsibility and economic limitation. The course is designed and delivered to nurture thoughtful and motivated young people, who can act responsibly as active citizens, and who believe in their ability to change their community for the better. Sociology challenges pupils to look beyond appearances and set aside their own personal beliefs to enable them to grow in compassion and kindness. It empowers pupils with intellectually challenging ideas and concepts and essential skills of

critical thinking. We encourage student to make mistakes, and learn from them, so they succeed in being resilient and courageous especially when learning about sensitive and often challenging topical material. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress. The optional topic choices are designed logically with the ability to revisit and build on existing knowledge with the flexibility to challenge our most able learners yet at the same time providing the scaffolding to those students who need it most. Our inclusive curriculum in sociology supports the ethos statement of the school constantly challenging students to work collaboratively and think independently when engaging in all lessons and respect in class debates. Having confidence in their own ability to step out of their comfort zones with the ultimate goal of a successful outcome through personal development is important in all that we teach. Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from all walks of life being central to our overall goal of success. Our topical material not only allows our learners to challenge themselves in a life context but enables them to apply their understanding within their own community involvement and environment. It is our ultimate hope that learners embrace one of the most eye opening and challenging subjects at each academic level and go out into the world and make a positive difference in the lives of others both at a community and global level.

Progression

Throughout the course, students acquire knowledge and a theoretical understanding of contemporary social processes and social changes. For example, students will examine the extent to which women are equal to men in society, they will learn to evaluate this via a range of sociological perspectives using examples from contemporary research and classical theory. Critiquing and discussing these issues in relation to a range of theories will be central to developing a broad understanding of issues and practising critical reflection. This is linked both to the examination at the end of Year 11. At KS5, relatedly, students will learn to appreciate the significance of conceptual issues within sociological debates, such as the extent to which society is meritocratic. At A-Level Sociology, students will take an active involvement in the research process. As a result, they will better understand and evaluate sociological methodology, develop and practice synoptic thinking and develop a range of research methods. This is linked both to the examination at the end of Year 13 and will prepare students for further study at university, as most courses require some level of independent research.

Challenge

Sociology focuses on contemporary UK society. Students who study Sociology will develop critical and reflective thinking with a respect for social diversity. This subject provides an awareness of social structures, collective action and individual choice to explore social phenomena. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world. This is done through critical engagement with the news, documentaries, podcasts and other relevant media outlets including those outside their usual consumption.

Literacy within Sociology as a discipline Students express themselves in verbal and written form. They take part in group discussions and presentations. They develop their literacy skills through differentiated tasks and activities structured from the literacy plan with a core focus on the development of subject specific understanding of:

- Understanding methodological evaluations using PET analysis
- classifying and describing theory and methods
- command word taxonomy comprehension
- key terms and contemporary examples

Literacy is further developed through the extension reading activities, for example using Sociology Review articles and News Articles to develop comprehension of the nature of sociology in relation to contemporary society and the current social issues across the globe.

Physical Education

Sequencing: The KS3 curriculum is taught in termly blocks. Each term the lessons are a mixture of 3 activities (usually one individual and one team activity taught in each term). Each activity focuses on core and advanced skills which are developed throughout the key stage as well as tactical knowledge and the rules and regulations of each activity. It is hoped that the breadth of activities taught will develop a love of PE and allow students to try activities that they have not experienced as well as develop the sports they are already familiar with. In addition to this students will explore

some of the theory content required at GCSE/CAMNAT for example knowledge of major muscle groups, importance of warm up and different methods of training. At GCSE practical knowledge is developed and assessed using the GCSE assessment criteria. In addition to this, students learn about the effect of exercise on the body and how to train the body. Furthermore students will study cultural and psychological issues within sport. At A level, knowledge from GCSE is extended so that students have an in-depth knowledge of the how the body responds to exercise not only physiologically but also biomechanically and psychologically. In addition to this, students learn about global sporting events and how technology has changed sport in the last decade. Vocational courses are also offered in both KS4 and KS5. In KS4 students can opt for Cambridge Nationals (Sport Science) where they are required to research topics such as Sports nutrition, the body's response to physical activity and how to reduce the risk of injury in sport. In KS5 students can complete the CTEC qualification where a vast range of units are covered allowing students to engage in a wide range of topics from the specification.

Progression: At KS3, students begin by being taught the core skills of each activity and how these can be used effectively in a small sided game/competitive situation. They are then introduced to the more advanced skills along with the main tactics/choreographic devices used within each activity. By the end of year 9 students should have learned many skills, some of which are transferable across many sports, and understand when to use these skills effectively in competitive situations. At GCSE, practically students will work on the more advanced skills and focus on 3 activities for their practical assessment. In theory students will concentrate on the more synoptic side of PE and sport and look at ways in which the impact of exercise can affect performance both physically and mentally. At A level, students will encounter synoptic questions where students have to draw together knowledge from more than one area to respond to extended answer questions.

Challenge: At KS3, all students are invited and encouraged to attend extra-curricular clubs. This is an opportunity to play/perform in the full version of the activity and under competitive conditions. In addition to this it allows them to focus on extending their skills and knowledge in the sport(s) of their choice. Furthermore, students are encouraged to take on leadership roles within the lesson including coaching and officiating. Some students will apply to become sports leaders during year 9 and be taught appropriate skills such as communication and organisation. At GCSE, students produce a 14-hour controlled assessment which consolidates many areas taught across the course. This is an opportunity for students to specialise in one activity and pull in knowledge from many different areas as well as analyse their own sporting performance. At A level, one practical activity is assessed and students are encouraged to participate regularly in an outside club which will further challenge their physical resilience and capabilities. Students are also expected to be able to fully analyse their chosen activity and draw on knowledge studied from more than one theoretical area to give reasons for the performance they have observed.

Science

The Corsham School Science Curriculum is designed to embed Biology, Chemistry and Physics subject knowledge and to explicitly teach key skills. These key skills (extended response, mathematical application in science and practical investigation skills) are revisited throughout the curriculum to develop competence. We aim to ensure that students complete a key stage with knowledge of individual concepts and an ability to apply their knowledge to unfamiliar contexts. Using big ideas, the generalisations, principles, and models which connect concepts are at the heart of our curriculum. Throughout the curriculum, students are provided with opportunities to develop disciplinary knowledge (how scientific knowledge is generated through experience of methods, apparatus, data analysis and using evidence to develop explanations).

Scope: Our curriculum is delivered through providing opportunities for students to understand phenomena both within and beyond the National Curriculum, relating teaching to current affairs and recent discoveries as well as solidly embedding key scientific concepts. At KS3 we teach topics of work that develop threads, themes and links across the three sciences. At KS4, students opt for either Separate Sciences or Combined Science (Trilogy). We use real world examples to illustrate and teach the core knowledge and use historical discoveries to show how approaches to science have changed through time.

Progress: The curriculum is unified around the 'Big ideas' in Science: Cells, Organisation, Atomic Structure, Chemical reactions, Energy and Forces. Students build on key concepts in a particular sequence that reflects the hierarchical structure of the scientific disciplines. As students progress through the science curriculum, new knowledge gets

systematically integrated into / with pre-existing knowledge. This forms larger concepts and new ones, which in turn allow students to operate at more abstract levels.

Sequencing: Disciplinary knowledge must be articulated and sequenced in the curriculum, to support progression of important disciplinary concepts and procedures. Knowledge is utilised in different topics to allow students to learn how the same disciplinary knowledge is used in different substantive contexts. In sequencing our curriculum, resultant forces must be taught before motion, atomic structure must be taught before bonding and cells taught before organisation. Knowledge of the concept 'variable' can be used alongside substantive knowledge when students plan an investigation or present results graphically, across all three disciplines.

Challenge: Our curriculum is ambitious with the primary focus being the acquisition and application of scientific knowledge, understanding and skills. We also ensure that there are opportunities for discussions beyond the scope of the National Curriculum. Students also learn about scientists and their discoveries to extend their understanding of key ideas supported by evidence. Literacy is also explicitly taught through the origins of key vocabulary and breaking down of compound words, so students can identify new terms and their meanings across the disciplines. New developments and real-world scenarios are used in science to link the curriculum with context, to embed the importance of the curriculum in all our students