Curriculum Intent & Implementation

2023 to 2026

ADMIRAL LORD NELSON SCHOOL

Contents

Curriculum Intent

Purpose of our Curriculum

Admiral Lord Nelson School is committed to being a Gold Rights Respecting School and as such providing a curriculum experience for every student that enables them not only to make progress in their learning and achieve high academic standards but also to enjoy learning for its own sake and to develop the skills and understanding to live safe, healthy and fulfilling lives.

The school's curriculum demonstrates:

- *Breadth:* introducing students to the elements of learning, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual and technological aspects.
- *Balance:* allowing each element and aspect an appropriate portion of the curriculum.
- *Coherence:* designed as a holistic entity, ensuring progression and the opportunity for each student to maximise their achievement.
- *Relevance:* in that it will be appropriate to the individual and respond to both previous experience and to the changing requirements of life in the 21st century.
- *Global citizenship:* it will develop our students' understanding of the world they live in, and their own rights and their responsibilities to uphold the rights of others.

Our curriculum intent is to enable our students to:

- develop lively, creative, enquiring minds.
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous change.
- use language and number effectively.
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- develop an understanding of the world in which they live.
- appreciate human achievements and aspirations.
- experience success and celebration of their achievements.
- take their place in society as informed, confident and responsible citizens.
- understand the inalienable rights that all children have.

We design our curriculum to enrich students' learning through memorable experiences and activities that inspire the imagination, create curiosity and actively promote a sense of awe and wonder throughout the curriculum. To aid students' development of knowledge and understanding, we make learning experiences relevant to real life, their own experiences and to what is happening in the world around them today. We recognise that successful learners need a deep comprehension of a wide and rich vocabulary so throughout the curriculum we progressively develop literacy, actively seeking opportunities to encourage reading in all its forms and cohesively building students' abilities to both understand and use their growing vocabulary.

In designing how subjects are delivered we interleave the learning to help students build the links they need in their memory for knowledge acquisition and understanding. Opportunities are sought across the curriculum to develop common skills such as; literacy, numeracy and problem solving, explicitly supporting students in building connections between their current knowledge and new learning.

(Further details can be found in the Curriculum Policy)

Local Context

Portsmouth is a densely populated city with a growing economy and high aspirations. The city has a proud history of industrial and technological innovation, linked particularly to its docks and its deep continuing ties to the Royal Navy. Regeneration over the last 10 years has brought significant physical development, enhanced tourism and a raft of new enterprises. Over the next ten years thousands of new jobs are expected to be created in the city, concentrated in a number of key sectors including advanced manufacturing and engineering, marine technology and tourism. The challenges for education in the city are clear. Nearly a quarter of the city's children live in poverty, with the figure even higher in some areas. There is long standing under-achievement, particularly by White British boys. One fifth of students are from black or minority ethnic groups with most of these speaking English as an additional language; over 100 languages are spoken by students attending Portsmouth's schools. Expectations of what many young people can achieve - their own, their parents' and those of their community - are often too low. More on education in Portsmouth and details of the Portsmouth Education Partnership plans and strategic objectives can be found at: http://www.portsmoutheducationpartnership.co.uk/

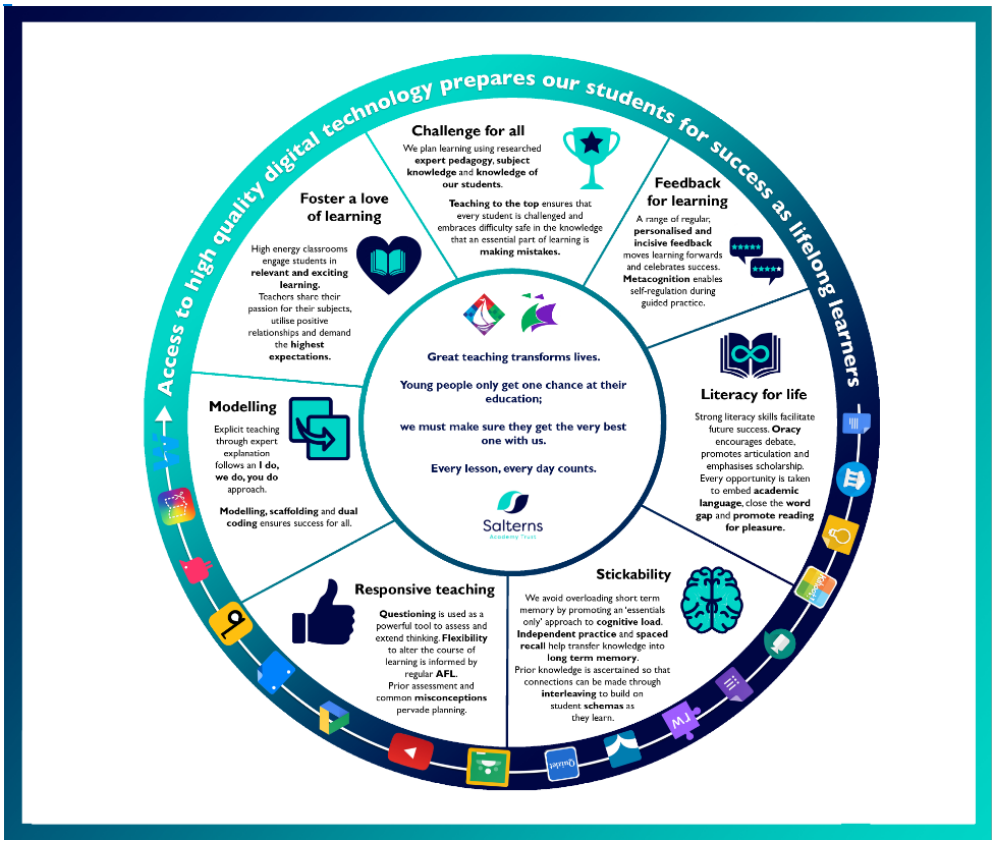
Over the last five years there has been a significant improvement in the Ofsted inspection grades for schools and academies in Portsmouth, improving at a faster rate than nationally. At the same time while school leaders, teachers and practitioners in the city work hard and many go the extra mile for children, as Ofsted inspections testify, the city has seen its position in rankings for local authority areas decline across a number of key indicators, to the point where many are significantly out of line with those of comparable areas. This undoubtedly affects the life chances of children in the city. Previous educational underachievement from a significant number of parents in Portsmouth often devalues the benefits of a good education but again this is improving over time and we work proactively with our parents to help them support their children at school.

Curriculum Success

At Admiral Lord Nelson School, we follow the National Curriculum and despite the lack of historical educational success of Portsmouth local authority compared to the national picture we follow a predominantly EBacc curriculum for most students. All students follow English, Mathematics, Science and a Humanities subject to GCSE and an increasing number will also be taking the languages element of this. In 2023 79% of students will be taking the full EBacc.

We believe that following the full EBacc curriculum keeps the curriculum broad and prepares students to be both successful and flexible in respect to the choices they make with future careers when they leave school. This belief is reflected in the fact that 95% of students sustain their place in Education of employment after leaving school. This is the best in Portsmouth and higher than the National Average.

Underpinning our curriculum implementation are our Teaching and learning Principles.

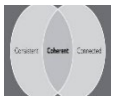
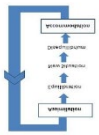
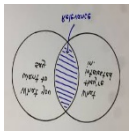


Curriculum Implementation

English

ALNS English Curriculum

A summary of our principles:

ALNS English Curriculum Our curriculum is designed to give students a broad experience of a wide range of literature, woven together through thematic Schemes of Learning which take an intertextual approach. Embedded into them, across both KS3 & KS4, are the key skills required for the four different GCSE English exams. These skills have been scaffolded so that they develop progression of the key requirements in relation to the topics and texts being covered.	**Balanced**  Our curriculum incorporates a range of different cultural, moral, spiritual, philosophical & emotional aspects, themes & ideas through the range of fiction & non-fiction texts & related contexts across students' five year learning journey.	**Rigorous**  Our choices of texts, topics and tasks have been very carefully chosen and developed to ensure challenge, engagement and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.	**Coherent**  Our curriculum has been designed to work explicitly in harmony with a range of Humanities subjects (History, RE, Psychology, Sociology), encouraging students to make connections and links between subjects and topics/themes covered across both KS3 & KS4.
Vertically Integrated  Each thematic unit across each year group builds and develops the key skills required, not only for GCSE (using the key assessment objectives) but also for growing students' comprehension and analysis in line with theoretical/pedagogical (Piaget) stages of development.	**Appropriate**  We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. Yet we include challenging concepts and a broad range of texts as well as choice.	**Focused**  We teach each unit thematically so that there is an over-arching focus for each unit. Our premise is to introduce each thematic concept contextually, making connections to a wide range of texts.	**Relevant**  Our curriculum is designed to engage students, making links to real life situations, employment opportunities and topics/ideas that are interesting and relevant to young people and the world that they are growing up in.

How does our English Department incorporate ALNS Teaching Principles?

<table>
<tr>
<td rowspan="2">Fostering a love of learning 
Our curriculum is designed to give students a broad experience of a wide range of literature, woven together through thematic Schemes of Learning which take an intertextual approach.

We are passionate about Literature and about providing our students with opportunities that they might not otherwise experience, such as live performance, theatre trips and poetry recitals.

We incorporate a range of learning styles to suit different learners and regularly review our Schemes of Learning taking account of student feedback so that students feel involved in their learning journey.</td>
<td>Challenge for All 
We have high expectations for our students and take a ‘teach to the top’ approach in mixed ability classes at both KS3 & KS4 so that all students are challenged yet supported through scaffolding of skills required to reach ‘the top’. Our choices of texts, topics and tasks have been very carefully chosen and developed to ensure challenge, engagement and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.</td>
<td>Feedback for Learning 
Our students receive regular verbal and written feedback which focuses clearly on the skills required to ensure progress and success.

We build students’ confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.

Knowledge organisers and key progress indicators are used in lessons to assist students in their own self-regulation of their learning.</td>
<td>Literacy for Life 
We explicitly share key tier 2 & 3 vocabulary at the start of each new ‘Scheme of Learning’, using the Frayer model to ensure a breadth & depth of understanding of language & key terminology as well as giving students the skills to decode tricky words.

Oracy is integral to students’ learning and ‘Let’s Think in English’ lessons are a regular feature in KS3 learning, developing students’ comprehension & metacognition as well as their oracy skills. These LTE have been utilised so that they are also incorporated into SoL at both KS3 & KS4.

Regular reading for pleasure is incorporated into the learning for Years 7, 8 & 9 using the ‘Accelerated Reader’ programme.</td>
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<tr>
<td>Modelling 
We ensure that tasks build students’ confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.
We take an ‘I do – we do – you do’ approach to the modelling and learning process to build confidence & resilience.</td>
<td>Responsive teaching 
We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through ‘Assessment for Learning’ strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</td>
<td>Stickability 
Our Schemes of Learning incorporate a range of strategies, such as a thematic approach, interleaving, spaced learning & cognitive tagging to support the ‘stickability’ of students’ learning.

Our curriculum has been designed to work explicitly in harmony with several topics across the Humanities Department to encourage students making links and to more deeply embed information and ideas into their long-term memory.</td>
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Curriculum
English

"You can't use up creativity. The more you use, the more you have."
- Maya Angelou

"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."
— Albert Einstein

"If you don't like someone's story, write your own."
- Chinua Achebe

"You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it."
— Harper Lee, To Kill a Mockingbird

Curriculum Implementation

The English Curriculum is designed to give students a broad experience of a wide range of challenging literature (thematically and technically) which is woven together through Schemes of Learning which have been designed to be thematic in their focus and which take an intertextual approach. Embedded into our Schemes of Learning across both Key Stages 3 and 4 are the key skills required for the four different GCSE exams. These skills have been scaffolded so that they develop progression of the key requirements in relation to the topics and texts being covered.

Our Vision

Our vision for English is that, by placing culture and curiosity as well as learning at the centre of everything we do, we continually reflect upon the world that we live in and the place that English Language & Literature have in our world, as well as reflecting upon developing our own practice and seeking opportunities to enhance teaching and learning.

Our purpose is to inspire and motivate students, fostering a love of all things English and broadening and enriching their minds and hearts. We want to cultivate critical thinkers for life who can see the relevance of English Language and Literature in relation to their lives. We aim for our curriculum to be one which empowers students, creates opportunities for them and enables them to see themselves, in relation to the world around them, as global citizens and to be 'better people'.

We deliver a varied and creative curriculum, allowing all students the opportunities to flourish. Through the teaching of transferrable skills and strategies, we enable students to achieve in our subject and others, as well as in their lives beyond school.

We aim to empower our students to become effective independent learners through supportive, skills-based feedback and next steps, swift interventions, and responsive teaching which, together, develop students' skills and challenge them to aspire beyond their expected progress.

Our principles behind our approach to English lessons:

We want to:

- Take an 'intertextual' approach to English, encouraging students to make links between different styles and types of texts which have been written and used across different periods of time, reflecting changing attitudes, a range of purposes and different audiences.
- Take a multi-modal approach to learning so that students maximise their use of ICT facilities available, such as the Google Classroom, Google Docs, Jamboards, Show My Homework & Kahoot, as well as using (and creating) moving images, dramatic performances, pictures and photographs alongside written texts.
- Be responsive in our teaching so that we swiftly intervene to address misconceptions.
- Encourage students to be able to use transferable skills: skills that can be utilised, reinforced and remembered in other lessons across the curriculum.
- Enrich students' experience of English, providing challenge for all as well as fostering their love of learning and giving them literacy skills which they can use throughout their lives.
- Provide a clear sense of purpose to tasks, making them 'real' and relevant to their everyday lives and, thus, supporting the 'stickability' of what they are learning.
- Encourage students to take ownership of their own learning through their response to feedback, therefore building confidence, independence and resilience as learners.

How is the Curriculum planned?

The English Curriculum is planned to build a broad understanding of a wealth of texts in a wide range of different forms: articles, novels (& extracts from novels), letters, speeches, poetry and so on. These texts span the Literary Canon from the sixteenth century through to the twenty-first century. Most texts span the nineteenth to twenty-first centuries, covering both fiction and non-fiction. In addition, students study four of Shakespeare's plays across their five years.

Texts and assessments have been planned to build key skills relating to the GCSE success criteria: comprehension, synthesis, comparison, contextual links, writers' methods and intentions.

All students will gain these experiences through:

- Thematic Schemes of Learning which, whilst focusing on key texts, embrace a range of different texts exploring the key themes in differing styles, forms and from a range of different times, offering an array of differing perspectives and viewpoints. This will, therefore, enrich their engagement in English Language and Literature through a more intertextual approach.
- Literacy and Accelerated Reader embedded into lessons at Key Stage 3.
- *Let's Think in English* lessons, fortnightly, which develop students' cognitive development through group work, discussion and questioning.
- Development of students' cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of texts.
- A progressive approach to the curriculum and the key skills required for GCSE so that students are able to embed and develop their comprehension and analytical skills as they progress through the key stages. Within our tailored curriculum across key stages 3 and 4, texts are challenging, incorporating a range of forms from different centuries, yet scaffolded so that students can develop confidence as they progress.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

The content of the English Curriculum directly supports key content in Humanities' subjects, such as the teaching of the Holocaust and anti-Semitism in Year 8 using a range of literary and non-literary fiction and non-fiction, complementing the Year 8 History curriculum. In addition, key concepts such as the human condition in Year 10, explored before studying *Lord of the Flies* and considering the practices of eminent social psychologists, such as Philip Zimbardo and Stanley Milgram, and their recognised experiments, such as the Stanford Prison Experiment and the Milgram Experiment, again support content and concepts from the Psychology GCSE. Ideas about society, societal issues, such as social class, woven into the English curriculum at both Key Stages 3 and 4 (in particular) complement the curriculum content in Sociology. In addition, culture and religion, not only link well with Sociology but also Religious Education. Collaboration with Science has focused on key vocabulary which is common to both English and Science as a means of supporting stickability and development of students' confidence in expressing themselves articulately and clearly, as well as improving comprehension skills.

In all cases, our intention to broaden students' depth and breadth of knowledge of the world that they live in, developing their enquiring minds and deepening their understanding of concepts pertinent to their lives, is at the core of every Scheme of Learning. Thus, through newly developed Schemes of Learning, such as Year 9's *Myths & Legends*, modern poetry from the recent Poet Laureate, Carol Ann Duffy, is explored alongside Greek Mythology, further deepening students' cultural capital together with their awareness of topical issues such as feminism and patriarchy in society. Furthermore, philosophical thinking has been woven into Schemes of Learning, again addressing and engaging concepts which can be applied to all and any texts studied.

Curriculum Links with Humanities

Year Group	Humanities	English
Year 7	History: Elizabeth I and Elizabethan theatre	**Summer Term:** Historical & cultural contextual connections can be made to Elizabeth I & Elizabethan theatre when studying 'Love & Conflict' Scheme of Learning (SoL) - *Romeo & Juliet.*
Year 8	History: Holocaust & Anti-Semitism – also Religious Education	**Spring Term:** Historical, social & cultural contextual connections to 'Guilt, Memory & Reality' – *Maus* – the Holocaust & anti-Semitism. **Summer Term:** SoL 'Victims & Villains' – *The Merchant of Venice* – anti-Semitism – treatment of Jews across time (covered across the two SoL in Spring to Summer).
Year 9	History: USA 1930-2000 & Medicine through Time Classical Civilisations: Greek Mythology	**Autumn Term:** 'Finding My Voice' SoL – we will add journalistic article/s on the Wall St Crash, entering World War II, The American Dream in 1950s and Protests/MLK in 1960s. Students study *Of Mice & Men* & 1930s American in Year 8 so this will have introduced 1930s America to them already in English before they study it in Year 9 in History. **Spring Term:** 'Myths & Legends' SoL – Carol Ann Duffy's poetry alongside a varied range of historical, social and cultural contextual links, including the exploration of a range of Greek mythological characters and fables, such as those of Aesop. Curley's Wife's voice in a Carol Ann Duffy style poem – connects to American History & builds/connects with work covered in Yr8 (*Of Mice & Men*).
Year 10	History: Medicine & Nazi Germany Psychology Sociology RE (Malthusian Theory – could be linked to Maths… he was an Economist)	**Autumn Term:** 'Civilisation & Savagery' SoL – *Lord of the Flies.* Historical context of WWII (Hitler & Nazis) is studied in relation to the concept of 'man's capacity for evil'/the human condition and the nature/nurture argument. We explore these in relation to the social psychologist, Philip Zimbardo's ideas and his Stanford Prison experiment. Also, Stanley Milgram's experiment – both of which link to Psychology. Exploration of the text in relation to social class/the class structure which links to Sociology. **Spring Term:** 'Family, Society & Traditions' SoL – *A Christmas Carol* – social, historical and cultural context links are made in relation to social class, reform & Poor Laws. Attitudes of the rich, linked to the economist Thomas Robert Malthus (Malthusian theory). Some links to Sociology. *London* – social unrest (& London riots – link to Sociology)
Year 11	History: Germany & Elizabeth I	**Autumn Term:** 'Power & Conflict' – *Macbeth* – historical, social & contextual connections to post Elizabethan era (Jacobean period) and theatre in this period (links to Elizabeth I in History). James I & the Gunpowder plot (just post Elizabethan period). **Across the year:** revision lessons for *Lord of the Flies* – links to WWII (History) and to Psychology & Sociology (as above for year 10). This also applies to *A Christmas Carol* revision lessons across the year. *Kamikaze* – Pearl Harbour (WWII)

How is the curriculum delivered?

The English Curriculum is delivered using a range of pedagogical approaches. Key skills and topics are taught thematically rather than in isolation so that skills and aspects of the range of texts are revisited regularly, through questioning, quizzes, active registers, 'Quick Six' and Kahoot, for example, to support 'stickability'.

Students are assessed regularly, using formative, peer and summative assessments, as outlined in our Assessment Policy. In addition, each Scheme of Learning has specific assessments – with choices and a range of assessment opportunities – clearly outlined in each Scheme of Learning. Within each Scheme of Learning, according to the year group, the assessments are designed to build key skills appropriate to the particular stage of students' learning.

Feedback from teachers, focuses on specific skills from the Key Stage 3 and 4 Programmes of Study and GCSE Assessment Objectives, all of which underpin all Schemes of Learning.

The importance of reading and vocabulary acquisition are also at the core of our curriculum. Thus, texts are carefully selected to ensure that students receive a breadth and depth of topics and that they are appropriately challenged, whilst being engaged, building confidence, comprehension skills and strategies. Equally, teachers model and encourage students to be more specific, academic and sophisticated with their vocabulary. A range of strategies are incorporated into lessons and Schemes of Learning, such as use of the Frayer model for defining key vocabulary, etymology 'word webs' to help students explore lexical patterns and meanings, glossaries and 'word of the week' as well as the use of dictionaries and thesauruses being integral tools in lessons.

Key Pedagogies

The English Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below – and others as detailed in the English Department Handbook.

Teachers as the specialist

We pride ourselves on being English teachers who are passionate about our subject and who have a wealth of knowledge and expertise to share and develop our students' knowledge and their own passion and interest in English. We are dynamic in our approach to our own reflective practice and we recognise the important role that the teacher has as a subject expert.

Constructivism

Constructivist theory is linked to Piaget and Vygotsky's theoretical approaches to learning. Constructivism in teaching recognises the student as a learner and the knowledge that s/he brings to the lesson. It places the teacher as facilitator and the student takes an active role in their learning. Strategies such as the teacher establishing what students already know (to build on their prior knowledge), recognising different backgrounds and cultures of learners, creating learners who seek to ask questions and find solutions, creating activities which encourage students' enthusiasm for their learning are all broadly constructivist.

Flipped Learning

Flipped Learning puts greater focus on the pre-learning which takes place prior to the lesson so that the lesson can focus on applying the knowledge. Flipped Learning creates opportunities with students' independent learning before their lesson. It requires careful planning to ensure that the learning/application in the lesson builds on the learning that has taken place prior to the lesson. (It is important to have strategies in place for students who have not completed the task for IL).

Interleaving

Teaching the English Curriculum through interleaving (mixing) both Language and Literature skills and through making connections between the texts and exam papers, rather than teaching them in a 'blocked' way. Interleaving has been shown to be more effective than blocked practice for developing the skills of categorization and problem solving; interleaving also leads to better long-term retention and improved ability to transfer learned knowledge. Cognitive psychologists believe that interleaving improves the brain's ability to differentiate, or discriminate, between concepts and strengthens memory associations.

ABC: Add, Build, Challenge.

To avoid the 'table tennis approach' to whole class discussion (back and forth between teacher and individual student), students are encouraged to use 'ABC', the 'basketball approach', enabling discussion to go across the classroom between students.

Metacognition

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

This metacognitive approach is evident through our use of modelling, including live and shared writing. Students are also encouraged to reflect on the strategies that they have used and what has worked for them. They are given tasks to carry out such as transforming text into pictures, summarising full texts into 20 words and explaining how specific approaches have supported or hindered their learning. They are also encouraged to evaluate their own (and others') learning.

PiXL Thinking Hard

Thinking Hard is at the heart of excellent classroom practice and students who engage in learning and think hard achieve well and progress. With the advent of more challenging curricula across all key stages and examination reform, practical strategies to develop depth of understanding are more essential than ever for students of all abilities. We want to encourage students so that, not only are they prepared for the challenges of more rigorous exams but also for their real life application of their skills and knowledge so that they are able to be ambitious in their destinations for the future.

One of the main things that distinguish expert teachers is challenge in the classroom[1]. Robert Coe when defining learning says it *"*…happens when people have to think hard"[2], so the question becomes: how can I increase the amount of thinking for all in my classroom without increasing my workload?

[1] Hattie, John (2003) "*Teachers Make a Difference: What is the research evidence?* " Australian Council for Educational Research Annual Conference; 15-16

[2] Coe, Robert (2013) *"Improving education : A Triumph of Hope over Experience*" http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf; 14-15

There are four key approaches that can support deep thought in the classroom **two** of which we will focus on. Each of these follow the maxim: **high thinking; low planning**:

1. Thinking Hard Process: Knowledge, understanding, analysis and flexibility
2. Effective explanations: analogy, role modelling, worked examples.
3. Think-pair-share: question technique to get students thinking and talking in a focused way.
4. Assessment and feedback: including test, feedback, Retest.

Thinking Hard Process – *Knowledge, understanding, analysis and flexibility*

The **Thinking Hard Process** moves student engagement with essential information from passive to active interactions.

Knowledge and Understanding by reducing (e.g. a paragraph to 12 key words) and transforming (e.g. change this text into a diagram – no words) information focuses students to think hard and understand the content and gives teachers the opportunity to check essential knowledge.

Analysis by prioritising (e.g. Diamond 9) and categorising (e.g. group together questions that require the same technique to answer) allows students to make sense of the information that open up the highest GCSE grades that feature throughout examination questions.

Flexibility by extending (e.g. how is this similar/different to X? What question do we need to ask now?) allows students to make connections across a range of topics and subjects and enables them to tackle questions that require application of knowledge in new situations.

Think-Pair-Share – *Transform classroom thinking*

A shift away from 'hands up' questioning to a model that promotes wait time, depth of discussion, dynamic classroom dialogue, audible thinking and experimentation of ideas.

Let's Think in English

Let's Think in English is a teaching programme to help young people develop the reasoning skills needed for success in English. As soon as they have learned how to decode letters, words and sentences, they need to develop higher-order reading skills such as inference, deduction and analysis. This gradually leads through the key stages to the ability to recognise and discuss how language can be used to create features such as characterisation, mood, tone, pace and irony and how texts can be structured for various effects.

Let's Think in English draws on research by Piaget and Vygotsky that young people learn best when exploring ideas together. The lessons are based on structured challenge and include the development of understanding through discussion (social construction), problem-solving (cognitive challenge) and structured reflection (metacognition) which makes pupils more aware of their thinking processes and how they think most effectively.

Chromebooks

Within the delivery of our English lessons, as well as the completion of tasks and assessment of work in exercise books & progress books, we are further incorporating the use of Chromebooks for a range of activities, such as dictionary & thesaurus work, use of support resources from our 'Wonderwall', research, peer assessment, collaborative writing, quizzes and some reading tasks. Details are outlined in our 'Chromebook commitment to parents' document.

All lessons during the pandemic have been recorded and shared via the Google Classroom. These lessons & resources are available for students to use during lessons and, through the use of Chromebooks & the Google Classroom, google docs, jamboards and other resources are incorporated into learning within the classroom.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units. For example, questioning is a valuable strategy used to assess comprehension within the lesson to ensure understanding and to create challenge. Personalised Learning Checklists (PLCs) and Flight Paths are used to focus on key skills and to RAG rate understanding. This includes the use of the Know-it, Grasp-it, Think-it 'mats' to help students also take ownership of their strengths and areas for development.

Regular, explicit use of success criteria helps to ensure that students are clear about the expectations for their final assessments. These are 'unpicked' along with modelled examples, which are also used to create success criteria. In addition, live modelling and shared written and verbal responses are all used during the development phases of learning to aid progression. The sharing of Written Learning Targets from the Flight Paths and PLCs, along with regular written and verbal 'next steps' tailors the learning for individual needs.

Formative written and verbal feedback is recorded in students' drafting books and in teachers' data folders (as well as on Department Trackers, as appropriate), with some feedback (using the 'Michaela's Way' approach) which is recorded on a single sheet and guidance is then given via powerpoint targets for differentiated needs. This approach also helps to ensure more regular feedback, and the teacher responding to whole class needs to inform therapy and intervention required, whilst tailoring follow-up lessons to specific misconceptions and allowing the teacher to focus on key students, as well as identifying strengths which can be shared and celebrated.

Peer assessment strategies focus on key skills, further building students' knowledge of success criteria – skills and mark schemes – so that feedback given to each other is specific and mostly relevant. Strategies such as 'caterpillar marking' and 'tickled pink & yellow boxes' are used by students as part of their peer assessment.

Teacher assessment follows the English Assessment Policy, using the Next Steps stickers and allowing students time to respond to next steps and feedforward. Next steps are also then fed-forward into learning objectives to ensure highly personalised learning and to create a dynamic approach to students' learning, which is always both reflective and forward-thinking.

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus.

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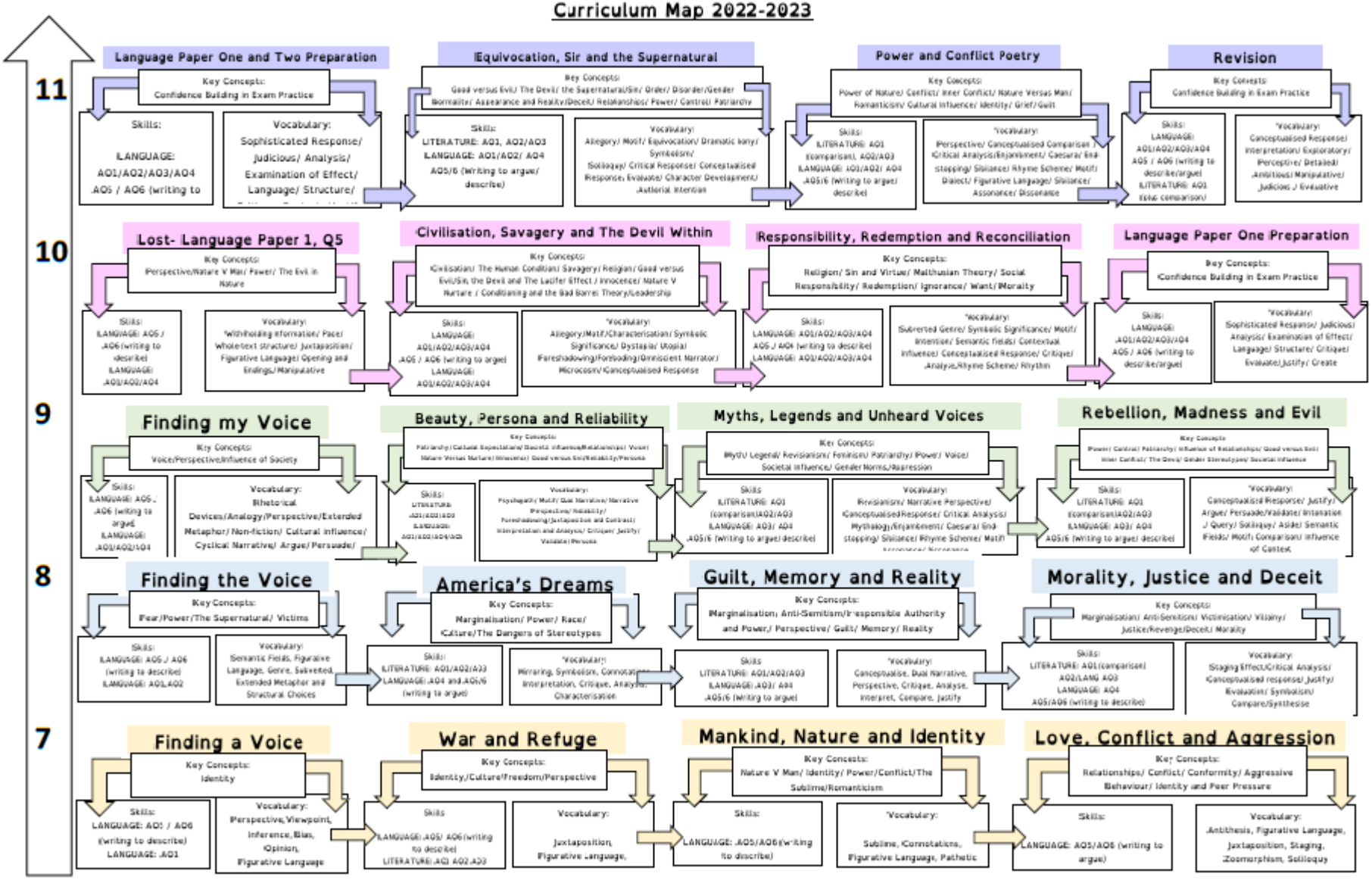
Curriculum Map 2022-2023



Assessment Objectives:

Language: AO1: Comprehension and inference AO2: Commenting on language and structural choices AO3: Making comparisons AO4: Giving a critical opinion AO5: sentencing, paragraphing and language AO6: SPAG

Literature: AO1: Comprehension, inference and comparison AO2: Commenting on language and structural choices AO3: Making links to context and writer's viewpoint/ intention AO4: SPAG

A summary of our principles: ALNS Maths Curriculum

ALNS Maths Curriculum

The aim of the Mathematics Department at ALNS is to enable our students to become independent problem solvers and lifelong mathematicians as a product of engaging and research driven teaching and learning. Our team of enthusiastic mathematics specialists strive to promote interest, curiosity and enjoyment in the learning of mathematics by providing a supportive yet challenging environment, where pupils believe they can achieve.

Balanced

Our curriculum is firstly designed to ensure students are fluent and confident with key facts and methods that they most frequently need in order to be successful with more complex topics. This fluency reduces cognitive load to allow students to progress to become great problem solvers.

In KS3 we prioritise making links with algebra and number skills covered in KS2 to support the development of new knowledge while embedding multiplicative reasoning to prepare students for KS4.

	F	H
Number	25	15
Algebra	20	30
Ratio/Proportion	25	20
Geometry	15	20
Probability and Statistics	15	15

Rigorous

The curriculum has been designed to ensure students are well prepared to meet the increased rigour and challenge of the new maths G.C.S.E specification.

Teachers continually gather information about their students through questioning, written classwork, Independent Learning(homework) and assessments. They use their expert knowledge to ensure students have the expected prior knowledge required to access more challenging learning. Teachers use direct instruction to explain key mathematical concepts and processes, ensuring they have planned to uncover and address students' key misconceptions about topics.

Coherent

The fundamental idea behind our curriculum design is to build carefully from the previous key stage, previous topic and previous lesson. Ensuring students become fluent with key facts and methods through careful sequencing. For example, we cannot expect pupils to factorise before they are secure in finding factors of numbers.

While some sequencing is vital (FDP close to probability) we try to organise standalone topics to give as varied a curriculum as possible. We also try to avoid one topic always being at the end of Summer term, or similar, to minimise the chance of students missing them in both key stages.

A Spiral or Mastery Approach

We are constantly looking at ways to combine the best of both 'mastery' and 'spiral' approaches in our curriculum. We want to help students gain a deeper understanding as opposed to accelerating through topics. We believe in keeping the class working together on the same topic and that all students are capable of learning the maths appropriate for their level that has the maximum area. We also understand the forgetting curve and that students need to see topics again and again. In different contexts and in different years - so we've built in the revisiting and reinforcing features of spiral curriculum.

Appropriate

Lessons are appropriately designed to build students confidence and model success for all. Challenging topics are introduced in small steps with clear success criteria.

Reasoning and problem solving are integrated into classroom practice as much as possible in the order that is appropriate for the topic, e.g. sharing in a ratio may be introduced by a problem about sharing or grouping for which we need to become fluent at the procedure. Problem solving with trigonometry might by introduced early – how would you measure the height of the spinnaker tower with no rope? Then revisited with a clinometer when students have the required skills.

Focused

We have a clear focus on students making links between different topics and being able to select the mathematics they need to use.

A permanent drive on developing "cognitive reasoning" type problems as much as possible in our lessons, such as "show that" and "spot the mistake" style problems ensures students must show their workings and explain their answer rather than just simply answering a set of question.

Relevant

The curriculum incorporates many useful topics where it is easy to make links to genuine applications, other subjects and potential careers. Teachers make these links explicit during lessons.

Teachers also celebrate and encourage a love of learning maths when topics are less easily applied to real life contexts. Ensuring that students value the skills that mathematics affords them. Thinking logically and being able to follow a process or method. Finally, teachers are encouraged to have a passion for mathematics and take pride in being a mathematician. Modelling maths as enjoyable and explaining to students why it is useful and relevant or giving historic contexts and allowing time to explore off-curriculum ideas.

How does our Maths Department incorporate ALNS Teaching Principles?

<table>
<tr>
<td rowspan="2">Fostering a love of learning 
Our curriculum is designed to give students a broad, purposeful, and meaningful experience of a wide range of topics

We use a range of teaching strategies, resources and styles of tasks to ensure that all students are engaged and successful within lessons. We are constantly reviewing schemes of learning to ensure lessons are engaging and promote a love of learning.</td>
<td>Challenge for All 
High-Quality Teaching ensures that planning meets the needs of all pupils, and builds in high expectations for all pupils.
We set in maths to allow those at the very top to excel but we then have mixed ability classes at both KS3 & KS4 so that all students are challenged and supported in equal measure, This move away from “bottom set” has had a positive impact on how students view themselves as mathematicians.</td>
<td>Feedback for Learning 
Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.

Mr Carter starters, marked reviews, IT based quizzes and formal assessments allow pupils to develop an understanding of how they are progressing.

Students are learning to become more independent and respond to the feedback by using Hegarty as a tool to fill gaps in their knowledge.</td>
<td>Literacy for Life 
Teachers use correct mathematical terms and encourage students to follow suit. Staff carefully introduce new terminology but also consolidate previously used terms wherever possible. When new vocabulary is introduced it is used in context so students begin to understand when to use it.

This year Oracy will be developed further, and SOLs amended to provide ample opportunity. This will be through the use of visual prompts and the question “where’s the maths”. Teachers will also make more use of always true, sometimes true or never true. Students will learn to justify their answers with examples and non-examples to the class.</td>
</tr>
<tr>
<td>Modelling 
We ensure that tasks build students’ confidence by achieving high success rates at the modelling stage.
We take an ‘I do – we do – you do’ approach to the modelling and learning process to build confidence & resilience. The use of mini white boards allows teachers to catch and discuss misconceptions before they become learned during self-practice.</td>
<td>Responsive teaching 
We take a responsive approach to teaching, incorporating reteach lessons which respond to common misconceptions identified through the marked review cycle.
In lesson strategies which include questioning of prior learning allow staff to know when to be responsive and deviate from the planned learning.</td>
<td>Stickability 
Our Schemes of Learning incorporate a range of strategies to help students overlearn key material. This can be through starters, marked reviews, Hegarty tasks, sequencing of the curriculum, end of unit tests or cumulative assessments.
It is this overlearning that will ensure content moves into long term memory and becomes easy to retrieve – hence reducing cognitive load.</td>
</tr>
</table>

Curriculum Intent

The aim of the Mathematics Department at ALNS is to enable our students to become independent problem solvers and lifelong mathematicians as a product of engaging and research driven teaching and learning. Our team of enthusiastic mathematics specialists strive to promote interest, curiosity and enjoyment in the learning of mathematics by providing a supportive yet challenging environment, where pupils believe they can achieve.

The Maths curriculum has been designed to give students a broad and detailed knowledge of mathematics. It is the intent of our curriculum that students will:

- become fluent with key skills in mathematics, through varied and frequent practice with increasingly complex content over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and preserving in seeking solutions.
- communicate, justify, argue and prove using mathematical vocabulary.

Our principles behind our approach to Maths lessons:

All students are *entitled* to:

- a positive, safe learning environment that enables them to flourish and succeed within a culture of mutual respect and shared responsibility.
- a chance to feel successful, this will allow pupils to associate the subject with enjoyment and increase their motivation to improve. Teaching should put pupils on the path to success, a proficiency first approach above learning from their mistakes is likely to prevent pupils developing anxiety around maths.
- understand that we all make mistakes and the difference between infrequent mistakes which we can learn from and consistent mistakes which are due to weak foundational knowledge.
- be actively engaged in their own learning whilst being challenged and motivated to take responsibility for their own learning.
- question each other and the world around them to enable each student to develop an enquiring mind.
- have the opportunities to apply and develop their skills and knowledge of science to a variety of new situations.
- experience well planned lessons which challenge them, provide clear assessment and development opportunities.
- reflect upon their own learning regularly and be given opportunities to improve.

Teaching within Mathematics lessons should have:

- a positive ethos which promotes an atmosphere for learning in which all students feel safe and confident to put forward ideas without reservations.
- clearly modelled learning episodes using direct instruction to engineer success in learning in alignment with the detail and sequence of the planned curriculum.
- a chance to practice mathematics free from distribution and in near silence while balancing the need for opportunities for discussion.
- lesson that allow time for overlearning and rehearsal of core facts, methods, and fluency of procedures.
- differentiated and choices of tasks which support and challenge all.
- students explore their own ideas and use them creatively in problem solving and making informed decisions.
- well planned lessons in which learning aims are clear and shared with all students enabling them to understand the purpose of their learning and how to make progress.

- clear explanations of where new content makes links with content students have previously acquired and connections between problems are identified by the teacher.
- clear methods of assessment that are shared with all students. Pupils are to be well prepared for assessments and marked reviews ensure key facts are learned to automaticity.

How is the Curriculum planned?

The curriculum is more than a list of mathematical statements to be ticked off as pupils pass through school. The curriculum embodies everything that contributes to pupils learning mathematics. Mathematics is a highly interconnected and cumulative subject and is taught as such. The aim of our mathematics curriculum is for teachers to deliver content in a way that ensures that pupils' knowledge is developed through the layering of interconnected topics, allowing pupils to develop an understanding of the relationship between mathematics and problem solving. As students develop fluency they also begin to build connections and develop their reasoning skills, their understanding deepens and their knowledge grows. Ensuring students leave ready for the next steps in their education or employment.

Students have opportunities to learn increasingly sophisticated mathematical ideas relative to their mathematical ability and prior attainment. We provide opportunities within the curriculum to review mathematical content regularly during starters and assessments. Pupils are exposed to a standard of mathematics in KS3 which builds upon concepts already studied at KS2 and ensures no wasted time in year 7. Students who join us in year 7 with a greater depth of understanding are put into a higher class, the rest of the students are taught in mixed ability throughout KS3. At KS3 we have a strong focus on developing students reasoning skills and go into great depth to ensure their algebra and number skills are ready for increasing challenge of mathematical problem solving they will face in KS4.

Teachers continually gather information about their students through questioning, written classwork, homework and assessments. They use their expert knowledge to ensure students have the expected prior knowledge required to access more challenging learning. Teachers use direct instruction to explain key mathematical concepts and processes, ensuring they have planned to uncover and address pupils' key misconceptions about topics.

Lesson structure across the department ensures that pupils are challenged to demonstrate proficiency in these three core strands of the mathematics curriculum: Fluency, Cognitive Reasoning and Problem Solving.

Through marked reviews students are regularly challenged with carefully selected mathematical problems that force students to recall previously covered key content from multiple topics. As a result, students become more confident in their ability to select the mathematics required to solve problems, more independent and willing to persevere when faced with challenging mathematics.

It is this clear focus on connecting mathematical concepts through problem solving that allows our pupils to become enthusiastic and successful mathematicians.

Students are encouraged to ask questions and make links between topics learned in mathematics and other subjects. Teachers work hard to make explicit the links between topics being taught and their usefulness in other subjects and explain why topics are useful for potential future employment. The key skills of numeracy and graphicacy are often modelled using a variety of approaches and we encourage students to use the methods they are most successful with. This allows students to build upon prior knowledge which ensures they are more likely to be successful in transferring their mathematical skills when in other subjects.

In Mathematics we actively seek opportunities to ensure all students have the chance to acquire the cultural capital they need to help them become successful in the future. Prime examples of this include the stock market challenge, where students experience a live trading floor. The chance to buy and sell stocks and shares and make a nice profit gives students the opportunity to gain a greater understanding of the stock market and the economy in general. This is just one of the ways we highlight potential career paths that mathematics can open up. Teachers also seek opportunities to make links to famous mathematicians and historical mathematical discoveries and when appropriate make links to real life applications of mathematics.

How is the curriculum delivered?

Teachers ensure students receive quality first teaching by ensuring examples are well modelled (using the I go, we go, you go approach when appropriate) making explicit the skills being used. Students are given the opportunity to practice key skills in isolation before combining them to solve multistep problems. This atomisation allows teachers to scaffold learning for all students. Teachers make use of multiple representations and manipulatives when introducing topics to enable us to take students from the concrete to the abstract successfully. Students are regularly given the opportunity to develop steps to success which they can refer to in later lessons.

When learning new content students are encouraged to reflect on what skills they already have and consider how they can be used to tackle new problems. Where pupils lack a well-rehearsed and readily available method to solve a problem they need to draw on problem solving strategies to make sense of the unfamiliar situation. Research shows that by thinking hard about a problem students are more likely to remember the new content as it will be viewed as useful. Dan Meyer refers to this method as head ache and aspirin. Problems that cause students to think causes a headache and the new learning is the aspirin. Selecting problem-solving tasks for which pupils do not have readymade solutions makes learning more memorable.

Teachers understand that memory is a highly complex process and in order to build strong neural paths students must be exposed to new content more than once. The use of spaced learning is common practice across the department, with the aim being to help students commit key concepts into long term memory. This is done in a variety of ways including the use of recall starters, low stakes quizzes, key formula tests, games, revision cards and mind maps. Students are also provided with knowledge organisers at the start of topics to help them prepare for new learning.

Teachers understand that using the language of mathematics is essential and the knowledge organisers also help students understand and use mathematical language confidently. Understanding the language of maths gives students the skills they need to think about, talk about, and understand new mathematical concepts. For example, knowing how to label lengths and angles allows students to discuss congruency. When meeting new vocabulary teachers ensure key meanings are understood and explained in a student friendly way. Students are also encouraged to read questions carefully and underline key words when tackling problems in lessons and exams.

Key Pedagogies

The Maths Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below as well as more detailed in the Maths Handbook

Over learning of key facts

Some pupils are quick to grasp new content, while others might need more time to think, practise, recall and apply. Given that proficiency in mathematics requires pupils to attain a level of procedural fluency teachers should ensure the give pupils adequate opportunities to practise. This is vitally important with the learning of key multiplication facts.

Success Criteria

After modelling examples, many students benefit from having success criteria to follow. If this can be constructed with students it will allow you to question and assess students while also developing their oracy skills.

Simultaneous Equations

1. Label the equations
2. Do I need to scale up the equations?
3. Do I need to add or subtract to eliminate?
4. Solve to find x
5. Substitute x value into one of the original equations (Equation 1)
6. Solve equation to find y value

7. Substitute x and y value into unused equation (Equation 2) to ensure you have the correct answer

I go We go You go Modelling

Teacher modelling is vital to secure students' knowledge and understanding of mathematical processes. Emphasis on certain steps and justifications of how or why things work or do not work can be the difference between learning by rote and understanding maths. Eggen and Kauchak (2001) defined modelling as "an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing". Using the I go We go You go strategy encourages students to participate rather than just observe. Through questioning and use of mini whiteboards are modelling should engage students and encourages learning and not just allow students to be passive.

It is important for students to see the thought process we, as teachers, go through in answering a question and we do not simply click through a PPT.

How is the curriculum assessed?

Marked reviews are used to assess the learning of current and previously learned topics. Teachers select questions that support both fluency and problem solving skills with the aim being that students are able to confidently answer questions which require them to select methods from different branches of maths, for instance using circle theorems to find a missing angle to enable students to use trigonometry. Marked reviews allow teachers to focus on giving high quality feedback on topics they have identified as weaknesses in a way that promotes spaced learning. When the class are receiving feedback and making corrections the use of peer support for targeted students is widely used.

One of our key strengths in assessing students has been on developing "cognitive reasoning" type problems as much as possible in our lessons, such as "show that" and "spot the mistake" style problems- this ensures students have to show their workings and explain their answer rather than just simply answering a question. These questions are becoming more and more common in the GCSE examinations and examiners reports suggest students across the country regularly miss them out or gain few/no marks on them. We aim to ensure students are practising these skills regularly by including them in marked reviews.

Key skills and knowledge are also assessed more formally using termly assessments. Students sit assessments each half term as identified on an assessment calendar. Assessments have been created to be cumulative, with 50% of questions based on the current half terms learning and 50% spaced on previous learned content. Students in sets 1 and 2 also have an extension test to reflect the challenge KPIs they complete that other classes don't.

At KS4 both foundation and higher tier papers have been created. At both key stages students alternate between a calculator and non-calculator paper each half term.

Teachers understand that assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. Targeted questioning using no hands up in lessons is a common approach used in the department. Assessment for learning is used to give regular verbal feedback that is specific and clear.

Use of diagnostic questions and MWBs are common across the department in most lessons as a way for teachers to assess the whole class quickly. When students give wrong answers teachers encourage and support further effort and don't allow students to give up. Teachers not only address misconceptions but also understand why pupils may persist with errors and plan for these accordingly. Use of whole class feedback using MWBs addresses common misconceptions and with best practice teachers are planning lessons which address errors before they arise.

Use of Chromebooks

The use of IT and Chromebooks in lessons ensure we can offer powerful opportunities for pupils to explore mathematical ideas, to generalise, explain results and analyse situations. Teachers understand the opportunities that IT offers, and are constantly trying to find ways to enhance the teaching and learning of mathematics.

Decisions about how and when Chromebooks should be used to help teach mathematical facts, skills or concepts are based on whether the Chromebooks support effective teaching of the lesson objectives. The use of Chromebooks should allow pupils to do something that would be more difficult without it, or to learn something more effectively or efficiently.

Teachers work hard to identify topics that can be enhanced with the use of Chromebook and while they can be used advantageously in most areas of mathematics, the following topics particularly benefit from the opportunities they offer:

- Sequences, functions and graphs
- Geometrical reasoning: lines, angle facts and circle theorems
- Transformations
- Coordinates
- Construction and loci
- Handling data

Teachers are confident in using Desmos as a graphing tool and use it well to make clear links to algebraic concepts. Examples of teachers using Desmos well include pupils investigating the effect on a that changing the value of m in the function y = mx + c has on the graph. Desmos is also used to engage students and the mini-golf game developing problem-solving skills and consolidating students' understanding of coordinates demonstrates a great use of the Chromebooks in lessons.

Much of geometry, particularly transformational geometry, is concerned with movement. Manipulating diagrams dynamically generates many examples that can help pupils to make conjectures and explore what changes and what stays the same. The use of Chromebooks can help

Science

The Science curriculum is designed to build knowledge, to inspire curiosity in students so that they actively seek to be able to explain phenomena in the world around them, using discoveries made by scientists past and present. Within the teaching of Science, the ALNS Teaching and Learning principles are embedded alongside pedagogy distilled from evidence-based research.

What do we want science students to get from ALNS?

Have a strong knowledge and understanding of scientific phenomena

Be able to apply their knowledge to a range of scenarios

Be able to effectively use their oracy skills to communicate their understanding or science

Be able to read and comprehend a range of scientific texts for meaning

Have the choice of studying science beyond GCSE

Have a strong base of knowledge in regards to the role of science at a local and global level

How is the curriculum planned?

Through learning science, students are given a broad understanding of; the fundamentals of science, how influential scientists discover things, and their discoveries and how science seeks to explain the world around us.This will prepare them for adult life and further studies. The knowledge and skills required from the Science National Curriculum (NC) are broken down into distinct units at both Key Stage 3 and Key Stage 4 but we try to look at the secondary Science curriculum as a 5-year journey. In years 7 and 8, students cover the Key Stage 3 NC, introducing the main areas of biology, chemistry and physics at a level that is suitable for them based on their prior attainment. Year 10 is the first year where students then begin to study Combined Science or the three separate Sciences. Throughout, the key concepts in each Science are revisited and emphasised so that these are firmly known and memorised so they can be applied to unfamiliar contexts readily. For example, key concepts in biology such as cells, transport, respiration and surface area are revisited many times in different contexts that are progressively more demanding. Where the science learning compliments the learning in other subjects, key vocabulary and approaches are used to explicitly build links in the students' schemas. This leads to the learning in both areas reinforcing each other, improving stickability. With Science this is most apparent in areas such as Geography (earth structure, pollution, population effects, limited resources), Maths (ensuring common approaches to work covered), PSHEE (development, reproduction and fertility control).

To ensure that all students (and especially the disadvantaged) acquire the cultural capital to help them be more successful in the future, we ensure that they acquire the relevant scientific vocabulary and are aware of the

scientists involved in some of the biggest scientific discoveries such as Darwin, Newton, and Curie. We also recognise the work done by famous women and people of colour.

How is the curriculum delivered/taught?

Adaptive (Responsive) teaching: We use a range of evidence-based techniques which underpins our pedagogical approach to teaching Science. Questioning and quizzing is used to unpick preconceptions and then time is spent highlighting and challenging misconceptions to ensure that students have a solid foundation upon which they can construct their new learning. The link to prior learning and experiences not only ensures that students' misconceptions are cleared up but it also reinforces the prior learning in long term memory. Dynamic teachers respond appropriately to class needs over short and long periods of time building a greater understanding of learning barriers. Staff actively seek opportunities to develop their own practice against specified areas of the Teaching and Learning principles.

Stickability: During the sequences of learning students are given the opportunity to practise skills and use their knowledge in a multitude of ways ranging from 'Shed load of practice' to practical skill tasks. Throughout lessons teachers are constantly questioning students, enabling them to interrogate and develop their schema. This means that teachers do not race through content but build lasting memory and move learning from the working memory into their long term memory. Fluency in tasks reduces cognitive load and allows for greater sequencing of information leading to greater development of knowledge.

Literacy for life: Throughout the five year journey students are exposed to a huge number of subject specific vocabulary and they are expected to use, scrutinise and define these words. In order to access scientific texts and literature students need to be able to understand and use a wide range of subject-specific language. This is introduced gradually and the teachers will draw attention to new vocabulary and explore with students the component parts of words and how they link to other words (for example, photo meaning light from the Greek phos/photos – in photosynthesis, photograph, photon, photobiotic). In their books students keep a glossary of terms, referring to them when necessary. Students are expected to read scientific texts and with the teacher's support, unpick the key parts and address any areas they are confused about.

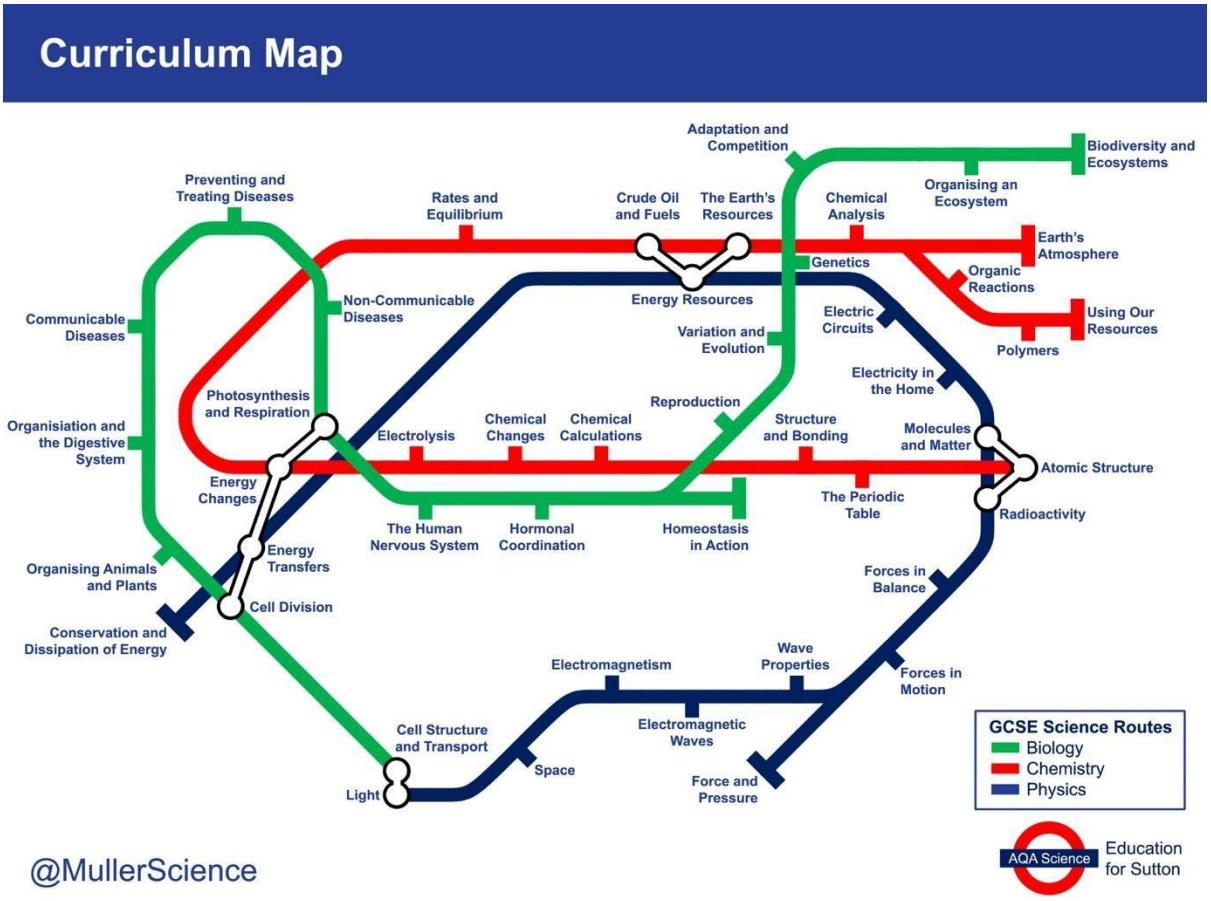
Feedback for learning and Modelling: Lessons begin with a short quiz that assesses prior content knowledge as we believe interleaving supports stickability. Teachers constantly assess students' understanding through questioning, as described above, but also through the process of marked reviews and other forms of summative assessment. A marked review involves the teacher deliberately choosing a set of examination and retrieval questions for students to complete. The questions themselves are given a score which despite increasing stakes is productive as it enables students to judge their understanding of a topic and also enables Science staff to highlight key misconceptions at an individual and whole class level. The teacher can then respond by corrective teaching and targeted support. The use of marked reviews also then enables the teacher to repeat areas of weakness through contextual changes in questions to identify and correct misconceptions and build schema.

Students are given constructive feedback that celebrates strengths but that is focused on the next steps in learning. Within lessons, students are given time to act upon this feedback in line with research. Throughout lessons teachers question individuals and give constructive verbal feedback – again focused on the next steps. Independent learning is used alongside the teaching sequence so that it compliments and reinforces the work covered in lessons or is used to act as a retrieval aid.

Challenge for all: Within our schemes of work, tasks are scaffolded to support or challenge students appropriately. This means that teachers do not race ahead to complete prescribed schemes of work but are reactive and use the techniques outlined in the 6 Ps of science pedagogy diagram to ensure students develop understanding throughout the learning sequence. Task design is prioritised in planning so that all students can accelerate independently whilst being supported. The need for spacing the practice of core skills is supported through independent learning and marked reviews so that students are exposed to the key concepts throughout the learning sequence. This is also the gateway to a high challenge high support environment where challenge is not implicit but is explicit. Students who struggle to complete tasks or write are encouraged to create google documents on their chromebooks and use these instead of writing in their exercise books.

Foster a love of learning: The ability to think critically and to identify areas of development is the cornerstone of the scientific method. The need for students to reflect and to develop is naturally built into the 5 year journey through revisiting skills regularly. A range of activities and styles are used so that, where appropriate, practical activities and the use of models are built into the learning sequence. This enables our students to experience scientific processes, use models to access challenging concepts and embed them in their long-term memory. All of which is underpinned by independent learning.

The tube map summary from STEM learning shows how topics can be sequenced and where there is commonality. In the intent document for each area, this has been developed to a much greater level. This is simply a model to promote discussion of commonality.



How is the curriculum assessed?

Science assessment is focused on students taking feedback and then having the skills to act upon it in a timely fashion so knowledge is embedded and can be linked to other areas of the curriculum. Science teachers are aware that effective feedback can only be built upon effective learning. The bi-modular approach to summative assessments also enables students to link and build their learning whilst supporting teachers in identifying misconceptions. During Science lessons, standard practice is to carry out multiple levels of formative assessment to ascertain the conceptual understanding of students. This ranges from the use of examination questions to verbal questioning and finally the summative assessments. Teaching and learning across the department is aided by regular assessment of students' progress through the use of marked reviews. The key concepts are shared with staff so that knowledge is interleaved and through retrieval practice students develop a deeper understanding due to pedagogical approaches such as fortnightly reviews. At the end of the learning sequences teachers produce a marked review. (process described above)

The infographic below shows how the learning sequences have the key characteristics of retrieval practice, deliberate practice, corrective teaching, interleaving of key concepts, fortnight reviews and marked reviews enables students to progress.

6 Ps of science pedagogy

Check Prior knowledge

Prior

- 5 question recall starter quiz
- Questioning throughout
- Marked reviews which include relevant prior knowledge

Deliberate Practice

Practice

- I go, you go
- SLOP
- 5 question recall starter quiz
- My GCSE Science
- Independent learning

Regular progress assessment

Progress

- Google forms assessment
- Marked reviews
- End of topic tests
- KS3 skills assessments
- Mocks (standardisation and moderation)

Reactive pacing

Pacing

- Fortnightly reviews allow teachers to decelerate and work on fluency
- The lessons allow challenge levels meaning the pacing can be fluctuated for individuals.
- Adaptive teaching
- Regular routines across the department.
- Technology used to support lesson transition

Present ideas like a scientist

Present

- No hands up questioning
- Scaffolding questions to build collective answers from small building blocks.
- Start lesson with bigger questions to encourage students to think like scientists.
- Focus on keywords and etymology with glossaries throughout the department.
- Acknowledging famous scientists

Possession of their learning

Possession

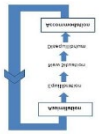
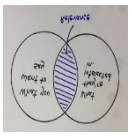
- Student choosing words for their glossary.
- Pink penning allows students to identify the areas to strengthen in the own learning.
- Modelling our thought processes to help frame thinking via I go, you go for example.

Five year science learning pathway

As stated earlier, key concepts are revisited during the five years and explicit links are made through teaching and retrieval practice between topics. The diagram below shows an example of when content is taught.

Year 7	Year 8	Year 9	Year 10	Year 11
Organisms - the key concepts covered are cell structure and function, surface area to volume ratio and the uses of glucose **Chemical reactions** - the key concepts covered are atomic structure, particle model, particle theory, interactions based on charge, conservation of mass, use of periodic table, and separating mixtures.. **Earth, genes and evolution** - the key concepts covered are human reproduction, inheritance, natural selection, evolution, Earth structure and the evolution of the atmosphere and Earth's resources.	**Universe, forces and waves** - the key concepts covered are forces (including gravity), speed, magnets, light and sound, the Solar system and beyond. **Photosynthesis, plants and ecology** - the key concepts covered are plant organs and tissues, photosynthesis, uses of glucose, plant reproduction and pollination, food chains and ecosystems. **Energy and electricity** - the key concepts are the types of energy, efficiency, energy resources, power, and electrical circuits.	**Energy and electricity** - the key concepts covered are electrical circuits, resistance and Ohm's Law, types of energy, energy resources and equations. **Cell biology and bioenergetics** - the key concepts are cell structure and function, magnification, method of substance exchange, surface area to volume ratio, plant organs and tissues, photosynthesis, uses of glucose, and types of respiration. **Atomic structure and the periodic table** - the key concepts are atomic structure, periodic table, separating mixtures, and interactions based on charge. **Chemical and energy changes** - the key concepts are interactions based on charge, reactivity of metals, pH, neutralisation and enthalpy change.	**Bonding, structure and properties** - key concepts are interactions based on charge, the atomic structure, the periodic table and its uses, reactivity of metals.. **Atomic structure and particle model** - key concepts are atomic structure, interactions based on charge, radioactivity, particle theory, density and changes of state. **Organisation, infection and response** - the key concepts are organ structure, function and diseases, surface area to volume ratio, specialised cells, enzymes as a biological catalyst, development of medicines. **Forces** - key concepts are Newton's laws, types of forces, speed, momentum. **Waves and magnets** - key concepts are magnetic fields, induced magnets, properties and uses of waves, including the electromagnetic spectrum, global warming.	**Using resources, chemical analysis and chemistry of the atmosphere** - the key concepts are Earth's resources and sustainability, reactivity of metals, the evolution of the atmosphere, global warming, separation mixtures and gas tests. **Organic chemistry and rates of reaction** - key concepts are atomic structure, separating mixtures, changes of state, sustainability, particle theory, enthalpy change and Le Chatelier's principle. **Homeostasis and inheritance** - organs and their function, specialised cells and tissues, hormones, negative feedback, reproduction methods, inheritance, natural selection, evolution and extinction **Ecology** - the key concepts are food chains, ecosystems, sustainability, natural recycling, global warming and pollutants.

ALNS Languages Curriculum Implementation

ALNS Languages Curriculum The aim of the languages department is that all our language learners develop into confident and articulate "world citizens" who consider themselves a part of a multicultural and mutually respectful society. We seek to ensure that all our students acquire the educational and cultural capital to which all children are entitled. It is our goal to ensure that our curriculum is challenging and inspiring for all. We want our pupils to have a love of languages and culture and make sure they realise the endless possibilities and opportunities that having a second language can bring.	**Balanced** Through learning Languages, students are given a broad understanding of how a language is comprised and learn the fundamental building blocks of grammatical application. Literacy skills are continually built upon as students work their way from word and sentence level to ever more complex texts of varying forms. Although the curriculum is delivered in a topic-based manner, the four skills of listening, reading, speaking and writing are interwoven throughout.	**Rigorous** Our choice of texts, topics and tasks have been very carefully chosen and developed to ensure challenge, engagement and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.	**Coherent** Our curriculum has been designed to work explicitly in harmony with the English department, encouraging students to make connections and links between these two subjects and the literacy and grammar covered across both KS3 & KS4.
Vertically Integrated  Each topic unit across each year group builds and develops the key skills, grammar and assessment foci required to help grow students' comprehension of how a language works.	**Appropriate**  We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.	**Focused**  We teach each topic with a specific grammar/syntax focus for each unit whether implicitly or explicitly. Our aim is to introduce each topic contextually, making connections to other topics and skills.	**Relevant**  Our curriculum is designed to engage students, making links to real life situations, employment opportunities and topics/ideas that are interesting and relevant to young people and the world that they are growing up in.

Curriculum Implementation: Languages.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. As passionate linguists, we have designed our languages curriculum to foster our students' inquisitive nature about the wonder of learning another language and the knowledge of other cultures. We have the highest expectations for all our students and believe that by implementing a research-informed curriculum, by providing challenge for all, by teaching to the top (with scaffolding), by providing individualised feedback and student-led response, by developing students' literacy, oracy and metacognitive skills and providing an appreciation of language and culture, that languages can become the most rewarding subject.

Our principles behind our approach to Languages lessons:

We want to equip our students with the knowledge and skills to thrive and success in language learning by:

- Encouraging and inspiring them with quality-first teaching.
- Broadening their awareness of other countries, traditions, and communities.
- Providing opportunities for participation in a broad range of linguistic and cultural educational experiences.
- Encouraging students to be able to use transferable skills: skills that can be utilised in other lessons across the curriculum.
- Providing a clear sense of purpose to tasks, making them 'real' and relevant to everyday life.
- Encouraging students to take ownership of their own revision materials and strategies at Key Stage 4.

We want our students to:

- use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions.
- develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns.
- work towards becoming a fluent and spontaneous speaker of the foreign language.

How is the curriculum planned?

The knowledge and skills required from the Languages National Curriculum is incorporated in our Schemes of Learning throughout the 5-year language-learning journey. In KS4 the GCSE criteria is applied and shared so that students have a full understanding of what is expected of them in the exams.

In years 7, 8 and 9, students cover the basics across a wide range of topics, and then formally start their 2-year GCSE course as from Year 10. Lessons are planned and sequenced according to the GCSE specification and the vocabulary is taught through increasingly complex grammatical structures which are practised and applied through the four

skills. Throughout, the key structures and vocabulary are revisited and emphasised so that they are firmly known and memorised so that they can be applied to unfamiliar contexts readily.

How do we develop Cultural Capital?

To ensure that all students (and especially the disadvantaged) acquire the cultural capital to help them be more successful in the future, languages are offered to all students in KS3 and the vast majority in KS4 because we, as a school, understand the value and importance of languages in our current economic climate. To build upon this, and to give students the opportunity to use their language skills in a real-life scenarios, we offer short trips to Boulogne and Paris. In addition, Year 8 have the opportunity to participate in a personal development day entitled "Passport to the World" in which students learn about the culture and traditions of other countries around Europe to broaden their horizons. We, as languages teachers, will regularly impart our knowledge and experiences of both living and working abroad to our classes during lessons so students are open to the possibilities which languages can open up for them.

How is the curriculum delivered/taught?

Key Pedagogies

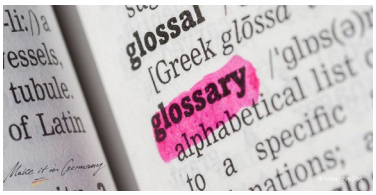
To maximise our students' progress, we utilise a variety of pedagogical approaches when delivering languages lessons, namely:

- **Knowledge retrieval**

Regular and spaced recycling and retrieval of high frequency vocabulary, verbs and structures across as many modalities as possible supports the storing of knowledge in the long term memory.

- **Flipped learning**

Flipped Learning puts greater focus on the pre-learning which takes place prior to the lesson so that the lesson can focus on applying the knowledge. Flipped Learning creates opportunities with students' independent learning before their lesson. It requires careful planning to ensure that the learning/application in the lesson builds on the learning that has taken place prior to the lesson.



- **Spaced learning**

We endeavour to revisit and review vocabulary, grammar and assessment foci across both Key Stages in the following way:

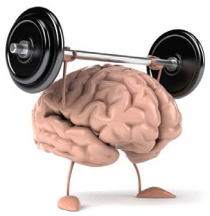
- Sentence Builders build on previous knowledge whilst incorporating new vocabulary and structures.
- The RAINBOW template is used in every topic to structure spontaneous writing tasks.
- Independent Learning is used cyclically and revisits vocabulary from previous topics.

- **Oracy**

This lies at the very heart of language-learning and students are encouraged to not only speak in the foreign language but also articulate their learning and thinking behind it.

- **Modelling of exam strategy and exemplar answers**

Having teachers complete answers to tasks whilst talking students through the thought process involved helps to break down the task into more manageable sections. Additionally, this approach helps to build student confidence when facing exam questions.



- **Scaffolding**

This progressively moves students towards greater independence and understanding during the learning process. Like how builders require scaffolding to access new heights, instructional scaffolding helps student navigate exams and accomplish tasks they otherwise might not have been able to.

- **Building glossaries**

Students are encouraged to build their own glossaries of key vocabulary for future retrieval and revision. Frequent reminders from teachers to revisit the glossary vocabulary will help to commit to the long-term memory.

- **Use of Technology such as Kahoot, Quizlet, Kerboodle, LanguageNut and Blooket**

Technology offers the flexibility to use a combination of tools and methods to help students absorb new information and efficiently learn and enhances the language learning process. Using technology creates an interactive learning environment and transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion.

Through our Schemes of Learning the four inherent skills of a language encompass the following acquisition:

Reading:

Pupils learn to:

- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment.

Writing:

Pupils are empowered to:

- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of written material
- use structure and grammatical features ambitiously to give their writing cohesion and coherence
- convey clear meaning using the target language appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide general and subject specific vocabulary, alongside a knowledge and understanding of grammatical terminology in their own language and the target language.

Speaking and Listening

Pupils are encouraged to:

- develop their ability to communicate confidently and coherently with teachers in speech, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near or normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills, and ways of thinking through the ability to understand and respond to a rich range of authentic spoken material
- respond perceptively to questions and feedback

A range of activities and styles are used so that where appropriate interactive tasks and games are built into the learning sequence so that students can manipulate vocabulary and structures to help them understand and embed them into their long-term memory.

There is a focus on excellent questioning which is a valuable strategy used to assess comprehension within the lesson to ensure understanding and to create challenge.

Students are issued with "Personalised Learning Checklists" (PLC's) following key exams so that they can self-identify areas of weakness and focus their revision efforts accordingly. In addition, thorough question level analysis of all assessments allows for identification of gaps in both knowledge and skill. Teachers will also review the analysis and teach subsequent lessons accordingly to address any gaps or misconceptions in the learning.

In order to aid memorisation, vocabulary is constantly revisited through increasingly complex grammatical structures. Furthermore, the use of visual and audio prompts as well as games and competitions helps to build connections and embed vocabulary into the long-term memory. To build on cultural capital, lessons often draw inspiration from the life experiences of teachers.

After a key piece of work, students are given constructive feedback which allows them to be successful but also focuses on their next steps. Following on from assessment feedback, students are then given time within lessons to reflect on their feedback and to act upon it. Errors in student work are very rarely corrected, but are simply highlighted. Students have to think hard about their errors in order to correct them themselves. In order to achieve this, students are issued with a "common mistakes" sheet on which there will be ten to twelve common mistakes which the class has made in that particular piece of work. This is gone through with the class as a whole who then record the correct sentences. These corrected sentences can then be referred to by the students so they can identify and then correct their own errors.

The importance of languages in our modern society is constantly growing and teachers will take every appropriate moment in lessons to stress the value of having a GCSE in a foreign language for future education and career opportunities. Having a qualification in languages on a CV is incredibly useful and teachers endeavour to get this message across to our students as frequently as possible. Exploring the possibilities of future occupations which involve languages will often take place in class discussions, so students see the real benefits of being able to speak another language.

Chromebook Use

Chromebooks have become an integral part of language teaching and learning, and students are expected to use them on a regular basis in lessons. Examples of Chromebook use in Languages would be for accessing Online Dictionaries such as wordreference.com or dict.cc, creating and saving KS4 GCSE preparation material in their personal Google Drive area, revision for "End of Topic" assessments using either "Quizlet" or "Kahoot". In addition, the completion of both mini assessments and "End of Topic" assessments for both the reading and listening skills can take place on Chromebooks, using Google Forms.

How is the curriculum assessed?

Assessments will take place at the end of every topic and are based around the three skills of listening, reading and writing. Assessments are based on real GCSE tests and try to mimic these as far as possible, using real GCSE questions as well as specimen questions.

Although assessments are topic-based, KS4 assessments include at least 1 question from previously learnt topics to ensure students retain vocabulary using the spaced learning approach. In addition, assessments include a variety of question styles to ensure that students are not only being tested on topic vocabulary but also on their exam strategy.

Assessment results are recorded by both teachers and students to track progress. Students record results of listening and reading activities in their assessment grids, which are kept in the front of their books. Referring to the assessment grids on a frequent basis allows students to track their progress effectively and pinpoint which skills or topics they need to focus their efforts on.

Teachers register marks from assessments and terminal exams on a DATA tracker which automatically works out the grade and whether the student is on, above or working towards target, according to their expected grade.

Having students engage on a regular basis with their trackers in KS3 and the AQA GCSE mark schemes and grade criteria at KS4, they are able to develop a good understanding of what is required of them at each stage of their language learning journey to reach their expected target grade and beyond. The interlinked use of both self- and peer-assessment is routine in languages lessons helps student to connect successfully with the criteria.

To further students' understanding of the exam grade criteria, an RMI (Review, Mark, Improve) sheet is sometimes implemented, following a writing task. This allows students to play the role of the teacher by reviewing an example piece of work by a student, correcting, then marking it according to the grade criteria and then, finally, improving it.

Question level analysis following the assessments informs the subsequent planning of lessons which follows, allowing for any gaps in knowledge to be addressed.

ALNS Languages Assessment and Marking Policy

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment
Mark books **following a key piece of work** using purple pens.	Students use **pink pen** to take their next steps and feed forward.	Students use **green pen** to peer and self-assess
Only focus **on one piece of work** to mark. For example a written paragraph, speaking preparation or an exam question.	After marking always **allow time in next lesson** for students to take their next steps	There should be an opportunity for self or peer assessment in **most lessons**
Use a **"Next Step Sticker"** to outline what went well and how the student can make further progress from their piece of work.	Students **answer any questions** you have asked them on the content	When marking a specific piece of work, students can write a **"What went well"** comment and an **"even better if comment"** under their peers or their own work
Feedback on the sticker should be **specific**. For example a next step could be "include a 3rd person past tense sentence" or "You need to justify your opinions by giving reasons"	Students **take their next steps** outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	Students **WWW** and **EBI** comments should be **skill specific** and should help the peer/themselves progress
Feedback should allow students to show **progress** by responding to your feedback	Once improved, use **"Learning Objective Achieved" stamp** to acknowledge improvement.	As often as possible, students use **GCSE Criteria** to mark a piece of work and use checklists for **WWW** and **EBI** comments
Where appropriate use **GCSE criteria** as a guidance for feedback given on marking stickers	If necessary give **further verbal/written feedback** so that answer can progress even more	Students should complete **"next steps"** in their assessment grid at the front of their books.
Develop student's knowledge of content by **asking questions within their piece of work** (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g Why is there a capital on the word "Stadt"? or How could you extend this sentence using a modal verb?	After marking always **allow time in next lesson** for students to take their next steps	
Mark **SPAG** using the SPAG **marking code** (students also use this to peer mark SPAG).		

SPAG Code.

- Underline and write 'sp' when there is a spelling error
- //NP for a new paragraph
- G for grammatical errors
- ~~ to show a grammatical error
- P for punctuation-circle the incorrect letter

French Curriculum Intent

Year 7

(Autumn) The Basics

Vocabulary

Content	Key Grammar
• Greetings • Introductions • Numbers • Age • Siblings and pets • Locations (countries and cities)	• gender • *J'ai* + age • 1st and 3rd person singular • Plurals • Possessive adjectives (*mon/ma/mes*) • Subordinate clauses (*qui*) • Questions • Connectives (*et*) • Partitive article (du/de la/ des)

Assessment Focus
Listening A
Reading A

(Spring) My Hobbies

Vocabulary

Content	Key Grammar
• Hobbies • Time phrases • Opinions • Negatives • Personality	• Positive and negative opinions • Conditional (*Je voudrais*) • Subordinate clauses (*qui*) • Connectives (*et/mais/cependant*) • Possessives • Infinitives • Questions

Assessment Focus
Writing: Y7 rainbow template
Writing Photo
Writing 40

(Summer) What I am like

Vocabulary

Content	Key Grammar
• 1st person singular opinions • 3rd person singular opinions • 3rd person plural opinions • Personality • Physical description • Colours	• Gender • Adjectival agreement • Quantifiers (*assez/très*) • Connectives (*et*) • Negatives

Assessment Focus
Reading Translation
Writing Translation

Year 8

(Autumn) School

Vocabulary

Content	Key Grammar
• School subjects • Opinions • Time • Daily routine • School uniform • Ideal school	• Present tense • Conditional tense • Prepositions • 1st and 3rd person singular • 3rd person plural • Adjectival agreement

Assessment Focus
Listening A
Reading A
Writing Photo

(Spring) My house and home

Vocabulary

Content	Key Grammar
• Countries and nationalities • Family members • Areas • Dwellings • Rooms • Present Tense Activities • Furniture Prepositions • Ideal House	• *J'aime* + infinitive verb • *Use of "il y a ", Il n'y a pas de"* • Past tense • Complex opinions (bien que,etc,..) • Negative sentence • RAINBOW template • *Conditional tense* • PREPOSITIONS

Assessment Focus
Listening B
Reading B
Reading Translation

(Summer) My town

Vocabulary

Content	Key Grammar
• Places in Town • Opinions • Things to do • Past Tense Activities • Directions • Numbers • Times • At the Train Station • At the Lost Property Office • Environment	• *J'aime* + infinitive verb • Past tense • Complex opinions (bien que,etc,..) • Negative sentence • RAINBOW template • *on peut* + infinitive • *Il faut/on doit* + infinitive

Assessment Focus
Writing Photo
Writing 40
Writing Translation

Year 9

GCSE Theme 1 Family & Relationships

Vocabulary

Content	Key Grammar
• Family Members • Possessives • Personality • Relationships • Relationship problems	• Possessives • Reflexive verbs • Negative sentence • RAINBOW Template 40 words • Adjectives • 1st person singular and plural • 3rd person singular and plural

Assessment Focus
Listening A

GCSE Theme 1 Future Plans

Vocabulary

Content	Key Grammar
• Future tense • Future Plans • Marry or not	• Future Tense • Conditional Tense

Assessment Focus
Speaking Photo Card

GCSE Theme 1 Food & Eating Out

Vocabulary

Content	Key Grammar
• Food and Drink • At the market • Quantities • Eating in a restaurant • Inviting someone out • Speaking Practice	• Question Formation • Conditional Tense • Past tense • Partitive article (du/de la/ des)

Assessment Focus
Speaking Role-Play

GCSE Theme 1 Customs and Festivals

Vocabulary

Content	Key Grammar
• Birthdays • Christmas • Special Occasion Past Tense • Special Events • Cultural Events	• Present tense • Past Tense • Near future tense

Assessment Focus
Speaking Photo Card

Reading A Writing Photo	Writing 40 Reading Translation	Speaking General Conversation Listening A	Listening B Reading B

Year 10

GCSE Theme 1 Free time Activities

Vocabulary

Content	Key Grammar
• Sport • Speaking Practice • Conditional Tense • Future Tense • Music • Favourite band • Instruments • Films • TV • Favourite Actor • Cinema Habits • Past Tense Cinema • Film description	• Present tense • Past tense • Conditional tense • Future tense • Prepositions ex:masculine= *du/au (je joue au/ je fais du)* • *Il s'agit d'* • *Le film parle de/d'* • Rainbow template 90 words

Assessment Focus
Writing 90
Writing Translation

GCSE Theme 1 Technology and Social Media

Vocabulary

Content	Key Grammar
• New Technology • Social media • Safety on the Internet • Mobile phones	• Present tense • Past tense • Conditional tense • Future tense

Assessment Focus
Listening A
Reading A
Writing 40

GCSE Theme 3 School Subjects, Uniform and Rules

Vocabulary

Content	Key Grammar
• German School system • School Subjects • Opinions • Complex Opinions • Comparisons • Uniform • For or against uniform • Teachers • Description of school • School rules • For or against rules	• Present tense • *Bien que…* • Comparative form *Plus/moins…que* • *Aussi…que* • *Ce que j'aime le plus*

Assessment Focus
Speaking Role-play
Speaking Photo Card
Speaking General Conversation

GCSE Theme 3 Education Post-16, Jobs and Ambitions

Vocabulary

Content	Key Grammar
• Plans for after school • Jobs and Careers • Future Ambitions • World of work • School system	• Present tense • Future tense • Conditional tense • Comparisons • *Pour être… il faut* • *Si je pouvais, j'aimerais*

Assessment Focus
Writing 90
Listening B
Reading B

Year 11

GCSE Theme 2 Charity, Voluntary work, poverty and homelessness

Vocabulary

Content	Key Grammar
• Volunteering Abroad • Volunteering in Germany • Charity Work • Poverty and homelessness • Social Problems	• Present tense • Past tense • *En* + present participle • *Il faut* + infinitive verb • *Pour* + infinitive verb

Assessment Focus
Reading Translation
Reading A
Reading B

GCSE Theme 2 Healthy/Unhealthy Living

Vocabulary

Content	Key Grammar
• Food and Drink • Healthy/Unhealthy Eating • Unhealthy Habits • Health Advice • Health Warnings • Future Health	• Present tense • Future tense • *On doit* + infinitive verb • *Il faut* + infinitive verb

Assessment Focus
Writing Translation
Writing 90
Listening B

GCSE Theme 2 Home, Town and Environment

Vocabulary

Content	Key Grammar
• Dwellings • Rooms and Furniture • Areas • Places in town • Directions • Comparisons • Ideal Town • Environmental activities • What should you do? • What have you done for the environment?	• Prepositions • Imperative • Present tense • Past tense • Comparative form *Plus/moins…que* • aussi…que • *Il faut* + infinitive verb • *quand j'étais petit(e), …*

Assessment Focus
Speaking Role-play
Speaking Photo Card
Listening B

GCSE Theme 2 Holidays and Tourism

Vocabulary

Content	Key Grammar
• Countries • Transport • Accommodation • Weather • Holiday Activities • Holiday Activities last year • Booking a hotel • Holiday problems • Holiday Plans • Ideal Holiday	• future tense • present tense • conditional tense • prepositions : *en/à* for transport • imperfect: *quand j'étais petit(e), …*

Assessment Focus
Writing 90
Listening A
Reading A

German Curriculum Intent

Year 7

(Autumn) The Basics

Vocabulary

Content	Key Grammar
• Greetings • Introductions/Names • Numbers & Age • Siblings and pets • Where I live • Countries & Cities • Proximity & Cardinal Directions	• Gender • Indefinite articles • Capitals on nouns • 1st and 3rd person singular • 3rd personal plural • Plurals • Common connectives • Subordinate clauses (who)

(Spring) Free-time

Vocabulary

Content	Key Grammar
• Hobbies • Time phrases • Opinions • Negatives • Personality	• Accusative and dative cases (implicitly) • Negatives (nicht) • Ich mag (nicht)/liebe/hasse/etc…. • Possessives (mein) • Quantifiers • Word order/ verb inversion • 1st person and 3rd person • Common connectives

(Summer) What I am like

Vocabulary

Content	Key Grammar
• 1st person singular opinions • 3rd person singular opinions • 3rd person plural opinions • Personality • Physical description • Colours	• Complex sentences using "dass" • Negative sentences (nicht) • 1st and 3rd person singular • 3rd person plural • Separable verbs (aussehen) • Quantifiers • Adjectival agreement

Year 8

(Autumn) School

Vocabulary

Content	Key Grammar
• School subjects • Opinions • Time • Daily routine • School uniform • Ideal school	• Present tense • Conditional tense • Prepositions • 1st and 3rd person singular • 3rd person plural • Adjectival agreement

Assessment Focus
Listening A
Reading A
Writing Photo

(Spring) House and Home

Vocabulary

Content	Key Grammar
• Countries and nationalities • Family members • Areas • Dwellings • Rooms • Present Tense Activities • Past tense home • Furniture Prepositions • Ideal House	• *Opinions + reasons using "weil"* • *Use of "es gibt"* • Past tense • Complex opinions (bien que,etc…) • Negative sentence (nicht/kein) • RAINBOW template • *Conditional tense* • *prepositions*

Assessment Focus
Listening B
Reading B
Reading Translation

(Summer) My Town

Vocabulary

Content	Key Grammar
• Places in Town • Opinions • Things to do • Past Tense Activities • Directions • Numbers • Times • At the Train Station • At the Lost Property Office • Environment	• *gern, lieber, am liebsten* • *man kann* (2nd verb last) • past tense • present tense • comparisons • question formation • imperative • *man soll* (2nd verb last) • *man muss* (2nd verb last) •

Assessment Focus
Writing Photo
Writing 40
Writing Translation

Year 9

GCSE Theme 1
Family & Relationships

Vocabulary

Content	Key Grammar
• Family Members • Personality • Relationships • Relationship problems	• Possessives • Adjectives • 1st person singular and plural • 3rd person singular and plural • *Ich versetehe mich gut mit* • *Ich komme gut mit… aus* • RAINBOW template 40 words

Assessment Focus
Listening A
Reading A
Writing Photo

GCSE Theme 1
Future Plans

Vocabulary

Content	Key Grammar
• Future Plans • Marry or not	• Future Tense • Conditional Tense • *Wenn*

Assessment Focus
Speaking Photo Card
Writing 40
Reading Translation

GCSE Theme 1
Food & Eating Out

Vocabulary

Content	Key Grammar
• Food and Drink • At the market • Quantities • Eating in a restaurant • Inviting someone out • Speaking Practice	• Question Formation • Conditional Tense • Past Tense

Assessment Focus
Speaking Role-Play
Speaking General Conversation
Listening A

GCSE Theme 1
Customs and Festivals

Vocabulary

Content	Key Grammar
• Birthdays • Christmas • Special Occasion Past Tense • Special Events • Cultural Events	• Present tense • Past Tense

Assessment Focus
Speaking Photo Card
Listening B
Reading B

Year 10

GCSE Theme 1
Free time Activities

Vocabulary

Content	Key Grammar
• Sport • Speaking Practice • Conditional Tense • Future Tense • Music • Favourite band • Instruments • Films • TV • Favourite Actor • Cinema Habits • Past Tense Cinema • Film description	• Present tense • Past tense • Conditional tense • Future tense • *Der Film handelt sich um* • RAINBOW template 90 words

Assessment Focus
Writing 90
Writing Translation

GCSE Theme 1
Technology and Social Media

Vocabulary

Content	Key Grammar
• New Technology • Social media • Safety on the Internet • Mobile phones	• Present tense

Assessment Focus
Listening A
Reading A
Writing 40

GCSE Theme 3
School Subjects, Uniform and Rules

Vocabulary

Content	Key Grammar
• German School system • School Subjects • Opinions • Complex Opinions • Comparisons • Uniform • For or against uniform • Teachers • Description of school • School rules • For or against rules	• Present tense • *Es fällt mir leicht/schwer* • *Es gefällt mir (nicht)* • *adj + er* • *adj + ste(n)*

Assessment Focus
Speaking Role-play
Speaking Photo Card
Speaking General Conversation

GCSE Theme 3
Education Post-16, Jobs and Ambitions

Vocabulary

Content	Key Grammar
• Plans for after school • Jobs and Careers • Future Ambitions • World of Work	• Present tense • Future tense • Conditional tense • Comparisons

Assessment Focus
Writing 90
Listening B
Reading B

Year 11

GCSE Theme 2
Charity, Voluntary work, poverty, and homelessness

Vocabulary

Content	Key Grammar
• Volunteering Abroad • Volunteering in Germany • Charity Work • Poverty and homelessness • Social Problems	• Present tense • *um … zu …*

Assessment Focus
Reading Translation
Reading A
Reading B

GCSE Theme 2
Healthy/Unhealthy Living

Vocabulary

Content	Key Grammar
• Food and Drink • Healthy/Unhealthy Eating • Unhealthy Habits • Health Advice • Health Warnings • Future Health	• Present tense • Future tense • *um … zu …* • *man soll …* • *man muss …*

Assessment Focus
Writing Translation
Writing 90
Listening B

GCSE Theme 2
Home, Town and Environment

Vocabulary

Content	Key Grammar
• Dwellings • Rooms and Furniture • Areas • Places in town • Directions • Comparisons • Ideal Town • Environmental activities • What should you do? • What have you done for the environment?	• Prepositions • Imperative • *Man soll…* • Present tense • Past tense • *Als ich jünger war, wollte ich..*

Assessment Focus
Speaking Role-play
Speaking Photo Card
Listening B

GCSE Theme 2
Holidays and Tourism

Vocabulary

Content	Key Grammar
• Countries • Transport • Accommodation • Weather • Holiday Activities • Holiday Activities last year • Booking a hotel • Holiday problems • Holiday Plans • Ideal Holiday	• future tense • present tense • conditional tense • *mit dem/der* • no present continuous • *Als ich jünger war, wollte ich..*

Assessment Focus
Writing 90
Listening A
Reading A

History

A summary of our principles: History at Admiral Lord Nelson School

ALNS History Curriculum	**Balanced**	**Rigorous**	**Coherent**
Our curriculum is designed to give students a broad range, depth, and complex experience of a wide scope of time periods, events and topics Embedded into them, across both KS3 & KS4, are the key skills required for life-long learning in the main and in the short term, the four different GCSE History exams. These skills are developed and built on over the 5 years to allow for progression of the key requirements in relation to the topics being covered.	Our curriculum incorporates a range of different political, economic, social, cultural, moral, and diverse contexts across students' 5 year learning journey. The main second order concepts in common use are covered: Cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations. In addition, the design of the curriculum allows pupils to engage with the past on different geographical scales from local and regional to national and global perspectives.	Our choices of topics and tasks have been very carefully chosen and developed to ensure challenge, engagement, and success. Support for students of differing abilities and starting points across both key stages 3 & 4 allows for progression in key skills.	Our curriculum has been designed to work explicitly in harmony with a range of other subjects (RE, Psychology, English), encouraging students to make connections and links between subjects and topics/themes covered across both KS3 & KS4.
Chronology	**Appropriate**	**Focused**	**Relevant**
A secure mental timeline makes pupils' existing historical knowledge more secure, and therefore makes new knowledge easier to learn. Understanding the broad features or characteristics of historical periods also establishes a meaningful context for what pupils will go on to learn. When curriculum design does not take this chronological knowledge into consideration, pupils' understanding of the past is likely to be disconnected or episodic.	We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. Yet we include challenging concepts and a broad range of topics as well as choice. All pupils are entitled to a broad history curriculum. Any adaptations made to support pupils' learning in history should not be to the overall curriculum content but rather to how the content is taught.	We teach each unit chronologically and, in some cases, thematically, so that there is an over-arching focus for each topic/unit. Certain themes run through the curriculum including black history, gender-based history and British values. Learning Low-downs help to prepare our pupils for the unit ahead and to support students who may miss lessons due to absence.	Our curriculum is designed to engage students, making links to current affairs and topics/ideas that are interesting and relevant to young people and the world that they are growing up in. Moreover, our curriculum endeavours to be relevant to History as a discipline: this includes historical interpretations, effective teaching about sources and evidence and the work of real historians

How does our History Department incorporate ALNS Teaching Principles?

Fostering a love of learning

Our curriculum is designed to give students a broad, purposeful, and meaningful experience of a wide range of history.

We are passionate about History and about providing our students with opportunities that they might not otherwise experience, such as visits, podcasts, links to current affairs and historical discipline

We incorporate a range of learning styles to suit different learners and regularly review our Schemes of Learning taking account of student feedback so that students feel involved in their learning journey.

Fostering a love of learning is enhanced by the social media @alnshistory account.

Challenge for All

We have high expectations for our students and take a 'teach to the top' approach in mixed ability classes at both KS3 & KS4 so that all students are challenged yet supported through scaffolding of skills required to reach 'the top'. Our choices of topics and tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.

Feedback for Learning

Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.

We build students' confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.

Quick sixes, marked reviews, IT based quizzes, history by numbers and formal assessments allow pupils to develop an understanding of how they are progressing.

Literacy for Life

We explicitly share

substantive concepts in their historical context. Certain concepts are not simply definitions as some have meanings in different contexts. We frequently use the Frayer model to ensure clarity of understanding of key terminology. Glossaries are integral to our book work.

Reading is integral to students' learning and Guided reading tasks are a regular feature in KS3 and KS4 learning, developing students' comprehension & metacognition as well as their oracy skills.

This year Oracy will be developed further, and SOLs amended to provide ample opportunity.

Modelling and Scaffolding

We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.

We take an 'I do – we do – you do' approach to the modelling and learning process to build confidence & resilience. In addition, we use the 'Be the teacher' activities to support exam skills, writing styles and understanding mark schemes. Year 11s now have a source booklet specifically to model and scaffold exam source questions

Responsive teaching

We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through 'Assessment for Learning' strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.

Stickability

Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes, quick sixes, and dual coding to support the 'stickability' of students' learning. Learning is also supported by the social media @alnshistory account.

Our curriculum is enhanced by several linked topics on the other subject curricula to encourage students to make links and to embed information and ideas more deeply into their long-term memory.

Curriculum Implementation

History provides a chance for students to develop higher level thinking skills, such as making inferences, evaluating the value of sources and making judgements about alternative historical interpretations. It also demands complex reading and writing skills and has challenging vocabulary requirements. More importantly history also has a wider moral purpose for individual students and wider society. Arthur Marwick says, "As a man without memory and self-knowledge is a man adrift, so a society without memory (or more correctly, without recollection) and self-knowledge would be a society adrift."

In the modern world when young people are navigating a complex media environment, history is the best subject for helping them think critically about the vast amount of information that they must manage. Without developing this analytical thinking as adults, they will find it hard to decipher information from 'fake' or misleading news and media stories. In a political environment when populism is on the rise and intellectualism is under attack, history became an important way to help students uphold 'British values' of tolerance and reason.

History also provides us with a collective memory; it gives us a sense of connection to place, time, and community. If we want our students to be ready to be full participants in British society, it is essential that they leave school with some historical understanding of the institutions of power and how society is formed and what our rights are within it. In E H Carr's words "The past is intelligible to us only in the light of the present; and we can fully understand the present only in the light of the past."

Our principles behind our approach to History lessons:

We aim to help students to understand the unique value of historical study by providing opportunities for students to:

- Develop a range of cognitive skills to enable students to think with increasing criticality by making links between past and present events to become independent and engaged learners.
- Gain a sound chronological understanding of the past and how it has influenced today.
- Understand that history is relevant to their lives whilst being able to discern how the past is similar yet different to today and other time periods studied.
- Foster a sense of curiosity about the past.
- Develop skills to effectively question and formulate enquiries to interrogate information and to think outside the box.
- Explain how and why things happen to be able to measure the extent and speed of change within a wider context.
- Understand that history does not follow a linear pattern of progress, that the past is in fact a complex web of interconnecting factors.
- Understand that history is a construct that is subject to change and re-interpretation based on evidence from the past and is influenced by beliefs, views, and context of an individual or community.
- Interpret historical sources to gain an understanding of the past. Being able to utilize content and context of a source to ascertain nature, origin, and purpose of a historical source in addition to identifying bias in a source to make increasingly insightful inferences.
- See that some events are viewed as more significant than others – and that this view can change.
- Have an appreciation of the social, cultural, religious and economic 'angles' of history as well as political and military.
- Be able to see the past from multiple perspectives, be able to tackle multiple arguments and debate about the past. Understanding that the past is sometimes that can be contested.
- To construct logical arguments (written and verbal) to communicate about the past using academic historical language, developing sophisticated ways to articulate their understanding and views.
- Feel supported in their historical journey at ALNS
- The History curriculum is designed to be representative of our lives; reflecting the lived experience of students and allowing all students to fully understand the world they live in. Topics represent key features of society; BAME, Gender, LGBTQ+ and disability

How is the Curriculum planned?

The History Curriculum is planned to build a broad understanding of a range of historical topics. These topics span from ancient times through to the twenty-first century.

Lessons and assessments have been planned to support knowledge retrieval and build key skills relating to the GCSE success criteria: historical knowledge, historical enquiry and all second order concepts.

All students will gain these experiences through:

- Schemes of Learning which, whilst focusing on key events, embrace a range of different time periods exploring the key events in differing ways, offering an array of differing perspectives and viewpoints.
- Development of students' cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of history.
- A progressive approach to the curriculum and the key skills required for GCSE so that students are able to embed and develop their comprehension and analytical skills as they progress through the key stages. Within our tailored curriculum across key stages 3 and 4, lessons are challenging, yet scaffolded so that students can develop confidence as they progress.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

Curriculum Links with other subjects

Year Group	History	Other subjects English, Science RE and Psychology
Year 7	History: Elizabeth I and Elizabethan theatre	Historical & cultural contextual connections to Elizabeth I & Elizabethan theatre when studying 'Love & Conflict' Scheme of Learning.
Year 8	History: Holocaust & Anti-Semitism – also Religious Education	Historical, social & cultural contextual connections to 'Guilt, Memory & Reality' – *Maus* – the Holocaust & anti-Semitism. *The Merchant of Venice* – anti-Semitism – treatment of Jews across time **RE** – Holocaust and Judaism
Year 9	History: USA 1929-2000 &	Students study *Of Mice & Men* & 1930s America
Year 10 and 11	History: Health and Medicine & Nazi Germany	Marie Curie unit of radioactivity, how antibiotics work, RIs and CTs scans Scanning Techniques in Year 10 (neuropsychology unit) Medicine/Psychology over time (neuropsychology unit) 'Civilisation & Savagery' SoL – *Lord of the Flies.* Historical context of WWII (Hitler & Nazis)
Year 11	History: Germany & Elizabeth I	'Power & Conflict' – *Macbeth* – historical, social & contextual connections to post Elizabethan era (Jacobean period) and theatre in this period (links to Elizabeth I in History). James I & the Gunpowder plot (just post Elizabethan period).

How is the curriculum delivered?

The History Curriculum is delivered using a range of pedagogical approaches. The History curriculum is planned to develop a broad understanding of interesting key historical events, chronology, interpretation skills, source analysis and significance. The knowledge and skills required for the National Curriculum is divided into KS3 and KS4. In key stage 3 students are introduced to history with a skills unit that then leads to a chronological series of topics focusing on the Medieval period through to World War 2. In KS4 the focus is on GCSE following the WJEC Eduqas exam board which looks at units in the USA 1929-2000, Germany in transition 1918-1939, Medicine through time 500 AD to modern day and Elizabeth I 1558-1603. All assessment for both KS3 and KS4 follows the question style required for the GCSE exam and incorporates all skills necessary for them to achieve. To ensure that students develop an understanding of Portsmouth, local history is developed e.g., the Mary Rose, the siege of Portsmouth 1642, Portsmouth links to the slave trade, the Pompey Pals, and Portsmouth in the Blitz.

Students are assessed regularly, using formative, peer, and summative assessments. In addition, each Scheme of Learning has specific assessments – with a range of assessment opportunities – clearly outlined in each Scheme of Learning. Within each Scheme of Learning, according to the year group, the assessments are designed to build key skills appropriate to the stage of students' learning.

Feedback from teachers, focuses on specific skills from the Key Stage 3 and 4 Programmes of Study and GCSE Assessment Objectives, all of which underpin all Schemes of Learning.

The importance of reading and vocabulary acquisition are also at the core of our curriculum. Thus, topics are carefully selected to ensure that students receive a breadth and depth of topics and that they are appropriately challenged, whilst being engaged, building confidence, comprehension skills and strategies. Equally, teachers' model and encourage students to be more specific, academic, and sophisticated with their vocabulary. A range of strategies are incorporated into lessons and Schemes of Learning, such as glossaries as well as the use of dictionaries and thesauruses being integral tools in lessons.

Key Pedagogies

The History Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below:

Teachers as the specialist

We pride ourselves on being History teachers who are passionate about our subject and who have a wealth of knowledge and expertise to share and develop our students' knowledge and their own passion and interest in History. We are dynamic in our approach to our own reflective practice, and we recognise the important role that the teacher has as a subject expert. Teachers ensure students receive quality first teaching by ensuring examples are well modelled e.g. using the **I do, we do, you do approach and 'be the teacher'** marking opportunities making explicit the skills being used. Teachers understand that memory is a highly complex process and to build strong neural paths students must be exposed to new content more than once. The use **of spaced learning / interleaving** is common practice across the department, with the aim being to help students commit key concepts and knowledge into long term memory. This is done in a variety of ways including the use of **recall starters/ quick sixes, dual coding activities, low stakes quizzes and mind maps.** Students are also provided with learning lowdowns at the start of topics to help them prepare for new learning. Teachers understand that using academic language is essential. Understanding historical academic language gives students the skills they need to think about, talk about, and understand key concepts and ideas. When meeting new vocabulary teachers ensure key meanings are understood and explained in a student friendly way e.g. Using the **frayer model or dual coding.** Students are also encouraged to read questions carefully and underline key words when tackling problems in lessons and exams.

Guided Reading

This strategy provides an opportunity for pupils to develop their knowledge and understanding in a structed and focussed way. It allows for a focus on literacy and oracy.

Flipped Learning

Flipped Learning puts greater focus on the pre-learning which takes place prior to the lesson so that the lesson can focus on applying the knowledge. Flipped Learning creates opportunities with students' independent learning before their lesson. It requires careful planning to ensure that the learning/application in the lesson builds on the learning that has taken place prior to the lesson. (It is important to have strategies in place for students who have not completed the task for IL).

ABC: Add, Build, Challenge.

To avoid the 'table tennis approach' to whole class discussion (back and forth between teacher and individual student), students are encouraged to use 'ABC', the 'basketball approach', enabling discussion to go across the classroom between students.

Metacognition

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

This metacognitive approach is evident through our use of modelling, including live and shared writing. Students are also encouraged to reflect on the strategies that they have used and what has worked for them. They are given tasks to carry out such as transforming text into pictures, summarising full texts into 20 words and explaining how specific approaches have supported or hindered their learning. They are also encouraged to evaluate their own (and others') learning.

Technology

Chromebooks are consistently used so pupils can easily access all lessons resources. All teachers post every lesson electronically on Google Classroom. This supports pupils' learning in lessons but also allows for pupils at home self-isolating to access the day to day materials.

Chromebooks are used, when appropriate, for lesson activities, knowledge retrieval and assessments. Chromebooks can be used in all lessons to access PowerPoints and lesson resources.; Chromebooks can be used by students for all research purposes Students classified as SEND K and students with exam access will be able to use Chromebooks for all classroom assessments.

Chromebooks are used for the reading of academic texts to support learning; Students use Chromebooks for self-marking assessment and for interactive quizzes including group quizzes when the opportunity is provided within the scheme of Learning; Chromebooks may be used for independent learning tasks, when relevant, which can then be submitted electronically. Specific uses of Chromebooks include: Blookets for knowledge retrieval / Some assessments as appropriate, Mentimeter for class voting and inclusivity of giving answers / Directed internet research / Google forms – e.g., multiple choice activities when watching video clips. Jam boards are used to supporting individual sorting tasks and class participation tasks. Teachers regularly use technology such a Word Wall

to enhance questioning and student participation. We ensure that students are not disadvantaged by not having a Chromebook.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

Assessment Types

- Questioning (written and verbal)
- GCSE style questions
- Marked Reviews
- Google forms – multiple choice quizzes
- Accumulative assessments
- Past paper questions
- Mock exams

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

Feedback types

- WWW and next steps stickers / 'fast marking'use app stickers
- Group / whole class feedback
- Mark scheme feedback
- Quick self / peer assessment
- Book check sheets

ALNS History Department Assessment:

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment
Mark exercise books **as appropriate** using purple pens.	Students use **pink pen** to take their next steps and feed forward, including where there has been a specific therapy following whole class diagnostic assessment	Students use **green pen** to peer and self-assess.
Focus **on one piece of work** to mark. For example, a PEEL paragraph or an exam question.	After marking always **allow time in next lesson** for students to take their next steps.	There should be an opportunity for self or peer assessment in **most lessons.**
Use of **"Next Step Sticker"** and **FAST MARKING APP** when appropriate to outline what went well and how the student can make further progress from their piece of work.	Students **answer any questions** you have asked them on the content.	Students use **SPAG code** to mark each other's or their own SPAG.
Feedback on the sticker should be focused on **skill development** or knowledge – as appropriate.	Students **take their next steps** outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	When marking a specific piece of work, students can write a **"What went well"** comment and an **"even**

		better if comment" under their peers or their own work.
Feedback should allow students to show **progress** by responding to your feedback.	Students improve on **SPAG** using code to tell them how to improve	Students **WWW** and **EBI** comments can be **knowledge or skill specific** and should help the peer/themselves progress.
Where appropriate use assessment objectives as a guidance for feedback given on marking stickers.	Allow students time to annotate how they have improved in **green pen.** This is also an opportunity for **self or peer assessment** following next steps.	As often as possible students use a mark scheme to mark a piece of work and for **WWW** and **EBI** comments. Example RMIs – Read Mark Reviews
Develop student's knowledge of content by **asking questions within their piece of work** (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g., "How could you extend your answer here?", "What other example might be better?"	If necessary, give **further verbal/written feedback** so that answer can progress further. Allow time for **next steps** when peer assessment has taken place.	
For rapid diagnostic assessment of whole class comprehension of a task, the whole class assessment proforma may be used and will be recorded in the teacher's data folder. The following lesson will address the therapy needed to further aid progress and students will complete this feedforward in pink		
Google from type assessments can have feedback built in		

History Curriculum Map 2022-2023

Year 7

7.1 What is History?

Key Concepts: Historians Chronology Evidence Sources Interpretations

Key Skills: Evidence handling, interpretation, knowledge, and communication

7.2 A brief study of Ancient History

Key Concepts:

Key Skills: Evidence handling, significance, change and continuity and knowledge, and communication

7.3 Why did William win the Battle of Hastings?

Key Concepts: Invasion Power Succession

Key Skills: causation, knowledge, and communication

7.4 Did the Normans cause a truckload of trouble?

Key Concepts: Control Feudal Rebellion

Key Skills: significance, change and continuity and interpretation, knowledge, and communication

7.5 Could Medieval Kings do whatever they wanted?

Key Concepts: Monarchy Parliament Religion

Key Skills: Evidence handling, causation, significance, change and continuity and knowledge, and communication

7.6 Did people in the MA have difficult lives?

Key Concepts: Society Jack Death Revolts

Key Skills: Evidence handling, causation, significance, change and continuity and interpretation, knowledge, and communication

7.7 Were the Tudors really terrible?

Key Concepts: Monarchy Local History Reformation

Key Skills: Evidence handling, causation, significance, change and continuity and interpretation, knowledge, and communication

7.8 The Gamble Project

Key Concepts: Slavery Resistance Abolition

Key Skills: Evidence handling, significance, knowledge, and communication

7.9 (TBC)

Year 8

8.1 How should the British Empire be remembered?

Key Concepts: Empire Power Legacy

Key Skills: Evidence handling, causation, significance, change and continuity, chronology, and interpretation,

8.2 How far did the Industrial Revolution change Britain?

Key Concepts: Industrialisation Revolution Protests Change Trade

Key Skills: Evidence handling, causation, significance, change and continuity, chronology and interpretation, knowledge, and communication

8.3 People and Events: Whitechapel Murders Investigation

Key Concepts: Social and economic conditions

Key Skills: Evidence handling, causation, significance, change and continuity and interpretation, knowledge, and communication

knowledge, and communication

8.4 Twentieth Century Conflict: WW1

Key Concepts: War Alliances Propaganda Cause militarism local history

Key Skills: Evidence handling, causation, significance, change and continuity, chronology and interpretation, knowledge, and communication

8.5 Twentieth Century Conflict: WW2

Key Concepts: Dictatorship Invasion Home Front Impact War local history

Key Skills: Evidence handling, causation, significance, change and continuity, chronology and interpretation, knowledge, and communication

Year 9

9.1 Twentieth Century Conflict: WW2

Key Concepts: Dictatorship Invasion Home Front Impact War local history

Key Skills: Evidence handling, causation, significance, change and continuity, chronology and interpretation, knowledge, and communication

9.1b – Possible Unit – Historical experiences of Black people in Britain in the 20th century

9.2 The Development of the USA, 1929–2000

Key skills: AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 Explain and analyse historical events and periods studied using second-order historical concepts

9.2a Economic downturn and recovery

Key Concepts: Wall St Crash. Great Depression, Domestic policy: New Deal

9.2b The economic impact of the Second World War and post-war developments

Key Concepts: industrial output, affluence, consumerism, suburbia, poverty

9.2c The issue of civil rights, 1941–70

Key Concepts: Segregation, integration, racism, discrimination, civil rights legislation

9.2d Political change, 1960–2000

Key Concepts: domestic policy, economic and social reforms

9.2e Cold War rivalry

Key Concepts: Foreign Policy, containment, communism, capitalism, domino theory

9.2f The search for world peace since 1970

Key Concepts: détente, limitation of arms, fall of communism, end of the Cold War, Middle East Conflict

9.2g Social Change 1950-2000

Key concepts: popular culture youth culture, protest, and women's rights

Year 10

2F Changes in health and medicine in Britain, c.500 to the present day

Key Skills: AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2 Explain and analyse historical events and periods studied using second-order historical concepts

AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

10.1 Causes of illness and disease*

Key Concepts: Poverty, famine, industrialisation. Bacterial and viral causes

10.2 Attempts to prevent illness and disease

Key Concepts: Black Death, alchemy, soothsayers, medieval doctors, application of science, Edward Jenner, vaccination, bacteriology

10.3 Attempts to treat and cure illness and disease

Key Concepts: Herbal medicine, barber surgeons, leeches, anaesthetics, antiseptics, radiation, antibiotics, transplant surgery, cancer treatment

10.4 Advances in medical knowledge

Key Concepts: Alchemy, astrology, four humours, Vesalius, Pare, Harvey, Pasteur, Koch, Germ theory, DNA, genetic research

10.5 Developments in patient care

Key Concepts: Role of the church and monasteries, endowed hospitals, Florene Nightingale, Liberal Reforms, NHS

10.6 Developments in public health and welfare

Key Concepts: Public health, industrialisation, Edwin Chadwick, reform, improving in housing and pollution

10.7 Study of a historic environment: Scutari Hospital in the Crimean War

Key Concepts: conditions, role of the media, government intervention. Significance

1G Germany in Transition, 1919–1939

Key skills: AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO3 Analyse, evaluate, and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

11.1a The impact of the First World War

Key Concepts: Treaty of Versailles, right and left-wing politics, hyperinflation

Year 11

Germany in Transition continued:

11.1b The recovery of Weimar

Key Concepts: Golden age, Dawes and Young Plan, Locarno, League of Nations

11.1c The Nazi rise to power and the end of the Weimar Republic

Key Concepts: Depression, electoral appeal, chancellorship

11.1d Consolidation of power, 1933–34

Key Concepts: dictatorship, legislation, Reichstag Fire, Enabling Law, Night of the Long Knives

11.1e Nazi economic, social, and racial policies

Key Concepts: policies, unemployment, autarky, persecution, Aryan, indoctrination

11.1f Terror and persuasion

Key Concepts: Police state, propaganda, legal system, concentration camps, SS and Gestapo

11.1g Hitler's foreign policy

Key Concepts: foreign policy, rearmament, conscription, reOccupation, Anschluss, pacts, invasion

The Elizabethan Age 1558-1603

11.2a Elizabethan Government

Key Concepts: coronation royal court, privy council, local government, and role of Parliament

11.2b Lifestyles of the rich and poor

Key Concepts: homes, fashion, poverty vagrancy and the Poor Law

11.2c Popular Entertainment

Key Concepts: cruel sports, theatre designs and plays

11.2d The problem of religion

Key Concepts: Religious Settlement, Middle Way, Acts of supremacy and Uniformity

11.2e The Catholic Threat

Key Concepts: Catholicism, excommunication, recusancy, rebellion. Plots

11.2f The Spanish Armada

Key Concepts: causes, events, and results

11.2g The Puritan Threat

Key Concepts: Puritanism, challenge, opposition

Geography

A summary of our principles: ALNS Geography Curriculum

ALNS Geography Curriculum	**Balanced**	**Rigorous**	**Coherent**
The design of our Geography curriculum is to equip students with the knowledge and understanding to reflect on and problem solve the ever-changing geographical issues our world is facing. Across KS3 and KS4, key skills and concepts have been implemented and made accessible for all students to develop and progress in all the Geographical topics we cover.	Our curriculum is built upon the appreciation to explore and engage with a wide range of concepts and ideas, which not only enable students to understand their own local region but beyond their immediate environment. Our main concepts focus on both the human and physical worlds, time and scale, sustainability, and geographical skills. These concepts interlink.	All topics and case studies are meticulously chosen to foster high levels of challenge, engagement, and enquiry within Geography for all students. Underpinning each case study is the appreciation of different cultures, inspiring a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.	Our curriculum has been designed to work explicitly in harmony with a range of other subjects such as Science encouraging students to make connections and links between subjects and topics covered across both KS3 & KS4.
A Chronological approach	**Appropriate**	**Focused**	**Relevant**
A secure mental timeline makes pupils' existing historical knowledge more secure, and therefore makes new knowledge easier to learn. Understanding the broad features or characteristics of historical periods also establishes a meaningful context for what pupils will go on to learn. When curriculum design does not take this chronological knowledge into consideration, pupils' understanding of the past is likely to be disconnected or episodic.	Tasks are appropriately aged to build students confidence whilst also being accessible to challenge all students and model success for all. Challenging topics are introduced to engage and add depth for students with further knowledge and skills.	We teach each unit to ensure there is a coherent delivery of knowledge and skills with a key focus on the concepts that are intertwined. The focus of the curriculum is to build on and refer to these key concepts and knowledge throughout KS3 & KS4 using a wide range of resources.	The curriculum incorporates recent and topical case studies, allowing students to develop their own opinions and present critical thinking through oracy to challenge social, economic, environmental, and political issues. The use of current events builds cultural capital which allows students to understand the potential issues and solutions within geography in their future careers.

How does our Geography Department incorporate ALNS Teaching Principles?

Fostering a love of learning

Our curriculum is designed to give students a broad, purposeful, and meaningful experience of a wide range of Geography

In Geography we are focused in providing students opportunities both within and out of school that they may have not experience before, such as fieldwork, links to current events, previous case studies and wider reading.

We use a range of teaching strategies, resources and styles of tasks to ensure that all students are engaged and successful within Geography lessons. We are constantly reviewing schemes of learning to ensure it is topical as well as taking student feedback into consideration.

Challenge for All

We have high expectations for our students and take a 'teach to the top' approach in mixed ability classes at both KS3 & KS4 so that all students are challenged yet supported through scaffolding of skills required to reach 'the top'. Our choices of topics and tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities & starting points across both key stages 3 & 4 allowing very clearly for progression in key skills.

Modelling

We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.

We take an 'I do – we do – you do' approach to the modelling and learning process to build confidence & resilience. In addition we use the ' Be the teacher' activities to support exam skills, writing styles and understanding mark schemes

Feedback for Learning

Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.

We build students' confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.

Quick sixes, marked reviews, IT based quizzes and formal assessments allow pupils to develop an understanding if how they are progressing.

Responsive teaching

We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through 'Assessment for Learning' strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.

Literacy for Life

We expressively use tier 3 vocabulary and geographical concepts with students both vocally and through a range of texts. There are certain concepts that need a alternative method to explain their meaning rather than a definition. We use the Freyer model to ensure clarity of understanding of key terminology discussed in lessons.

Reading is integral to students' learning and Guided reading tasks are a regular feature in KS3 and KS4 learning, developing students' comprehension & metacognition as well as their oracy skills.

This year Oracy will be developed further, and SOLs amended to provide ample opportunity.

Stickability

Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes, quick sixes, and dual coding to support the 'stickability' of students' learning. Learning is also supported by the social media @alnsGeog account where current events are shared.

Our curriculum is enhanced by several linked topics with the science curriculum to encourage students to make links and to more deeply embed information and ideas into their long-term memory.

Curriculum Implementation

The Geography curriculum has been designed to give students a broad and detailed knowledge of the world through key concepts that are revisited through a range of topics that are studied. This knowledge is taught through a range of real and relevant case studies, to expand and extend their locational and place knowledge and interlink this with key physical and human processes. This growing understanding of the world builds an appreciate and acknowledge different cultures, economic settings and environments, and how they change over time. Geographical key skills are developed to understand and use the knowledge, such as data analysis of climate change, making judgements on the severity of the impacts we could face and the evaluating the success of potential responses. To ensure that students can implement and use these fundamental and valued skills, scaffolding is in place throughout KS3 and KS4 to ensure that all students are successful.

Our focus to inspire and motivate students to have a love of geography. We want to develop students into geographers who investigate real world issues through geographical enquiry to find solutions to the worlds largest issues that we face today and in our future. We deliver a detailed and diverse curriculum so students can achieve and have the knowledge, understanding and skills to help progress in their future. We aim to foster confidence to become resilient learners who through positive and reflective feedback and next steps which allows them to make the progress they deserve.

Our principles behind our approach to Geography lessons:

We want to:

- Use a range of skills to form a geographical enquiry approach to investigating new knowledge and content.
- Cultivate an interest and curiosity of the world and the human and physical processes that occur.
- Take an interconnected approach to information to interlink knowledge from different topics, prompting students to find similarities and differences between approaches.
- Use a range of resources, such as the use of chrome books to introduce images and videos alongside the use of written text, to supplement students learning.
- Have an understanding that there are multiple perspectives to debates and decisions and developing this through oracy to improve vocal and written arguments.
- Be able to construct arguments in a structured written format using key geographical evidence and vocabulary that is subject specific
- Use both historical and current events to assess the impact of human and physical factors on our world.
- Have an appreciation of social, economic, environmental, cultural and political areas of geography from around the world.
- Application of knowledge to manipulate maps, diagrams, numbers, graphs or images, using information technology to understand trends and impacts of geographical processes.
- Develop the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Develop the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How is the Curriculum planned?

The Geography curriculum is planned to build a broad understanding of geographical topics. These topics incorporate a blend of different key concepts that underpin geography. This is through a range of material that allow the development of knowledge and skills to improve for all students. Lessons and assessments have been planned to build on previous knowledge and skills to develop understanding and link previous concepts throughout KS3 to KS4. GCSE success criteria has also been considered when planning lessons and assessments such as Geographical knowledge, understanding and application.

All students will gain these experiences through:

- Schemes of learning which, whilst focusing on key topics, will be enquiry based to ensure students are consistently questioning new information.

- Developing students' cultural capital, literacy and numeracy skills to become global citizens and a deeper understanding of geography.
- A continual approach to the curriculum and key skills that are needed for GCSE. Revisiting content and building on key concepts and skills to develop students understanding. Throughout KS3 and KS4, lessons are designed to challenge all, but be scaffolded so all students develop and progress.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

Curriculum Links with Science

Year Group	Geography	Science
KS3	Resources Oceans Tectonic Hazards Weather Hazards	**Autumn Term Year 7:** Earth, Genes, Evolution – Links to management of resources such as metals, Make up and uses of different rocks found within our earth. Climate crisis. **Spring Term Year 8: Photosynthesis and Planet ecology –** Links to food chains, food webs, habitat, biodiversity
KS4	Ecosystems Tropical rainforests Hot deserts Weather Hazards & Climate change Tectonics	Biology: Ecology & disease: links to Decay and climate of tropical rainforests, adaptations, disease Chemistry: Chemistry of the atmosphere: Links to greenhouse gases, climate change and the human and physical factors causing it to happen Physics: Atmospheric Pressure, seismic waves

How is the curriculum delivered?

The geography curriculum is delivered through a range of pedagogical approaches with a focus on the development of knowledge, understanding, application and skills. The curriculum has been planned to ensure that each lesson will use elements of these approaches so that students acquire a full understanding of the topics being taught. The key concepts have been interleaved across the topics taught and consistently revisited to allow for deeper understanding and application of knowledge in alternative scenarios. Geographical skills are spread between Key stage 3 and Key stage 4, with students in year 7 starting their learning journey with our geographical skills topic ''What is a Geographer''. Following topics have then been chosen carefully to build and develop skills and knowledge for students throughout Key stage 3 and leading into Key stage 4. To promote the students' knowledge of their local area of Portsmouth there are a range of topics and case studies that incorporate the city itself and its position within the context of the wider world. In Key stage 4 we follow the AQA exam board specification which is follows three key areas Physical Geography, Human Geography and Geographical skills. Both physical and human topics are developed with geographical skills built in the schemes of learning to ensure students can apply their knowledge. Students will also undertake two enquiry-based fieldwork trips during Key Stage 4. One of these investigating Southsea sea defences in Portsmouth and the other investigation on the development of Gunwharf and its impact on the surrounding areas.

Geography lessons incorporate literacy skills in a range of forms including the use of glossaries in all students' books, skimming and scanning and extracting information from a variety of texts. Key Geographical words are focused on and explained to ensure that students understand the context and confident in using this new vocabulary in different scenarios. Vocabulary from other subjects such as science are encouraged to develop students understanding with several subjects. Sources are also analysed in line with GCSE exam questions and students are encouraged to present two-sided arguments and offer conclusions when looking at geographical issues. Numeracy skills are equally as important and are developed through data presentation and analysis and data manipulation such as calculating averages and percentages.

Students are regularly given skills specific feedback detailing how they can improve and time within lessons to reflect on this. Each scheme of learning has specific assessments with a range assessment options, set out within topics. These assessments have been chosen and designed to build on students' knowledge, understanding, application of skills that they have learnt throughout their geography lessons. Independent learning is used to further embed knowledge and skills through various mediums including research, revision tasks and use of Doddle to help with progression. Students are also encouraged to watch the news and read newspapers to keep up to date with any current geographical events or issues. These are also shared via the @ALNSGeog Instagram page to make students aware of topical geography.

Key Pedagogies

The Geography Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below as well as more detailed in the Geography Handbook

Teachers as the specialist

We pride ourselves on being Geography teachers who are passionate about our subject and who have a wealth of knowledge and expertise to share and develop our students' knowledge and their own passion and interest in Geography. We are dynamic in our approach to our own reflective practice and we recognise the important role that the teacher has as a subject expert. Teachers ensure students receive quality first teaching by ensuring examples are well modelled e.g. using the **I do, we do, you do approach and 'be the teacher'** marking opportunities making explicit the skills being used. Teachers understand that memory is a highly complex process and to build strong neural paths students must be exposed to new content more than once. The use **of spaced learning / interleaving** is common practice across the department, with the aim being to help students commit key concepts and knowledge into long term memory. This is done in a variety of ways including the use of **recall starters/ quick sixes, dual coding activities, low stakes quizzes and mind maps.** Students are also provided with knowledge organisers at the start of topics to help them prepare for new learning. Teachers understand that using academic language is essential. Understanding historical academic language gives students the skills they need to think about, talk about, and understand key concepts and ideas. When meeting new vocabulary teachers ensure key meanings are understood and explained in a student friendly way e.g. Using the **freyer model or dual coding.** Students are also encouraged to read questions carefully and underline key words when tackling problems in lessons and exams.

Guided Reading

This strategy provides an opportunity for pupils to develop their knowledge and understanding in a structured and focussed way. It allows for a focus on literacy and oracy.

Flipped Learning

Flipped Learning puts greater focus on the pre-learning which takes place prior to the lesson so that the lesson can focus on applying the knowledge. Flipped Learning creates opportunities with students' independent learning before their lesson. It requires careful planning to ensure that the learning/application in the lesson builds on the learning that has taken place prior to the lesson. (It is important to have strategies in place for students who have not completed the task for IL).

ABC: Add, Build, Challenge.

To avoid the 'table tennis approach' to whole class discussion (back and forth between teacher and individual student), students are encouraged to use 'ABC', the 'basketball approach', enabling discussion to go across the classroom between students.

Metacognition

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

This metacognitive approach is evident through our use of modelling, including live and shared writing. Students are also encouraged to reflect on the strategies that they have used and what has worked for them. They are given tasks to carry out such as transforming text into pictures, summarising full texts into 20 words and explaining how specific approaches have supported or hindered their learning. They are also encouraged to evaluate their own (and others') learning.

Chromebooks

Chromebooks are consistently used so pupils can easily access all lessons resources

Chromebooks are used, when appropriate, for lesson activities, knowledge retrieval and assessments. Chromebooks can be used in all lessons to access PowerPoints and lesson resources.; Chromebooks can be used by students for all research purposes. Students with exam access will be able to use Chromebooks for all classroom assessments.

Chromebooks are used for the reading of academic texts to support learning; Students use Chromebooks for self-marking assessment and for interactive quizzes including group quizzes when the opportunity is provided within the scheme of Learning; Chromebooks may be used for independent learning tasks, when relevant, which can then be submitted electronically. Specific uses of Chromebooks include: Blookets for knowledge retrieval / Some assessments as appropriate, Mentimeter for class voting and inclusivity of giving answers / Directed internet research / Google forms – e.g., multiple choice activities when watching video clips. We ensure that students are not disadvantaged by not having a Chromebook.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

Assessment Types

- Questioning (written and verbal)
- GCSE style questions
- Marked reviewed
- Accumulative assessments
- Past paper questions
- Mock exams

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

Feedback types

- WWW and next steps stickers
- Group / whole class feedback
- Mark scheme feedback
- Quick self / peer assessment

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ALNS Geography Department Assessment:

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment
Mark exercise books **twice a unit of work** using purple pens.	Students use **pink pen** to take their next steps and feed forward, including where there has been a specific therapy following whole class diagnostic assessment	Students use **green pen** to peer and self-assess.
Focus **on one piece of work** to mark. For example a PEEL paragraph or an exam question.	After marking always **allow time in next lesson** for students to take their next steps.	There should be an opportunity for self or peer assessment in **most lessons.**
Use a **"Next Step Sticker"** to outline what went well and how the student can make further progress from their piece of work.	Students **answer any questions** you have asked them on the content.	Students use **SPAG code** to mark each other's or their own SPAG.
Feedback on the sticker should be focused on **skill development** or knowledge – as appropriate.	Students **take their next steps** outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	When marking a specific piece of work, students can write a **"What went well"** comment and an **"even better if comment"** under their peers or their own work.
Feedback should allow students to show **progress** by responding to your feedback.	Students improve on **SPAG** using code to tell them how to improve	Students **WWW** and **EBI** comments should be **skill specific** and should help the peer/themselves progress.
Where appropriate use assessment objectives as a guidance for feedback given on marking stickers.	If necessary give **further verbal/written feedback** so that answer can progress further.	Allow time for feedforward from next steps if peer assessment has taken place.
Develop student's knowledge of content by **asking questions within their piece of work** (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g "How could you extend your answer here?", "What other example might be better?"		

A summary of our principles: ALNS GCSE Sociology Curriculum

ALNS Sociology Curriculum Our curriculum is designed to give students a broad understanding of the world that we live in through exploring key aspects of British society, developing an understanding of the relationships between different social structures and processes that impact on society, and by critically assessing a variety of sociological debates and research. These skills are scaffolded through the 2-year course so that both students are well prepared for both Sociology exams and transition into life beyond school.	**Balanced** Our curriculum explores a range of different cultural, social, political, economic and moral contexts to understand and celebrate diversity. Through studying Sociology, students develop a range of skills including knowledge retrieval, explanation, critical evaluation. Students also continue to develop skills of numeracy (through chart and graph analysis), literacy (through written arguments) and oracy (through paired and group discussions).	**Rigorous** Our choice of the EDUQAS curriculum was specifically made to ensure that our students could be challenged, engaged and confident in their learning of Sociology. Through consistent interleaving of key themes and concepts, students can draw on their wider sociological knowledge as they progress through the course.	**Coherent** Our curriculum has been designed to work explicitly in harmony with a range of other subjects (English, History, Science, Geography and Psychology), encouraging students to make connections and links between subjects and topics/themes covered across both KS3 & KS4.
Vertically integrated The curriculum has been developed to allow students to recall and re-evaluate concepts, themes and arguments from Year 10 to broaden their understanding throughout Year 11. This is achieved through studying the Key Concepts Unit to first (to give a broad understanding of key terminology), followed by the Family Unit which builds on this understanding. Studying Social Stratification and Research Methods in Year 11 encourages recall and spaced learning of key concepts from previous years.	**Appropriate** We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. Yet we include challenging concepts and a broad range of topics as well as choice. All pupils are entitled to a broad Sociology curriculum. Any adaptations made to support pupils' learning in Sociology should not be to the overall curriculum content but rather to how the content is taught.	**Focused** Each unit in Sociology is explored thematically (see curriculum map), but includes similar concepts and ideas throughout each. This has been done to show students explicit links between topics.	**Relevant** Our curriculum and course has been developed to incorporate links to current affairs and events that have a strong sociological meaning behind them (e.g the impact of gender roles on COVID and discussions over benefits and universal credit). Students are able to connect their understanding of Sociology as a school subject and apply this to contentious topics that affect society today. This skill of application is made explicit throughout the curriculum plan. Through analysis and evaluation of research methods, students are able to become sociologists, conducting and assessing their own forms of research.

How does our Sociology Department incorporate ALNS Teaching Principles?

<table>
<tr>
<td rowspan="2">Fostering a love of learning 

Our curriculum is designed to give students a purposeful and meaningful understanding of how the world we live in shapes our behaviour and actions.

The course is taught by passionate teachers who make use of positive relationships with students to create a secure environment which allows students to thrive.

Our curriculum makes use of a variety of teaching pedagogies to build engagement and enthusiasm. Our links to current affairs builds confidence and an awareness of wider British values.</td>
<td>Challenge for All 
We have high expectations for our students and take a ‘teach to the top’ approach in mixed ability classes so that all students are challenged yet supported through scaffolding of skills required to reach ‘the top’. Our choices of tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities & starting points across key stage 4 allowing very clearly for progression in key skills.</td>
<td>Feedback for Learning 
Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.

We build students’ confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.

Quick sixes, marked reviews and formal assessments allow pupils to develop an understanding if how they are progressing.</td>
<td>Literacy for Life 
We explicitly share a wide range of sociological concepts and terms throughout the course and encourage the use of these within verbal and written discussions. We create practical glossaries and build in habits of utilising these throughout lessons.

Reading is integral to students’ learning and guided reading tasks are a regular feature in lessons. This develops students’ comprehension & metacognition as well as their oracy skills.

Oracy skills are embedded throughout all units of Sociology and form a large part of the course. Through our paired and class discussions of key debates, students can add, build and challenge each other in an appropriate and constructive way.</td>
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<td>Modelling 
We ensure that tasks build students’ confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.
We take an ‘I do – we do – you do’ approach to the modelling and learning process to build confidence & resilience.

Additionally, the use of exemplar answers and student marking builds confidence in understanding the nature of Sociology exams.</td>
<td>Responsive teaching 
We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through ‘Assessment for Learning’ strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</td>
<td>Stickability 
Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes and quick 6’s to ensure the ‘stickability’ of students’ learning.

Our curriculum is enhanced by several linked topics on the other subject curricula to encourage students to make links and to embed information and ideas more deeply into their long-term memory.</td>
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Curriculum Implementation

Sociology aims to empower students with the skills and ability to critically analyse and explain important matters in our personal lives, our communities, and the world. Furthermore, Sociology requires students to assess and evaluate why ideas and social issues arise, establishing an understanding of political and social ideologies which help determine our everyday lives. As Pierre Bourdieu argued, 'the functional of Sociology, as of every science, is to reveal that which is hidden'. Through our curriculum and lessons, students can make sense of our ever-changing society and lifestyles.

The study of Sociology explicitly encourages students to learn the ways of sociological research. Through our unit on sociological research methods, and through understanding a variety of different studies, students can grasp the evaluative skills that can support students in their own research, and in their own understanding of our world. This is even more applicable as we live in the information age. Through the critical skills learned in Sociology, students can decipher the 'fact' from the 'fiction' and the 'objective' from the 'subjective' in our world.

Sociology also establishes a deep-rooted understanding of cultural, political, and economic diversity. Through studying different cultural approaches to our world, students can develop tolerance and acceptance which, in our current social climate, is often disregarded. As such, Sociology creates well-rounded and open-minded thinkers that can actively and clearly explain their individual opinions. As C. Wright Mills explained 'you can never really understand an individual unless you also understand the society, historical time period in which they live, and their personal and social issues'.

Our principles behind our approach to Sociology lessons:

We aim to help students to understand the unique value of Sociology by providing opportunities for students to:

- Develop a range of skills to encourage critical thinking by making links between lesson content and current affairs.
- Explore and evaluate a range of sociological theories, focusing on their contextual relevance in comparison to today.
- Enter into seminar-like debate to develop skills of oracy and critical evaluation.
- Construct logical arguments (written and verbal) to communicate about social issues using sociological language appropriately.
- Gain an understanding of how different cultures form, and how subcultures develop in our ever-changing world.
- Explore social debates on classism, racism, ageism, sexism, homophobia and disablism.
- Embed open-mindedness and patience into students, and where students clash in ideas, develop progressive and restorative ways to reconnect and rebuild relationships.
- Create an understanding of the research process.
- Through working in groups, students learn to share leadership and responsibility, working co-operatively to achieve success.
- Further literacy and numeracy skills in a wider educational context, applying said skills to various social issues.
- Develop more computer literacy through accessing news articles and interactive resources.

How is the Curriculum planned?

In Sociology, students will acquire knowledge and understanding of issues within society. Students study various aspects of everyday life, such as the family, education, and crime, as well as the social systems and issues that surround everyday interaction. Within each of these areas, students will develop a broad understanding of how individuals are influenced by these topics, but also how individuals and groups also affects these areas. Furthermore, the study of Sociology allows students to understand the skills needed for research and encourages evaluation of research methods, sociological theories, and individual sociologists' work.

All students will gain these experiences through:

- Schemes of Learning which take a thematic approach and encourage cross-theme concepts that students revisit and re-evaluate throughout the course.
- Development of students' cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of Sociology.
- A progressive approach to the curriculum and the key skills required for GCSE so that students can embed and develop their comprehension and analytical skills as they progress through the different years.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

Curriculum Links with other subjects

Year Group	Sociology	Other subjects
Year 10	Key Concepts and Processes Key Sociological Theories The Family Education Crime and Deviance	Social Class, Gender, and Feminism (explored in English lessons) Nature vs Nurture debate (explored in English and Psychology lessons) Different forms of Feminism (explored in History lessons) One-Child Policy (explored in Geography lessons) Arranged Marriages (explored in Aspiring Futures lessons) Different Family types (explored in Aspiring Futures lessons) Microcosm (explored in English) Impact of the media on lives (explored in IT, Media and Aspiring Futures) Reasons for criminal behaviour (explored in Psychology)
Year 11	Research Methods Social Stratification	Graph reading skills (explored in Maths and Science) Different types of research methods and their levels of usefulness (explored in History and Psychology) Poverty (explored in English) Racism, Sexism, Homophobia and Disablism (explored in Aspiring Futures lessons) Conducting experiments (explored in Science and Psychology lessons)

How is the curriculum delivered?

The study of Sociology uses a variety of pedagogical approaches that focus on the acquisition of knowledge, application to real-life scenarios and using evidence to make judgements about theories and studies. A range of activities are used within lessons to suit all learners. Learning processes in Sociology include reading, explaining, and analysing individual theories and sociologists, analysing news articles and critically assessing the media's representation of our key topics (the family, education, crime and deviance)

Students are given constructive feedback that allows them to be successful but also focuses on their next steps. The students will then be given time within lessons, following on from assessment feedback to reflect on their feedback and to act upon it. Independent learning is used weekly to further embed skills or knowledge attained in the lessons and so becomes relevant and helps with progression.

The lessons for all the schemes of learning appear on the Google Classroom for each student to be able to access Sociology work remotely when needed. By providing work online in this format, students also have access to a vast amount of revision resources in preparation for Mock exams and GCSE's.

Feedback from teachers, focuses on specific skills from the Key Stage 4 Programmes of Study and GCSE Assessment Objectives, all of which underpin all Schemes of Learning.

The importance of reading and vocabulary acquisition are also at the core of our curriculum. Thus, topics are carefully selected to ensure that students receive a breadth and depth of topics and that they are appropriately challenged, whilst being engaged, building confidence, comprehension skills and strategies. Equally, teachers' model and encourage students to be more specific, academic, and sophisticated with their vocabulary. A range of strategies are incorporated into lessons and Schemes of Learning, such as glossaries as well as the use of dictionaries and thesauruses being integral tools in lessons.

Key Pedagogies

The Sociology Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below:

Teachers as the specialist

Teachers of Sociology here at ALNS are passionate and enthusiastic leaders that are able to bring Sociology to life in the classroom through debates, high-level questioning and effective modelling. Teachers of Sociology contribute their own teaching practices to the Sociology schemes of learning to create a dynamic and engaging learning environment. Teachers are aware that memory and recall play a vital part in the learning process, so the curriculum utilises a variety of spaced learning/interleaving across the department through recall starters/quick sixes, low stakes quizzes and recall mind-maps. Furthermore, teachers have embedded 'revision' style lessons throughout the course to rehearse previous concepts and ensure they remain in the students' long-term memory. Teachers are also role models of the language that is expected in Sociology, utilising key terminology in their conversations with students to promote the importance of academic and subject specific language. Furthermore, the use of glossaries and skills sheets to outline the key aspects of the curriculum that they will be tested on builds confidence in students and allows them to identify their own areas of expertise and improvement.

Guided Reading

Built into the schemes of learning throughout Sociology are opportunities to read academically, using higher tier language and subject specific vocabulary. This reading promotes literacy and oracy, and encouraged students to build confidence of new terms. Guided reading activities appear both on an individual level and as group tasks too.

Flipped Learning

There are opportunities in the Sociology curriculum for students to develop their own understanding of key concepts and ideas before they have been learned. This promotes a sense of independence for students and allows them to contribute to the learning process in the classroom. Flipped learning is embedded early in the course and eventually becomes a habit of the students, allowing them to evoke curiosity.

ABC (Add, Build, Challenge and Oracy)

As oracy plays a vital part in the teaching of Sociology, students are encouraged to develop their skills of debate. Throughout the schemes of learning, contentious but appropriate debates and current affairs are put to the students to formulate their own opinions. Before discussions in class, students are given time to formulate their own opinions and using key academic language and are given the opportunity to think of more questions to ask. This allows students to add new ideas to debates, build on fellow students' ideas with more detail and even respectfully challenge each other to create a secure environment to progress their oracy skills. For students that struggle with oracy, individual conversations are preferred with evidence of written arguments showing their understanding of the topics discussed.

Use of Technology

Chromebooks are consistently used in Sociology so students can access all lesson resources and all revision resources in preparation for exams.

Chromebooks are used, when appropriate, for lesson activities, knowledge retrieval and assessments, as well as being used in all lesson to access PowerPoints so students can work at their own pace. Students with an exam access arrangement can use the Chromebooks for assessments.

Chromebooks are also used for guided reading of academic texts, completing interactive quizzes to consolidate learning (such as Blooket and WordWall), for independent learning and research tasks. Students are also able to access their relevant PLCs to self-evaluate their own learning in Sociology and to see what areas need more focus. Teachers are able to use these PLCs to inform their planning for students in the future.

Metacognition

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

Students also rigorously complete their own learning trackers in their books, using teacher feedback and their own self-evaluation to create specific targets to help improve their practice. This self-evaluation is promoted from Year 10 and into Year 11 and places more of the responsibility for learning on to students themselves.

Learning through the media

As part of understanding society, research methods and media representation of society, students also have access to wide variety of relevant and applicable documentaries that act as a tool of consolidating learning, being an element of critical analysis and acting as a method of the research process. Using documentaries, students can evaluate the usefulness of their content and establish more of an understanding of sociological perspectives.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

Assessment Types

- Questioning (written and verbal)
- GCSE style questions
- Marked Reviews
- Accumulative assessments
- Past paper questions
- Mock exams

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

Feedback types

- WWW and next steps stickers
- Mark scheme feedback
- Quick self / peer assessment
- Trackers in books

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ALNS Sociology Department Assessment:

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment
Mark exercise books **as appropriate** using purple pens.	Students use **pink pen** to take their next steps and feed forward, focusing on particular questions/targets outlined by the teacher	Students use **green pen** to peer and self-assess.
Focus **on one piece of work** to mark. For example, a PEEL paragraph or an exam question.	After marking always **allow time in next lesson** for students to take their next steps.	There should be an opportunity for self or peer assessment in **most lessons.**
Use of **"Next Step Sticker"** when appropriate to outline what went well and how the student can make further progress from their piece of work.	Students **answer any questions** you have asked them on the content. These questions are specific to skills/knowledge that has been omitted in the assessment	Students use **SPAG code** to mark each other's or their own SPAG.
Feedback on the sticker should be focused on **skill development** or knowledge – as appropriate.	Students **take their next steps** outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	When marking a specific piece of work, students can write a **"What went well"** comment and an **"even better if comment"** under their peers or their own work.
Feedback should allow students to show **progress** by responding to your feedback.	Students improve on **SPAG** using code to tell them how to improve	Students **WWW** and **EBI** comments should be **skill specific** and should help the peer/themselves progress.
Where appropriate use assessment objectives as a guidance for feedback given on marking stickers.	Allow students time to annotate how they have improved in **green pen.** This is also an opportunity for **self or peer assessment** following next steps.	As often as possible students use a mark scheme to mark a piece of work and for **WWW** and **EBI** comments
Develop student's knowledge of content by **asking questions within their piece of work** (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g., "How could you extend your answer here?", "What other example might be better?"	If necessary, give **further verbal/written feedback** so that answer can progress further.	Allow time for **next steps** when peer assessment has taken place.
	Students have **access to trackers** in books to track their own progress and to develop individual targets following assessments. These targets them form the basis of their next assessment and should be clearly seen in books.	

A summary of our principles: ALNS GCSE Psychology Curriculum

ALNS Psychology Curriculum Our curriculum is designed to give students a broad understanding of human behaviour by exploring the human brain, relationships within society and the impact of psychological research. Students learn the key skills of explanation and critical evaluation. These skills are scaffolded through the 2 year course so that both students are well prepared for both Psychology exams and transition into life beyond school.	**Balanced** Our curriculum explores a range of different cultural, moral and scientific contexts to create well-rounded Psychologists. Through studying Psychology, students develop a range of skills including critical evaluation, research skills, problem-solving skills and communication skills. Students also continue to develop skills of numeracy (through chart and graph analysis) and literacy (through written arguments)	**Rigorous** Our choice of the Edexcel curriculum was specifically made to ensure that our students could be challenged, engaged and confident in their learning of Psychology. Through interleaving of key themes and concepts, students are able to draw on their wider psychological knowledge as they progress through the course.	**Coherent** Our curriculum has been designed to work explicitly in harmony with a range of other subjects (English, Biology, PE and Sociology), encouraging students to make connections and links between subjects and topics/themes covered across both KS3 & KS4.
Vertically integrated Although the process of learning Psychology only begins in Year 10, students are able to draw on key concepts from other curriculum areas to begin their understanding. Moreover, the curriculum has been developed to allow students to recall and re-evaluate concepts, themes and arguments from Year 10 to broaden their understanding throughout Year 11 and create well-rounded and critically thoughtful thinkers.	**Appropriate** We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. Yet we include challenging concepts and a broad range of topics as well as choice. All pupils are entitled to a broad Psychology curriculum. Any adaptations made to support pupils' learning in Psychology should not be to the overall curriculum content but rather to how the content is taught.	**Focused** Each unit in Psychology is explored thematically (see curriculum map), but includes similar concepts and ideas throughout each. This has been done to show students explicit links between topics.	**Relevant** Our curriculum and course has been developed to incorporate reference to applicable topics that affect our everyday lives. Through most units, students learn about the immediate impact of their lifestyles on their current lives (eg. importance and structure of memory, necessity of sleep patterns), which create educated and more aware students. Through our focus on the research process, students are able to become Psychologists, developing their own experiments using the similar aims and hypotheses to specific Psychologists. This further develops skills of analysis and critical evaluation.

How does our Psychology Department incorporate ALNS Teaching Principles?

<table>
<tr>
<td rowspan="2">Fostering a love of learning 

Our curriculum is designed to give students a purposeful understanding of how the world we live and our everyday experiences shape our behaviour and actions.

The course is taught by passionate teachers who make use of positive relationships with students to create a secure environment which allows students to thrive.

Our curriculum makes use of a variety of teaching pedagogies to build engagement and enthusiasm. Our links to psychological experiments and current affairs builds confidence and an awareness of wider Psychological academia.</td>
<td>Challenge for All 
We have high expectations for our students and take a ‘teach to the top’ approach in mixed ability classes so that all students are challenged yet supported through scaffolding of skills required to reach ‘the top’. Our choices of tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities & starting points across key stage 4 allowing very clearly for progression in key skills.</td>
<td>Feedback for Learning 
Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.

We build students’ confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.

Quick sixes and formal assessments allow pupils to develop an understanding if how they are progressing.</td>
<td>Literacy for Life 
We explicitly share a wide range of sociological concepts and terms throughout the course and encourage the use of these within verbal and written discussions. We create practical glossaries and build in habits of utilising these throughout lessons.

Reading is integral to students’ learning and guided reading tasks are a regular feature in lessons. This develops students’ comprehension & metacognition as well as their oracy skills.

Oracy skills are embedded throughout all units of Psychology and form a large part of the course. Through our paired and class discussions of key debates, students are able to add, build and challenge each other in an appropriate and constructive way.</td>
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<tr>
<td>Modelling 
We ensure that tasks build students’ confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all.
We take an ‘I do – we do – you do’ approach to the modelling and learning process to build confidence & resilience.

Additionally, the use of exemplar answers and student marking builds confidence in understanding the nature of Psychology exams.</td>
<td>Responsive teaching 
We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through ‘Assessment for Learning’ strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</td>
<td>Stickability 
Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes and quick 6’s to ensure the ‘stickability’ of students’ learning.

Our curriculum is enhanced by several linked topics on the other subject curricula to encourage students to make links and to more deeply embed information and ideas into their long-term memory.</td>
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</table>

Curriculum Implementation

Psychology aims to empower students with subject specific and transferable skills which help develop academically educated and socially aware young people that are able to access opportunities throughout their lives. Through studying Psychological topics such as development and social influence, students are able to look into their own lives, establishing curiosity of the self, but also their relationships with other people. In this sense, students develop an appreciation for human development and come to value knowledge and empathy. As Chris Cleave said ' studying Psychology is fun because you're always looking for the same things a writer should be looking for, which is the story behind the story'.

The study of Psychology explicitly teaches skills of scientific research through critical analysis of academic work and the application of self-planned experiments. Studying Psychology allows students to come to evidenced, explained and evaluated conclusions, further progressing the skills of critical thinking associated with the discipline of Psychology. It is in the environment of the Psychology classroom that a students' scientific and social understanding flourish together.

Psychology allows a greater understanding of self-regulation and emotional wellbeing. Through studying Psychology, students acquire skills in the management of emotions to develop a greater awareness of interpersonal communication and oracy. Through this development of emotional and communicative skills, students set themselves up for future success beyond the classroom.

Our principles behind our approach to Psychology lessons

We aim to help students to understand the unique value of Sociology by providing opportunities for students to:

- Develop a range of skills to encourage open-mindedness through exploring different types of behaviours and human interactions.
- Understand the importance of objectivity and flexibility in thinking, accepting that changing one's opinion is a natural part of human development.
- Progress the ability to think critically by analysing and assessing psychological theories and case studies.
- Apply an understanding of psychological theory to various concepts and ideas associated with the course.
- Understand the importance of research in formulating opinions and attitudes.
- Tolerate and respectfully challenge ideas and attitudes of others in society.
- Explore a vast array of research methods and techniques.
- Self-evaluate psychological experiments using clear psychological and evaluative language.
- Develop a belief and confidence in problem-solving and establishing resilience throughout the problem-solving process.
- Improve communication skills through working alongside others
- Develop skills of scientific and mathematical analysis to form conclusions.
- Confidently present research findings and apply wider psychological understanding to these findings.
- Develop more computer literacy through accessing news articles and interactive resources.

How is the Curriculum planned?

In Psychology, students will acquire knowledge and understanding of psychological issues, developing an understanding of self and others, and how psychology can help to explain everyday social phenomena. They will use the skills they acquire to apply psychological theories to real-life settings. They will be given the opportunity to analyse and evaluate theories and studies for strengths and weaknesses, whilst also suggesting recommendations for improvements. Students will be encouraged to make judgements using the evidence presented and develop into

reflective thinkers. These skills and knowledge will give students a good base should they wish to continue Psychology when they leave school. There are also many transferrable skills that they will be able to apply to the world of employment such as problem-solving, communication and data analysis.

All students will gain these experiences through:

- Schemes of Learning which take a thematic approach and encourage cross-theme concepts that students revisit and re-evaluate throughout the course.
- Development of students' cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of Psychology.
- A progressive approach to the curriculum and the key skills required for GCSE so that students can embed and develop their comprehension and analytical skills as they progress through the different years.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

Curriculum Links with other subjects

Year Group	Sociology	Other subjects
Year 10	Memory Development Psychological Problems Social Influence Neuropsychology	Creating aims, hypotheses and analysing research (explored in Science lessons) Development of the brain (explored in Science lessons) Socialisation and Development of children (explored in Sociology lessons) Research methods (explored in Sociology) Positive mindsets (explored in Aspiring Futures lessons) Issues of internet and addiction (explored in Aspiring Futures and PE lessons) Obedience and authority (explored in English and Sociology lessons) Social and Cultural issues (explored in Sociology lessons) Hemispheres of the brain (explored in Science lessons) Differences between males and females (explored in Sociology lessons)
Year 11	Sleep and Dreaming Criminality Research Methods	Graph reading skills (explored in Maths and Science) Different types of research methods and their levels of usefulness (explored in History and Sociology) Reasons for criminal behaviour (explored in Sociology lessons) Importance of sleep on behaviour (explored in PE lessons)

How is the curriculum delivered?

Pedagogical approaches in Psychology focus on the acquisition of knowledge, application to real-life scenarios and using evidence to make judgements about psychological theories and studies. A range of activities are used within lessons to suit all learners. Students are also given the opportunity to apply their theoretical knowledge to practical situations. The use of spaced learning in the form of regular 'Quick Six' quizzes ensure that students are given plenty of opportunities to embed their prior learning into their memories.

Students are given constructive feedback that allows them to be successful but also focuses on their next steps. The students will then be given time within lessons, following on from assessment feedback to reflect on their feedback and to act upon it. Independent learning is used weekly to further embed skills or knowledge attained in the lessons and so becomes relevant and helps with progression.

The lessons for all the schemes of learning appear on the Google Classroom for each student to be able to access Psychology work remotely when needed. By providing work online in this format, students also have access to a vast amount of revision resources in preparation for Mock exams and GCSE's.

Feedback from teachers, focuses on specific skills from the Key Stage 4 Programmes of Study and GCSE Assessment Objectives, all of which underpin all Schemes of Learning.

The importance of reading and vocabulary acquisition are also at the core of our curriculum. Thus, topics are carefully selected to ensure that students receive a breadth and depth of topics and that they are appropriately challenged, whilst being engaged, building confidence, comprehension skills and strategies. Equally, teachers' model and encourage students to be more specific, academic, and sophisticated with their vocabulary. A range of strategies are incorporated into lessons and Schemes of Learning, such as glossaries as well as the use of dictionaries and thesauruses being integral tools in lessons.

Key Pedagogies

The Psychology Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below:

Teachers as the specialist

Teachers of Psychology here at ALNS are passionate and enthusiastic leaders that are able to bring Psychology to life in the classroom through debates, high-level questioning and effective modelling. Teachers contribute their own teaching practices to the Psychology schemes of learning to create a dynamic and engaging learning environment. Teachers are also role models of the language that is expected in Psychology, utilising key terminology in their conversations with students to promote the importance of academic and subject specific language. Furthermore, the use of glossaries to outline the key terms of the curriculum that they will be tested on builds confidence in students and allows them to identify their own areas of expertise and improvement.

Stickability

Teachers are aware that memory and recall play a vital part in the learning process, so the curriculum utilises a variety of spaced learning/interleaving across the department through recall starters/quick sixes, low stakes quizzes and recall mind-maps. Furthermore, teachers have embedded 'revision' style lessons throughout the course to rehearse previous concepts and ensure they remain in the students' long-term memory.

ABC (Add, Build, Challenge and Oracy)

As oracy plays a vital part in the teaching of Psychology, students are encouraged to develop their skills of debate. Throughout the schemes of learning, there are opportunities to debate psychological problems. Before discussions in class, students are given time to formulate their own opinions and using key academic language and are given the opportunity to think of more questions to ask. This allows students to add new ideas to debates, build on fellow students' ideas with more detail and even respectfully challenge each other to create a secure environment to progress their oracy skills. For students that struggle with oracy, individual conversations are preferred with evidence of written arguments showing their understanding of the topics discussed.

Use of Technology

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Students also rigorously complete their own learning trackers in their books, using teacher feedback and their own self-evaluation to create specific targets to help improve their practice. This self-evaluation is promoted from Year 10 and into Year 11 and places more of the responsibility for learning on to students themselves.

Learning beyond the classroom

There are occasional opportunities built into the course for students to apply their understanding of key topics and concepts to learning outside of the classroom. Through teaching students in an environment more applicable to the content they are learning about creates engaging and memorable lessons that students are able to draw upon as part of their knowledge retrieval process in Year 11.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

Assessment Types

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- GCSE style questions
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Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

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ALNS Performance Curriculum

A summary of our principles:

ALNS Performance Curriculum	Balanced	Rigorous	Coherent
The Performance Curriculum is designed to give students a broad experience of a wide range of Drama, Dance and Music performances and the creation of work through practical lessons and the viewing of performances. Schemes of learning focus on developing skills and engagement to build a lifelong love of the arts. These schemes are scaffolded to ensure clear skill progression whilst experiencing a wide range of genres, techniques and styles.	Our curriculum incorporates a wide range of spiritual, moral, social, cultural and emotional themes and ideas through diverse theatre, music and dance experiences. The curriculum is balanced to ensure the on-going building of students cultural capital throughout their performance journey. 	 Scripts, music, performances and themes are all chosen to ensure they are accessible to all students whilst being both engaging and challenging. The structure of the curriculum at Key Stage 3 builds the practical skills and knowledge required to undertake a vocational performance course at Key Stage 4.	The Performance curriculum is designed to support the development of transferrable skills that can be applied and developed throughout the wider curriculum and beyond. Students develop confidence, problem solving skills, empathy and collaborative learning skills as well as performance technique and subject specific knowledge.

Vertically Integrated	Appropriate	Focused	Relevant
Each Scheme of Learning builds upon prior skill development and practical experiences enabling students to further develop their understanding of techniques, styles and genres related to themes and topics that engage, enthuse and inspire.	All practical work in Performance is designed to build both confidence and skills by being accessible to all as well as engaging and challenging. Themes include challenging concepts and topics which reflect our schools Rights Respecting ethos. 	Every Scheme of Learning has an overarching theme to ensure there is a focus for the unit whilst developing practical performance skills in Drama, Music and Dance. 	Our curriculum is designed to excite, inspire and engage students whilst increasing their cultural capital. We explore real life and world culture that is relevant to our students and the wider world. Career pathways are also made explicit where relevant. 

How does our Performance Curriculum incorporate ALNS Teaching Principles?

Fostering a love of learning	Challenge for All	Feedback for Learning	Literacy for Life
Performance teachers LOVE their subjects and ultimately want every student to develop a full understanding and lifelong love of the arts. Lessons are always largely practical to ensure maximum engagement with the topics	 Throughout Performance students are taught by experts in their field who constantly review current pedagogy within their area of specialism. The expectation is that all students will perform to the very best of their ability using rehearsal time to develop their skills in a safe environment that offers the constant challenge to create and perform work that is of the highest possible standard.	 Students receive quality feedback at every opportunity from both their peers and teachers. There is a focus on the use of positive language when giving verbal feedback to move performance work forward and celebrate success. At KS4 feedback is given through the BTEC structure which allows students to take ownership of their work and work towards creating and performing work meets the highest criteria.	 Reading is developed through the use of scripts and song lyrics within KS3 and KS4. Every opportunity is taken to explore and embed academic and subject specific technical language. Oracy within Performance is key. Performance is emotionally engaging, stimulates talk and provides students with context-based opportunities to practise and gain confidence as speakers. Performance motivates verbal reasoning, argument, debate, questioning, negotiation, speculation, imagination and evaluation, (in and out of role).

explored and the opportunity to develop both their knowledge and skills, students share their performance work in almost every lesson to foster a love of performance.	**Modelling**  The development of Performance work can only take place in an environment where students feel safe to explore different issues, styles, create their own pieces and share. Teachers must take every opportunity to model if they want students to be successful so students will see teacher performing and demonstrating themselves. Where written work is required at KS4 work is carefully scaffolded through portfolios to support student learning.	**Responsive teaching**  Questioning is a key element within Performance enabling students to think in depth about how they develop their work and reflect upon their own performances and those of others. The very nature of any performance work is fluid so lessons are often adapted to allow more or less time for rehearsals and performances. All planning focuses upon the development of skills which allows the topics to be flexible.	**Stickability**  Numerous studies have demonstrated a correlation between drama, music and dance involvement and academic achievement. In addition to achieving better results than their peers who do not experience the arts, students who participate in performance subjects often experience improved reading comprehension, maintain better attendance records, and stay generally more engaged in school than their non-arts counterparts. Students are required to develop movement memory, learn lines and music. The recall skills developed through Performance are invaluable throughout students academic life and beyond.

Curriculum Implementation

Performance

The Performance Curriculum is designed to ignite our student's creativity, passion and promote a lifelong love of the Arts. Within Drama, Music and Dance students are given the opportunity to explore the world around them through the practical application of a wide range of styles, techniques and the study of practitioners. Students are encouraged to develop their group work skills as well as make independent decisions and communicate effectively. Throughout the Performance Curriculum the emphasis is on practical work and the development of performance skills and technique.

Over time we aim to ensure students develop the following skills:

Confidence & Communication - A command over their vocal and physical skills to allow them to approach a wide range of public speaking with confidence and communicate effectively.

Concentration - Working on intricate projects over extended periods of time.

Empathy and sensitivity - Understanding the viewpoints and emotions of a range of characters.

Co-operation, collaboration and team-work skills - Getting the best out of each other when striving towards a common goal.

Commitment and self-discipline - Encouraged and helped to excel when challenged, developing resilience and determination.

Creativity and imagination - An understanding of the benefits of participation in the arts, performance and creativity.

Evaluation and appreciation - An appreciation of the ways in which playwrights, choreographers and musicians create work and communicate their intentions to an audience and an ability to evaluate their own and others' work.

A variety of transferable skills which are embedded into all schemes of work and which help students to develop a range of skills. More information about this can be found below.

Transferable Skills within Performing Arts

Within the Performing Arts department we pride ourselves in teaching the students specific skills in performance, technique, creating and analysing. Alongside this, we are teaching transferable skills that students can use in other subject areas, in wider scenarios and with the aim of helping to shape lifelong learners. Our hope is to allow students to explore and apply these skills within the Performing Arts and to see the value. All teachers are modelling the skills and explicitly reflecting on where the students have applied the skills within their lesson. The specific skills are as follows:

- Creative - when you use your imagination to create solutions
- Curious - when you ask questions and imagine opportunities
- Joyful when you display a zest for learning
- Thinking - when you plan, build, make sene of and use knowledge
- Wise - when you understand and apply connections
- Caring - when you make positive connections and show consideration for the school, others and yourselves!
- Enterprising - when you explore and act on opportunities to develop new ideas.
- Collaborative - when you work well with others with purpose.
- Perservering - when you want to know what is next and accept challenges
- Resilience - when you are comfortable being uncomfortable.

How is the curriculum planned?

The Curriculum within all three areas of Performance at Key Stage Three is designed to increase confidence, communication, leadership and group work skills as well as building on technique and application through both key stages.

The ALNS Music Curriculum is about experiencing live and digital music through creativity and performance. Musicianship skills such as playing instruments, reading notation, analysing and listening to music are taught through practical projects.

Students improvise and compose their own music, drawing on their experience with different musical styles from western and world music traditions. Students use music technology to record, edit, loop, notate and sequence music.

In Dance the curriculum is designed to promote students' ability to feel comfortable with how their bodies move and aims to develop self-confidence and self-esteem. The key aims are to empower independent and creative learners who are able to appreciate dance as a form of expression and develop an understanding about what makes a good performance through the exploration of a range of styles, techniques and professional works.

The Curriculum in Drama is associated with play, especially play that involves pretending to be someone else. This act of 'play' is an important element of children's learning and mirrors the way that students learn in their formative years through dramatic play. The curriculum gives students a practical knowledge of how drama works as an art form and encourages them to recognise how drama is integral to cultures in different times and places. Key stage 3 develops the vital skills of independence, appreciation, concentration, cooperation, confidence, creativity, communication and critical thinking through the practical exploration of different genres, styles and performances. Drama education is particularly closely allied to other

art subjects and to English. It supports their teaching of English by developing communication skills, through practical exploration of texts and stimuli.

All departments have a progress ladder at KS3 which reflects the assessment criteria in the KS4 vocational courses. building performance technique, creating work, focus and skills development. Students are encouraged to reflect on their own development and constantly target set to improve their work and build confidence. At KS4 students can study a vocational qualification in any of the three areas, the courses build on prior knowledge and explore a range of professional works as well as allowing students to develop their own performance techniques within a clear vocational context.

Our Curriculum is detailed through our Schemes of learning and are structured to enable students to:

learn within a coherent chronological framework;

learn key strategies, skills and techniques and a level of complexity that increases at each stage;

make relevant links between techniques, styles and a range of performances;

have progression between key stages with students being exposed to themes and content that will allow all students to access the KS4 content.

The Performance Curriculum is designed to enrich students Cultural Capital through the experiences of live performances, professional work, visiting venues and inviting in professional artists to work with our students. As an Artsmark Platinum school we are committed to developing these experiences for students at every available opportunity.

How is the curriculum delivered/taught?

The focus in all three areas of Performance is on the development of practical skills and technique along with the sharing of work and celebration of success. Within Drama, Dance and Music lessons are both theoretical and practical and are centred on developing a range of knowledge, skills and techniques that not only will prepare students for Key Stage 4 and beyond but are also invaluable across all other subject areas. Students are taught how to engage imaginatively and intellectually with all art forms and conventions through scripted and devised performances, listening to and performing Music and creating their own Dance as well as the re-creation of professional work.

Our pedagogy is supported by:·

a focus on developing students' creativity through practical exploration;

a focus on developing students' analysis skills;

the regular use of live modelling of practical tasks to demonstrate techniques effectively and use of exemplar answers to demonstrate processes, standards and expectations of written work;

a range of strategies to deepen knowledge of different styles of performance ·the importance of giving students regular opportunities to improve work;

students understanding what they are doing well and how they need to improve;

students developing new skills through a variety of interesting contexts to foster enjoyment;

students developing a rich and deep subject knowledge through the exposure to a wide variety of performances.

A range of activities take place across performance with each Scheme of Learning developing the knowledge, skills and technical language that have been explored in prior learning. Students are given immediate feedback on their performance work and supported whilst creating and developing work at every stage which is always focused on improving their work and challenging their creativity. Peer learning is a vital part of Performance, students are expected to feedback on each other's

work and act upon feedback received. Students are frequently used as “experts” to deliver warm ups, direct short performances or lead small groups.

Students learn to express themselves in a safe environment. The main focus of teaching and learning is to encourage the free use of creativity and imagination, through exploration of story and character. Students will explore all performance subjects through looking at social themes and issues, key extracts from texts, different pieces of Music and dance and refining their skills and preparing them for the future. As their skills develop so too does their knowledge of the performing arts industry as we prepare students who are wanting to work in this field.

Independent Learning at KS3 is participation and all students are required to join a club which promotes their social and cultural education whilst increasing Cultural Capital.

Technical vocabulary is displayed throughout the faculty and used at all levels. Students are required to use very specific vocabulary at BTEC level so this is introduced early, explained and explored and linked to other words and areas of the curriculum.

Students complete research projects at KS4 into all areas of Performance and the industry so are encouraged to read and research as much as possible. It is a formal part of their assessment to present their findings and teach others about a chosen area. Students are expected to view live theatre, listen to Music and experience live Dance as frequently as possible both to support their formal arts education but also as an on-going approach to raising cultural capital.

Key Pedagogies and Strategies in Performance

DRAMA

The CIRCLE is MAGIC - Starting and ending practical lessons with a circle creates equality. It provides a structure and shape to the lesson and to the group. This is the way most discussions take place within Performance as it enables focus.

RITUAL - Performance in itself is a ritual. Establish clear routines and strict expectations for practical work, the sharing of performances and feedback.

GROUP WORK - Choosing your own group is a “treat” in a Performance lesson. Groups can be formed by numbering students or using games such as finding others with the same-coloured eyes, socks etc. Students are very used to this in Performance and accept that they must work with everyone to make progress. Students work as a group not in a group and are encouraged not to be passive within group work through the assigning of specific roles within the group.

DEVISING – The imaginative creation of an original piece of work. Devising is a group collaboration in response to a stimulus leading to the creation of an original performance.

TEACHER-IN-ROLE – The teacher takes on a character to control the drama from within and remains in role. Learning is negotiated in role, allowing teacher and student to lay aside their actual roles and create relationships which have a variety of status and power variables.

HOT SEATING – The questioning of a character where the student remains in role to develop their character and back-story.

TABLEAUX/FREEZE FRAME – Creating a frozen moment, like a photo. This technique develops team working skills and is a very controlled form of expression that can then be interpreted by the class. It is a good way to explore more abstract concepts such as creating emotions as well as storytelling.

THOUGHT TRACKING - Thought-tracking allows the audience to hear the inner thoughts of a character. This can be used with a scene that is frozen for a moment or can be used to track the thoughts of characters within a still-image. Thought-tracking encourages students to reflect on the action of the drama and consider the point of view of the character they are playing. By allowing the group to hear the thoughts of all characters in the scene/still image, thought-tracking encourages an awareness of the views of others and the potential consequences of events/actions.

IMPROVISATION – The plot, character and dialogue along with the story are made up in the moment without a script using a set of given circumstances.

MUSIC

SPEAKING AND LISTENING – through activities pupils could: discuss and question what they are learning and how it is relevant in other contexts or when using different variables; discuss and respond to initial ideas and information, carry out the task and then review and refine ideas.

MUSIC TECHNOLOGY – Using digital technology, computers, MIDI, sound recording and manipulating software and digital effects to both create and enhance sounds and music.

ARRANGING – piece of music rewritten in a different way to the original e.g., changing the instrumentation, structure, or mood but while retaining recognisable features of the original.

COMPOSING- using creative musical ideas with the knowledge of music theory to create a song to express emotions, situations, actions.

PERFORMING- Solitary mock style performances and run-throughs in front of peers and friends. Video or audio-recording to support students' self-evaluation and progress. Implementation of a practice plan to remedy weaknesses and reinforce strengths.

METACOGNITION- Metacognitive knowledge and skills are fundamental for musicians at all stages of their academic career to allow them to structure, monitor, assess and, if needed, revise practice sessions toward specific performance goals.

COOPERATIVE LEARNING- frequent use of cooperative learning to enhance self-confidence, improve social skills and motivation, learn concepts faster and boost student engagement and focus.

IMPROVISATION- explore musical ideas, styles, genres, instruments, sounds and the implementation of the musical elements through various guided techniques.

DISCOVERY LEARNING- research into different musical eras, composers, performers, and historical context. Enhance independent learning skills and presentation skills through discovery learning.

DANCE

This is how we do

Every lesson will start and end in the same way. Students will know the expectations for Dance. They will all start with putting bags in the changing room (and getting changed if required) They then enter, and we sit together in a

big group for the 'Lesson Intro'. Depending on tasks they will know if it is group work or whole class. When it comes to technique, warmups or learning a sequence all know the importance of spatial awareness and giving everything a go.

Scaffolding

Scaffolding is an extremely important aspect of dance. The aim is to show, teach and involve the students. The process is to scaffold sequences, choreographic processes, and dance analysis. Once the scaffolding has happened the teacher then steps back to allow the students to create, rehearse and explore their own ideas. This allows for independence, trial and error and exploration.

Show me and I'll understand.

Demonstration is key in Dance. This allows students to visually see technique and is crucial for students to learn and understand key vocabulary. This is led by a teacher and at times students are used as examples.

Involve me and I'll remember

Involving the students in choreography and technique is vital in building confidence, contribution, negotiation and developing understanding. A lot of work is firstly demonstrated and then completed as a whole. Students are encouraged to contribute own ideas and thoughts. Involving the students throughout processes allows them to remember.

Teaching backwards

This is an important aspect of developing dance knowledge and ideas. No matter the task all students will be shown an end product - this is to ensure students are aware of what they are aiming towards.

Managing self

Students are taught and shown how to manage self from the start of their dance journey. This is modelled by the teacher throughout. It is important for students to learn this life skill to allow them to get the best from their dance lessons and self.

Relating to others and understanding dance in context

In dance we work in groups and whole groups. We explore a range of style and genres of dance and work on building cultural capital and appreciation of others' work and ideas. Students will watch and explore a range of different professional dance works - all of which are different in styles, themes, and choreographic processes. They will learn the importance of dance and how dance can be used to inspire, educate, and develop people's ideas, mind sets and opinions,

Contributing, negotiating, and developing ideas

Is a key element and is also a life skill which can be used in any aspect of school and outside life. Students will learn to contribute their own ideas and negotiate with others. They will also learn how they can be inspired by other works/ideas and how their own ideas can start as a small seed and develop into their own work

Performance and evaluation

All students in dance will have the opportunity to perform. This is to build confidence, self-esteem and designed to take them out of their comfort zone to build their resilience and self-belief. All students will have a good

understanding of audience etiquette and the importance of feedback and feedforward from others and of their own work, performance, and technique. From this they will use key vocabulary and deepen their understanding of dance as a whole.

How is the curriculum assessed?

Assessment is on-going and feedback is constant. The nature of Performance is that it exists within the moment so verbal feedback is key for development. Students in Key Stage 3 are assessed through their practical performance work. Students complete a practical project at the end of each Scheme of Learning, this could be a workshop or a polished performance. They are marked using the criteria on the Progress ladders which they then use to set targets to develop their skills further. Students are assessed on their use of a range of techniques, how they work as part of a group, how well they can devise, compose and create work and perform back to an audience.

Students record their progress in their self-assessment booklets and via google form so that they can clearly see their progress and have the opportunity to document their targets and plan for their next steps in developing their skills.

These criteria all link directly to BTEC courses at KS4.

In Key Stage 4 students can follow a vocational course. The courses are assessed through components which require the study and understanding of professional works, the industry and developing their own performance skills in their chosen discipline. All courses are assessed through a mixture of performance, written projects and examinations whilst the focus remains practical building on the skills students have developed throughout KS3.

Careers within the Performing Arts?

A career within the Performing Arts is not just all about performing, within creative industries only a small percentage are actual performers. Obviously, people have careers as actors, comedians, musicians, dancers and singers. Performance jobs are not just in the theatre or on TV, performers work at festivals, in education, on cruise ships and at theme parks. There are jobs behind the scenes too, such as sound technician, props manager or hair and make-up artist, administration, box office and promotions. Career pathways are made explicit where relevant within Schemes of Learning.

At ALNS we work closely with our local colleges and Arts venues so that all students are aware of their options beyond KS4. Portsmouth College and Southdowns come into school to offer workshops and taster sessions for students as part of our curriculum offer in all three subject areas. The Portsmouth Guildhall run their Creative Roadshow from ALNS highlighting all career pathways within the industry through practical workshops. We regularly visit our local colleges to see performance work and encourage work experience in local venues.

Chromebook use to support learning in Performance

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SMSC/Personal Development
Curricular Links
Knowledge
Subject Specific Skills
HUB strategies
Underlined = Deeper development of earlier skills / knowledge
Dance Learning Journey
Question: How can you communicate effectively to an audience?
Component 3 – study of dances for group work
Emotion memory
Given circumstances
Resilience
Self Control
Reflection
Model portfolios, scaffolding, writing frames
Progression to next stage of learning:
A Level Dance
BTEC Performing Arts
Performing Arts Colleges eg CAPA / MADD
Responding to a Brief
Component 3
Developing Skills and techniques
Technique
Skills
Performing
Physical Skills
Genre
Attentiveness
Self control
Reflection
Confidence
Question: Whose style is it anyway?
Component 2 intro to repertoire.
Choreographers intentions, deconstructing repertoire, Social & Historical context
Honesty
Kindness
Forgiveness
Question: How are performances created?
Component 1 Study of Performances
Question: What makes a good performance? We explore professional repertoire and develop our techniques and performance skills.
Exploring Performing Arts
11
Component 2
Question: How does the chosen professional work link to the brief set from the exam board
Courage
Curiosity
Respect
Play
STUDENTS AS LEADERS
DIRECTORS
EXPERTS
PEER TO PEER LEARNING
Set & Staging
Costume
Lighting
Sound
A Linha Curva (2009)
Ghost Dances (1981)
Emancipation of Expressionisim (2015)
Question: Does what the choreographer experience impact their ideas and process'? We research the professional choreographers background and how they made their pieces.
Attentiveness
Self control
Reflection
Confidence
Choreography, choreographers, interrelationships
Choreographic Approach, choreographic intention
Component 1
10
Exploring Performing Arts
Confidence, Curiosity Reflection
History of dance and context
Choreography, choreographer, interrelationships
Choreographic Approach, choreographic intention
Question: What are the choreographic proaches of choreographers? Students will explore three choreographers and their rofessional work? Itzik Galili, Christopher Bruce and Kenrick Sandy
Question: What have you learnt about Dance? Students will work independently to explore and apply the skills and knowledge that they have learnt.
Reflection
Deliberation
Respect
Question: What are the choreographic approaches of choreographers? Students will explore three choreographers and their professional work? Itzik Galili, Christopher Bruce and Kenrick Sandy
Reflection
Kindness
Hope
RRSA
Performance skills, choreographic skills, devices and technique
Question: How has dance evolved over time? Why did people dance? What is the historical significance? We explore this by mini workshops from 1920's right through to 21st century.
Application of skills
9
Dance Appreciation
RRSA Choreography
Approach
Performance Skills
Physical Skills
Question: What's important to you? What change would you like to make and what story would you like to tell? We explore this through the use of choreography.
Performance Styles
Applying knowledge and skills
Solidarity
Compassion
Love
Confidence
Question: What skills are required when performing. We explore the fundamentals of each technique and begin to explore applying these during our performances. Specifically exploring Contemporary dance technqiues.
Performance Techniques. Physical and Performance Skills
History – The development of dance from the 19th Centuary
Roles and responsibilities
Choreographic Intention
Bootcamp
Music
Just Play Y7
History- dance from different eras
Trust, confidence, self control
Choreographic process and skills
English- Ideas of communication
Grammer- exploring how punctuation can be used in dance to help communicate an intention
Love of learning
Play
Confidence
Resilience
FEEDBACK throughout:
PEER
VERBAL
TEACHER LED
Technique Vocabulary
Dance skills and techniques
Welcome back to Dance
Question: How do we communicate without the use of our voice? Using choreography we explore how our bodies are important for communication. That our bodies act as our voice in Dance
Love of learning
Confidence
Resilience
Respect
Choreographic Devices
Choreography
Cultural dance
8
Question: How can we explore the development of our performance skills?
Geography – Gambia, AF
Determination
Compassion
Integrity
Trust
Question: Why is dancing important to peoples cultures? Exploring a range of cultural dances and the cultural significance of these. Ending with the Gambian culture to link into Gambia Week
Question: BASELINE PERFORMANCE
Establish a starting point for building skills and progress
cience – Muscles & Bones
Trust
Bravery
Resilience
Friendship
Performance skills
Secret Agents
Welcome to Dance
7
Performance Skills
Application of Skills
Exploring
Science and PE- healthy lifestyles
Respect
Bravery
Confidence
Resilience
Trust
Determination
Intention
Style
Genre
Techniques
Question: What makes a good performance? In discussion and practical we look at what skills need to be applied to our performances.
Intention
Styles and purpose of Dance
Question: Why do people dance? We explore the many reasons why people dance and where you would see dance?
Confidence, resilience


SMSC/Personal Development
Curricular Links
Knowledge
Subject Specific Skills
Drama Learning Journey
Underlined = Deeper development of earlier skills / knowledge
Question: Is it important to stay true to a playwright's intention?
Component 1 - Understanding Drama - Study of 3 Performances.
Model portfolios, scaffolding, writing frames
Progression to next stage of learning:
A Level Drama & Theatre
BTEC Performing Arts
Performing Arts Colleges eg CAPA / MADD
Understanding Drama
Texts in Practice
Attentiveness
Self control
Reflection
Confidence
Playwright intentions, deconstructing text, Social & Historical context
Set & Staging
Costume
Lighting
Sound
Question: How can you communicate effectively to an audience? Component 3 – study of plays for monologues and group work Emotion memory Given circumstances
Proxemics
Staging
Narration
Mime
Lighting
Sound
Honesty
Kindness
Forgiveness
Question: How are performances created? Component 1 Study of Text
Question: Whose style is it anyway? Component 2 intro to devising – workshop practitioner's style
Style & Genre
Understanding Drama
Devising Drama
11
Courage
Curiosity
Respect
Play
I love you Mum, Jamie, Railway Children
STUDENTS AS LEADERS
DIRECTORS
EXPERTS
PEER TO PEER LEARNING
Question: What makes good theatre? Students will explore a range of stimuli & use their knowledge of performance styles, genre & form to devise a piece of theatre Component 2
Question: Does an actor have to have experienced the same emotions as a character to give a believable performance
Attentiveness
Self control
Reflection
Confidence
Direct Address
Narration, Multi Role
Question: What type theatre is more powerful, naturalistic or non-naturalistic? Explore a range of performance styles including Brecht, Stanislavski, Godber
Text Exploration
10
Performance Styles
Theatre Practi
John Godber, Episodic Structure, Greek Chorus
Confidence,
Play
Sense of humour
History of theatre and context
Narration, Flashback, Mime, Crosscutting
Emotion memory
Given circumstances
Curious Incident
Question: Theatre should connect to people's lives not be a piece of candy floss. Agree or Disagree? Component 3 Intro to performance using John Godber Text Teechers
Question: Can drama help us be healthy? Theatre in Education – explore the effects of Mental Health and how to educate a Year 6 audience on the signs and how to get help
Reflection
Deliberation
Respect
Question: What makes good theatre? Students will explore a range of stimuli & use their knowledge of drama conventions & performance styles to devise a piece of theatre
Reflection
Kindness
Hope
AF
Mental Health Y8
Narration, Flashback, Crosscutting, Monologues
Murder Mystery
Devising
9
Characterisation
Vocal Skills
Physical Skills
Ensemble
Choral Movement
Performance Styles
Art - Composition Artists Y9
Question: What makes a character interesting for an audience? Commedia and Pantomime
Students to develop their physical comedy skills over a series of teacher led workshops, including the art of slapstick to re-tell a fairytale as a pantomime
Cursed Child
Staging
Question: What's in a name? Exploring plot, character, language & structure of a tragedy
Solidarity
Compassion
Love
Forgiveness
Performance style, stock characters
History – 19th Century Britain
Music
Just Play Y7
Trust, confidence, self control
Iambic Pentameter
Genre
Blood Brothers
Pantomime
Issue Based Theatre
English – Romeo & Juliet Y10
English - Intro to Shakespeare Y7
English – Macbeth Y9
Question: How can Drama help to retell the past? Exploring a story through performance and enquiry, role play, hot seating and re-enactment.
Love of learning
Sense of humour
Play
Confidence
FEEDBACK throughout:
PEER
VERBAL
TEACHER LED
Narration, Flashback
Crosscutting, Tableau
Documentary drama
Verbatim theatre
Determination
Compassion
Integrity
Trust
Geography – Gambia, AF
Documentary Drama
Tableau, TT, Narration, Flashback
Question: How do we Create characters? Exploring character development, Emotions and Performance.
Inside out
Gambia Storytelling
Developing technique
8
Hope
Bravery
Friendship
Forgiveness
Question: How do we develop technique? Exploring different concepts through practical performance.
Question: How can we explore the development of our performance skills?
Question: Should drama educate or entertain? – students explore the range of drama conventions & style of Verbatim Theatre
Iambic Pentameter
Text exploration
Trust
Bravery
Prudence
Determination
History of Theatre
Narration
Drama conventions
Ensemble performance
Science – Muscles & Bones
Motif, Performance Style
Question: BASELINE PERFORMANCE
Establish a starting point for building skills and progress
Silent Movies
Intro to the Drama Toolbox
7
English – Greek Heroes
Choral Movement
Ensemble
Storytelling
AF - Prejudice
RE - Belonging
Solidarity
Compassion
Respect
Kindness
Patience
Forgiveness
Proxemics
Status, performance style
Question: Where does Drama come from? Drama Conventions exploring a range of different styles and historical contexts
Narration
Flashback
Crosscutting
Tableau
Question: What is Drama? Silent Movies - students develop their acting skills and understanding of Drama through a range of workshops
Confidence, resilience
ALNS 2019

SMSC/Personal Development
Curricular Links
Knowledge
Subject Specific Skills

Music Learning Journey

Underlined = Deeper development of earlier skills / knowledge

Question: How do we create our own performance? Creating work for performance, planning and evaluating.

Model portfolios, scaffolding, writing frames

Progression to next stage of learning :
A Level Music
BTEC Performing Arts/Music
Performing Arts College eg CAPA/MADD

Component 3

Responding to a musical brief.

Attentiveness
Self control
Reflection
Confidence

Creating a musical product which shows development in a technique specific to your instrument.

Question: How can you communicate effectively to an audience? Creation of performance using a given style/genre

Social & Historical context
Set Music technolog

Question: How is music performance created?

Musical narrative
Musical context
Lyrical context

Honesty
Kindness
Forgiveness

Question: How can I understand, critique and analyse a performance?

11

Component 2

Exploring compositional and sonic features of contrasting genres of music.

Question: what makes good music performance? How can I engage the audience?

Question: What are the main characteristics of your chosen genre?

STUDENTS AS LEADERS
DIRECTORS
EXPERTS
PEER TO PEER LEARNING

I loveDisco power ballards

Question: How contemporary music influence art, fashion and culture

Historical content and connections

Component 1

Tonality
Lyrical Content
Timbre
Tempo
Dynamics
Chords

Courage
Curiosity
Respect

Compare and contrast

10

Preparing for KS4.

Attentiveness
Self control
Reflection
Confidence

Confidence,

Art, History, exploring contemporary genres, pop culture and styles

Songwriting.

Emotion memory
Given circumstances

Question: What is the importance of occasion, style and context when composing and/or performing songs and scenes froma musical

Question: How music can enhance the visual image and dramatic of films, and can reflect the emotional and narrative messages of music?

Reflection
Deliberation
Respect

Chorus, Musical, Opera, Aria, Melody, Chords

Reflection
Kindness
Hope

Numeracy – patterns and cycles

9

Music for stage

Film Music

Instrumental skills
Listening skills
Composition skills

Question: What's are key musical features of minimalism and how is it constructed?

Minimalism

English - Storytelling

Question How to understand the importance of form and structure in music and how this can be considered another element of music?

Question: How to identify different instruments, structures and textures in a piece of percussion ensemble music?

Belonging
Community
Teamwork
Cooperating

Music theory

Performance style, timbre and instruments

History – Revolution of technology

Compose and play

Trust, confidence, self control

Independent work skills

Form and structure

World Music and Offbeat Samba

Question: How popular songs have been performed in different groups and artists.

Love of learning
Sense of humour
Play
Confidence

FEEDBACK throughout:
PEER
VERBAL
TEACHER LED

Character themes and motifs
Ground Motifs

Numeracy
Harmony and Structure
Texture and Instruments

Cords and Triads
Bass Line

Geography – Gambia, AF

Video Game Music

8

Question: What are the key musical features of Rock n. Roll music?

Rock n Roll

Popular Music

World Music/Gambia

Teamworks

Improvisation 12 bar Blues
Triads
Musical
Texture

Question: How improvisation is used in Jazz and Blues

Question: How can we explore the development pf pr performance skills?

Question: What musical compositional and performance techniques are used in computer and video game music?

Science – Muscles & Bones

Instrument al

Solo and Ensemble performance

Motif, Performance Style

Question: How can I read and write music?

Teamwork
Confidence
Feedback

Jazz and Blues

Folk Music

Keyboard Skills

7

English – Aural traditions

Choral Movement
Ensemble
Storytelling

Question: What is folk music? In what ways has Folk Music been 'rediscovered' or 'revived' over recent years

Treble Clef
Time signature
Tempo
Dynamics
Accidentals

Music Elements

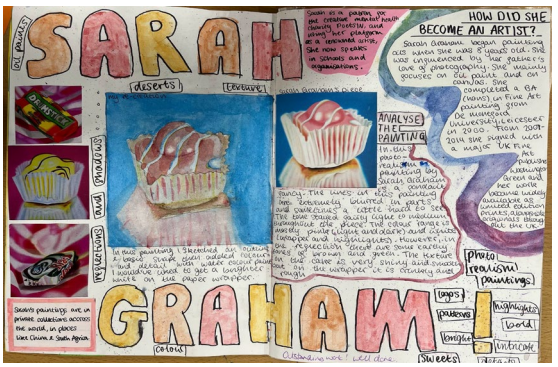
Question: What is Music?
can I play a melody on the keyboard by using musical notati

Confidence, resilience

Curriculum Implementation: Design

The Design curriculum is designed to allow students to explore topics in creative ways using a wide variety of materials, techniques and processes. Our SOLs are designed to sequence work within the individual rotations at KS3 whilst also making links across the design subjects. At KS3 and KS4 students will explore themes through visual, practical experimentation and written research. Students will use this to develop ideas which enable them to produce final products/ outcomes.

How is the curriculum planned?



Throughout KS3 students are taught skills in Art, Textiles, 3D Design and Food & Nutrition. These are taught in a rotation system in years 7 and 8. Within these subjects students are exposed to a variety of art forms and learn about the application of applied subjects such as Food, 3D Design, and Textiles. These applied subjects allow students to build vital skills for life.

In year 9 students take three design subjects during the year, this includes one rotation of Food & Nutrition and two arts subjects which are based on student preference. They are able to choose from Fine Art, 3D Art & Design, Graphic Communication, Photography and Textiles. This student choice provides students with an opportunity to explore a design subject in more depth before opting at KS4.

All students must understand the three main processes in Design and use them to produce work in years 7,8 & 9. These ask the students to learn how to explore and develop ideas. Then be able to refine the processes and use of materials and equipment to be able to 'Make' a final outcome. Finally, students will learn how to review, modify and evaluate the work as it is produced. Students projects and assessment become progressively more demanding as the work through years 7&8 to allow them to access the more demanding work at KS4 (see appendix 1)

At KS4 students have the opportunity to specialise in one or more of the following areas

- Food
- Fine Art, 3D Art & Design, Graphic Communication, Textiles
- Photography

Students will need to recall skills and knowledge acquired in years 7, 8 & 9 for each of these specialisms to be successful at GCSE. Skills applied in these areas also link to PE, Maths and Science. Planning for specific lessons that link to other subjects allows students to make connections and apply knowledge across the curriculum. For example the theory of sound links to the passive speaker project and the Eatwell guide links closely to PE and Science. The application of Maths in Design links through all subjects but is more explicit in Food and 3D design. Planning of these specific tasks and topics are planned alongside staff from these subject areas. Within lessons staff make references to

career paths for students and make connections between the tasks and specific jobs. For example the understanding of the colour wheel is not just for artists but also painters and decorators, architects and interior designers. Displays show career opportunities and information regarding careers is included in the design department option process.

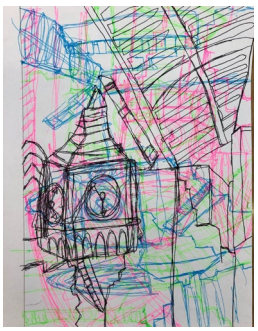
Cultural capital is built within Design through the involvement in planning and delivering sessions on PD days for example Diversity Day, Know your Rights, Right to Play and Design Day.
During KS4 students are provided with artist workshops and visits from local food specialists. They also have the opportunity to visit colleges and the University of Portsmouth alongside the opportunity for trips to museums.
Within the curriculum cultural links are made when researching art, artists, cultures and products and it is vital for the development of ideas.
A range of extra-curricular activities are available for students in the form of after school workshops. These change throughout the year to ensure there is purpose and focus.

How is the curriculum delivered/taught?

Staff plan using the mastery approach allowing students to build practical skills alongside knowledge and applying these to make progress throughout the rotations in years 7, 8 and 9. Interleaving is vital throughout year 7, 8 and 9 as students progress through the rotations ensuring that students revisit the key skills of research, exploration, experimentation, making, evaluation and the ability to adapt.

All subjects need to ensure that vital key terms are revisited throughout rotations, (see appendix 2) allowing students to better memorise tasks and skills within the subjects. At KS3 all students must have a copy of the Design glossary at the back of their books and at least one Frayer model is completed in every Design rotation at KS3. The Design glossary covers all subjects and reinforces links and connections between areas.

At the start of each year 8 and year 9 rotation all students will complete a quick 6 so that teachers can assess what knowledge students have retained from the previous year's rotation and what needs to be prioritised. This will inform short term planning.



At KS4 key skills and terms from KS3 need to be revisited and re-taught more in depth throughout the courses through starter activities and tasks. Themes and topics allow students to use a variety of different materials and ingredients.
Other pedagogical approaches such as flipped learning using IL so students can research information allowing staff to build on this and allow for deeper understanding to be explored in lessons.
Independent Learning is set weekly and always links to the work in class. A variety of tasks are set for IL including practical, written and online.

A consistent use of academic language and technical language in lessons is used by staff, and students to develop a deeper understanding of the subjects and create more meaningful written responses in Controlled Assessments, Non Examined Assessments and Exams (in the case of food). Staff ensure that all new or subject specific words are clearly understood, drawing attention to them, discussing their meanings and linking them to other similar words. Glossaries based on topics at KS4 are used where appropriate. KS3 Design glossaries are in the back of books and are used across the rotations Reading in Design is for information and instruction; what students do with the information gained is key as they need to know what to include and what to omit. Analytical skills are taught from ye students understand the difference between relevant and irrelevant information, this is especially important in the KS4 arts subjects where writing is minimal.

Metacognition is encouraged and explained to students while tasks are being demonstrated and explanations of how to 'think' through processes.

The use of questioning in lessons allows for deeper thinking in relation to the themes and topics, and rigorous evaluations allow students to modify and improve work as it progresses and see the value in evaluations after they are written. Peer assisted learning in lessons develops students' creativity and verbal group critiques of work and peer assessment improves students' understanding of how to move forward. Oracy techniques are used in class discussions and peer feedback. Techniques such as think, pair and share are frequently used to develop oracy techniques.

All students are challenged through rigorous learning objectives allowing staff to 'teach to the top', and then scaffold tasks to allow all students to flourish whilst still being engaged and motivated. Scaffolding is a strength in Design and students are provided with high quality examples, live modelling, video demonstrations and a wide range of resources are available on google classroom for students to access. Success criterias are used to allow students to understand what they are aiming for.

Providing elements of choice for students allows for differentiation and also challenge. Not every student will want to work the same way with the same processes or with the same stimulus. Responsive teaching is vital to ensure student success.

Practical demonstrations are delivered in a variety of ways, including using the visualisers, one to one, small groups and pre recorded videos. Video demonstrations are available for students to follow along at their own pace on google classroom in a large number of lessons.

Availability of chromebooks has accelerated this as a teaching method.(appendix 3)

Chromebook usage is becoming an integral part of the teaching process in Design with google forms, quizzes, videos and more being used in lessons. This provides opportunities to personalise work, scaffold and extend the work of HA students. It is also used as a tool to correct misconceptions quickly and effectively.

How is the curriculum assessed?

In years 7, 8 and 9 students are assessed in two ways. One using the KPIs of skills that transfer throughout all design subjects and also each rotation students are provided with KPIs that are subject specific. The assessment strands are based on 'Research', 'Making', and 'Evaluation'. These are used for summative and formative assessment during the rotations and throughout the year.
At the end of each KS3 rotation students are given a Yellow, Blue, Purple or Green grading for each KPI, this is marked on the Project Assessment Form(PAFs) and inputted into the department datasheets, ensuring that student progress can be tracked across subjects.
At KS4 students are assessed using GCSE criteria. Students are KS4 are provided with class trackers and verbal and written feedback. These are used by staff to inform lesson planning and to inform students on how to improve work.

More formative assessment is carried out in lessons through questioning to check understanding and targeted, planned, questions that allow for follow up questions. Students are expected to feedforward explicitly at least once in each rotation. Feed forward opportunities are regular throughout the course at KS4.

At KS3 feedback sticker machines are used to provide written feedback for individual tasks. However, a lot of feedback is verbal when students are completing practical tasks.
Students can also self assess as they work through the rotation on their PAF.

As a minimum for each rotation at KS3, students must have written feedback in books (sticker machines are used for this) and PAFs must be completed. Other forms of feedback such as whole class marking ('The Michaela Way') can also be used if appropriate as this allows staff to mark books and pick up on common misconceptions and allow them to target specific areas for improvement in the following lesson. This is also used when marking exams in food.

Appendix 1

An example of the Design KS3 assessment based on the skills expected. Each criteria 'Research and Develop', 'Make' and 'Evaluate and Adapt' get progressively more demanding with every student having different targets in year 7, 8 and 9 that relate to their prior attainment.

PROJECT ASSESSMENT FORM: DESIGN: Art and Design

To explore the 20th Century art form Cubism and how its creation was influenced by society at the time. Learn how to create cubist art to show different perspectives using a variety of materials and processes.

Research and develop ideas	Make	Evaluate and Adapt Work
❑ Start to understand how to connect art and society to develop ideas ❑ Basically reproduce the work of others showing the process, stylistic approach or intention	❑ Classwork has been attempted and shows use of materials and processes correctly	❑ Recognise mistakes in practical work and strive to improve them ❑ Spell keywords and use terms accurately when describing work
❑ Understand how to art and society link together ❑ Adequately reproduce the work others practically through my creative developments	❑ Show control of different types of materials and techniques	❑ Critically evaluate mistakes within work and that of others and plan how to refine and improve ❑ Make relevant and useful observations; understanding formal element keywords and terms
❑ Start to understand how to connect history and technological change to cubism ❑ Reproduce others' work competently whilst showing a clear understanding of process, techniques and intention	❑ Shown control of all materials and processes to a more developed and refined standard; showing some accuracy	❑ Evaluate my work drawing together all of the influences and explain my development and decisions ❑ Make relevant and useful observations; understanding formal element keywords and terms and relating your work to the topic
❑ Demonstrate that the influence and understanding of the work of others' is shown within my own work confidently	❑ Use materials taking their properties into consideration to improve accuracy and support intentions	❑ Use correct vocabulary and the correct communication method to support my creative journey

Self assessment	Emerging	Established	Excelling
I understand and can explain the art movement Cubism			
I understand context and provenance in Art			
I have a basic understanding of how to use a DSLR camera			
I know how to create accurate shapes and form in my drawing			
I understand how to use tone in my drawing			
I can use acrylic paint to blend colours			
I can analyse a piece of Cubist art work			
I can make informed selections about materials and techniques			
I can design an original piece of art work inspired by Cubism			

example of PAF - year 8 Art.

Appendix 2
Art, Textiles and 3D design Key Terms

Line: Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal. Line can be used to show many different qualities including contours, feelings, expressions and movements.

Shape: A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular. When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space.

Form: Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms. In 2D artworks, tone and perspective can be used to create an illusion of form.

Tone: This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There will be a range of tones in between the highlights and shadows.

Texture: This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture. Actual texture really exists, so you can feel it or touch it. Visual texture is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth.

Pattern: A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, such as the markings on animal fur.

Colour: Colour theory is a body of practical guidance to colour mixing and the visual effects of a specific colour combination. There are also categories of colours based on the colour wheel: primary colour, secondary colour, and tertiary colour. This can develop understanding of colour combinations such as complimentary colours, harmonious colours and monochrome.

Composition: The term composition means 'putting together,' and can apply to any work of art, from music to writing to photography, that is arranged or put together using conscious thought. In Art,Textiles, Graphics and 3D Design, composition is often used interchangeably with various terms such as *design, form, visual ordering,* or *formal structure,* depending on the context.

Food Key Terms

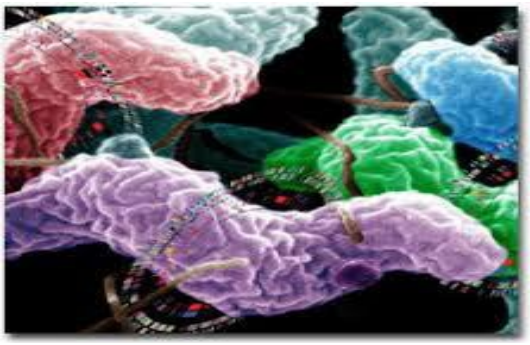
Year 7

Nutrition and ingredients - Understanding of Eat well guide, main nutrients and basic functions. Healthy food choices and how meals can be adapted to contribute towards the 5 a day campaign

Food science – Functions of ingredients (scones), raising agents

Practical skills – weighing and measuring ingredients, safe preparation of fruit and vegetables (bridge/claw grip), using the hob (temperature control), grating, rubbing in technique, layering ingredients, using the oven, safe preparation and handling of chicken, using the food processor/blender, coating chicken in breadcrumbs. Hygiene and safety practices.

Food hygiene and safety – identifying and preventing hazards in the kitchen



Year 8

Nutrition and ingredients - function of a range of key nutrients, healthy food choices and how meals can be adapted to meet current dietary guidelines. Selecting and justifying choice of ingredients describing both nutritional content and sensory properties.

Food science – Functions of ingredients (bread)

Practical skills – weighing and measuring ingredients, safe preparation of fruit and vegetables (bridge/claw grip) and meat, using the hob (temperature control), grating, rubbing in technique, forming and kneading a dough, shaping a dough, using the oven, handling and shaping filo pastry. Hygiene and safety practices.

Food hygiene and safety – Introducing bacteria and prevention of cross contamination, meat safety, hygiene and safety rules in the kitchen.

Appendix 3

Chromebook use to support learning in Design

Where students do not have Chromebooks, when possible we will use school Chromebooks. Students can use these or have a paper version of any work so that they are not disadvantaged by not having a Chromebook. Students may have to share use of a school Chromebook.

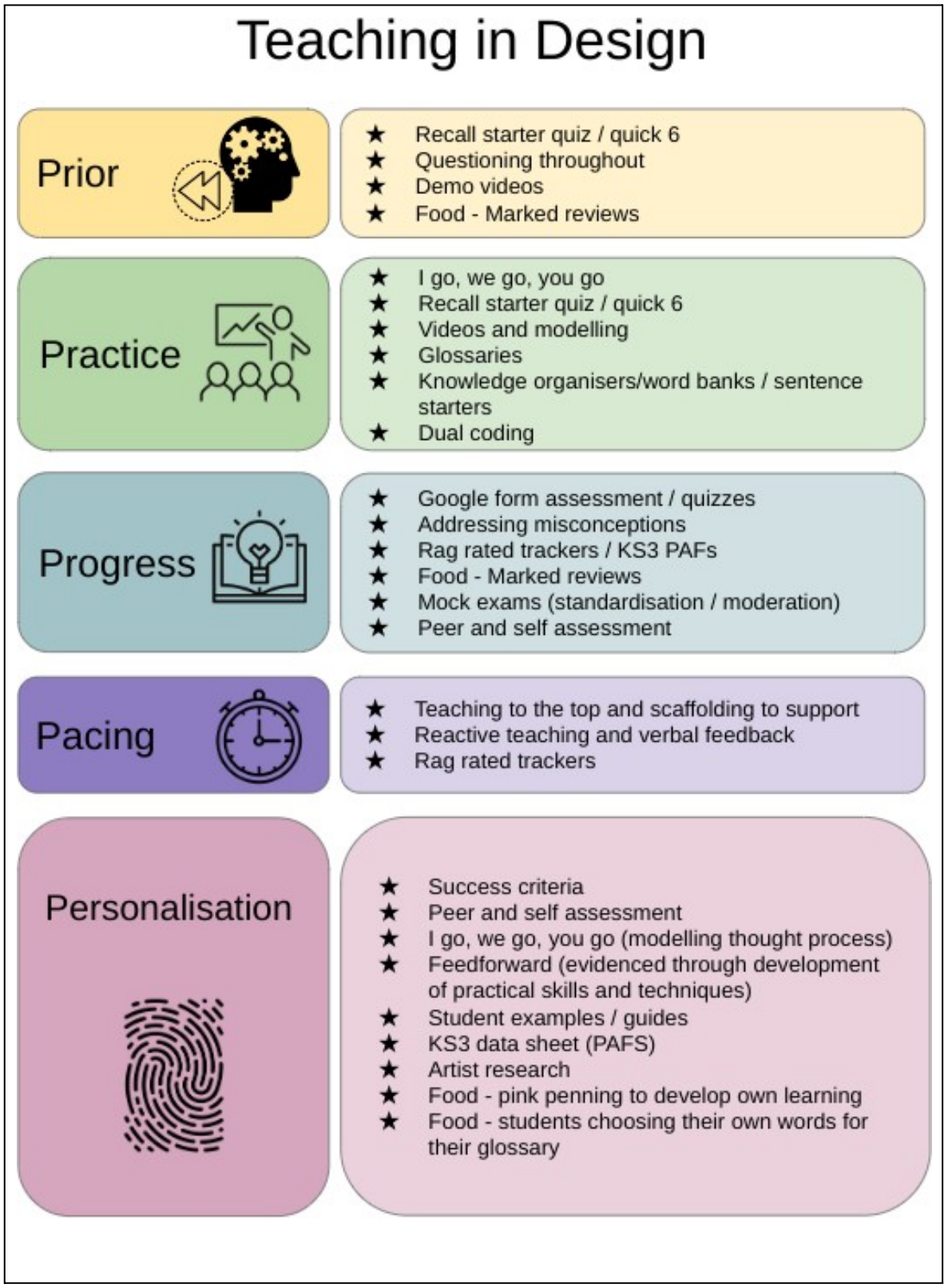
Always:

- In all design subjects' in all year groups practical demonstration videos and resources will be available in class to help students move forward at their own pace and extend learning.
- In all rotations in years 7, 8 & 9 students take part in artist/ designer analysis using google forms.
- In all rotations in years 7, 8 & 9 students will take part in knowledge retrieval quizzes.
- In all rotations in years 7, 8 & 9 students will be asked to self-assess and feedback to the teacher through the form of 'Exit Tickets'.
- At KS4 Photography students will use chromebooks to develop their online portfolio at home and in school using **Google slides**.
- At KS4 in Art, 3D Design, Photography, Graphics and Textiles design chrome books will be used in lessons to provide greater and wider stimuli for students to personalise their responses to topics set.
- In Food, students in year 7, 8 & 9 will be able to log practical work in the form of photographs and product evaluations.
- In food, students in year 7, 8 & 9 will complete knowledge retrieval quizzes in each rotation.
- At KS4 in Food, Chromebooks will provide greater access to a variety of recipes.
- At KS4 in Food Chromebooks will provide visual stimulus to encourage improved presentation and food styling.
- At KS4 in Food, Chromebooks provide access to online Non Examined Assessments.
- At KS4 in Food, Chromebooks will be used in theory lessons for knowledge retrieval quizzes (blooket, wordwall, etc), online forms for exam question practice, nutritional analysis and costing of recipes and research.

At a teacher's discretion:

- Students will be able to use their Chromebooks in lessons when possible to, in place of their books, to record notes and for revision. There will be times when using a book is the best way for students to record their learning and staff will decide upon this for their classes.
- Independent learning tasks will be set that can be completed on Chromebooks and submitted electronically.
- Students will be able to use their Chromebooks in lessons to analyse photographs of their work to show the stages of their make and practical work.
- Provide the opportunity for online portfolios.
- Student end of rotation assessments can be completed on google forms in class.
- In all design subjects google classroom will provide online individual assessments for students to be able to feed forward from next steps.

Appendix 4


Teaching in Design
Prior
★ Recall starter quiz / quick 6
★ Questioning throughout
★ Demo videos
★ Food - Marked reviews
Practice
★ I go, we go, you go
★ Recall starter quiz / quick 6
★ Videos and modelling
★ Glossaries
★ Knowledge organisers/word banks / sentence starters
★ Dual coding
Progress
★ Google form assessment / quizzes
★ Addressing misconceptions
★ Rag rated trackers / KS3 PAFs
★ Food - Marked reviews
★ Mock exams (standardisation / moderation)
★ Peer and self assessment
Pacing
★ Teaching to the top and scaffolding to support
★ Reactive teaching and verbal feedback
★ Rag rated trackers
Personalisation
★ Success criteria
★ Peer and self assessment
★ I go, we go, you go (modelling thought process)
★ Feedforward (evidenced through development of practical skills and techniques)
★ Student examples / guides
★ KS3 data sheet (PAFS)
★ Artist research
★ Food - pink penning to develop own learning
★ Food - students choosing their own words for their glossary

ALNS Design Curriculum

A summary of our principles:

ALNS Design curriculum	**Balanced**	**Rigorous**	**Cohesive**
Our curriculum is designed to cover a wide range of skills, knowledge and topics, giving students a broad experience of Design. Throughout all Design lessons students develop their analytical, problem solving and evaluative skills. Practical skills are developed and revisited to embed and improve practice. Ensuring that students are able to achieve their potential at GCSE level.	Our curriculum is influenced and inspired by a wide range of sources. Incorporating a diverse menu of cultural references and timelines. At KS3 this provides opportunities to make connections across subjects and themes within Design. Students will be able to make informed decisions about options at GCSE level within the Design subjects.	We ensure rigor by choosing themes and projects that not only challenge students but inspire them. High expectations are the norm for all students. Skill, knowledge and learning is underpinned by excellent resources that support the progress of students with differing abilities and starting points.	Our KS3 curriculum has been designed to ensure that links across subjects within Design are explicit. It develops and builds upon the common strands (skills and knowledge) required to ensure students make progress as they move through the different rotations. Our curriculum offers the opportunity to practically apply the skills learnt in a range of subjects eg Maths, Science and Humanities. This is essential to prepare students for KS4 in all areas of Design.
Skill development	**Appropriate**	**Focused**	**Relevant**
Across individual subjects and year groups skills are developed, revisited and built upon to ensure progress for all. Moving towards confident, independent students who can direct their own personalised outcomes.	Within our curriculum we ensure that themes, tasks and projects are appropriate for each year group. Themes are engaging by being both accessible and challenging.	In all subject areas skills and knowledge are taught within overarching themes. Enabling students to enhance their independent learning techniques. Project work forms a focused foundation to build upon at GCSE level.	Our curriculum is designed to engage and enthuse students. Work in lessons is relevant to future pathways, careers and the world around us. We aim to show the relevance of the Design subjects in the real world.

How does the Design department incorporate the ALNS teaching principles?

<table>
<tr>
<td rowspan="2">Foster a love of learning

Our curriculum is designed to provide students with the broadest experience of Design.
It is influenced and inspired by a wide range of sources. Incorporating a diverse menu of cultural references and timelines.

We are passionate about our subjects and provide students opportunities for success. We aim to provide students with a wide range of sources that are relevant to the world around them.Themes are chosen to maximise engagement of students.

We use our passion to inspire and excite our students and foster a love for Design.</td>
<td>Responsive teaching
Responsive teaching is a strength within Design.
We constantly adapt our teaching to the strengths of the students and are willing to go in a different direction to facilitate student success.
Assessment for Learning is used regularly and we are quick to address misconceptions ensuring progress is made.
At KS4 within the art subjects there is a large amount of personalisation allowing students to thrive.</td>
<td>Feedback for learning
Within Design students receive a high level of personalised verbal feedback especially when undertaking practical tasks.
Written feedback is also used to allow students to understand how to improve and make progress with next steps clearly identified.
At KS4 we use trackers to foster independence allowing students to reflect on their own progress.
We allow time in lessons for students to respond to feedback & improve work.
At KS3, rotation datasheets are shared with students to build an understanding of how they are assessed.</td>
<td>Modelling Modelling forms an integral part of the Design curriculum. Practical demonstrations are used to ensure students are able to undertake practical sessions with confidence, make mistakes and learn from these mistakes to further their learning within Design.
As well as practical modelling we use frameworks and a “I do, we do, you do” approach to analysis, research and evaluations.
Dual coding is used during demonstrations whilst students listen to commentary and watch the application of practical skills.</td>
</tr>
<tr>
<td>Literacy for life We use tier 3 language regularly in lessons and this language is an integral part of the SOLs in Design.

Students are given opportunities to discuss work. We use paired, group and class discussions to give feedback and discuss contextual sources within Design.</td>
<td>Challenge for all We have high expectations for our students and scaffold our lessons, enabling us to teach to the top
within the mixed ability classes in Design.
Topics and themes are chosen to be relevant, interesting and introduce students to a wide range of sources.
We encourage students to experiment and in turn learn by making mistakes.</td>
<td>Stickability
Our SOLs are designed around themes to allow learning to be revisited at various stages. Strategies such as interleaving and spaced learning are used regularly at KS3 through the rotation system.
Our curriculum offers the opportunity to practically apply the skills learnt in a range of subjects eg Maths, Science and Humanities.</td>
</tr>
</table>

DESIGN Curriculum Map. Years 7 & 8

By the end of year 8 students in Design will-

Have an understanding of healthy eating and nutrition.
Be able to use the kitchen, the 3D workshop and the textile area safely and hygienically.
Understand how to use the tools in practical areas effectively and use this knowledge to make informed independent choices about their work.
Know the Formal Elements in Art and understand the meaning of - line, pattern, shape, form, texture, tone and colour.
Be able to analyse a piece of art/design using the formal elements.
Be able to use a range of drawing and painting materials effectively and use this knowledge to make choices about their work.
Be able to evaluate their own work and have an understanding of how to make adaptations to improve.
Have used a DSLR camera and have a basic understanding of the functions.
Know a range of stitches and how to hand and machine sew

Year 8

Year 8 design rotation

3D DESIGN	ART (2 rotations on E side only)	FOOD (2 rotations)	TEXTILES
Passive speaker Product design Designing for a purpose. Design specification	Cubism and art of the 20th century. Use of materials Drawing skills Photography	Health & nutrition Macronutrients Micronutrients How to use a kitchen safely Knife skills	Scapes Applique Shibori - resist dye techniques.

Progression across rotations during the year

Research & Development	Making skills
Evaluation skills	Analytical skills
Problem solving	Health & safety knowledge

Vocabulary:
There is a huge range of varied subject specific vocabulary used across the Design rotation at yr8.
Vocabulary linked to - colour theory, formal elements, drawing, painting, Cubism, nutrition, cooking, textiles, sewing, stitches, dye techniques, tools & equipment, health & safety.
Common vocabulary - ratio, scale, proportion, create, analyse, evaluate, experiment, presentation, design, modify, context, provenance, accuracy.

Year 7

Year 7 design rotation

3D DESIGN	ART (2 rotations on E side only)	FOOD (2 rotations)	TEXTILES
Introduction to the workshop How to use tools & equipment correctly Catapults	Formal elements Colour theory Art from around the world. Drawing & painting skills	Eatwell Guide Nutrition How to use a kitchen safely Knife skills	Line and creating pattern. How to sew - hand and machine

Progression across rotations during the year

Research & Development	Making skills
Evaluation skills	Analytical skills
Problem solving	Health & safety knowledge

Vocabulary:
There is a huge range of varied subject specific vocabulary used across the Design rotation at yr7.
Vocabulary linked to - colour theory, formal elements, drawing, painting, nutrition, cooking, textiles, sewing, stitches, tools & equipment, health & safety.
Common vocabulary - ratio, scale, proportion, create, analyse, evaluate, experiment, presentation, design, modify, context.

Fine Art Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Personal coursework project based around the topics of **Fragments, Fantastic & Strange or Order.Disorder.**

Students will be able to personalise work and use materials and techniques of their choice that fit within the Fine Art specification.

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Short skills project.
Covering a range of drawing and painting skills.
Mark making
How to present work
How to annotate work.
Aim to introduce students to a range of ways to develop, experiment and explore a theme.

Natural or Man-made forms
Students will choose either natural or man-made forms. Covering a range of drawing and painting skills.
Artist research and analysis
Printing work
Clay work - handbuilding techniques.
How to develop a project
Gain confidence in a wide range of materials and techniques.

Personal coursework project based around the topics of **Fragments, Fantastic & Strange or Order.Disorder.**

Students will be able to personalise work and use materials and techniques of their choice that fit within the Fine Art specification.

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Fantastic Food
Drawing and painting skills. Colour theory - warm & cool colours including colour mixing and blending.
Clay - slab building.
Responding to the work of artists.
Planning and realising a personal response.

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

Graphic Communication Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Crowds - Festival project
This project gives students the opportunity to develop a more personal response.

Students will be able to work with materials and techniques to suit their theme within the Graphic Communication specification.

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Short skills project.
Covering a range of drawing and painting skills.
Mark making
Graphics skills
How to present work
How to annotate work.

Coca cola project
Covering a range of materials and techniques.
Artist and designer research and analysis.
Digital and manual editing.
Working to a design brief and producing a final outcome.
How to develop a project and exploring a range of outcomes.

Crowds - Festival project
This project gives students the opportunity to develop a more personal response.

Students will be able to work with materials and techniques to suit their theme within the Graphic Communication specification.

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Pop Art -Kid's Happy Meal brief
Covering a range of drawing and painting skills. Printing skills - lino printing and reduction printing.
Typography. Digital editing.
Working to a client brief.
How to present work.How to annotate work.

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

3D Design Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Natural Forms - wildlife shelter
Designer analysis and research. The design process.
Making informed choices about material, tools and equipment.
Working to a brief to satisfy client requirements.
Creating a final outcome based on pror knowledge.

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Short skills project. Insects
Covering a range of 3D skills, materials and techniques.
How to present work
How to annotate work.
Using tools and equipment effectively.

Bookends. Memphis Design.
Working to a client brief. Understanding a specification. ACCESSFM
Covering a range of 3D skills, materials and techniques. Modeling techniques.
Focus on wood, types of wood - different types of joints.
6 Rs - sustainability.
Using tools and equipment effectively.
Drawing techniques - manual and digital.
Sketch up

Size and Scale.
Exploring the theme of size and scale in 3D art.
Scale drawing techniques.
Exploring a range of 3D art materials.
Artist research and responses.

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Product Design skills - Automata toy design
Covering a range of 3D techniques.
Using the workshop safely and effectively. Making selections.
Analysing and researching the work of artists and designers.
Working to a design brief to satisfy client requirements.
Understanding of CAMS.

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

Photography Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Arrangements
Independent artist analysis, Development photoshoot. Experimental photoshoot. Refinement photoshoots. Final piece plan
Final piece mock ups
Final Piece
Project evaluation

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Lights and reflections
Developing photography skills. Improving use of camera and understanding of different settings. How to present work and annotate work with purpose. Composition skills. Photographer analysis and research. Developing a project.Personalisation of a project.
GUIDED PHOTOSHOOTS - Suzanne Saroff - High key lighting. Vilde J Rolfsen - Manipulation of lighting. Sebastian Magnani - Reflections in mirrors. Mark Mawson - Lighting. Mandy Brown - Reflections in bubbles. Pablo Picasso - Drawing with light
INDEPENDENT PHOTOSHOOTS -Independent artist analysis. Development photoshoot. Experimental photoshoot. Refinement photoshoots
PERSONAL RESPONSE - Final piece plan. Final piece mock-ups. Final Piece. Project evaluation. Mock Exam - Physical manipulations

Arrangements
GUIDED PHOTOSHOOTS
Exploring the theme
Emily Blincoe Bath - Uncontrolled
Emily Blincoe Sweets - Positioned
John Stezaker - Manipulated
Fay Godwin - Natural
Horst P Horst - Edited

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Short skills project.
How to use the camera settings effectively
Presenting work digitally on slides
Photographer analysis and research - Barbara Kruger
Developing a project
Rule of Thirds/composition
Planning and undertaking photoshoots.

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

Textiles Curriculum Map - Year 9 and GCSE(KS4)

Year 11

Fragments
Concept exploration/ recording. Technique: collage and fabric sampling (choice and image transfer). Designer/ artist research and analysis x2. Independent study of theme. Techniques recording: various 2d materials and fabric samples. Fabric sampling or choice based on the theme. Design process- presenting a personal response. Trialling, reflection and development. Presenting a final response.

Externally Set Assignment (exam)
January onwards
This component is set by the exam board (AQA)

Year 10

Surface Pattern
Pattern research and analysis
Pattern designer research and analysis
Observational drawing
Recording in a variety of materials/ fabrics (applique/ cross stitch)
Pattern forming- Tessellations/ Magic square/ Block printing
Silk painting outcome
Design process
Final response

Natural Forms - body adornment
Natural forms exploration/ recording
Designer research and analysis x2 comparison
Independent study of theme
Techniques surface design: Experimental tie dye/ batik/ monoprinting/ fabric paint/ brusho
Techniques structural: Pom Poms/ Yo Yos/ Applique with wadding/ interfacing/ Fabric manipulation (folding, slicing, weaving-mixed media)
Hand and machine sewing
Design process- anthropometrics
Pattern design- newspaper structures
Developing a response.

Year 9

Student choice
Year 9 students undertake three Design subjects in year 9. All students complete a Food and Nutrition rotation with two other Design subjects of their choice.

Under the Microscope
How to record (processes and research). Creative sampling (processes). Creative journey. How to annotate and reasons for annotation. Design process. Developing and presenting a response.
Presenting an artist response and analysing work visually and written.
Observational drawings and fabric samples, applique/ batik and embellishments
Hand sewing/ Machine sewing embroidery. Shibori Dye Resist
Colour/ pattern/ processes

Year 8

Year 8 design rotation

3D DESIGN
Passive speaker
Product design
Designing for a purpose.
Design specification

ART
(2 rotations on E side only)
Cubism and art of the 20th century.
Use of materials
Drawing skills
Photography

FOOD
(2 rotations)
Health & nutrition
Macronutrients
Micronutrients
How to use a kitchen safely
Knife skills

TEXTILES
Scapes
Applique
Shibori - resist dye techniques.

Year 7

Year 7 design rotation

3D DESIGN
Introduction to the workshop
How to use tools & equipment correctly
Catapults

ART
(2 rotations on E side only)
Formal elements
Colour theory
Art from around the world.
Drawing & painting skills

FOOD
(2 rotations)
Eatwell Guide
Nutrition
How to use a kitchen safely
Knife skills

TEXTILES
Line and creating pattern.
How to sew - hand and machine

My Food Learning Journey

ADMIRAL LORD NELSON SCHOOL

DIGITAL COMMUNICATIONS

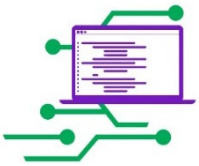
How is the curriculum planned?

The Digital Communication curriculum is designed to give students both a balanced understanding of computing whilst providing a more focused and specialist experience in the specific skills and knowledge needed to access the Level 2 subjects students opt to study in Key Stage 4. Students can choose to study level 2 qualifications in Computer Science, Interactive Media and Digital Information Technology which all lend themselves to students progressing to either higher education or the world of work.

The curriculum is set up for students to study a broad curriculum in Key Stage 3 which allows students to fulfil the relevant aspects of the National Programme of Study in Computing as well as providing an experience in the three subjects specialisms that are offered to students to study in Key Stage 4. The Key Stage 3 curriculum encompasses the core skills and knowledge needed for students to accurately assess the disciplines associated with each subject in order to highlight their strengths and ensure that choices for focusing on specific subjects in Key Stage 4 are made in an informed manner.

Key Stage 3 curriculum time is separated into individual strand of learning which contain the knowledge and skills encompassed in the specialisms studied at Key Stage 4 as well as meeting the Computing Programme of Study.

The Strands are as follows:

Computer Systems	
Computational Thinking	
Programming Techniques	
IT, iMedia and Digital Literacy	

Schemes of learning are organised into modules which are assessed at strategic stages of the project with an overall grade awarded through a formal assessment opportunity.

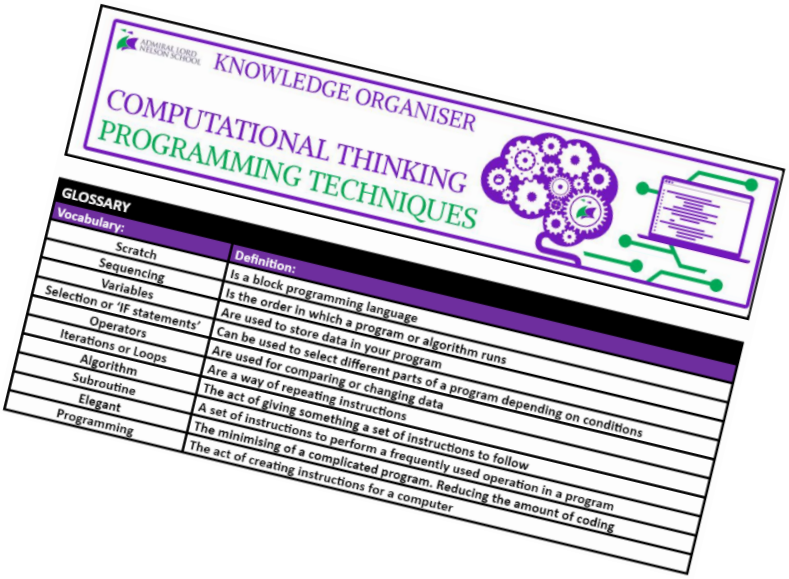
Oracy across Digital Communications is a key focus with learners needing to confidently articulate their learning and progress. A consistent focus is to ensure that learning objectives are clear, explicit and regularly reinforced with opportunities provided for students to explain and discuss their learning to a range of audiences.

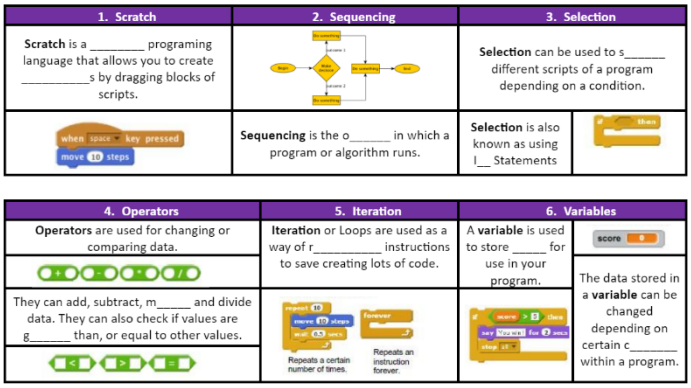
Students and teachers need to be able to identify students' strengths and interests in Key Stage 3 to allow students to choose their specialism and then build on the knowledge and skills needed to access and successfully complete the specialist subject they have chosen to study at level 2 during Key Stage 4.

The curriculum is planned to increase in complexity of skills and knowledge in Key Stage 3 with year 9 providing focused time, building and honing the skills and knowledge needed for students to begin their level 2 qualifications.

Through Key Stage 3 Digital Communications, students will build a set of skills, key skills and knowledge that the National Curriculum Programme of Study identifies.

Each module is housed in a Google classroom which contains presentations, links to assessment opportunities with a knowledge organiser and Glossary for each task, module.





Whilst fulfilling the National Curriculum Computing Program of Study, the ALNS curriculum aims to provide a solid foundation for student transition into the Key Stage 4 subjects that ALNS offers:

- GCSE Computer Science
- Pearson Level 2 BTEC Technical Award in Creative Media Production
- Pearson Level 2 BTEC Technical Award in Digital Information Technology

To be fully prepared for the skills and knowledge in Key Stage 4 and beyond, Digital Communications students must develop a specific set of skills. In order to have a full skill set for Key Stage 4; a Key Stage 3 student should be able to:

- Confidently utilise image manipulation software i.e. Adobe Photoshop, in order to create graphics and edit images for a specific purpose.
- Understand and be able to confidently use basic commands within a block programming language i.e. 'Scratch'
- Understand and be able to confidently use basic commands within a textual programming language i.e. 'Python'
- Create and edit video, image and audio assets using video editing software.
- Create and manipulate a functioning spreadsheet using appropriate software for a specific purpose and audience.

- Develop a digital product i.e. website, using assets created through a range of processes and techniques
- Manipulate appropriate software to develop a digital product for a specific audience and purpose.
- Utilise cloud technology to work remotely and collaboratively.
- Communicate effectively and appropriately using suitable digital platforms.

In conjunction with the skills needed, there is a specific bank of knowledge that a Key Stage 3 student will need to have built to confidently access the higher levels demanded in the specific subject areas studied in Key Stage 4 and the world of work. A Key Stage 3 student will need to:

- Understand how computer systems work and the relationship between software and hardware within different computer systems.
- Be able to consider an audience or client when developing a digital product.
- Have developed their own computational thinking and be able to understand how a computer thinks to manipulate how it works.
- Be able to use technology and the internet safely both in school and at home.
- Understand how computer systems, digital products and programs are used in the real world.
- Know the sources, processes and techniques required to create a digital product and program.

Key Stage 3 ensures that skills and knowledge are revisited with some being explicit in schemes of learning whilst others interleaved throughout the modules. The Digital Communications curriculum is ambitious in terms of exposing and embedding learners to the National Curriculum Programme of Study for Computing whilst effectively preparing learners for their subject specialism in year 10 within limited time. The knowledge, skills and vocabulary outlined in the Digital Communications Curriculum intent document for all key stage 3 students is achievable with stickability of what they know and can retrieve reinforced and assessed within their subject specialism choice if they indeed choose a subject in the faculty to study further in Key Stage 4.

Once specialising, students combine the skills and knowledge required in years 7, 8 and 9 with the pedagogy that is most applicable to the course structure. Interactive Media focuses on pedagogy that support the course structure of assessment through controlled assignments whereas Computer Science prioritises student's ability to recall in the knowledge that is assessed entirely through written formal examinations. Digital Information Technology is a combination of the two as their assessment is split between both formal written examination and practical controlled assignments.

Whereas the individual Digital Communication subjects are interweaved in Key Stage 3 modules, ensuring essential skills and knowledge are intertwined and cross-overed. Links to learning in other subjects across the curriculum are yet to be formalised and made explicit to students within their learning. Initial connections have been made to explore the links between the delivery of mathematics and computer science and this is an area that requires further development. In support of learners fostering a love of reading there requires formalisation of the current experiences that are provided by teachers using the online news platform 'The Day'. Teachers use the online resource to expose students to news stories and features that link to the subject or current topic. Reading

opportunities and consequent discussions of the relevant article are mostly reactionary with only limited exposure in year 9 modules and pre-planned cover lessons.

Digital Communication has focused on students being exposed to the quality of hardware and software that ensures that all students have the specialist equipment and digital tools required to achieve success and that no students are disadvantaged. After school sessions are also provided to guarantee that all students have access to the opportunities to embed and extend their digital skills to be successful in both the subjects studied currently and success in the future. Where possible industry standard hardware and software has been sourced and funded for students to have transferable and relevant knowledge and skills that are appropriate to the careers that can be achieved through Digital Communications.

The promotion of digital design as a key pillar of Digital Communications has been further enhanced through the wallpaper competitions which encourages students to design a school wallpaper which will be published on every school-based PC.

How is the curriculum delivered/taught?

Digital Communications has focused on key pedagogical approaches that utilise the technology and digital nature of the subjects studied. This has been a successful strategy which allows students to not only be supported in developing the skills and knowledge essential to success but has underpinned the assessment model in Key Stage 4. Google Classrooms are used to support the teaching and learning in the classroom as well as building resilience and independence in students in the faculty.

Collaborative learning sessions have provided a pedagogical foundation that has been built on. Further development of key pedagogical approaches in the curriculum area have been explored with key approaches implemented whilst acknowledging the need for continuous development in this area. The curriculum will continue to assess more effective pedagogies and action appropriate implementation with key pedagogies and strategies listed below:

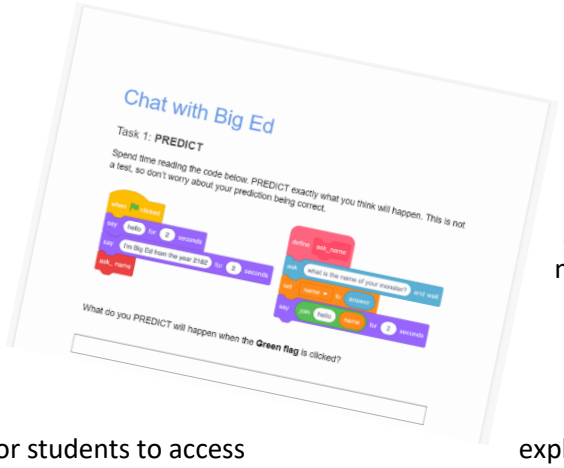
Metacognition (modelling):

An important pedagogy utilised across the faculty is the use of metacognitive demonstrations which occur routinely at junctures in KS3 lessons. This is an integral core for lessons in which knowledge and skills are demonstrated, modelled and explained through 'Senso' software on the individual screens of students. In conjunction with the specific skill being demonstrated the teacher will explain thought processes, seek input of ideas, questions, and solutions. This is another platform where appropriate exemplars of outcomes can be coupled with modelling.

Knowledge Organisers:

Knowledge Organisers for specific modules are used in conjunction with the formal assessment. The Knowledge Organisers allow learners to record the knowledge attained and assess the basic skills and knowledge that they have demonstrated coupled with the knowledge/skill that needs to be demonstrated formally to progress further.

PIM: Predict, Investigate & Modify



Lesson planning is structured in the programming techniques modules using the PIM structure that has been effective to recommended by 'Teach Computing' as the most Students introduce and embed key programming concepts. subroutine predict what a specific line of code or programming modifying the will output before investigating how it works before code to create their own output.

Flipped classroom:

Using the technology available there are opportunities for students to access exploration and analysis of new material that can be used and demonstrated in assessment tasks and skill development for a specific module. Students will for example, have access and time to explore coding for a specific purpose before they are exposed to a structured demonstration of how the code works but can use any newly learnt knowledge within the development of their own work. Google Classrooms provide a platform where topics, knowledge and skills can be accessed prior to learning within the classroom.

Peer Assisted Learning

Both formally through seating plans but also informally as expertise is demonstrated in a specific topic; learners are routinely given the opportunity to support and assist each other. This provides students with both a further support mechanism as well as empowering and reinforcing skills and knowledge for the expert.

Retrieval Practice

Retrieval and interleaving are developing pedagogies that are becoming embedded in planned starter activities in the majority of the Key Stage 3 modules with students revisiting the key learning in both the previous lesson as well as within the module as a whole.

Learning in Digital Communications is not dependent on the learning prior to Key Stage 3 as this has historically and is currently sporadic in terms of experiences provided by the Key Stage 2 feeder schools. The ambition of learning in Digital Communications is to ensure that gaps are filled in Key Stage 3 whilst the curriculum utilises real world scenarios to ensure that the subject remains relevant and memorable for students.

Key Stage 3 has been highlighted as an area where the Computer Science elements of the Computing Programme of Study ned to be developed more fully before being studied in more depth in the Key Stage 4 GCSE in Computer Science. Reformulation of the Key Stage 3 curriculum sequencing coupled with the addition of bespoke modules have been developed to address computer science being deliver more robustly.

Professional Learning through collaborative learning sessions and planned training are being utilised to ensure the skills and knowledge required to effectively deliver the National Curriculum Computing Programme of Study. Staff development in computing qualifications and bespoke external training has been undertaken and continues to be a fundamental part of staff professional development in computing.

The choice of technical awards in Key Stage 4 cement the notion that learning in computing is more effectively delivered through learning linked to both knowledge and skills that students can use in the workplace with both the BTEC technical awards in media and IT having controlled assignments based around this concept. GCSE Computer science, although more academic in its assessment, again focuses on the skills and knowledge that is relevant in the workplace and real-world scenarios.

Key concepts across Digital Communications are embedded through pedagogy specific to the both the subject area and modes of assessment. Where concepts in Interactive Media and ICT are embedded over controlled assessments, leading to a practical external assessment in Media. Computer Science and DIT use exam-based testing in conjunction with a range of digital and interactive platforms to assess the knowledge and techniques required to successfully access the written examinations. Planned revisiting of elements is instigated with frequency dependent on the assessment results.

Vocabulary that is integral to the concepts are used through the delivery of the course and modes of assessment in order to both introduce, embed and assess whether the concepts and vocabulary is being used and understood accurately. Glossaries form part of the Knowledge Organisers in Key Stage 3 and are published in the Google Classroom for ease of access for students throughout the curriculum.

Students exemplary work is displayed both digitally and in classroom environments to further support vocabulary specific to the subject.

In Digital Communications we currently provide specialist hardware and software for every student to access the Computing Curriculum in lessons. Our commitment to the use of Chromebooks centres around utilising them for all remote learning set across the faculty.

In Digital Communications we will always ensure:

- Independent Learning will be set so that it can be accessed through Chromebooks.
- Research tasks that form the basis of an Independent Learning tasks can be facilitated online through Chromebooks
- Coding remote learning will be set through online platforms that support Chromebook native software
- Collaborative schemes of learning will be set using Google Cloud technology and accessible through Chromebooks
- Work completed for remote learning will have feedback available and accessed using the Chromebook software

At teachers' discretion

- Any Computer Science end of topic assessments set as remote learning will be completed and marked using Google Forms.

How is the curriculum assessed?

Key Stage 4 Assessment in Digital Communication uses a range of digital assessment tools which break down each element of the skills and knowledge required to successfully achieve target grades and provide 'next step' guidance to support progress for each student. Computer Science also utilises PLCs for students to self-assess as an additional assessment support mechanism with assessment being reassessed and reformulated on regular basis.

A key focus for Digital Communication is to provide students with a digital assessment tool which can be shared and accessed by all stakeholders. The three separate subjects have designed tools that fit their models of curriculum delivery and assessment but share the vison of assessment being a constant and frequent part of every lesson.

Key Stage 3 has traditionally use assessment mechanisms within the Google Classroom tasks with each module in year 7 and 8 containing a formal assessment opportunity for students to have their knowledge and skills assessed across the different strands of learning. However, the assessment opportunities that are planned through the short- and medium-term planning with digital retrieval exercises being tracked through a digital assessment tool developed within Digital Communications.

Planning in Key Stage 4 is always viewed as organic with courses changing and topics within the subject areas developing so assessment is used to inform planning with weaker areas revisited and assessment modes continually developed to fit the constantly changing curriculum.

Summary

Irrespective of whether a student experiences limited computing in Key Stage 3 or specialises in one or more Digital Communication subjects in Key Stage 4. Students will leave ALNS with a solid foundation in computing; being able to understand the use of technology, computational thinking, hardware, and software with a set of skills and vocabulary that will prepare them effectively to support their progression across the curriculum, further study, and the world of work. Students who specialise in subjects in Key Stage 4 should expect to achieve good outcomes in terms of subject qualifications but also have the tools to successful access the subjects in tertiary education.


ADMIRAL LORD NELSON SCHOOL
DIGITAL COMMUNICATIONS
Year 7
Modules:
Introduction to Digital Literacy, eSafety and Cyber Security
Algorithms, Programming and Computational Thinking
Computer Systems
Binary and Computational Thinking
Creative Digital Solutions
Year 8
Modules:
Python - The Basics
Computer Systems
Website Creation
Data Representation and BOOLEAN Logic
Computer Systems
Computational Thinking
Programming Techniques
IT, iMedia & Digital Literacy

ALNS PE curriculum

A summary of our principles:

ALNS PE Curriculum Our curriculum is designed to give students a broad experience of different sporting activities. Embedded into all our lessons, across both KS3 & KS4, are the key practical skills and vocabulary required to be successful at our GCSE PE and BTEC SPORT courses. The skills our students develop have been scaffolded so that they are able to make good progress in relation to their sporting ability, leadership & knowledge and understanding.	**Balanced** Our curriculum incorporates a wide range of different sporting experiences and opportunities to allow all students to achieve success and enjoy their PE lessons over their 5year learning journey.	**Rigorous** During all our lessons students experience a challenging, engaging and active curriculum whereby we can support students of differing abilities & starting points to ensure they can all access the skills and knowledge required to be successful.	**Coherent** We have carefully aligned and logically organised the curriculum so students can make connections and links between different sporting activities. By clear sequencing of skills and vocabulary we are able to build upon learning from year 7 through to year 11.
Vertically Integrated Every unit across each year group builds and develops the key skills required for students to be successful at GCSE PE and BTEC SPORT. More importantly however, our curriculum allows them to have an enjoyable and vast range of experiences that give them a positive outlook on being healthy and active for the rest of their lives.	**Appropriate** We ensure that tasks build students' confidence and are taught at the appropriate level. This allows them to be able to access it as well as be engaged throughout. It is always our aim to model excellence to our students and supportively challenge them by 'teaching to the top.'	**Focused** We want our students to experience a broad, rich and deep curriculum, with clear connections between key concepts, skills and vocabulary. This will ensure they experience focused and thorough learning throughout their PE learning journey.	**Relevant** Our curriculum is designed to engage all students, helping them have opportunities they may otherwise not get to experience. We establish links with local community clubs and colleges to make our curriculum relatable and give them opportunities to really immerse themselves in sport and activity.

How does our PE Department incorporate ALNS Teaching Principles?

Fostering a love of learning

As a department we take pride in our own passion for physical education and it is with great pleasure we provide our students with a vast range of opportunities, both in curriculum time and through our extra-curricular programme.

We want all of our students to feel like athletes and have a lifelong positive outlook towards sport and exercise.

"Sport has the power to inspire, sport has the power to unite, sport can change people's lives for the better in a way that little else does." – Nelson Mandela

Challenge for All

Our curriculum has been planned to ensure challenge, engagement and support for all students of differing abilities & starting points across both key stages 3 & 4. We have very clear progression of key skills and techniques whilst ensuring we are 'teaching to the top' We are able to maintain this rigour and challenge in our curriculum by scaffolding and supporting our students so they feel safe in their learning and enjoy their experiences with us.

Feedback for Learning

Our students receive regular verbal feedback from us and we also build their skills and confidence to be able to give each other coaching feedback in a supportive and reflective way so they can develop their observation and analysis skills, as well as their communication.
In CNAT Sports Studies and GCSE PE they receive both verbal and written feedback which focuses on their next steps and how they can continue to build on answers and make good progress.

Literacy for Life

Oracy is essential for students to be successful in PE. We look to develop their comprehension of tasks by them verbally being able to feedback and question us and each other on how they can further improve. We use the 'say it again, better' approach to really get students to develop their vocabulary.

We explicitly share key vocabulary with students in every lesson and try to make links between different units of work to ensure there is transparency in creating conscious links to how their body can produce the optimal performance.

Modelling

Modelling is key to the students learning process and their ability to understand and build their confidence in skill development. Modelling is a real strength in PE with teachers using student performances or work to show excellence for others to draw out skills & knowledge to be able to replicate what they see.

Responsive teaching

We take a responsive approach to teaching making sure we respond to common misconceptions through 'Assessment for Learning' strategies. We regularly use questioning, peer and self-assessment as well as and marking and feeding forwards on students work in GCSE PE and CNAT Sports studies. Interventions are swiftly incorporated to ensure that progress is maximised.

Stickability

The PE department encourage students to make links between subjects, sports and knowledge gained to more deeply embed information into their long-term memory. Our curriculum is based around developing a love and enjoyment for our subject, in believing students can achieve, in revisiting knowledge and interleaving information throughout their 5 year PE experience to give them the motivation and skills required for information to be retained.

Curriculum Implementation

Physical Education

The Physical Education curriculum is designed to inspire, motivate and fill our students with confidence to engage in lifelong involvement in sport or physical activity. We aim to develop the students mental, social, emotional and physical wellbeing through the means of empowering them with knowledge, understanding, skills, capabilities and attributes. They get the opportunity to explore a variety of sports and activities that are both traditional and alternative with the ethos of enjoyment and challenge. They are encouraged to develop independent qualities, as well as work within a group setting to resolve problems and achieve a common goal. The PE curriculum has a huge emphasis on practical fundamentals, however, cultivating theoretical knowledge and leadership are at the forefront of our ethos.

How is the curriculum planned?

The KS3 curriculum is designed to provide ALNS learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and as well as learning key vocabulary. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activities in preparation for further study at GCSE/CNAT level in KS4.

In year 7, 8 and 9 students are taught in mixed groups, where they will encounter a variety of practical learning experiences, including working on their own, with a partner, in small and large groups both outdoors and indoors. The aim is for them to experience a broad curriculum and have opportunities to try different sports linking to our competitions calendar and extra-curricular clubs.

Year 7's immerse themselves in a sports carousel on arriving at ALNS, taking part in a different sport each week so they can get a taster of what ALNS has to offer and we can create a wonder and excitement from the amazing facilities and opportunities we can give our students. Following this, students will complete a 3 or 4 week block of learning, deepening their learning of skills and vocabulary in a wide range of activities.

Year 8's will develop and refine more advanced skills in the wide range of sports we offer within our broad and balanced curriculum. We look to develop the students learning, comprehension, application and recall of key skills and vocabulary ensuring they are appropriately challenged in preparation for giving them the tools that are required to continue being active in later life.

Year 9's begin to look at the more technical aspects of sport and how to develop skills in preparation for our KS4 pathways. We use the GCSE practical performance moderation criteria and try to develop and challenge students to reach those higher levels of technical skills and game play.

Physical education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. It is therefore imperative that students continue to commitment to their development and engage in the core offer that we provide for our learners in KS4. We try to broaden their experience offing some additional sports activities and experiences.

In year 10, we ask students to group themselves with like-minded sports people for their lessons. We want all our students to continue to be challenged and inspired through a broad curriculum but also understand the importance of enjoyment and feeling confident in their groupings which will give them the ability to keep making progress. In the year 11 core PE lessons we give students more option choice but again try to keep their experiences broad by giving them two different sports choices in each half term block.

Throughout all key stages we incorporate house competitions during each term. Students are able to compete to represent their house in a variety of activities that have been taught. This allows students to work with different people from across all classes and apply skills learnt from being in their own groups to a competitive situation.

We have two sports courses on offer at KS4, the CNAT Sports studies Level 2 or GCSE Physical Education. The CNAT Sports studies course includes 1 written exam and 2 coursework based units of work. The Edexcel GCSE PE consists of 60% theory with 2 exams at the end of year 11, 30% is a practical assessment and the final 10% from coursework. We deliver both these courses in a varied and creative way, deepening knowledge with practical experiences and allowing our learners to be critical thinkers, realising the importance of transferring their knowledge to incorporate sport and activity to be part of their day to day lives.

The PE curriculum and extra-curricular programme is designed to enrich students through the experiences of sporting competitions, links with professional work placements, visiting venues and inviting in local colleges and universities to work with our students. As a sportsmark gold school we are committed to developing these experiences for students at every available opportunity. Ultimately, we want to build the confidence, resilience and improve self – esteem as well as ensuring students are able to reach their full potential and be prepared for the next stage of their life.

In PE we deliver three personal development days a year giving our students the opportunities to take part in more sport and activity as specific year groups or as a whole school opportunity. We hold both a winter and a summer sports day. Within these days we offer the whole school an opportunity to compete and watch each other excel in a wide range of different sporting activities. In year 10 we run 'fit for the future' PD day where we closely link with local colleges and take students off site so they have the opportunity to see their next steps in sport. With other PD days we often run sports or team building sessions throughout the day which demonstrates the power and importance of our subject in meeting the needs of our students and offering them opportunities that motivate, inspire and improve both physical and mental wellbeing.

How is the curriculum delivered/taught?

The curriculum is well prepared and planned, designed to develop our students physical skills, knowledge and understanding leadership and vocabulary throughout the whole curriculum. A positive and safe learning environment is created to encourage the development and competence in displaying their own skills and abilities, whilst respecting the individual needs and abilities of others.

We try to empower all our students to become effective independent learners through supportive feedback and establishing positive learning environments. Students understand how and why they are assessed, whilst experiencing a range of opportunities to evaluate performances, providing feedback to reflect upon their own and others performance.

They experience regular competitive opportunities to challenge themselves against others in a safe environment. Students are able to compete in a variety of competitive situations to include participation in:

- Varied programme of school clubs.
- Inter-house competitions.

- Winter and summer sports days.
- Local schools competitions – Portsmouth School Sport Association.
- County and southern region competitions.

Subject specific terminology is used throughout the department and used at all levels. Students are required to use very specific vocabulary at GCSE/BTEC level, so this is introduced early in KS3. It is widely used during sports lessons where technical and tactical terminology is delivered throughout. In addition to this we interleave information on components of fitness, exercise intensity and the body systems shown in our curriculum map.

How is the curriculum assessed?

"Limits, like fears are often an illusion" – Michael Jordan

Students in Key Stage 3 Physical Education are assessed throughout each sporting activity based on their use of a range of skills and techniques, knowledge and understanding as well as their leadership skills. We use a range of different assessment tools within lessons for example practical skills assessments, questioning and their reflection of WWW and EBI.

In Key Stage 4 students will either be following the Edexcel GCSE PE course or the CNAT Sports studies Level 2 course. These are both continually assessed through practical work, coursework and theory work. Students will be given their target, challenge target and set their own aspirational grade. It is made clear to them when starting our courses, they can achieve, whatever they set their mind to. For the GCSE PE we use personalised learning checklists and the Know-it, Grasp it, Think-it PIXL mats to help students reflect and understand their areas for improvement. In books we give regular written feedback with use of peer marking and more formal teacher assessments. For the CNAT Sports studies course there is regular verbal feedback and whole class marking sheets, used to present common misconceptions and improvements that can be shared with the class. At the end of topic area the teacher will complete a marking sheet which will then be checked by an external moderator with feedback provided.

The KS3 independent learning is designed to improve students' commitment and involvement in sports activities – inside or outside of school. Students are required to attend at least one extra-curricular club regularly for the half term. If they are regularly attending out of school sports club, we want to know about it so they are asked to complete a PE passport that describes what sport they do outside of school.

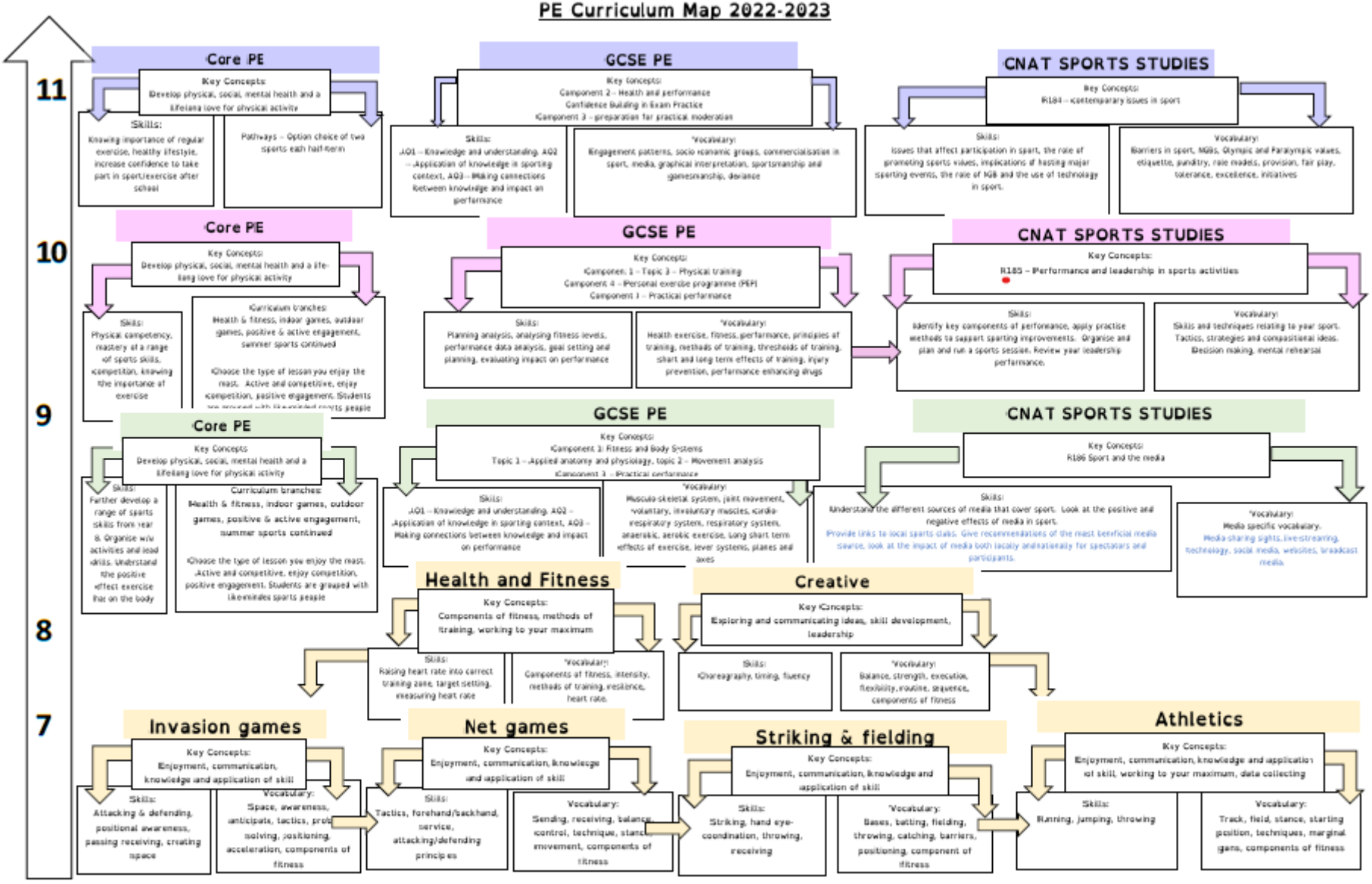
KS4 independent learning is set regularly and will enhance classroom learning. It will directly link to topics and work covered in lessons and aim to help consolidate learning in an interesting and challenging way.

Careers within Physical Education?

The number of people currently employed in sports-related jobs in the UK is around 400,000. The sports sector also has a large number of sport related volunteers throughout the UK. The BTEC sport qualification would lead to further study through higher BTEC qualifications in sport and our GCSE PE students would flourish should they wish to take the A-level PE course or venture down the BTEC routeways offered post ALNS.

We hope all students, regardless of whether they choose to have a career in Physical Education, go onto lead healthy, happy and active lives.

PE Curriculum Map 2022-2023



Assessment Objectives:

Core PE: Yr 7, 8 & 9 - performance, knowledge and understanding. Yr 10/11 – GSCE PE - Components 1 & 2 – Theory papers (60%) AO1 – Knowledge & understanding, AO2 – Application of knowledge AO3 – Analysing and evaluating, Component 3 - practical performance (30%), Component 4 – PEP coursework (10%)
CNAT SPORTS STUDIES – Completion of assignment units and exam unit.

Curriculum Intent

The Alternative Provision curriculum is designed to facilitate engagement and success for students who have found accessing the mainstream curriculum full time a significant challenge. Within the curriculum the aim is to build success with small steps so that we develop in our young people the self belief and resilience they need to be successsful, along with identifying and addressing any barriers to learning and engagement they might have.

We aim to maximise opportunities for our students by utilising a range of learning and alternative activities across our curriculum. We also utilise blended and bespoke programmes to match the needs of individual students and retain connectivity to the school curriculum as far as possible, including mainstream lesson opportunities.

How is the curriculum planned?

The curriculum is planned to reflect the core offer in English, Maths and Science; alongside additional opportunities for study of other subject areas such as Art, Music and Food Technology. The curriculum is also planned to incorporate skill development such as emotional literacy and personal development via 1:1 sessions, small group work and other related activities. Students also have the opportunity to follow a blended programme including mainstream opportunities to reflect their academic strengths and areas of keen interest. Key Stage Four students follow as broad a range of courses as is possible for them as individuals and focus on next steps Post 16, with opportunities for Extended Work Experience, supported college visits etc.

Within the curriculum there is also opportunity to develop further skills, such as self-regulation and self- confidence through access to a range of activities including outdoor activities, music learning and PE. In a number of these activities, we engage with outside providers such as Staunton Country Park and Portsmouth in the Community (Portsmouth Football Club).

Developing cultural capital is very important. These are often, although not always, some of our most disadvantaged students so more of these opportunities than within the mainstream curriculum offer are key aspects of the Alternative Curriculum and are fundamental to student success. Visits to Parliament and Buckingham Palace are recent examples, along with physical challenges such as paddle boarding and sailing.

How is the curriculum delivered/taught?

Our curriculum is delivered using a range of methods. Students are supported in their core subject learning by specific lead sessions from key mainstream subject specialists in English, Maths and Science. These subjects are also a key focus for any initial mainstream reintegration opportunities.

This work is further developed via follow-up learning led by our Alternative Provision staff, facilitating bespoke programmes of study and timetables which can be adapted to each student depending on their individual needs and targets. Blended approaches including mainstream access, are fundamental to our curriculum programme.

Additional lessons led by specialist staff take place dependent on need and interest of the students alongside practical considerations such as room and staff availability - the current offer is Music, Graphics, Food Technology, Sociology and PE.

Further programmes such as the Functional Skills and additional vocational qualifications are led and delivered by our Alternative Provision staff in line with guidance and support from course moderators and advisors alongside outside agencies such as PiTC.

The AQA Unit Awards are a regular thread throughout each students weekly experience - they select, with guidance from staff, which Awards they would like to work towards and achieving them allows them to feel frequent and meaningful success, building self-belief and self-efficacy - well recognised as factors in academic attainment and

feelings of belonging which is crucial to these students. They are then able to experience successful learning, which has sometimes not been the case in their recent educational stories.

Throughout the curriculum offer for our Alternative Provision students we ensure a consistency of key staff to support the building and maintaining of trusting relationships which are fundamental to the success of our students. Time is spent daily on "connection activities" such as community circles and board games to allow these staff-student and peer-peer relationships to flourish and develop the skills needed to repair when things go wrong. This also allows the students to develop, and have assessed, their oracy skills – a key focus for the school and key to students' success Post 16.

How is the curriculum assessed?

Assessment is supported by all staff involved in the delivery and support of our curriculum.

Specialist subject teachers take responsibility for marking, feedback and tracking of progress in line with our usual mainstream processes. External assessment and examinations are completed towards qualifications for students including Functional Skills opportunities in English and Maths, alongside GCSE qualifications and other available opportunities bespoke to individuals and their presenting needs. Students remain attached to mainstream classes to facilitate assessment and feedback processes from allocated subject teachers. These teachers and curriculum directors are strongly encouraged to maintain contact with their students. Students are able to "keep up" with the class via the google classroom and time is allocated to this each day so that they always feel able to return when ready. Work can be submitted and returned via this platform.

Additional feedback regarding progress and wider, more holistic engagement is provided via half-termly progress review meetings for each student, with subsequent targets agreed by students, parents and staff. These review meetings, along with continued and consistent communication with parents, are key to ensuring that opportunities to build success and sustain progress are maximised throughout.