Dixons City Academy - Curriculum

This document includes each subject's curriculum by defining the intent, the implementation and impact. Following this is the subject overview document that shows how the curriculum is organised in relation to what is taught when.

Contents

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English

Intent

Each student will leave DCA as a skilful communicator with the knowledge, confidence and qualifications to excel in their chosen next steps. They will have experienced a range of fiction and non-fiction texts over their course of study, which will allow them to build schema and foster a love of the subject. The English Curriculum at DCA follows the National Curriculum, taking the core elements of poetry, prose and drama as the base for our thematic units of study. In Year 7 we cover: Cycle 1 - Greek Myths and Legends; Cycle 2 - Poetry based on the theme of Identity (Pre and Post 1900 / including Shakespeare) and Poetry from Other Cultures; Cycle 3 - War Horse the Play Script. In Year 8 we build on this study through an exploration of; Cycle 1 - Dystopian Prose; Cycle 2 - Shakespeare's The Merchant of Venice; Cycle 3 - Poetry based on Alternative Voices (Pre and Post 1900). This combination allows us to cover the National Curriculum and broaden students' experiences by incorporating modern and diverse text choices which explore themes such as race, gender and marginalised groups as well as promoting the study of the literary canon and establishing the students' appreciation of a literary heritage.

Alongside the exploration of 'literature' texts we deliver a series of language lessons. These lessons are split into the Language of Fiction and the Language of Non-Fiction and begin the students' journey in preparation for the GCSE examinations with the belief that we are on a five-year pathway and the purpose of KS3 is to build on the acquisition of KS2 and prepare students incrementally for their study at KS4. As such we have our own examination papers that have been designed alongside the former AQA Chief Examiner and agreed across the Trust. We have defined these core skills in our Dixons City Standards:

Reading	**Writing**
Text mark/annotate with purpose	*Plan effectively – 5 phase essay*
Summarise a text (key information) (big picture)	*Plan effectively – discursive*
Select relevant textual detail	*Write for purpose/form*
Make comparisons across two texts	*Make deliberate vocabulary choices*
Write an analytical sentence	*Organise writing with clarity – sentences*
Use subject terminology with accuracy	*Organise writing with clarity – logically sequenced paragraphs*
	Use a range of punctuation accurately, standard (.,'?!!!) and advanced (.,'?!"":;).
	Proof-read work effectively

Throughout their study of English, students' oracy skills are developed to promote confident and articulate learners who are able to express themselves according to purpose and context. In the classroom, teachers ensure students speak in full sentences and upgrade their vocabulary as a matter of routine. Group work is supported with talking frames to generate purposeful academic discussion. Finally, students at KS3 take part in a Stand Up Speak Out Competition that aims to champion personal viewpoints and a sense of social responsibility by researching and then speaking on topical issues. This is then consolidated throughout KS4 in classroom discussion and culminates in the students completing their GCSE Spoken Language Endorsement.

At KS4, students begin their study of GCSE with a focus on skill development whilst bringing in some texts that may be studied for final examination. The aim is to continue to broaden knowledge, e.g. Animal Farm is studied for its literary merits and powerful themes, but not examined. We also introduce examination texts by considering thematic links, the whole year looks at the theme of power in society and the impact on the individual. This is picked up in An Inspector Calls and then Power and Conflict poetry as a cluster on warfare and finishes their 'foundation' year at GCSE. English Language GCSE is now introduced more formally and follows the AQA specification with students seeing links between the skills at KS3 and being introduced to more extended analytical response writing. This is supported by a tailored Writing programme which aims to promote confidence in independent writing across Year 9, 10 and 11. We aim to empower students by experimenting with different writing styles so that they become designers of their writing, carefully considering how they make choices to create an impact on the reader. Year 10 introduces the final two GCSE texts, Pre-1900 novel and Shakespeare text, as well as a further cluster of poems from the Conflict Section. Year 11 begins with a completion of the core content for literature, this allows learners time and space to grapple with more challenging themes and fine tune examination technique. Students are also provided with opportunities, if appropriate, to study Functional Skills English at Levels 1 and 2 as well as Step Up Qualifications so that every learner at DCA receives recognition of their achievements in this subject.

Implementation

Sequential lessons plans have been created by the team that focus on key knowledge and the development of schema. For example, in each scheme of learning students are introduced to 20 tier 2 words that will complement their exploration of the text / topic. Initially using the Frayer model, the students acquire this vocabulary and then are given opportunity to recall and apply within the Cycle both within learning activities but also in their classroom discussion. At KS3 we also build on the students' Grammar skills with a weekly language lesson. Core teaching strategies and terminology are now embedded within Schemes of Learning so that students receive the same instructions /

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procedural knowledge from staff across KS3 and into KS4. This common language of learning is crucial in supporting learners and all staff to ensure we have a clarity of purpose in our classrooms. Staff CPD sessions are used to review understanding and implementation.

Feedback and assessment routines are systematised. At KS3 we have defined our Dixons Standards and have had these benchmarked by seeking external consultancy (ex-Chief Examiner for AQA), End of Cycle examination papers are uniform across the Trust allowing for standardisation. Examination papers are produced externally with a bespoke mark scheme and indicative standard to ensure quality assurance. All formative assessment / classwork is marked against the Dixons Standards with set work to be marked outlined in Schemes of learning and sample work submitted to the Head of Department / Assistant for verification. Whilst accuracy of assessment is crucial, the quality assurance process focuses primarily on quality of feedback with follow-up discussions focussing on the design of feedback sessions.

In KS4, core assessments are again outlined with a combination of Cold Assessment, Walking Talking Mocks and Whole Class Feedback. Writing assessments are Cold with pre-teach activities provided in order to support student skill development. The students are then able to implement these techniques within their writing in order to build up a skill repertoire. Baseline Cold Writes are assessed against GCSE criteria and students set a 'skill' target for the next piece of work. Two further pieces are produced (again with pre-teach/re-teach of a skill) before the students choose the response they would like to submit for assessment based on which piece they feel best meets their target. The focus is very much on developing students' expertise in knowing how to and when they are writing well, so that they can be more resilient and versatile writers. For Literature, students are initially given a Walking Talking Mock. Students are guided through the planning process with a clear framework, this involves the teacher modelling the process by using illustrative models from the 100% Book. In English we look at the question and how to unpick this so that students can frame and model their response. Whole Class Feedback is given to target areas for improvement; students engage in self-reflection, considering whether their targets are – skill gaps, 'corrections,' research gaps or improved revision is required. A final assessment is then undertaken that allows students to draw on this learning and demonstrate their progress.

Impact

The KS3 curriculum focuses on a 'mastery' of skills across the year with students tracking their own progress using a colour coded system that identifies the skill gap. This has been firmly embedded this academic year and ties in with the Trust wide assessments. The next stage is to emulate the successful Question Level Analysis strategies implemented at KS4 by looking at developing personalised Skill Checklists and then designing department skill 'therapy' interventions to support closing gaps more quickly and to achieve 'mastery' of standards by the majority of learners. By doing so, our aim is to ensure that students start their KS4 phase with all the building blocks firmly in place for successful learning.

At KS4 Question Level Analysis is firmly embedded; staff and students share and discuss their targets and understand which assessment objectives they need to work on. Student knowledge of set text content has vastly improved through the introduction of our 100% Powerful Knowledge Books. This has 'freed up' classroom time to focus on skill development and richer exploratory conversations that are required, particularly in English Literature. Year 11 Morning Mastery sessions have been utilised to reinforce key skills and also deliver lecture style sessions for Literature that have allowed students across the ability range to take more thoughtful approaches to the texts. This inclusivity and high expectations for all has raised aspiration and standards.

In our English Curricula design we aim to provide students with the "tools to think big and think for themselves."[1] The key concept that underpins our curriculum is the idea that all texts involve one of four conflicts – man v man, man v nature, man v society and man v self – the narratives of our lives.[2] Students at DCA have read, discussed and written about texts that ask them to reflect on and develop their individual, social and global identity. Students will leave DCA a skilful communicator with the knowledge, confidence and qualifications to excel in their chosen next steps.

[1] Barbara Blenheim, Big Picture English: Beyond the Brushstrokes, Harold Rosen Lecture 2019.
[2] Mary Myatt, The Curriculum, Gallimaufry to coherence, John Catt Publication, 2018.

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English - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	Greek Myths and Legends – Prose Study: The story of Prometheus, Pandora, Perseus and Medusa, Orpheus and Eurydice, The Twelve Labours of Heracles, Demeter and Persephone. **English Language Skills** Fiction texts – reading and writing (descriptive / narrative).	Identity: self, community, global. Poetry Study, extracts from Romeo and Juliet, Henry V and Othello – William Shakespeare. The British – Benjamin Zephaniah. No Man is an Island - John Donne. Blessing – Imtiaz Dharker. Two Scavengers in a Truck – Lawrence Ferlinghetti. Presents from my Aunts in Pakistan - Moniza Alvi. Half-Caste – John Agard. Island Man – Grace Nichols. The Face in the Mirror – Robert Graves. Bullet Points - Jericho Brown **English Language Skills** Non-fiction texts – reading and writing (discursive).	War Horse by Michael Morpurgo and Modern drama study by Nick Stafford. **English Language Skills** Skill gap review.
	Skills	**KS3 DCA Reading Standards** Text mark / annotate with purpose. Summarise a text (key information and big picture). Select relevant textual detail. Write an analytical sentence. Use subject terminology with accuracy. **KS3 DCA Writing Standards** Plan effectively – 5 phase essay – description or narrative. Write for purpose / form. Make deliberate vocabulary choices. Organise writing with clarity – sentences. Organise writing with clarity – logically, sequenced paragraphs. Use a range of punctuation accurately – standard (.,'?!!!) and advanced (.,'?!"":;). Proof-read work effectively. **Speaking and Listening** Discuss ideas and promote an opinion using Standard English. Listen to others and build on contributions.	**KS3 DCA Reading Standards** Text mark/annotate with purpose. Summarise a text (key information and big picture). Select relevant textual detail. Write an analytical sentence. Use subject terminology with accuracy. **KS3 DCA Writing Standards** Plan effectively – discursive. Write for purpose/form. Make deliberate vocabulary choices. Organise writing with clarity – sentences. Organise writing with clarity – logically sequenced paragraphs. Use a range of punctuation accurately – standard (.,'?!!!) and advanced (.,'?!"":;). Proof-read work effectively. **Speaking and Listening** Content / delivery / structure of a speech – Stand up Speak Out Competition.	**KS3 DCA Reading Standards** Text mark / annotate with purpose. Summarise a text (key information and big picture). Select relevant textual detail. Write an analytical sentence. Use subject terminology with accuracy. **KS3 DCA Writing Standards** Plan effectively – 5 phase essay. Plan effectively – discursive. Write for purpose / form. Make deliberate vocabulary choices. Organise writing with clarity – sentences. Organise writing with clarity – logically sequenced paragraphs. Use a range of punctuation accurately – standard (.,'?!!!) and advanced (.,'?!"":;). Proof-read work effectively. **Speaking and Listening** Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	K/S Revisited from KS2/Baseline	Individual targets from DCA Standards to be addressed. Grammar, spelling and punctuation – consolidate KS2 skills. **Reading Process** introduced – *number paragraphs, look for clues, and work through the text, re-read: think, question and link, summarise and prioritise.* **Annotation** – what is it that you should be looking for when you read a text – fiction / non-fiction. Identifying word class within 'rich' quotations. **Analytical sentence** – to be able to write about the writer's intentions and support with relevant evidence. **Writing Process** introduced – think, plan, draft, write, critique. **Descriptive, narrative and discursive** writing styles as key texts types but also opportunity for script writing, poetry and short personal reflection pieces. Writing focus – organisation of ideas, selecting vocabulary to match purpose and audience and technical accuracy (**proof-reading skills**). Introduce box planning, 5 phase narrative and logos, pathos and ethos.		Individual targets from DCA Standards to be addressed. Grammar, punctuation and spelling.

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Year 8	Knowledge	**Prose Study.** Dystopia. extracts from; A Sound of Thunder. Noughts and Crosses. 1984. The Hunger Games. Divergent. There will Come Soft Rains.	**Drama Study**. Shakespeare – Merchant of Venice. **English Language Skills** Non-Fiction (modern and Pre-1900 – comparison of texts).	**Poetry Study.** Alternative Voices. Paper 1 and Paper 2 – Consolidation/End of Year Assessments.
	Skills	**Reading** Develop reading skills with a focus on **Big Picture** interpretations – what do we learn about mankind / human nature? **Analysis** - Selecting and linking evidence (embed quotations). Comparing ideas across two texts. **Writing** Build on skills from Year 7 (focus on skills gaps). Pre-teach focus on photograph structure, non-chronological structures and use of rhetorical features in discursive writing. Analytical writing – comparative framework. Literature response. Personal engagement task - encourage evaluative writing / focus on Shakespeare's methods.		Class teacher to review KS3 standards with students and target intervention in preparation for meeting End of Key Stage Standard. **Reading** End of Key Stage review of Reading Standards and key skills, and individual / class targets. Personal checklists and revision programme. **Writing** End of Key Stage review of Writing Standards and key skills and individual / class targets. Personal checklist and revision programme.
	K/S – Revisited from KS2/Baseline	**Subject Terminology / Grammar** Extend range of subject terminology employed in discussion of fiction texts beyond noun, verb, adjective, adverb, simile and metaphor.	**Subject Terminology / Grammar** Drama subject terminology – focus on Tragedy conventions. Language skills Strengthen rhetorical features (anaphora), use of pronouns (personal, collective), noun phrases (abstract and concrete).	**Subject Terminology / Grammar** Consolidate key terminology (checklists in 100% booklet). Poetry, comparison of two poems, make links to Cycle 2 Language terminology. Consolidate and extend poetic terms, structure / form focus.

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<table>
<tr><td rowspan="5">Year 9</td><td>Knowledge</td><td>Prose Study.
Animal Farm.

English Language Skills
Paper 1 skills.</td><td>Drama Study.
An Inspector Calls.

English Language Skills
Paper 2 Skills</td><td>Poetry study.
Power and Conflict (Group 1 War).
Charge of the Light Brigade, Lord Tennyson
Exposure, Wilfred Owen.
Remain, Simon Armitage.
Bayonet Charge, Ted Hughes.
Kamikaze, Beatrice Garland.

English Language Skills
Paper 1 and 2 – Consolidation, end of Year Assessments</td></tr>
<tr><td>Skills</td><td colspan="3">English Literature
AO1 Read, understand and respond to texts.
Students should be able to:
• Maintain a critical style and develop an informed personal response.
• Use textual references, including quotations, to support and illustrate interpretations.
AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3 Show understanding of the relationships between texts and the contexts in which they were written.
AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Language
Reading
AO1 • Identify and interpret explicit and implicit information and ideas.
AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
AO4 • Evaluate texts critically and support this with appropriate textual references.

Writing
AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6 • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</td></tr>
<tr><td>K/S Revisited</td><td>KS3 Standards – link to AQA A0s Paper 1 Language and Literature
Revision techniques.
Chapter summaries to secure content, quizzing / 100% Book, quotation banks, linking to symbolism (3-5 per chapter).</td><td>KS3 Standards – link to AQA A0s –Paper 2 Language and Literature
Revision techniques – 100% AIC Book (low stake-reflective questions and tracking activities), power triangle, character development, use of rich quotations with a focus on stagecraft, symbolism to support quotation memory.</td><td>Class teacher QLA/Review skills gaps from Cycle 1 and 2 for examinations.
Revision techniques, 100% Book to support individual poem interpretation and analysis.
Select 3-5 quotations and use clouds to make links.
Comparison activities to strengthen key skill.</td></tr>
<tr><td>Reading</td><td>Fiction texts.
Move from comprehension to personal response.
Selection of evidence, rich and supporting and analytical reading of text.
Contextual reading of texts, social, historical and generic.
Reading Paper 1, introduce all questions, identify, language analysis, structural analysis, and evaluation.</td><td>Non-fiction texts for Language, introduction of Pre-1900 as set comparison. English Literature, stagecraft and contextual information, research and effective notetaking (Cornell).
Reading Paper 2, introduce all questions, identify, synthesise, language analysis, compare ideas, attitudes, perspectives and methods.</td><td>Exam technique and timings for all questions.
Poetry – thematic exploration of cluster of poems on theme of conflict and power.
Personal response supported by rich evidence.
Use of cloud analysis and analytical paragraphs</td></tr>
<tr><td>Writing</td><td>Build on skills with review of planning techniques – box, 5 phase, photograph and non-chronological
Develop writing to consider use of figurative techniques/symbolism
Punctuation – variety and for effect.
Analytical essay –Developing clear structure and academic style of writing.</td><td>Review techniques covered at KS3 and further develop viewpoint writing – planning and shaping response for effect, deliberate use of rhetorical devices.
Build on analytical essay skills – choosing the right question and planning against A0s.</td><td>Exam technique and timings. Paper 1 and Paper 2 writing – final revision – focus on structure and deliberate choices within work.
Students to be able to apply skills under timed conditions.
Literature essay – End of Year exam on AIC and Conflict Poetry.</td></tr>
</table>

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<table>
<tr><td rowspan="6">Year 10</td><td>Knowledge</td><td>Prose Study
Pre-1900.
Jekyll and Hyde or A Christmas Carol.
English Language – Paper 1 Skills.</td><td>Drama study
Macbeth.
English Language – Paper 2 Skills.</td><td>Poetry study
Power and Conflict (Group 2 Nature/Society).
Poppies – Jane Weir, Ozymandias – P B Shelley, London William Blake , The Prelude – William Wordsworth, Storm on the Island - Heaney

Paper 1 and 2 – Consolidation/End of Year Assessments.</td></tr>
<tr><td>Skills</td><td colspan="3">English Literature
AO1 Read, understand and respond to texts.
Students should be able to:
• Maintain a critical style and develop an informed personal response.
• Use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3 Show understanding of the relationships between texts and the contexts in which they were written.
AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

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AO1 • Identify and interpret explicit and implicit information and ideas.
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Writing
AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6 • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</td></tr>
<tr><td>K/S Revisited</td><td colspan="2">QLA from EOY9 Examination to inform class teacher focus.
Foundation GCSE Year into more targeted focus on examination skills and aspirational targets.</td><td>QLA from Cycle 1 and 2 by Class teacher in preparation for end of year assessments.
Revision and exam technique – target setting prior to exams.</td></tr>
<tr><td>Reading</td><td>Literature – A01 – knowledge of text and personal response supported by evidence (range with reinforcement of supporting/rich evidence)
A02 – all students need to have secured the skill of writing an analytical paragraph, understanding the five stages of a narrative and character types and function.
A03 – key contexts and how to apply these to a reading of a passage (100% booklet to support). Extract to whole text – reading routines (100% booklet) Paper 1 reading skills – key assessment Q3 and Q4.</td><td>Shakespeare study – set text. 100% booklet to guide students with reading extracts – preparation for final extract – whole text assessment. Questions are mix of comprehension, recall, reflection as well as A02/A03 links
Paper 2 reading skills – all questions – key assessment Q2 and Q4.</td><td>Poetry – recap on last year's poems – content and skills of comparison. Poems linked by idea of 'power' but 'conflict' also relevant. Focus on developing personal response and applying skills learnt last year more independently.
Exam technique and timings for all questions.</td></tr>
<tr><td>Writing</td><td>Pre-teach activities to offer student recall opportunities of techniques already covered.
Literature – academic essays style to be consolidated.</td><td>Pre-teach activities to offer 'style models' (as per A level study) with students analysing writers' techniques and applying to own work.
Literature – modelling of revision, planning and WTM for first response to Macbeth before MAP lessons and final Cold response assessment.</td><td>Exam technique and timings. Paper 1 and Paper 2 writing – final revision – focus on structure and deliberate choices within work. Students to be able to apply skills under timed conditions.
Literature essay – End of Year exam = Paper 1 Literature – Shakespeare and Pre-1900 Prose study.</td></tr>
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<tr><td rowspan="6">Year 11</td><td>Knowledge</td><td>Poetry and Prose Study
Power and Conflict, (Group 3 Self /Society)
Tissue, Imtiaz Dharker.
Emigree, Carol Rumens.
My Last Duchess, Robert Browning.
War Photographer – Carol Ann Duffy, Checking Out Me History – John Agard.
Unseen Poetry.
English Language – Reading Skills / Paper 1 Writing</td><td>Prose and Drama Study
Jekyll and Hyde/A Christmas Carol
English Language – Reading Skills – Paper 2 Writing</td><td>QLA based targeted revision</td></tr>
<tr><td></td><td>Morning Mastery – An Inspector Calls</td><td>Morning Mastery – Macbeth</td><td>Morning Mastery – Exam Skills' Drill</td></tr>
<tr><td>Skills</td><td colspan="3">English Literature
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AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
AO4 • Evaluate texts critically and support this with appropriate textual references.

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AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6 • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</td></tr>
<tr><td>K/S Revisited</td><td>Y10 EOY examination QLA to inform teacher planning of key skills</td><td>Mock exams to inform key skills to be revisited by class teacher</td><td>Final QLA and revision programme to be developed – bespoke for each class.</td></tr>
<tr><td>Reading</td><td>Final cluster of Poetry to be introduced – interleaving of links to previous texts covered.
Unseen texts – illustrate skills required – A01/A02 and build independent analysis and interpretation.
Paper 1 and Paper 2 – QLA to inform key questions to be covered but should include Q4 P1 and Q2 and Q4 paper 2.
An Inspector Calls – morning mastery sessions to focus on thematic interpretations via lecture format – consolidation in classroom by teachers.</td><td>Revisit to Jekyll and Hyde and A Christmas Carol – Exam technique focus –
Macbeth via lecture style and teachers to consolidate learning in classroom – focus on building key quotation bank and personal responses.
Paper 1 and Paper 2 – final QLA to inform question level focus. Exposure to texts and examples – planning responses as well as timed writing.</td><td>Class by class revision programme to ensure students are ready for final examination series.

Master classes by lead teachers and collaborative teaching as relevant.

'New material' via unseen poetry, additional articles to stretch students and encourage application of prior learning.

Supported revision/preparation of flash cards etc. for Literature.</td></tr>
<tr><td>Writing</td><td>Paper 1 focus – Paper 2 reminders.
Literature Paper 2 – essay styles recap and timings for mocks – Choice of two questions for AIC – 5 phase plan and WAGOLL in 100% books, Conflict and Power Cluster – 1 poem and choose another – 5 phase plan and WAGOLL, Unseen Poetry – Section a and Section B – focus for each question, 5 phase plan.</td><td>Paper 2 focus – Paper 1 consolidation if required.
Literature Paper 1 revision – refer to Y10 examination – writing style, planning and quality of expression.</td><td></td></tr>
</table>

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Mathematics

Intent

With the National Curriculum at its heart, the mathematics curriculum is designed using current researched based cutting-edge pedagogy, intelligently sequenced to allow our students to develop in-depth mathematical competency. We go beyond the national curriculum, building cultural capital to better prepare our students to be successful in their adult lives, this being particularly pertinent to our disadvantaged students and the young people of Bradford. There are three overarching aims to the curriculum that should ensure:

- Our students become fluent in the fundamentals of mathematics, developing conceptual understanding and the ability to recall and apply knowledge rapidly and accurately, through varied and frequent practice with increasingly complex problems over time.
- Our students develop reasoning skills, conjecturing relationships and generalisations, developing an argument, justification or proof using mathematical language.
- Our students can 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 persevering in seeking solutions.

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. The scheme of learning for Key Stage 3 and Key Stage 4 is organised into seemingly distinct domains, but students should develop and consolidate connections across mathematical ideas. Students build on learning from Key Stage 2 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. The Key Stage 3 scheme of learning was developed across the Dixons Academies Trust (DAT) and is based on the White Rose Mathematics Hub's Key Stage 3 programmes of study [1] in conjunction with the Key Stage 3 National Curriculum (September 2013).

It is important to the Curriculum development team to learn from the White Rose Hub (who work closely with the NCEMT) as they have used the latest global research to design their programmes of study, with a big emphasis on bar modelling methods for problem solving. [2] By working at Trust level as a team of experienced Mathematics Curriculum Leaders across Bradford and Leeds we are able to draw on a wealth of knowledge and research to quality assure our curriculum, most recently looking closely at the research done by the EEF and their 2017 report on Improving Mathematics in Key Stages 2 and 3, as introduced by the Bradford Research School. [3]

At Key Stage 4 the curriculum builds on the learning in Key Stage 3 continuing to develop fluency, reasoning and problem solving. Progression through the curriculum is dependent on the security of students' understanding and their readiness to progress to the next stage. Students who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent consolidate their understanding, including through additional practice. Whilst the Key Stage 4 Edexcel Curriculum is split into two tiers for examination purposes, at DCA we have coded our teaching objectives into three tiers, the first tier (Amber) addresses expected prior knowledge, the middle tier (Green) being common content at both Higher and Foundation level and the final tier (Purple) covers the higher challenge content. All learners are exposed to the middle tier knowledge and approximately 80% will cover a significant proportion of the final tier. This supports the school vision of being in the top 1% of schools nationally, tackling social disadvantage by encouraging all students to achieve excellence; by teaching core Higher knowledge to all students we are not putting a ceiling on student attainment and progress.

Across the five years at DCA the taught knowledge is split into 6 seemingly distinct areas, but these often overlap and always interconnect. The areas being Number; Algebra; Ratio, Proportion and Rates of Change; Statistics; Probability; and Geometry and Measures.

The intent of the curriculum is shared with colleagues through ongoing discussions during the academic year, reviewing and developing the curriculum during department meetings and CPD sessions, as well as through the DAT cross cutting meetings. With students the curriculum is shared through the 100% Books which detail the intended teaching points. Students are expected to take home their 100% Books and parents are expected to support their child at home with their learning. Parents have access to the curriculum overview through the school website and student progress through the curriculum is discussed during consultation and achievement evenings. For our lowest attaining students in Year 11 whilst studying the foundation curriculum they also work through the Entry Level practice tasks and tests and secure this qualification. Whilst this only applies to one or two students each year their achievement is just as important as any other student. At the other extreme our highest attaining students are given the opportunity to complete the AQA Level 2 Further Mathematics Qualification. There is often huge interest in this which is a testament to the popularity of the subject.

Whilst much of the knowledge we teach is procedural we also place an emphasis on the application of mathematics in the real world and when relevant, the application of mathematics in context to our student's local and cultural settings in Bradford. They can experience and communicate the application and importance of mathematics in the real world, financial, careers and business settings. For example, within the topic of percentages students learn about interest rates, depreciation and the trappings of Pay Day Loans. Through minimal difference problems, generalisations and conjectures are made, which develops critical and analytical thinking.

Our curriculum is intelligently sequenced with regular spaced learning opportunities such as revision lessons, reteach lessons, personalised action plans, low stakes testing, daily key skills and do now tasks. Numeracy lessons coupled with elements of a spiral curriculum allows time

[1] https://whiterosemaths.com/
[2] https://www.ncetm.org.uk/classroom-resources/ca-the-bar-model/
[3] Improving Mathematics in Key Stages 2 and 3, EEF, 2017

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to readdress prior knowledge and minimise misconceptions and minimise the effects of the forgetting curve.[4] We prioritise disadvantaged students through our daily data driven planning. Disadvantaged and SEND students are also targeted through in-class intervention, with our most vulnerable students receiving support through personal actions plans. Within the school day, curriculum time is allocated in the school day to allow students to study, revise and complete out of class homework which they may not be able to do at home.

The Mathematics Curriculum at DCA intends to equip all students with the skills to be able to describe and analyse a wide variety of problems so that they will be able to change our world for the better. Students will develop confidence in their mathematical proficiency, develop strategies for problem solving, use prior knowledge and make connections between mathematical concepts which they can apply in the subject as well as other areas of their life. Students will develop reasoning skills, resilience, self-judgement and gain the ability to revise strategies that may become unproductive. Students will be fluent in mathematics so that they leave DCA to be financially capable, able to assess risk, reason and problem solve.

Implementation

The premise of our mathematics curriculum is designed to support a mastery approach to teaching and learning in mathematics. At Dixons City we follow Drury's (2019) definition of teaching mastery.[5]

'To teach for mastery is to teach with the highest expectations for every learner, so that their understanding is deepened, with the aim that they will be able to solve non-standard problems in unfamiliar contexts.'

When students are introduced to a new concept in mathematics, they have an opportunity to build competency with each topic by taking an approach that involves concrete, manipulative or pictorial representations to help them explain, understand, reason and solve problems. At the start of a new topic in Key Stage 3, prior learning is assessed to enable the teacher to tailor the topic to the needs of the students to avoid the 'wasted years' as documented in the 2015 report by Ofsted.[6] Key Stage 3 and 4 topics are often taught (but not exclusively) using Variation Theory Methods,[7] starting with demonstration sequencing followed by deliberate practice – this approach minimises misconceptions, allows discussion and develops confidence through increasing challenge by using small incremental changes.

Assessment for Learning throughout each lesson is carried out by whole class responses, directed questioning and over the shoulder real time feedback. Quality assurance takes place through learning walks, book scrutinies and data analysis. Once students have mastered their knowledge and skills in the new concept, students are often challenged with rich problem-solving tasks which may also draw on other previously mastered skills. It is important that procedural skills are mastered leading to fluency, before attempting complex problems to not overload working memory (reference to cognitive load theory). For our students who struggle with cognitive load structured problem-solving differentiated tasks are given. At the start, middle and end of the topic students review and revise their learning using their 100% Books. They are formally assessed by a topic test or general deliberate practice skills sheets (which assesses multiple topics). This formal test is then reviewed by the teacher and whole class or personal feedback is delivered, and re-teaching takes place. Two or three times a year; students sit end of cycle assessments. In Key Stage 3 these assess taught knowledge (cumulative in Cycle 3). In Key Stage 4 students are exposed to GCSE Exam papers (at the appropriate level), to familiarise them with the style of papers and to help develop resilience and perseverance when faced with unfamiliar questions and contexts. Following Cycle assessments re-teach weeks take place where re-teaching of un-mastered concepts, personalised where possible. In Key Stage 3, for the highest attaining students, extension projects take place, supporting knowledge acquisition beyond the curriculum.

Through regular department CPD, sharing of researched techniques and strategies are discussed and experienced. Collaborative projects take place where new concepts are explored in teams. Most lessons are developed using the described format and all staff contribute to the development of these lessons. We develop our modelling and practice parts of lessons through discussion in department meetings using pedagogical research, mathematical education blogs and exam specific advice as to the best methods and questions to use. This allows for a consistent approach in the classroom. The sequential lesson planning document describes the intended outcomes that staff adhere to when designing lessons.

All lessons are expertly created and adapted to need following the explicit sequential lesson plans. Learning resources are plentiful within the department with course specific textbooks available at all levels of ability. We have paid subscriptions to Hegarty Maths which is primarily used for homework and independent learning and to Mathsbox which has a wealth of retrieval practice tests, minimal difference tasks and activity-based learning resources. Sequential lesson planning cites resources, and 100% books are referenced.

To support students to embed their mathematical knowledge to their long-term memory we implement a variety of strategies. In Years 7 to 10 as part of the Morning Meeting Program students regularly review and practise core skills and key mathematical formulae during their 30-minute sessions. Morning mastery in Year 11 provides opportunities to practise early GCSE exam questions and using the 100% books revise prior learning of topic skills and mathematical formulae. Every mathematics lesson starts with a retrieval practice task. In Year 7 this centres on multiplication and division facts to develop fluency. In Year 8 students follow the Numeracy Ninjas programme (designed following William Emeny's Mathematics Skills Dependency Network[8]) which focuses on mastering mathematical fluency in mental

[4] Memory: A Contribution to Experimental Psychology -- Ebbinghaus (1885/1913)
[5] https://www.mathematicsmastery.org/exploring-teaching-for-mastery-in-maths-in-literature/#:~:text=Drury%20goes%20on%20to%20define,standard%20problems%20in%20unfamiliar%20concepts.%E2%80%9D
[6] https://www.gov.uk/government/publications/key-stage-3-the-wasted-years
[7] https://variationtheory.com/author/craig_dendron/
[8] http://www.greatmathsteachingideas.com/wp-content/uploads/2016/06/EMENY-The-impact-of-using-Numeracy-Ninjas-on-the-numeracy-fluency-of-students-in-a-large-comprehensive-secondary-school.pdf

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calculations and times-tables. In Key Stage 4 students follow various programmes depending on need which combine elements of the Numeracy Ninjas programme with more complex arithmetic or with John Corbett's 5 a day[9] questions, this provides challenge and introduces students to new content and enabling pre-teaching opportunities.

Homework in Year 7 and 8 consists of current topic-based question booklets with weekly literacy elements to support literacy across the curriculum and in mathematics. Hegarty homework is also set which covers current topics to support understanding of new concepts; it is also used to interleave topics. Hegarty MemRi tasks and Hegarty Fix up 5 are set to help embed learning into the long-term memory. MemRi tasks are weekly low stakes tests that randomly assess any topic a student has previously covered and Fix up 5 are short tasks consisting of questions a student has incorrectly answered. Students are also encouraged to work independently on Hegarty Maths to develop independent learning skills and self-motivation. In Key Stage 4 students continue to be set Hegarty tasks as homework based on new and previously learnt skills. In addition, students receive a weekly paper-based homework focussed on new and previously taught knowledge and skills.

Student personal development occurs throughout their journey at DCA in many forms. The school wide strategy of 'no opt out' enables students to develop confidence and resilience; cajoling students to 'have a go' in the safe environment nurtured in our classrooms, helping to overcome mathematical anxiety (something that approximately 4 out of 5 adults suffer from (R)). Mistakes are welcomed and misconceptions determined and addressed. Bouncing back a question following an uncovered misconception is also a whole-school strategy and a key feature of mathematics lessons. This again helps build student confidence. Analytical thinking and an inquisitive nature is also a personal attribute we encourage students to develop through mathematics. We always expect students to explain their selected methods for tackling questions. Explaining why and asking why is emphasised as more important than the final answer. Project work and investigations support growth of independent learning skills, presenting to class members help to cultivate oracy skills and articulation of ideas. Our annual whole cohort and carefully differentiated mathematical challenge competitions take place towards the end of the academic year – they are fully inclusive. Teamwork, resilience and determination are key to success and we see many students filled with confidence and pride throughout. We enter almost 200 students each year from all Key Stages into the United Kingdom Mathematics Trust Individual Challenge and we enter a Year 8 / 9 team into the annual team competition. We also run similar competitions across DAT encouraging even more students to take part. Gifted and Talented events have been developed and established across the trust which give students a broader insight into mathematics beyond the curriculum. These events are well received, students are often buzzing about the 'new maths' they have experienced, which develops a love of lifelong learning (of mathematics) and a thirst for knowledge. Whole cohort lectures take place in Key Stage 3 this gives students an insight into different ways of learning, in preparation for future success at university.

Impact

We know our students have learnt the intended knowledge and developed skills through their ability to correctly approach and answer questions during lessons and assessments. High engagement in mathematics lessons and excellent behaviour for learning is a daily expectation and realisation at DCA. Cycle assessments are analysed in depth by use of Question Level Analysis which is then acted on by re-teaching and reassessing key concepts. Cohort analysis is carried out following a cycle assessment and comparisons can be made with starting points and previous cohorts, as well as comparisons across the DAT. Mathematics consistently performs highly compared with other subject areas, and the other schools in the Trust, which validates the positive impact of the implementation of our curriculum. This analysis supports our re-evaluation of the curriculum and sequential lesson planning adapting them where necessary. 'Powerful knowledge' is difficult to assess as approaches to questions may seem procedural. However, where 'Powerful knowledge' has been learned students evidence this through projects and presentations (e.g. The Bowling Project), through investigative work (e.g. The Fencing Problem Project) and through their ability to solve complex problems involving generalisations assessed alongside everyday mathematical knowledge. Our GCSE results are consistently above or significantly above the national average and compare favourably with schools across DAT.

Outside of the curriculum our students experience mathematics in a variety of ways to help develop wonder and awe, as well as developing wider skills and deepening knowledge. In Year 7, during re-teach week, students take part in whole cohort lecture style sessions on short problems and logic puzzles, engaging in activities such as curve stitching and algebraic investigations. In Year 8, students take part in whole cohort lecture style reteach and consolidation sessions and investigations. All students complete an extended project on The Data Handling Cycle, creating a statistical report or presentation. Year 7 and 8 also take part in a fun and engaging whole cohort mathematical team challenge based on the UKMT team challenge idea[10]. Students across all year groups have the opportunity to take part in the annual UKMT individual challenge and we enter a team into the UKMT team challenge each year.

As a core subject all learners are exposed to the same curriculum regardless of social status. All students receive a Maths 100% Book free of charge, we provide homework booklets and textbooks to all our students. We have a not for profit equipment shop enabling learners to purchase essential stationary and mathematical equipment at reduced rates compared to high street shops. All students have access to Hegarty Maths online homework package and students are given weekly deadlines to help manage workload. For those without access to a computer / tablet / smart phone at home they can use the ICT facilities in school to complete their work. Revision classes and intervention classes take place weekly for Year 11 students. Bespoke intervention is provided for students for other year groups.

Our students leave DCA with strong mathematical qualifications and an appreciation (often a love) of mathematics. A large proportion of our students continue to study mathematics or other subjects which are dependent and intertwined with mathematics at Post 16 and beyond. This is a testament to the strong teaching and learning they have received across their five years of study.

[9] https://corbettmaths.com/5-a-day/
[10] https://www.ukmt.org.uk/

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Maths – Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	**Number** 1. Place Value. 2. Addition and Subtraction. 3. Multiplication and Division. 4. Negative Numbers.	**Number, Statistics and Algebra** 5. Fractions – Calculations with fractions. 6. Statistics – Data, representations and statistical calculation. 7a. Algebra Manipulation.	**Algebra, Number, Geometry and Measures** 7b. Sequences and Solving Equations. 8. Percentages. 9. Angles.
	Skills	Ordering, rounding, approximating, inequalities, bounds. Addition, Subtraction of integers and decimals, range, inverse operations, perimeter. Multiplication, division of integers and decimals, substitution into formulae for area, powers of ten, converting metric units, Prime Factor decomposition, HCF, LCM, Problem solving (area). Four operations with negative numbers, BIDMAS.	Ordering, comparing, simplifying, four operations with fractions and with fractions and integers, converting mixed and improper fractions and converting between decimals, fractions and percentages. Know the data handling cycle, types of data, tally charts, two-way tables, frequency trees, averages and range, bar charts, pictograms and line graphs. Definitions of algebraic terminology, forming and interpreting expressions, substitution, expanding and factorising brackets.	Linear sequences and the nth term. Solve linear equations. Percentages from diagrams, writing one number as a percentage of another, percentages of amounts, percentage increase and decrease, reverse percentages. Measure and draw angles, properties of angles in polygons, using angles around a point, on a straight line and in triangle facts. Angles in parallel lines. Interior and exterior angles in polygons.
	K/S (KS2) Revisited	Read, write, order, compare integers, negative numbers in context, rounding, multiples and factors, prime numbers and factors, long multiplication and short division. Read, write, order and compare numbers with up to three decimal places. Calculate the perimeter of composite rectilinear shapes, BIDMAS and use estimation to check answers.	Compare and order fractions. Identify, name and write equivalent fractions of a given fraction, represented visually. Recognise mixed numbers and improper fractions and convert from one form to the other. Add and subtract fractions including mixed numbers and with different denominators. Multiply proper fractions and mixed numbers. Divide proper fractions by whole numbers. Read and write decimal numbers as fractions. Use simple formulae. Calculate and interpret mean.	Describe linear sequences. Understand that per cent relates to 'number of parts per hundred', percentages as a fraction with denominator 100, and as a decimal, percentages of amounts. Calculate area of rectangles, parallelograms and triangles. Know angles facts at a point, on a straight line and half a turn (total 180°). Use the properties of rectangles to deduce related facts and find missing angles. Regular and irregular polygons based on reasoning about equal sides and angles.
Year 8	Knowledge	**Number, Geometry and Measures, Algebra** 10. Fractions 2. 11. Percentages 2. 12. Geometry 2. 13. Number and Algebra.	**Ratio, Proportion and Rates of Change, Geometry and Measures, Algebra** 14. Algebra 2. 15. Ratio 1.	**Algebra, Statistics** 16. Algebra 3. 17. Statistics 2.
	Skills	Four operations with fractions and with mixed fractions. Simple interest, compound interest, reverse percentages and problem solving. Area of circles and trapeziums, converting between area units, circumference of circles and Pythagoras' Theorem. Index Laws and Standard Index form.	Solving equations and inequalities, transposition of formula, expanding and factorising single and double brackets. Simplifying ratio and sharing in a ratio. Multiplicative relationships, ratios as fractions, work rate, similar shapes, recipes, exchange rates and best buy problems.	Plotting linear functions, parallel lines, finding gradients. Transposition of formula. Averages and range from frequency tables. Frequency polygons, stem and leaf diagrams, scatter graphs. Pie charts. Probability scale, mutually exclusive events, theoretical probability, sample space, relative frequency and Venn diagrams.
	K/S Revisited	Ordering, comparing, simplifying, four operations with fractions and with fractions and integers, converting mixed and improper fractions. Percentage change. Area of rectangles, parallelograms and triangles.	Collecting like terms. Forming an expression from words. Expand and factorise single solving equations. Expanding and factorising single brackets.	Transposition of formula. Averages and range. The data handling cycle.

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Year 9	Knowledge	**Algebra, Geometry and Measures** 18. Algebra 4. 19. Geometry and Measures 3.	**Number, Geometry and Measures** 20. Number. 21. Geometry and Measures 4. 22. Algebra 5.	Geometry and Measures, Ratio, proportion and Rates of Change, Data and Probability 23. Geometry and Measures 5. 24. Ratio 2. 25. Probability.
	Skills	Interpret straight line graphs. Find the equation of a line. Reduce equations into the form y=mx+c. Compare straight line graphs and equations to linear sequences and the nth term rule. Solving Inequalities including graphically and on a number line. Change the subject of a formula. Language of shape; faces, edges, vertices, name common prisms and non-prisms. Construct and use scale drawing. Construct perpendiculars and bisectors. Understand congruence; explore via construction.	Real and Rational numbers. Extend knowledge of HCF/LCM. Use percentages over 100%, find percentage change, use multipliers in variety of contexts, and solve reverse percentage problems. Financial maths, bills, statements, interest, unit pricing (best buys). Find angles using algebraic methods. Use chains of reasoning to evaluate angles. Rotational symmetry, rotation, translation, variance and invariance in context of transformations. Pythagoras' Theorem to find missing sides, and to determine whether triangle is right-angled. Simultaneous equations including graphical method (linear equations). Volume and Surface area of prism and cylinders, solve reverse volume problems. Construct 3-D shapes from nets, and construct nets.	Enlargement. Calculate the lengths of missing sides in similar shapes. Direct proportion problems and graphs. Conversion graphs. Solve ratio problems given the whole or a part Unit pricing problems (best buys). Compound units (speed, density, pressure). Expand binomials. Create and interpret timetables; solve problems involving speed, distance, time. Solve inequalities on number lines, including error intervals. Represent word problems in a variety of forms (graphs, tables, expressions). Interpret graphs of any form including piece-wise, reading from quadratics, speed/time Compare theoretical and experimental probabilities; probability of two or more events.
	K/S Revisited	Plotting linear functions, parallel lines, finding gradients. Solving equations with unknowns on both sides using all previous contexts. Brackets, rounding, unit conversions, including area and volume units.	Revisit types of number. Fraction arithmetic including, fractions of amounts and reverse problems. FDP equivalence. Ratio. Revisit Standard Form. % increase and decrease. Angle facts. Revisit fractions and directed number in the context of rotation. Compare and contrast rotational symmetry with line symmetry. Identify shapes.	Ratio notation. Circumference. Y = mx + c. Unit pricing. Data measures, charts, graphs including bivariate data; criticise misleading graphs. Revisit alternate representations of sequences and algebraic rules. Frequency Trees. Standard form. PFD.
Stretch and Challenge	Skills	Change the subject of complex formula. Explore perpendicular lines. Loci.	Repeated percentage change. Develop more complex geometric proofs. Series of transformations. Proof of Pythagoras Theorem. 3-D Pythagoras. Volume of cones, spheres, and complex shapes. Surface area of prisms.	Enlarge with negative scale factors. Similar triangles – exploring ratio in right-angled triangles. Inverse proportion graphs. Converting compound measures. Probability Tree Diagrams.

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Year 10 FOUNDATION 20-21	Knowledge	AI. Averages Large data sets (recap X). T. Timetables. S. Compound Measures. U. Distance-Time Graphs. AV. Linear Inequalities (recap AE). AF. Real – Life Graphs. AC. Construction.	AA. & AB. Percentages 1 and 2. AR. & AS. Probability 1 and 2. AY. Pythagoras' Theorem. BC. Simultaneous Equations. AD. 3-D Shapes.	K. Reading Scale and converting units. AG. Volume. AH. Cylinders. AP. Ratio and Scale. AV. Similarity and Congruence. BD. Quadratic Equations.
	Skills	Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data, and appropriate measures of central tendency (including modal class) and spread. Read times and work out time intervals, convert between 12–hour and 24–hour clock times. Read bus and train timetables and plan journeys. Use compound units such as speed, unit pricing and density to solve problems, convert between related compound units (speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts. Plot and interpret graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration. Solve linear inequalities in 1 {or 2} variable {s}; represent the solution set on a number line, {using set notation and on a graph}. Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from / at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line.	Set up, solve and interpret the answers in growth and decay problems, including compound interest. Apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to 1. Use a probability model to predict the outcomes of future experiments; understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size. Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions. Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations, derive simultaneous equations, solve them and interpret the solution. Construct and interpret plans and elevations of 3D shapes.	Apply the concepts of congruence and similarity, including the relationships between lengths, in similar figures. Factorising quadratic expressions, including the difference of 2 squares; identify and interpret roots, intercepts and turning points of quadratic functions graphically; deduce roots algebraically solve quadratic equations algebraically by factorising.
	K/S Revisited		Percentages from diagrams, writing one number as a percentage of another, percentages of amounts, percentage increase and decrease, reverse percentages. Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale. Understand that the probabilities of all possible outcomes sum to 1. Enumerate sets and unions / intersections of sets systematically, using tables, grids and Venn diagrams. Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities. Use Pythagoras' Theorem to solve problems involving right-angled triangles.	Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes). Derive and apply formulae to calculate and solve problems involving volume of cylinders. Use ratio notation, including reduction to simplest forms. Divide a given quantity into 2 parts in a given part:part or part:whole ratio; express the division of a quantity into 2 parts as a ratio. Understand that a multiplicative relationship between 2 quantities can be expressed as a ratio or a fraction. Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions.

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Year 10 HIGHER 20-21	Knowledge	H. & Q. Fractions 1 and 2. Z. & BN. Circles and Circle Theorems. S. Compound Measures. U. Distance-time Graphs. AV. Linear Inequalities. AF. Real Life Graphs.	AA. & AB. Percentages 1 and 2. AR. & AS. Probability 1 and 2. AJ. & AK. & AQ. Cumulative Frequency, Histograms, Scatter graphs and Correlation AC. Construction. BV. Finance.	R. & Z. Perimeter and Area (recap). AD. 3-D Shapes. AG. Volume. AH. Cylinders. AP. Ratio and Scale. BD. Quadratic Equations. AM. Quadratic Graphs. BT. Further Inequalities.
	Skills	Calculate exactly with fractions, change recurring decimals into their corresponding fractions and vice versa. Calculate arc lengths, angles and areas of sectors of circles. Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment. {Apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results}. Use compound units such as speed, unit pricing and density to solve problems, convert between related compound units (speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts. Plot and interpret graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration. Solve linear inequalities in 1 {or 2} variable {s}; represent the solution set on a number line, {using set notation and on a graph}. Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from / at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line.	Set up, solve and interpret the answers in growth and decay problems, including compound interest. Apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to 1. Use a probability model to predict the outcomes of future experiments; understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size. Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions. {Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams} {construct and interpret diagrams for grouped discrete data and continuous data, i.e., histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use}. Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: appropriate graphical representation involving discrete, continuous and grouped data. {Including box plots}. Appropriate measures of central tendency (including modal class) and spread {including quartiles and inter-quartile range}. Use and interpret scatter graphs of bivariate data; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers. Construct and interpret plans and elevations of 3D shapes.	Simplify and manipulate algebraic expressions (including those involving surds {and algebraic fractions}) by factorising quadratic expressions, including the difference of 2 squares; {factorising quadratic expressions of the form $ax^2 + bx + c$}. Identify and interpret roots, intercepts and turning points of quadratic functions graphically; deduce roots algebraically {and turning points by completing the square}. Solve quadratic equations {including those that require rearrangement} algebraically by factorising, {by completing the square and by using the quadratic formula}. Find approximate solutions using a graph. Solve quadratic inequalities in 1 variable; represent the solution using set notation and on a graph. Apply the concepts of congruence and similarity, including the relationships between lengths, {areas and volumes} in similar figures. Interpret and use fractional {and negative} scale factors for enlargements. {Describe the changes and invariance achieved by combinations of rotations, reflections and translations}.

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	K/S Revisited	Use the 4 operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative. Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 and $\frac{3}{8}$). Interpret fractions and percentages as operators. Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes. Understand that a multiplicative relationship between 2 quantities can be expressed as a fraction.	Percentages from diagrams, writing one number as a percentage of another, percentages of amounts, percentage increase and decrease, reverse percentages. Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale. Understand that the probabilities of all possible outcomes sum to 1. Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams. Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities. Describe simple mathematical relationships between 2 variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs. Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes).	Derive and apply formulae to calculate and solve problems involving volume of cylinders. Use ratio notation, including reduction to simplest form. Divide a given quantity into 2 parts in a given part : part or part : whole ratio; express the division of a quantity into 2 parts as a ratio. Understand that a multiplicative relationship between 2 quantities can be expressed as a ratio or a fraction. Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions.
Year 11 FOUNDATION 20-21	Knowledge	**Statistics, Geometry and Measures** AQ. Scatter Diagrams. AN. & AO. Transformations. AX. Transposition of formula. AP. Ratio and Scale. AZ. Converting Units of Measure. BF. Surface Area and Volume of complex shapes.	**Algebra, Geometry and Measures** QM. Quadratic Equations. BG. Further Graphs. BH. Direct and Inverse Proportion. BP. Vectors. AT. Angles in Polygons. BC. Simultaneous Equations.	**Number, Preparation for exams** BR. Venn Diagrams. BB. Trigonometry. BS. Proof (excluding algebraic). BA. Surds (higher topic).
	Skills	Use and interpret scatter diagrams of bivariate data; recognise correlation and know it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers. Interpret and use fractional scale factors for enlargements, describe translations as 2-D vectors.	Compare lengths, areas and volumes using ratio notation and / or scale factors; make links to similarity. Calculate surface areas and volumes of spheres, pyramids, cones and composite solids. Plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration. Understand that X is inversely proportional to Y, that is equivalent to X is proportional to $\frac{1}{Y}$; interpret equations that describe direct and inverse proportion. Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors. Use algebra to support and construct arguments.	Calculate exactly with fractions, {surds} and multiples of π.
	K/S Revisited	Describe simple mathematical relationships between 2 variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs. Draw regular and other polygons that are reflectively and rotationally symmetrical, identify properties of, and describe the results of, translations, rotations and reflections applied to given figures, construct similar shapes by enlargement, with and without coordinate grids.	Rearrange formula to change the subject. Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs. Derive and use the sum of angles in a triangle, and use it to deduce the angle sum in any polygon, and derive properties of regular polygons; apply angle facts.	
Year 11 HIGHER 20-	Knowledge	**Number, Algebra, Geometry and Measures** AZ. Converting Units of Measure. BF. Surface Area and Volume. BH. Direct and Inverse Proportion. BA. Surds. BJ. Pythagoras & Trigonometry in 3-D.	**Algebra, Geometry and Measures** BI. Further Simultaneous Equations. BG. Further Graphs. BU. Gradients and Area Under Graphs. BM. Transformations of Graphs and Functions.	**Algebra, Preparation for exams** BO. Algebraic Fractions. BS. Proof. BR. Venn Diagrams and Set notation.

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		BL. Sine and Cosine Rules. BQ. Iterations and Functions.	BP. Vectors. *AP. Ratio and Scale (set during home learning).*	
	Skills	Understand that X is inversely proportional to Y is equivalent to X is proportional to $\frac{1}{Y}$; construct and interpret equations that describe direct and inverse proportion. Calculate exactly with fractions {surds} and multiples of π {simplify surd expressions involving squares [for example √12 = √(4 × 3) = √4 × √3 = 2√3] and rationalise denominators}. Apply Pythagoras' Theorem and trigonometric ratios to find angles and lengths in right-angled triangles {and, where possible, general triangles} in 2 {and 3} dimensional figures {know and apply the sine rule and cosine rule to find unknown lengths and angles}. Set up, solve and interpret the answers in growth and decay problems, including compound interest {and work with general iterative processes}. Where appropriate, interpret simple expressions as functions with inputs and outputs {interpret the reverse process as the 'inverse function'; interpret the succession of 2 functions as a 'composite function'}.	Calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts. {Interpret the gradient at a point on a curve as the instantaneous rate of change; apply the concepts of instantaneous and average rate of change (gradients of tangents and chords) in numerical, algebraic and graphical contexts}. Compare lengths, areas and volumes using ratio notation and / or scale factors; make links to similarity, including relationships between lengths {area and volume} in similar figures. {Sketch translations and reflections of the graph of a given function; calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams}. Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors {use vectors to construct geometric arguments and proofs}. Solve 2 simultaneous equations in 2 variables (linear / linear {or linear / quadratic}) algebraically; find approximate solutions using a graph. Plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration. Interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts {recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point}. Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions, the reciprocal function y = with x ≠ 0, {the exponential function y = kx for positive values of k, and the trigonometric functions (with arguments in degrees) y = sin x, y = cos x and y = tan x for angles of any size}.	Simplify and manipulate algebraic expressions (including those involving surds {and algebraic fractions}) by: factorising quadratic expressions, including the difference of 2 squares; {factorising quadratic expressions of the form $ax^2 + bx + c$}. Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments {and proofs}.
	K/S Revisited	Know the exact values of sin θ and cos θ for θ = 0°, 30°, 45°, 60° and 90°; know the exact value of tan θ for θ = 0°, 30°, 45°, 60°.		Enumerate sets and unions / intersections of sets systematically, using tables, grids and Venn diagrams.

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Science

Intent

By the end of their five-year education at DCA we intend for our students to know the fundamental scientific principles from Biology, Chemistry and Physics that will provide a foundation for understanding and navigating the world. Student knowledge is structured around big ideas[1] in Science which range from the particulate nature of matter to the cellular basis of living organisms to different forms of energy and how the transformation of energy impacts our lives.

On top of this content we also want students to understand the processes of scientific inquiry that leads to the creation and development of concepts and theories. Students will understand how Science can be used to explain observations and make predictions about natural phenomena. This Scientific content and skills are what we intend our students to leave with and what we deem to be our powerful knowledge.[2]

At Key stage 3 our curriculum has been developed across the Multi-Academy Trust and is based on the AQA key stage 3 programme of study in conjunction with the key stage 3 National Curriculum. The curriculum covers the key concepts of Biology, Chemistry and Physics and mirrors the GCSE key stage 4 curriculum in many ways. However, it also covers other important concepts like the Human Skeleton and Muscles, the solar system and the structure of the Earth and rock cycle, which we also deem to be important powerful knowledge.

At key stage 4 we use the AQA Trilogy specification for Combined Science students, and one group of students selected via current attainment in Science and attitude and engagement in lessons, follow the separate Science Biology, Chemistry and Physics GCSE. This is the most widely used exam board across the UK and therefore gives access to the largest amount of revision and teaching resources for both our students and staff.

In terms of content for Biology at key stage 3, students learn about the structure, function and behaviour of living organisms like humans, animals, plants and also microscopic organisms, building up from the microscopic cellular level to the macro-scale interactions in an ecosystem. These topics are all revisited and extended at key stage 4, with the expectation that students learn to apply this knowledge and make developed links between topics so they can appreciate the interdependence of living things.

In Chemistry at key stage 3, students start with a rigorous grounding in the fundamentals of secondary level Chemistry, studying the states of matter, elements, compounds and mixtures, the periodic table, chemical reactions and the behaviour of different materials. Having mastered the foundation knowledge, students are then fully equipped with the necessary knowledge and skills to tackle the more challenging key stage 4 content, such as chemical bonding, quantitative chemistry and how Chemistry is used in industry.

In addition, in Physics at key stage 3, students study forces, electricity, sound, light and space. At key stage 4 the focus shifts to a more quantitative appreciation of the subject matter, which allows students to apply skills that have already been introduced in their Mathematics lessons to manipulate equations as well as introducing more challenging concepts such as energy, pressure and density.

Throughout each key stage 4 unit, every 2-3 weeks, specific links are made to potential careers that could utilise the powerful knowledge and skills that have been taught in that unit. We have a dedicated careers link within the department who has developed resources in order to relate what students have learnt to the real world to engage and enthuse them about Science.

In order to tackle social disadvantage, we prioritise disadvantaged students when creating and implementing out of school intervention. Disadvantaged and SEND students are also targeted through in-class intervention (questioning, one-to-one teaching, and small break-out groups). This allows for rapid identification of any misconceptions and errors. In addition, students are provided with a specific time during the school day to study, revise and complete out of class homework which they may otherwise find it difficult to complete at home.

Implementation

At the start of year 7, students sit a baseline assessment covering key skills and knowledge from the Primary National Curriculum. This allows for early intervention to be put in place to ensure that all students can access the key stage 3 curriculum from a level playing field, independent of their background knowledge. In addition to this, our curriculum is designed around the most disadvantaged learner in our community. We are careful not to assume any prior general knowledge or cultural capital and instead, we aim to democratise knowledge through explicit teaching, so that all students can lay claim to a rich intellectual inheritance.

All students in key stage 3 are taught the same rigorous curriculum and all students are taught from the same sequential lesson plans so that everyone is given access to the same powerful and catalytic knowledge. That being said, teachers understand the need to adjust and differentiate their lessons and resources to make them accessible yet challenging for all learners. Although students at secondary level are taught in different sized groups and towards different tiers, we have the same high expectations of all students. We make sure that every student in Science is pushed to reach their potential by the constant review of summative assessments and moving students between classes and tiers based on this. Every student is given every opportunity to reach the highest grade.

In Science, the five-year programme of study is planned so that core knowledge is mastered and then built up and re-visited in later units. For example, core knowledge on the typical structure of an animal and plant cell is taught in year 9, followed by how a leaf is adapted for

[1] https://www.ase.org.uk/bigideas
[2] Young, M. Lambert, D. (2014) Knowledge and the Future School: Curriculum and Social Justice

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Photosynthesis in different types of plant cells in year 10, followed by a closer look into the nucleus of animal and plant cells and how they can reproduce in year 11 reproduction. This allows students to revisit, retain and retrieve knowledge via implementing cognitive load theory and spaced review theory based on recommendations from the Improving Secondary Science guidance report.[3]

Within sequential planning documents guidance on how to address pre-conceptions and misconceptions ensure students are not building new knowledge on incorrect assumptions and misunderstanding from previous teaching and knowledge gained from everyday life. Staff have developed these documents using guidance from STEM learning[4] to make sure students can overcome barriers, then gather new knowledge and progress quickly as possible.

Learning is chunked into 2-3 week units in both key stage 3 and key stage 4 where students cover a short unit of learning, followed by a consolidation activity and then a short formative assessment. This provide a key opportunity for students to revise the unit and catch up on any missed content, and also enables teachers to re-teach knowledge gaps and address misconceptions and gaps for larger cycle assessments.

At the end of each cycle, all students complete an assessment on the whole content covered since the start of that key stage. This ensures that students are not just examined on recently taught materials, which develops their revision skills and also the ability to retrieve prior knowledge. The relative performance of students compared to others within their year group is then compared and some students may move classes based on this. This ensures that students are in the most suitable attainment range class so teachers can support the needs of all students.

Both in and out of the classroom revision is interleaved using standardised “do now” questions to assess knowledge, and regular pre-set homework exam questions that recap content and develop skills on units previously covered. Also 100% Books are used by students in morning meetings to revise, retrieve and test themselves on the powerful knowledge from previous terms and years. These methods support students to retain and retrieve key knowledge as suggested by the Improving Secondary Science Guidance Report.

Underachieving students, particularly those from a disadvantaged background are specifically selected each term for targeted intervention sessions. These sessions initially focus on different ways to support revision and then key skills that students can use both in lessons and in preparation for examinations. Important skills such as, planning, revision, time management, and data analysis can also be transferred across other subjects and many situations outside of school.

Key required practical activities are organised into specific units throughout the five years. At key stage 4 these are completed and recorded by students in specific practical activity books. Other practical work is also suggested through sequential lesson planning and lesson resources and a typical standard of one practical activity per week for students at key stage 4 is advised. We know as a department that regular “hands on” practical work is important due to the five key opportunities it gives students in the classroom noted in the Good Practical Science Report.[5]

Departmental resources are organised into specific lesson files, which contain a “primary resource” which have been created by a specialist member of staff to allow even the most inexperienced teacher cover the key content. Lesson files are linked to the sequential planning documents that are ordered following the long-term plans. The individual primary lesson resources are reviewed and improved annually by different Science specialists within the department. Sequential planning documents and long-term plans are annually reviewed and tweaked by the Science management team and senior management to ensure their quality and effectiveness.

Impact

As a department we aim to be significantly above national average (>+1 progress 8) on average for both Combined and Triple Science when our students leave year 11. Our efforts to ensure that students from a socially disadvantaged background make as much progress as other students should result in a disadvantaged gap no more than P8 of 0.2 for Combined and Triple Science by the end of year 11.

As well as examination data, throughout the 5 years of Science teaching we also strive to instil a love and interest of Science to our students. This can be assessed by the high proportion of our students that opt to go on to study level 3 Science related courses. For example, A levels in Science, vocational courses such as Applied Science and Health and Social Care. Furthermore, we want our students to be able to use their Scientific powerful knowledge to make sense of the world and be able to make their own judgements on information and data through the skills we have taught them, which will be evidenced in the students being successful in any career or subject they chose to study after key stage 4.

Cycle by cycle we know our students have learnt the intended knowledge and developed skills through their ability to correctly approach and answer questions during lessons, formative end of topic test and summative cycle assessments. Cycle assessments are analysed in depth by teachers using question level analysis which is then acted on by re-teaching and often reassessing key concepts.

Whole cohort analysis is carried out at the end of each cycle and comparisons are made with starting points and previous cohorts as well as comparisons across the Trust to check and ensure improvement. This then enables us to re-evaluate the curriculum and sequential lesson plans, adapting them where necessary.

After each cycle the HOD and SMT link meet to analyse the data, identifying areas of success and also gaps across whole cohorts and individual classes that have underperformed. Strategies are then discussed and agreed on to improve these areas. Data meetings are then held with

[3] https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-secondary-Science/
[4] https://www.stem.org.uk/resources/elibrary/resource/31725/understanding-misconceptions
[5] Holman, J. (2017) Good Practical Science, London: Gatsby Foundation.

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teachers of all classes in Year 11 and teachers of underperforming classes in Year 7-10 with the Science management team. Specific strategies are agreed and recorded to improve the attainment of underachieving students in each class. These strategies are subsequently followed up in the next cycle and teachers are help to account for the impact.

Powerful knowledge is assessed in assessments, but also in class when teaching concepts that require previous knowledge to access them like the ethics of STEM cell and genetic technologies, the use of finite and renewable resources from the Earth, and evaluating the use of different electricity generation resources. Students will produce evidence of their learning that will allow their teacher to assess knowledge of that topic, but also of previously learnt topics so students can demonstrate how this powerful knowledge has been linked together in their long term memory. The acquisition of this powerful knowledge is judged by the whole school's performance in examination results. In addition, many aspects of the powerful knowledge learnt in Science can be used in other subjects, for example Design Technology, Maths, and Geography.

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DIXONS CITY ACADEMY

Science - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	Ecosystems. Particles and solutions.	Energy. Cells. Acids and alkalis. Reproduction.	Forces and space. Elements compounds and mixtures. Waves. Earth structure and rocks.
	Skills	Extended writing on separating rock salt via different methods. Rf calculations with Chromatography. Extended writing on animal adaptations. Graph plotting and interpreting on predator prey relationships.	Calculation on cell size. Equation using and rearranging with energy calculations. Extended writing evaluating energy resources. Extended writing with the journey of sperm in reproduction. Data analysis on effects of alcohol and smoking in pregnancy.	Calculations on speed, acceleration and forces. Wave calculations. Extended writing on the rock cycle. Standard form with wave properties. Ratio and percentages with structure of the earth.
	K/S Revisited		Particles and solutions in acids and alkalis. Cells in reproduction.	Energy in waves and forces and space. Particles and solutions in elements compounds and mixtures.
Year 8	Knowledge	Human organisation. Chemical reactions. Electricity and electromagnetism.	Plants and photosynthesis. Metals and reactivity. Describing motion. Force and motion.	Health and disease. Inheritance, chromosomes, DNA and genes. Environmental chemistry. Pressure density and moments.
	Skills	Experiment variables investigating enzymes. Extended writing describing digestion. Extended writing describing journey of blood through the circulatory system. Data analysis on effect of exercise on the body. Percentage and ratio calculations with chemical calculations. Experiment variables investigating electromagnets.	Experiment variables investigating photosynthesis. Graph plotting and interpreting with photosynthesis. Graph plotting and interpreting skills looking at distance time and speed time graphs. Equation rearranging with speed, acceleration and force calculations.	Data analysis on the effects of diseases. Extended writing evaluating different drugs. Data analysis on the effects of lifestyle choices on health. Equation rearranging with pressure, density and moment equations.
	K/S Revisited	Cells in human organisation. Elements compounds and mixtures in chemical reactions. Energy in electricity and electromagnetism.	Chemical reactions and elements compounds and mixtures in metals and reactivity. Cells in plants and photosynthesis. Forces and space in describing motion and forces and motion.	Human organisation in health and disease. Force and motion in pressure density and moments. Chemical reactions and elements compounds and mixtures in environmental chemistry. Cells in inheritance, chromosomes, DNA and genes.
Year 9	Knowledge	Cell biology. Atomic structure. The periodic table. Conservation and dissipation of energy. Energy transfer by heating.	Organisation and digestion. Organisation in animals and plants. Structure and bonding. Energy resources. Electricity. Mains electricity.	Non-communicable diseases. Communicable diseases. Preventing and treating disease. Chemical calculations. Molecules and matter.
	Skills	Standard form with cell and atom size. Rearranging equations for magnification. Graph drawing with osmosis. Experiment variables in osmosis required practical. Extended writing on evaluating stem cell technologies. Equation rearranging in energy calculations.	Extended writing in evaluating energy resources. Experiment variables on enzymes required practical. Plotting graphs in enzymes required practical. Plotting graphs in specific heat capacity experiment. Equation rearranging and unit conversion in electricity calculations.	Data analysis and reliability of data for non-communicable diseases. Standard form, ratio and percentage calculations and significant figures in chemical calculations. Standard form equation rearranging and significant figures in density calculations. Extended writing and data analysis on vaccination and other drugs.
	K/S Revisited		Cell biology in organisation and digestion. Atomic structure in structure and bonding. Conservation and dissipation of energy in electricity.	Atomic structure and energy transfer by heating in molecules and matter. Organisation in animals and plants in non-communicable diseases. Cell Biology in communicable diseases.

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Year 10	Knowledge	Photosynthesis. Respiration. Chemical changes. Electrolysis. Energy changes.	Atomic structure and radiation. Crude oil and fuels. Earth's atmosphere. Chemical analysis.	Adaptations interdependence and competition. Organising an ecosystem. Biodiversity in ecosystems. Force in balance. Motion. Forces and motion.
	Skills	Extended writing on making a soluble salt required practical. Graph drawing skills on products of electrolysis over time required practical. Experiment variables in energy changes required practical. Data analysis with exercise effects on respiration data. Experiment variables on Photosynthesis required practical. Graph drawing and interpreting on photosynthesis required practical.	Graph drawing skills and interpreting from half-life data. Ratios and percentage calculations with half-life calculations. Graph drawing and interpreting on data of carbon chain length versus boiling point. Ratios, percentages and pie-chart with current and early Earth's atmosphere. Extended writing on the history of the Earth's atmosphere. Ratio calculations with Rf calculations in Chromatography.	Ratios percentages and significant figures in sampling required practical calculations. Graph interpreting and data analysis on effects of climate change, deforestation, and human population impact. Standard form equation rearranging and significant figures with forces calculations. Graph drawing and interpreting with force and acceleration required practical. Experiment variables with force and acceleration required practical. Graph drawing and interpreting with force and extension required practical. Experiment variables with force and extension required practical. Extended writing on terminal velocity.
	K/S Revisited	Atomic structure and the periodic table in chemical changes. Structure and properties of bonding in electrolysis. Cell structure in respiration and photosynthesis.	Atomic structure in atomic structure and radiation and chemical analysis. Structure and bonding properties and chemical changes in crude oil and fuels.	Conservation and dissipation of energy in motion and forces and motion. Earth's atmosphere in biodiversity in ecosystems.
Year 11	Knowledge	Human nervous system. Hormonal control. Reproduction. Rates and equilibrium. The Earth's resources.	Variation and evolution. Genetics and evolution. Wave properties. Electromagnetic waves. Electromagnetism.	Revision
	Skills	Extended writing on how the reflex arc works. Extended writing on glucose control. Extended writing on the menstrual cycle. Extended writing evaluating contraceptives. Mean calculations and significant figures in human nervous system required practical. Percentage and ratio calculations with genetic diagrams. Experiment variables in the nervous system required practical. Experiment variables with rates of reaction experiments. Graph plotting and interpreting with rates of reaction experiments. Graph and data analysis on the use of Earth's finite resources.	Extended writing evaluating the use of genetic technologies. Extended writing describing and explaining evidence for natural selection. Standard form, calculations and significant figures in wave calculations. Data analysis and interpreting on the dangers of using electromagnetic waves. Experiment skills investigating electromagnetic strength. Graph plotting and interpreting investigating electromagnetic strength.	
	K/S Revisited	Cell biology in the human nervous system and reproduction. Organisation and the digestive system and organisation in animals and plants in hormonal control. Chemical changes and energy changes in rates and equilibrium. Biodiversity in ecosystems in the Earth's resources.	Preventing and treating diseases in genetics and evolution. Adaptations and interdependence in variation and evolution. Motion in wave properties. Energy transfer by heating in electromagnetic waves. Forces and motion in electromagnetism.	

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Spanish

Intent

We believe that learning to communicate in an additional language is a valuable life skill that will help our students to be more effective global citizens and open up a range of employment opportunities for them. Our Spanish curriculum exposes students to a new language and several new cultures. We aim to provide students with the foundations for learning further languages, helping to give them the opportunity to work or study abroad.

The study of Spanish is compulsory for our students throughout their time at DCA. Spanish is the second most spoken language in the world, studying Spanish will open up many doors and opportunities for our students.

We believe that students will make the most progress as linguists if they focus their efforts on one language. This means that staff can focus their attention on preparing one set of explicit learning resources. Amongst language graduates, Spanish is the most widely spoken language.[1] Therefore, our decision to teach Spanish allows us to recruit from a wider range of teaching staff. Furthermore, we are aiming to equip our students to learn any language they may need to use in the future, and so going into more depth in one language is of greater long-term value than learning the basics of communication in multiple languages.

We develop students' competence in listening, reading, writing and speaking; providing students with the skills and knowledge they require to express and justify their ideas across a wide range of topics. Our curriculum also provides students with opportunities to use their linguistic abilities for practical purposes, such as typical interactions they may need to conduct in a shop or restaurant. While our underlying aim is to develop the skills necessary for learning any language, this also provides students with the specific vocabulary and speaking and listening practice needed for successful interactions while visiting Spanish-speaking countries.

Students begin their studies with very limited prior knowledge of the language, and we aim to build vocabulary, basic grammar and conversational language whilst also exploring a diverse range of topics and more complex grammar. This allows students to express themselves in a foreign language. At KS4, the curriculum builds on prior learning by revisiting many topics encountered before, in order to deepen knowledge and increase linguistic and grammatical sophistication. Our curriculum enables students 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.

Our curriculum is also designed to take into consideration the Ebbinghaus Forgetting curve.[2] By focussing on key knowledge that is interleaved through Year 7 and Year 8 we support students' schematic acquisition of learning in their long-term memory. In KS4, we build on students' solid understanding of vocabulary to support spontaneity in speaking and writing by the end of Year 11. Our curriculum is influenced by the National Centre for Excellence for Language Pedagogy (NCELP)[3] in terms of our teaching and practise of grammar, from Rachel Hawkes[4] in our teaching of phonics, from Pearson Active Learn[5] in our development of reading and listening skills, and from Gianfranco Conti[6] in our teaching of new vocabulary. We dedicate weekly department time to reviewing and developing our lesson resources.

In addition to the teaching of the Spanish language, we believe that is essential for our students to gain a deeper understanding of the cultural values of Spain and other Hispanic countries. As a result, we regularly showcase attractions, events and customs of the Spanish speaking world within lessons. Since many of our students have not yet had the opportunity to travel within the Spanish-speaking world, we believe we have a responsibility to foster a genuine interest in the wider world for our students and to enable them to develop an in-depth knowledge of other cultures. Through developing all students' cultural awareness and encouraging them to form and express their own ideas on real world issues, we hope to encourage our students to become active global citizens, helping to change our world for the better. We believe that this emphasis on cultural awareness is particularly important for our students in Bradford given the range of backgrounds that our students come from. We encourage our students to show respect of cultural differences, engage with people from different cultural backgrounds and to encounter topics and viewpoints with an open mind.

Grammatical knowledge is essential for effective language learning and as such, throughout KS3, students are taught to recognise and use present tense, past tense and future tense. This enables our students to be able to manipulate grammatical structures and use a wide range of vocabulary to express and justify their ideas about a range of topical issues. Throughout KS4, past, present and future tenses are revisited regularly, and further tenses are introduced. Students become well equipped to communicate confidently and coherently with an increasing degree of fluency. All of our students are exposed to vocabulary and grammatical knowledge from AQA's higher specification[7], tackling social disadvantage by giving all students the opportunity to make excellent progress and supporting our whole school vision of consistently being in the top 1% of schools nationally.

Our curriculum intent is shared with colleagues through regular departmental meetings and CPD sessions and is also regularly discussed with colleagues across the Dixons Academies Trust (DAT) at cross-cutting team meetings. Students and parents can access our curriculum overview through the school website and the course content is also set out in student 100% Books. Parental consultation evenings also provide us with

[1] https://www.educationworld.in/foreign-languages-in-demand-across-the-globe/
[2] Memory: A Contribution to Experimental Psychology -- Ebbinghaus (1885/1913)
[3] https://ncelp.org/
[4] http://www.rachelhawkes.com/
[5] https://www.pearsonactivelearn.com/app/Home
[6] https://gianfrancoconti.com/
[7] https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698

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excellent opportunities to share updates on students' progress and engage in dialogue with students and parents about their experience as language learners at DCA.

Learning a language is not simply the ability to communicate in another language; it also provides opportunities to develop wider skills useful for a successful life such as an appreciation and understanding of other cultures, confidence in public speaking, communication, team work, perseverance and resilience, creative thinking, problem-solving and reflection. Students are regularly taught the career opportunities available to them by being able to communicate in Spanish. We cover the topic of "Work and Future Plans" in detail, linking our linguistic development to potential careers. Furthermore, we celebrate culturally significant days, for example European Day of Languages building cultural capital and wider understanding.

Implementation

Our lessons are sequentially planned and focus on the development of four key skills: listening, reading, writing and speaking, in addition to grammar, vocabulary and cultural knowledge. Lesson resources are explicitly planned to provide challenge and support. All students have a 100% book to use as support in lessons and for homework. Lesson resources also refer directly to the relevant pages of the 100% books to help students revise the correct sections at home.

In Year 7, some students have studied a different language in primary school, while others have studied Spanish and are familiar with some KS3 vocabulary and topics. Therefore, Spanish is taught in form groups initially. Students are then grouped by ability when we have been able to assess each student's level of attainment. There are regular opportunities for students to move between groups each academic year, based on their performance in assessments.

The delivery of our curriculum is quality assured through regular department meetings. These sessions include time dedicated to ensuring that lessons and resources are prepared to the expected high standard, and that lessons are being carefully tailored to the individual needs of the students in each group. Lesson drop-ins are conducted daily by members of our Senior Leadership Team and observations about the teachings and learning seen in lessons within the department are discussed at weekly link meetings. The Head of Department and SLT link each conduct learning walks across the year, ensuring that teachers receive developmental feedback on a regular basis to ensure they continue to develop their pedagogy and practice.

In addition to the content covered in the National Curriculum and AQA GCSE specification, we aim to improve our students' personal development through teaching a range of customs and traditions from the Spanish speaking world, many of which link with content that is taught in other departments across the school. For example, students in Year 9 are set an individual research project on Holy Week celebrations in Spain, helping to develop their understanding of the topic from a different perspective, having recently studied the significance of Easter to Christians in their Religious Education lessons. We also hope to introduce a school trip to Spain in the near future and we also plan to introduce visits to see plays by Spanish playwrights as well as other trips and visits from external organisations such as Leeds University Loves Languages, which will develop our students' broader cultural awareness.

Teachers' use of target language is evident in every lesson and they consistently use data to inform planning and tailor tasks to suit the learning requirements of all pupils. Various strategies such as choral repetition and Kagan[8] structures are used to introduce new vocabulary. Low stakes quizzes and retrieval practice "Do Now" tasks in every lesson help to embed new knowledge in the long-term memory of students. Students are set a vocabulary or grammar learning homework once per week and an online task once per week to develop their listening and reading skills. Teachers provide model responses and walkthroughs to a range of GCSE style tasks, such as extended writing and translation, to ensure students understand what excellent examples of Spanish look like. We assess and provide feedback on these complex skills through both one to one interaction during lessons and whole class feedback. Formative assessments are planned in to our sequences of learning, and summative assessments take place once per learning cycle. Teachers provide clear and actionable feedback to students on how to improve further and address any misconceptions or gaps they have identified. Sequences of learning are planned to include dedicated time for students to respond to feedback and repeat tasks or complete additional activities to ensure that gaps and misconceptions have been successfully addressed. Misconceptions are also minimised through regular consolidation and practise lessons within units of work.

One of the challenges faced by language learners is the vast amount of vocabulary that must be learnt in order to succeed at GCSE. Given that in everyday speech we rarely process words in isolation, Gianfranco Conti's concept of teaching new vocabulary in chunks rather than single words helps our students to process more new vocabulary in their working memory than if vocabulary was taught in isolation. Moreover, it provides students with chunks of language they can use immediately, and which they can analyse and manipulate to form their own sentences. Providing new vocabulary in texts along with vocabulary that is already comprehensible to students also helps to develop inference skills, which are vital to language learning.

Impact

Learning walks, work scrutinies and assessment outcomes will show that students have learnt these skills and knowledge. We will see evidence of students manipulating language structures, using grammar confidently in order to express, explain and justify their ideas in the form of conversations and written work across a range of topics. They will also demonstrate evidence of an in-depth understanding of complex texts and speeches through dialogue with teachers and each other in both English and Spanish, and be able to communicate with a degree of fluency in practical situations. Internal data from cycle assessments and external exam data will show evidence that disadvantaged students are making progress in line with that of their peers and that all students are making at least expected progress against prior

[8] https://www.kaganonline.com/what_is_kagan/

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attainment data. GCSE results will be in line with or higher than national outcomes for students, both overall and within different subgroups, and will increase to be in line with our school ambition of being in the top 1% of schools within the next four years.

Student voice surveys will show evidence that students enjoy learning a language and feel confident in being able to pursue further language studies. This will be reflected in the numbers choosing to study a language at A level. They will also show an interest in travel and the opportunity to experience different cultures and using their linguistic abilities throughout life. They will be keen to participate in trips and visits and talk to their form tutors, other teachers, parents and peers positively about these experiences after the event. Parents at consultation evenings will report that their children are keen to learn Spanish and to travel to Spanish-speaking countries on family holidays, and to participate in school trips to Spain. Some students will continue to seek teachers' support with learning additional languages such as Latin to develop further as linguists.

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Spanish - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	Vocabulary: • Introductions • Numbers • Months and dates • Colours • Descriptions (Hair and eyes) • Pets • Family members • Opinion phrases • Weather expressions • Sports • Possessive adjectives Grammar: • "AR" verb endings • Conjugations of "tener" • Adjectives – word order and agreement	Vocabulary: • School subjects • Adjectives to describe school, subjects and teachers • School facilities • Modes of transport • Prepositions • House and rooms Grammar: • Present tense conjugations of "ir" • Formation of near future tense. Conjugation of "estar"	Vocabulary: • Food and drink • Shapes • Hobbies and free time • Holidays Grammar: • Preterite tense verb endings • Conjugations of "jugar" and "hacer" • Conjugation of "querer" • Work of Spanish artists Study of Día de los muertos through the film "Coco".
	Skills	Skills – (Listening, Reading, Writing, Speaking and Translation) • Accurately pronouncing Spanish words • Forming questions • Using "tener" accurately (Age, brother/sisters, pets) • Forming dates • Using adjectives correctly • Using "ser" accurately (Descriptions of self and others) • Giving opinions accurately • Conjugation of regular present tense "ar" verbs • Making sentences negative • Using connectives • Using definite and indefinite articles • Using intensifiers	Skills – (Listening, Reading, Writing, Speaking and Translation) • Use and recognition of time • Near future tense using irregular verb "ir" • Agreement of adjectives • Use of adjectives to describe appearance and personality • Conjugation of regular present tense "er" verbs • Use of "estar" with prepositions to describe location. • Using "porque" to give reasons • Using context to work out meaning of new words • Using plural indefinite articles • Using "hay" • Using sequencers Using prediction as a listening strategy	Skills – (Listening, Reading, Writing, Speaking and Translation) • Accurately using present tense verbs • Using more complex opinions and reasons • Using "ar" verbs in preterite tense • Using irregular verbs "jugar" and "hacer" • Expressing opinions in the past tense Using stem changing verb "querer"
	K/S Revisited	• Introductions vocabulary • Phonics	• Numbers (Use with time) • "ar" verbs Adjectives and word order	• Present tense "er" verbs • Colours • Adjectives Use of prepositions

Year 8	Knowledge	Vocabulary: • Technology and mobile phone uses • Music and genres • Tv programmes • Clothes • Free time activities • Higher numbers Grammar: • Formation of comparatives • Preterite tense conjugation of "hacer" • Conjugations of stem changing verbs	Vocabulary: • Food and drink • Food related verbs • Question words • Directions • Excuses Grammar: • Formation of the imperative • Formation of some forms of conditional tense • Formation of reflexive verbs Cuisine of Hispanic countries Restaurant etiquette in Hispanic countries	Vocabulary: • House and home • Monuments and places in town • Adjectives to describe holiday home • Summer camps • Jobs Grammar: • Further forms of conditional tense • Formation of superlatives • Use of verbs followed by infinitive (e.g. Se puede/tener que) Barcelona case study – attractions and culture
	Skills	Skills – (Listening, Reading, Writing, Speaking and Translation) • Using complex opinions and reasons • Using adverbs of frequency • Present tense stem changing verbs • Comparatives – más/menos que • Using irregular verb "hacer" in preterite tense • Using past and present tense together Using time markers	Skills – (Listening, Reading, Writing, Speaking and Translation) • Using the imperative • Forming questions / invitations using conditional tense • Using "tener que + infinitve" • Using reflexive verbs • Using an extensive range of negatives • Using familiar / polite "you" • Using direct object pronouns • Using 3 tenses together • Using demonstrative adjectives	Skills – (Listening, Reading, Writing, Speaking and Translation) • Using conditional tense to describe perfect house • Using "se puede + infinitive" • Using "tener que + infinitive" Using superlatives
	K/S Revisited	• Present tense regular verbs • Opinions and reasons • Preterite tense verbs • Adjectives and agreement • Opinions + definite article	• Numbers and time • Using future tense • Days • Prepositions • Connectives Opinions and reasons	• Justifying opinions • Using comparatives • Directions • Verbs in imperative form Using near future tense

Year 9	Knowledge	Vocabulary: • Free time • Holiday destinations • Holiday activities • Accommodation • Verbs of opinion • Question words • Holiday problems Grammar: • Some conjugations of verbs in imperfect tense. • Formation of questions	Vocabulary: • School subjects • School facilities • Free time verbs • Adjectives to describe school • School rules • School problems • Extra-curricular activities Grammar: • Further conjugations of verbs in imperfect tense • Object pronouns "Desde hace" construction	Vocabulary: • Descriptive adjectives • Advantages and disadvantages of social media • Invitations and arrangements • Reading preferences • Relationships • Free time verbs Grammar: • Uses of "ser" and "estar" • Formation of present continuous tense • Relationship reflexive verbs.
	Skills	Skills – (Listening, Reading, Writing, Speaking and Translation) • Identifying persons of verbs • Using a range of opinion verbs • Using percentages • Using imperfect tense for descriptions in the past • Listening for and using sequencers • Using questions to form answers • Making reservations	Skills – (Listening, Reading, Writing, Speaking and Translation) • Giving opinions and justifications on school subjects and teachers • Using imperfect tense to compare primary and secondary schools • Using preterite tense to describe a school trip • Using object pronouns • Using verbs followed by infinitves • Using exclamations • Using "desde hace + present tense"	Skills – (Listening, Reading, Writing, Speaking and Translation) • Using "para" with infinitves • Making arrangements • Using present continuous tense • Using "ser" and "estar" accurately • Using reflexive verbs to describe relationships • Recognising similar ideas expressed differently
	K/S Revisited	• Present, preterite and future tense verbs • Weather expressions • Opinion phrases • "Hacer" in the preterite tense • Stem changing verbs • Irregular verbs in present and preterite tenses	• Opinion verbs • School facilities and subjects • Comparatives and superlatives • Adjective agreement • Negatives	• Physical descriptions • Adjectival agreement • Opinions and reasons • Connectives • Reflexive verbs • Possessive adjectives

Year 10	Knowledge	Vocabulary: • Free time • Holiday destinations • Holiday activities • Accommodation • Verbs of opinion • Question words • Holiday problems Grammar: • Some conjugations of verbs in imperfect tense. • Formation of questions	Vocabulary: • School subjects • School facilities • Free time verbs • Adjectives to describe school • School rules • School problems • Extra-curricular activities Grammar: • Further conjugations of verbs in imperfect tense • Object pronouns • "Desde hace" construction	Vocabulary: • Descriptive adjectives • Advantages and disadvantages of social media • Invitations and arrangements • Reading preferences • Relationships • Free time verbs Grammar: • Uses of "ser" and "estar" • Formation of present continuous tense • Relationship reflexive verbs.
	Skills	Skills – (Listening, Reading, Writing, Speaking and Translation) • Identifying persons of verbs • Using a range of opinion verbs • Using percentages • Using imperfect tense for descriptions in the past • Listening for and using sequencers • Using questions to form answers • Making reservations	Skills – (Listening, Reading, Writing, Speaking and Translation) • Giving opinions and justifications on school subjects and teachers • Using imperfect tense to compare primary and secondary schools • Using preterite tense to describe a school trip • Using object pronouns • Using verbs followed by infinitves • Using exclamations • Using "desde hace + present tense"	Skills – (Listening, Reading, Writing, Speaking and Translation) • Using "para" with infinitves • Making arrangements • Using present continuous tense • Using "ser" and "estar" accurately • Using reflexive verbs to describe relationships • Recognising similar ideas expressed differently
	K/S Revisited	• Present, preterite and future tense verbs • Weather expressions • Opinion phrases • "Hacer" in the preterite tense • Stem changing verbs • Irregular verbs in present and preterite tenses	• Opinion verbs • School facilities and subjects • Comparatives and superlatives • Adjective agreement • Negatives	• Physical descriptions • Adjectival agreement • Opinions and reasons • Connectives • Reflexive verbs • Possessive adjectives

Year 11	Knowledge	Vocabulary: • Chores • Part time jobs • Work experience • Leraning languages • Job applications • Gap year plans • Future plans Grammar: • Imperfect forms of “Soler” • Use and formation of subjunctive • Indirect object pronouns • Use of imperfect subjunctive	Vocabulary: • Housing • Environment • Health and diet • Global issues • Local issues • Sporting events • Natural disasters Grammar: • Use of pluperfect tense • Subjunctive trigger phrases • Formation of commands	Vocabulary revision: Viva GCSE module 1-8
	Skills	Skills – (Listening, Reading, Writing, Speaking and Translation) • Using “soler” in different forms • Using preterite and imperfect tenses together • Discuss advantages of learning languages • Using “saber” and “conocer” • Using indirect object pronouns • Using the subjunctive with “cuando” • Using the imperfect subjunctive	Skills – (Listening, Reading, Writing, Speaking and Translation) • Using present and near future tenses together • Using the present subjunctive with trigger phrases • Using the subjunctive in commands • Using and understanding the pluperfect tense	Skills – (Listening, Reading, Writing, Speaking and Translation) • Extended writing • Translation • Speaking preparation • Listening and reading practise
	K/S Revisited	• “Soler” • Preterite tense • Imperfect tense • Present continuous • Conditional tense • Time • Indefinite articles • Adjective agreement	• “Se debería + infinitive” • Present subjunctive • High numbers • Opinions and justifications • Imperfect tense	• Viva GCSE modles 1-8

Geography

Intent

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." Barack Obama[1]

At Dixons City Academy we aim to create the very best geographers. We challenge our students to develop a critical understanding of 'Our World' and how they interact with that world. All our students learn key geographical principles about the changing human and physical world and how the two interact so they can apply them in a variety of familiar and unfamiliar contexts. Students understand the meaning of 'local action, global impacts' and question how sustainable the way we currently use 'Our World' and its resources. This is all based around building a valuable understanding of place and location to truly make sure our students are 'Global Citizens'.

Staff know what we are teaching as we have a curriculum overview, sequentially planned lessons and shared lesson resources that have been explicitly planned. Weekly CPD ensures that what we are teaching is current and adds to the student learning experience. Students will know what they are being taught at each Key Stage as they will be issued with a 100% Book for each Cycle (KS3) and the GCSE (KS4) and an overview or passport to allow them to track the journey they are on. Parents are given information at Parent Consultation Evenings, through the guided choices booklet and the school website.

Whilst we want students to be in the top 1% nationally, we, as a department, believe our curriculum goes beyond what is examinable. The curriculum is regularly reviewed to ensure that students at KS3 not only receive a broad foundation of knowledge upon which GCSE and A Level skill can be built, but also understand current environmental issues. Students are offered the opportunity to study topics which add to and improve their understanding of the wider world, not just gain qualifications. This ensures that our students have the powerful knowledge they need in our increasingly connected world. The Royal Geographical Society[2] and Geographical Association have been used as a point of reference for suggested topics. Our curriculum has been influenced on the ideas of Mark Enser[3] and by ideas on spacing and curriculum planning and in particular his six pedagogical principles of challenge, explanation, modelling, practice, feedback and questioning. AQA exam feedback has been used to ensure KS4 is robust and supports our students to make excellent progress in line with our vision to consistently be in the top 1% of schools nationally.

Geography helps build the cultural capital of our students by helping them to understand the world around them. Students learn that politics causes change; how globalisation changes the way we live; how their lives are different to those living in countries at varying levels of development. Students develop an appreciation of both social and economic difference and similarity, and they are encouraged to act on global environmental issues to truly 'change our world for the better'.

Geography can open the minds of the students of Bradford by showing them the wider world. It can inspire future generations to be the change they want to see in the world. In our increasingly multicultural city it is vital for our students to develop cultural understanding so as to promote community cohesion. Contextual geography is taught on a local, national and global scale which enables students to make links between their place in Bradford as well as the World.

Careers using Geography are showcased in corridor displays and referenced throughout the sequential lessons planning. In the past former students have been invited to speak to students about Geography has shaped their way in the world.

Implementation

Year 7 begins with a re-teach of the geography skills taught at KS2 to ensure all students have solid foundations upon which knowledge and skills can be built. Human and physical topics are interspersed regularly to encourage student engagement and the ability to make synoptic links which are vital for future study. Students receive a broad curriculum at KS3 providing them with a solid foundation for future study. The curriculum at KS3 is primarily location based to allow students to focus their learning on both human and physical geography. This enables students to begin to appreciate how the two interact. Our sequential lesson planning and explicit lesson resources provide challenge whilst at the same time scaffolds learning and supports students from different starting points to ensure all students can make rapid progress.

A resource vital in supporting our disadvantaged students are our 100% Books which are given to students in all year groups. This is structured to support sequencing of lessons, using the same overarching and topic questions as the Long Term Plans. The content clearly addresses these questions, and supports the acquisition and embedding of key knowledge. Inclusion of sample questions and annotated answers helps students to consolidate and address common misconceptions. Daily Morning Meeting subject quiz provides an opportunity for spacing and retrieval practice as students complete a quiz based on topics covered in current and previous learning cycles.

Lessons start with 'do now' tasks are used to test recall from prior learning. In Year 7, these are focused on recalling knowledge taught at KS2 which forms the vital foundations of our subject. These tasks are self-assessed to enable each student to make improvements

[1] https://geographyeducation.org/2012/09/06/president-obama-on-geography-education/
[2] https://www.rgs.org/
[3] Making Every Geography Lesson Count: Six Principles To Support Great Geography Teaching, January 2019

where necessary and encouraging high challenge, low threat to increase learning and confidence.[4] In Year 8 and 9, 'do now' tasks are based around prior knowledge and often pre-teaching new vocabulary to help with future content. In Years 10 and 11 the 'do now' tasks vary from recalling key facts, key vocabulary and extended writing depending upon the need of the students and the tasks they are learning.

Interleaving is a key component of the teaching of Geography at DCA in both key stages, primarily to ensure students understand the links between the human and physical world. Also to develop student ability to make the synoptic links needed at Post 16 and beyond. The sequence of lessons at KS4 is planned with an understanding of how our students learn to maximise strengths ensuring strong schematic development.

Misconceptions regarding both knowledge and understanding are addressed in each sequential lesson plan and in lesson resources. This ensures that all classes receive consistent messages regardless of who teaches them. We are currently developing the effective use of the 100% book in lessons. Ensuring our students are up to date with current affairs and 'Geography in the news' aims to enable our students to see Geography as 'their world' rather than an unconnected subject which they are not part of.

In an ideal world as Geographers we would visit the places that we are looking. However, as that is not a possibility, we expose our students the places we learn about through the use of images, documentaries and maps. We believe that 'seeing' things greatly improves' our students understanding. This is also vital to ensure we embed knowledge of difficult topics like Glaciation and Coasts across both Key Stages. Our sequential lesson planning is regularly evaluated and updated to ensure our curriculum continues to include "the best that has been thought and said" (Matthew Arnold, 1869). [5] Fieldwork visits take place in Year 10 which offer GCSE students the opportunity to visit two contrasting coastal areas. We support our disadvantaged students where necessary to access our full curriculum including trips and visits. Regular low stakes tests, dialogical tasks requiring students to explain key concepts and ideas, formative assessment at least three times a year, and homework tasks are planned to help students remember this knowledge in detail.

Quality assurance procedures both at departmental level, through HoD and peer drop-ins, learning walks, and whole school observations by SLT ensure that departmental and whole school standards are maintained. Marking moderation for Cycle Assessments takes place during department CPD and on training days. This is dictated by the needs of staff. Whole school book scrutinies take place each term with a focus on a specific year group to ensure parity and consistency across classes in terms of feedback and quality of work. Feedback is then used to inform department CPD.

At KS4, homework is planned for the whole year which requires students to recall previously taught skills and knowledge or gauge understanding of new topics. In addition, revision and exam tasks are used to address specific gaps or misconceptions using their 100% Books. This encourages our students to be independent learners.

Impact

On the surface, the impact of our geography curriculum can be seen in both internal and external assessments which show progress in skills applied at each cycle, and KS4 results that have been significantly above national since the launch of the new specification.

An increasing number of students are opting to continue their study of Geography at KS5 and beyond. However, this remains a focus for the department as whilst a large number of students opt to take Geography at GCSE, we do not yet see this reflected at KS5. We encourage students who have continued the study of Geography to keep in touch. For example, a former who now uses her Geography knowledge in her role within the Town Planning Department of Bradford Council. When this becomes a regular occurrence, we will know our curriculum has had the impact we intended.

In lessons students display high levels of engagement - work in books displays excellence and determination to succeed; they ask pertinent questions and show they have a genuine interest in our world. They 'speak like a geographer' using subject specific language, they can use maps to locate places, and make judgements about a place as part of decision making processes. They can evaluate decisions and impacts for a range of geographical issues, they can undertake fieldwork, analyse a range of data and draw conclusions from what they find.

A highlight of Year 10 is our visit to the Holderness Coast. Many students have a 'lightbulb moment' when they see for themselves the difference in constructive and destructive waves and the resultant landforms, similarly when they see for themselves what is meant by hard engineering. Our students embrace the opportunity to speak to members of the public and showcase our school. At KS3 students complete local area studies to build their understanding of their place in our world. We would like to build a local river / small scale ecosystem study in to our KS3 curriculum as we believe that some of the best learning in Geography takes place outside of the classroom.

Ultimately, our impact can be seen outside of the classroom in extra-curricular activities such as Duke of Edinburgh, where students can accurately use Ordnance Survey map skills in real life situations. In the success of our 'Solutions for the Planet' teams who have really considered how to live more sustainably. In the number and quality of entries to the annual Royal Geographical Society competition. Most importantly in the day to day behaviour and choices of our students. Our true geographers who seek ways to change our school environment through actions. For example, such as voting for reusable water bottles as part of our charity fundraising, partitioning better recycling facilities to make our school community more sustainable, and campaigning for meat free meal days.

[4] High Challenge, Low Threat, Mary Myatt
[5] Arnold, M (1869) Culture and Anarchy

Geography - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	**Introduction to physical/human geography** • Continents, oceans, cardinal compass points, latitude. • Major World biomes and climates, location and key characteristics. • Physical features of the world - mountain ranges / rivers. • Where do people live? Compare cities in different continents. • Geography of the UK – coastline, mountains, rivers, lowland areas. • Rock Cycle / weathering. • Water cycle. **UK** • Geography of the UK – major cities, population distribution (link to physical features). • Processes which shape the UK landscape. • UK economy – change in job types.	**Development** • Development – HIC, LIC and NEE definition and location. • How do we measure development? • Development indicators. • What is it like to live in poverty? • What is the poverty cycle? • What causes poverty? • What is aid? • Comparison of Aid projects in Ghana, WaterAid and Akosombo Dam. **Fieldwork** • FIELDWORK OPPORTUNITY – collect, analyse and draw conclusions from geographical data using multiple sources of increasingly complex information.	**Tropical rainforests** • Tropical rainforests – location, characteristics including climate, adaptations of plants to climate, adaptations of animals to climate and competition for food, indigenous tribes and use of TRF as home, our use of TRF as a resource, the importance of TRF. **Global issues and challenges** • Climate change – natural and human causes HIC v LIC, impacts HIC v LIC, strategies to address climate change. • Plastic Ocean – problems and solutions. • Population increase – resource use, impact on climate, deforestation etc. **Map skills** • 4 figure grid references. • 6 figure grid references. • Height on maps. • Symbols and distance.
	Skills	• Atlas skills. • Map skills – use of compass. • Location. • Describing patterns. • Explaining links between human and physical geography of UK with regards population. • How to use a choropleth map. • How to create a pie chart and a bar chart. • Writing to compare geographical features and locations. • How to take notes from a documentary in Geography. • How to use PEEL paragraphs to produce extended writing in Geography. • How to complete MAP work in Geography.	• Locating countries on a map. • Comparing differences / similarities between life in UK and life in Ghana. • Explain why it is hard to break out of the cycle of poverty. • Judging the effectiveness of different aid projects. • Use of facts and figures in extended writing. • Interpreting images. • Map skills. • How to make and use flash cards. • How to make useful mind maps. • GIS. • Primary/secondary data collection.	• Explain link between location and climate. • Locating and identifying features from a variety of images, maps and graphs. • Explain link between local actions and global issues with regards climate change. • Understand how physical processes affect places differently. • Examine how human factors (development) affect the degree of impact of key issues. • Evaluation of biggest issue facing our world from climate change, plastic and population growth.
	Assessment	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer/self-assessment using model answers. • Directed questioning following paired tasks. • Over shoulder marking (OTS) marking and feedback during silent independent tasks. • 6 teacher marked questions comparing cities in different continents. • Cycle assessment.	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Qs following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on effective aid. • Cycle assessment.	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Qs following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on adaptations. • Cycle assessment.
	K/S (KS2) Revisited	• Continents, oceans, compass points, equator. (KS2) • Biomes. (KS2) • Rock Cycle. (KS2) • Water cycle. (KS2)	• Continents, oceans (C1).	• Major biomes / climates. (C1) • Oceans. (C1) • Water cycle. (C1)

		Cycle 1	Cycle 2	Cycle 3
Year 8	Knowledge	**Hot and cold deserts** • Hot and cold deserts (location, climate, plant and animal adaptations, issues). • Desertification. • The importance of permafrost. • Focus on Middle East for hot deserts. • Focus on Antarctica and Siberia for cold deserts. • Key term: sustainability.	**India** • India – location, physical characteristics, population distribution, diversity, Quality of Life in India, globalization, resources, tourism and urbanisation. • Mumbai – growth of squatter settlements, problems and solutions. **Tectonic Hazards** • What is a hazard and what is hazard risk? • Structure of the Earth; tectonic theory and location of earthquakes and volcanoes. • How do earthquakes happen? • How do volcanoes form? • Types of volcanoes, differences between composite and shield volcanoes. • How to plan, protect and prepare for an earthquake. • What were the impacts and responses to the Montserrat earthquake? • How do tsunamis form?	**Tsunamis** • How do tsunamis have different impacts on people in countries at different levels of development? (Boxing Day tsunami V Japanese tsunami). **China** • China – location, physical characteristics, population distribution, population growth and control, economy of China, impacts of Industrialisation, resource use – water.
	Skills	• Describe location (I can see) – map / atlas skills. • Explain link between climate and location. • Explain adaptations – difference between a label and an annotation. • Analyse climate graphs. • Dubai is studied to assess sustainable development. • Qatar is studied to assess whether being rich means you have a good QoL. • Syria is studied to assess migration. • Siberia.	• DME on how to improve favela life. • Choropleth maps. • Analyse range of graphs / describe patterns. • Explain how favelas create opportunities and challenges for people / the government • How to write factually about a location. • How to make flash cards. • How to make a mind map. • Dual coding.	• How to draw, label and annotate diagrams to show the formation of physical features. • Prose word fill. • Describe patterns from maps. • Explain the sequence of formation of a volcano / earthquake. • Understand the difference between a cause and an impact. • Assess how hazards can have different impacts based on the level of development within a country. • How to write factually about an event. • Define key terms – primary, secondary, tertiary, and quaternary sectors. • Understand how human and physical processes interact to influence environment.
	Assessment	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on analysis of climate graphs. • Cycle assessment.	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on distribution on a choropleth map. • Cycle assessment.	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions comparing the impacts of tsunamis in HICs and LICs. • Cycle assessment.
	K/S Revisited	• Location of biomes (Y7 C1, C3). • Adaptations (Y7 C3). • Builds on general locational knowledge (Y C1,2 and 3).	• TRF (Y7 C3). • Climate graphs (Y8 C1). • Revision techniques (Y7 C1).	• Rock cycle (Y8 C2). • Continents and oceans (KS2, Y7 C1 and 3)). • Map skills (Y7 C1). • Economy (Y7, C1).

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	**Development** • Countries are at different levels of development. • The development gap. • Globalisation - causes and impacts. • Trade. • Fair trade. • TNCs / Sweatshops (Coca-Cola and Nike) and the advantages and disadvantages they bring to a country. • Poverty (causes and impacts). • The Millennium Development Goals. **Weather and climate** • What is the difference between weather and climate? • Factors which affect weather and climate - latitude, altitude, oceans, topography, prevailing wind. • Air masses which affect UK climate. • Types of rainfall. • High and low pressure weather. • Extreme UK weather – Beast from the East, Storm Ciara or current weather event. • Extreme weather – Australian Wildfires, landslides, droughts. • How can we reduce the impacts of extreme weather? Hurricane Katrina Case Study.	**Rivers** • Overview of rivers – link to extreme weather and major flooding event (Boscastle or current weather event). **Urbanisation** • Urban Issues and Challenges - global patterns. **Rio** • Opportunities and Challenges for people living in LICs and NEEs - Rio. **Sustainable urban living** • Sustainable Urban Futures – water conservation, waste recycling, creating green space, urban transport policies.	**Urbanisation in the UK** • UK Population distribution – patterns and reasons for. • Settlement types and patterns. • Urban change. **London** • London – location and importance, impacts of migration on, opportunities and challenges for people living in cities in the UK Leeds / London? • How does urban regeneration help reduce social deprivation? **UK physical geography** • Geography of the UK (overview of highlands, lowlands, major rivers).
	Skills	• Introduction to the difference between trade and fair trade and how this can affect a country. • Writing an extended piece of writing giving both advantages and disadvantages of TNCs. • Introduction to evaluation. • Assessing the value of aid projects. • Assessing the impact of the MDGs. • Understanding link between local action / global impact.	• Describe distribution of climate zones. • Understand links between climate and biome. • Understand why the UK experiences changeable weather and assess whether this could be a reason for the extreme weather we experience rather than climate change. • Mind mapping. • Dual coding. • Flash cards – how to use them.	• Analysing maps / graphs at a variety of scales. • OS map skills - identifying features of a city. • Understanding the cycle of decline following deindustrialisation. • Responding to a variety of sources/figures to answer questions. • Extended writing – assessing opportunities and challenges.
	Assessment	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on advantages and disadvantages of TNVs. • Cycle assessment.	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on extreme weather in UK • Cycle assessment	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on opportunities/challenges in urban areas of London. • End of topic test. • Cycle assessment.
	K/S Revisited	• HIC, LIC, NEE (Y7 C2). • Aid (Y7 C2). • Development (Y7 C2).	• Location of world climate zones. (Y7 C1 and 3) • Latitudes. (Y7 C1) • Water cycle (KS2, Y7 C1). • UK rivers (Y7 C1). • Geog of UK (Y7 C1 and 3) • Revision techniques (Y7, C2, Y8 C2.)	• Rock cycle (KS2, Y7 C1 and 3)). • OS skills (Y7 C1). • Economic geography of UK (Y7 C1). • Resources (Y7 C2 and Y8 C1).

		Cycle 1	Cycle 2	Cycle 3
Year 10	Knowledge	**Development Gap** • What is the development gap? • Measuring development. • The DTM. • Population pyramids. • Causes of uneven development. • Consequences of uneven development. • Strategies to reduce the development gap (intermediate technology, fair trade, FDI, aid, industry, debt relief, micro finance, tourism). **Nigeria** • Nigeria – applying the theory to the country. **UK economic change** • UK economic change – industrial structure, science and business parks	**The importance of food, water and energy UK** • The Challenge of Resource Management - an overview of global inequalities in the supply and consumption of resources. **Energy** • Energy, the changing energy mix – reliance on fossil fuels, growing. • Significance of renewables. • Reduced domestic supplies of coal, gas and oil. • Economic and environmental issues associated with exploitation of energy sources. • Importance of geology. **Glaciation** • Glacial landscapes – processes, erosional landforms, depositional landforms, conflict and management, Lake District.	**Weather hazards** • Tropical Storms - global distribution of tropical storms and Formation. • The structure and characteristics of a tropical storm. • How climate change might affect the distribution, frequency, and intensity of tropical storms. **Extreme weather** • Extreme Weather in the UK - overview of types of weather hazard experienced in the UK - one example of a recent extreme weather event in the UK; causes, social, economic and environmental impacts; management strategies that can reduce risk. • Evidence that weather is becoming more extreme (December 2015). **Coastal landscapes** • Coastal landscapes – processes, erosional landforms, depositional landforms, management, Holderness. **Fieldwork** • Fieldtrip to Flamborough Head and Bridlington.
	Skills	• Analysing population pyramids. • Linking population pyramids and the DTM. • Location skills for Nigeria. • Assessing different strategies used to close the development gap. • Use of a variety of maps and images. • Assess different ways of reducing development gap. • Apply knowledge to unfamiliar context.	• Reading a variety of graphs / images. • Assessing the use of renewable / non-renewable sources of energy. • OS map skills - identifying glacial features. • Diagrams of formation of a range of physical features – both depositional and erosional. • Use of a variety of maps and images to identify features. • Assess the importance of a variety of management strategies for glacial environments. • LBH formation of model answers. • Understanding links between human activity and physical processes.	• Describing distribution. • Diagrams to explain formation of tropical storms. • Sequence of formation of tropical storms. • Categorising impacts into primary and secondary. • Categorising responses into immediate and long term. • OS map skills - identifying coastal features. • Diagrams of formation of a range of physical features – both depositional and erosional. • Use of a variety of maps and images to identify features. • Assess the importance of a variety of management strategies for glacial environments. • LBH formation of model answers.
	Assessment	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on Nigeria 9 - mark question. • Cycle assessment.	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on conflict in glaciated environments. • End of topic test. • Cycle assessment.	• Do now activities - focus on recall, keywords and future learning. • MWB used for whole class feedback throughout lessons. • Peer/self-assessment using model answers. • Directed Qs following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on formation of physical features – re-do if necessary. • End of topic test (fieldwork). • Cycle assessment.
	K/S Revisited	• HICs, LICs, NEES (Y7 C2, Y9 C1). • Water as a resource (Y7 C2). • Industrialisation (Y7 C1). • Globalisation (Y9 C1). • Aid (Y7 C2,Y8 C2,Y9 C1).	• Physical geography of UK (Y7 C1 and 3, Y9 C2). • Climate change (Y7 C3). • Diagrams of formation of physical features (Y8 CC3, Y9 C3).	• UK geography. (KS2, Y7 C1 and 3, Y9 C2) • Glaciation (Y10 C2). • Fieldwork (Y7 C3). • Physical geography of UK (Y7 C1 and 3, Y9 C3). • Primary, secondary data collection (Y7 C3). • GIS (Y7 C3).

		Cycle 1	Cycle 2	Cycle 3
Year 11	Knowledge	**Climate Change** • Evidence for climate change. • Possible causes of climate change. • Natural factors and human factors. • Overview of the effects of climate change on people and the environment. **Ecosystems** • Small-scale UK ecosystem, to illustrate the concept of inter-relationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycle. • The impact on the ecosystem of changing one component. • Overview of the distribution and characteristics of large scale, natural, global ecosystems. **Tropical Rainforests** • Physical characteristics. • The interdependence of climate, water, soils, plants, animals and people. • Plants and animals adapt to the physical environment. • Issues related to biodiversity.	**Cold Environments** • Physical characteristics of a cold environment. • Interdependence of climate, permafrost, soils, plants, animals and people. • How animals adapt to the physical conditions. • Issues related to biodiversity. **Tectonic Hazards (types of natural hazard)** • Factors affecting hazard risk, earthquakes and volcanoes are the result of physical processes, effects and responses to a tectonic hazard at different levels of wealth, management of hazard risk. **Issue Evaluation (Compulsory)** • Suitable question for geographical enquiry. • Selecting, measuring and recording data appropriate to the chosen enquiry. • Selecting appropriate ways of processing and presenting fieldwork data. • Reaching conclusions. • Evaluation of geographical enquiry.	Revision
	Skills	• Analyse variety of graphs, maps and images. • Define key terms – human cause / physical cause, cause, impact, planning, mitigation, adaptation. • Compare impacts of CC on countries at different levels of development. • Analyse food webs / food chains. • Describe distribution using 'I can see'. • Explain links between climate and biome location. • Identify features of vegetation from a variety of images. • Explain plant and animal adaptations. • 6 / 9-mark questions. • Explain links between climate change and deforestation. • Assessment of management techniques used for TRF.	• Analyse a variety of graphs, maps and images. • Explain link between climate change and challenges including issues of biodiversity in cold environments and permafrost. • Analyse food webs / food chains. • Describe distribution using 'I can see'. • Explain links between climate and biome location. • Identify features of vegetation from a variety of images. • Explain plant and animal adaptations. • 6 / 9-mark questions. • Assessment of management techniques used. • Evaluation dependent on subject matter. • 6 / 9-mark questions. • Making synoptic links across specification.	
	Assessment	• Do now activities. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Questioning following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on climate change / extreme weather. • End of topic tests. • Cycle assessment.	• Do now activities - covering range of topics and key words. • MWB used for whole class feedback throughout lessons. • Peer / self-assessment using model answers. • Directed Qs following paired tasks. • OTS marking and feedback during silent independent tasks. • 6 teacher marked questions on managing cold environments. • End of topic tests. • Cycle assessment.	
	K/S Revisited	• Rainforests (Y7 C1 and 3). • Adaptations (Y7 C3, Y8 C1). • Climate change (Y7 C3). • Development (Y7 C2, Y8 C2, Y9 C3)).	• Coasts (Y7 C1 and 3, Y9 C2). • Ecosystems and TRF (Y7 C1 and 3, Y8 C1, Y11 C1). • Fieldwork (Y7 C3, Y10 C3). • Cold deserts (Y8 C1).	

History

Intent

Knowing and understanding History is crucial for developing a sense of identity at all levels, from national to individual. We believe that History is fundamentally the study of people, in particular their motives, actions and responses. History is therefore vital in helping students to position themselves in society. It supports them in understanding their identity, their choices and their role as a citizen.

We aim to foster a genuine interest in History, both as an academic discipline and as a means by which our students can understand and participate in the 21st Century world. At KS3, learning in sequenced broadly chronologically, but also includes overviews over longer periods of time. 'Big picture' thematic enquiries mirror this: they ensure coherence and allow students to make links and build up their own schema of knowledge. They structure students' understanding of the following features of the modern world: power and the emergence of democracy; change and continuity in society, religion and culture, and the interaction between authority and popular protest as a cause of change; the emergence of the concept of civil rights; challenges posed by dictatorships and their consequences for human rights. This schema of knowledge is required for access to themes and concepts taught at KS4.

KS4 topics have been carefully selected to build upon KS3. 'Powerful knowledge' takes the form of, and includes: consideration of how power is exercised by monarchies, parliamentary democracies and dictatorships and the ways in which they have responded to challenges posed by economic development; the dynamic for change where a desire for control is pitched against demands for individual and, later in time, human rights; the varying ways in which people have impacted upon their environments. Opportunities to link to and make comparisons with contemporary national and international developments are made explicit. Moreover, links to the everyday lives of our students are made to add context and richness to their own experiences. Field visits to Saltaire and Fountains Abbey celebrate the local historical environment and allow students to appreciate two very different World Heritage Sites.

We go beyond the framing of the National Curriculum by considering developments and themes over for time. For example, in a study of how sugar has changed the world since AD400. Similarly, the GCSE site study of Fountains Abbey is not restricted to the monastic period but goes beyond what is required for examination success by considering the Abbey and the Studley Royal estate in all time periods.

We show students that knowledge underpins all historical skills and that the basis of writing excellent History is a sound grasp of a narrative. We help students to build up a schema of knowledge that will enable them think as an historian would about contemporary issues, and debates about the past. Students will begin by building an understanding of chronology and an appreciation of the importance of understanding a narrative as a base from which to evaluate cause and consequence, change over time, diversity and significance. To support students' understanding of chronology and where new knowledge 'fits', four main periods of history are considered: Medieval, 1250-1500; Early Modern, 1500-1750; Industrial and Imperial, 1750-1900; the Twentieth Century to Present.

At KS3, students appreciate the craft of the historian by understanding how to communicate their learning from historical sources of evidence and reach an evidence-based judgement for historical questions. They are introduced to the skills necessary for higher-level evaluation of sources. They learn how to structure accurate and clear historical explanations and reach their own judgements. They recognise that there is often no one right answer to historical questions and enquiries and appreciate that their own judgements and the judgements of others (including historians) are matters of interpretation.

Content has been selected for Y9 to mark a transitionary phase. Students have sound background knowledge ready to begin a Nazi Germany depth study; they appreciate how and why historians sub-divide time ready to consider Migrants to Britain as a development study. At KS4, students are explicitly taught the historical concepts of cause and consequence, change over time, diversity, and significance. They can evaluate historical sources by considering both their content and context and are able to compare and explain different historical interpretations. Albeit within the parameters set by OCR, students are given the independence to craft their own arguments and responses. We regard this essential preparation for the study of History at A-Level, and to work towards our vision of being in the top 1% of schools nationally.

At KS3, History is taught through a series of enquiry, or 'Big Questions' which often lead students to make an evidence-based judgement. These questions are derived from the specified content in the National Curriculum and have been inspired by the work of history educationalists, in particular Michael Riley[1], leading members of the Schools History Project and research shared by the Historical Association.[2] At KS4, we have selected the OCR B Schools History Project specification[3] because of its academic rigour and challenge, the way in which the five units enable students to explicitly develop skills in relation to the historical concepts detailed above, and its relevance to our students in Bradford. We study 'Migrants to Britain, 1250-Present' to give our students an appreciation and understanding of diversity in Bradford and the UK and equip them for the challenges they will face as future citizens. Here students gain an appreciation of the vital role of History 'filling in the gaps of public knowledge'.[4] In this sense we are offering more than just a History GCSE, but an invaluable citizenship education. Wherever there is the opportunity, learning is linked to current affairs.

1 Michael Riley, 'Into the Key Stage 3 history garden: choosing and planting your enquiry questions', Teaching History, 2008.
2 Michael Riley, Alex Ford, Kath Goudie, Richard Kennett, Helen Snelson, Understanding History: Key Stage 3: Britain in the wider world, Roman times–present, 2020.
3 GCSE - History B (Schools History Project) (9-1) - J411 (from 2016) - OCR
4 John Tosh, Historical Association podcast: 'Why History Matters', 2020.

Whilst not pushing a particular political perspective, our History curriculum does endeavour to help students on the road to becoming true humanitarians – people who understand and appreciate difference and the causes of reform and conflict in society. It also embraces British values, seeking to answer questions such as: why is our country democratic, developed and multi-cultural? Looking from a global perspective, has Britain's role changed? Why is our country multi-ethnic? Does racism continue to be a problem? What happens when people are mistreated?

That said, we do not promote the view that the study of History by default fosters greater tolerance. We encourage students to ask questions and we actively engage with controversial issues, but we insist that, as good historians, students understand that they must support arguments with evidence which remains subject to scrutiny and interpretation. We continually remind students that all historical judgements, and similarly judgements about contemporary issues, are provisional and dependent on the selection of supporting evidence. We do intend that students learn to treat claims on social media with caution by examining their purpose and the evidence used to support them. Respectful debate is encouraged, as befits a healthy democracy.

The school website displays pertinent information for students and parents. Opportunities to highlight careers where History would be relevant are taken in lessons and on fieldwork, and in information given to student when making guided choices in Year 8.

History fulfils a unique role in that it not only has a methodology which is highly transferable to wide range of professions and business situations, but it is also a study of human behaviour and interaction in real situations. Thus, we aim to show students that History as an academic subject is highly regarded by employers in a vast range of careers and in particular in law, politics, journalism, research, and the media.

Our intent lies at the heart of all that we do. It is routinely referred to in departmental meetings and drives curriculum development.

Implementation

Lessons are sequenced around an enquiry question, typically involving 4 to 8 lessons. Each enquiry avoids focussing specifically on one skill. Opportunities for skill development are carefully matched to the content being taught and, moreover, exploited at every opportunity. Students are set short written tasks to allow for live feedback. Lesson resources are carefully structured to allow for the progressive acquisition of knowledge and understanding. They review recent learning and prior learning. Teaching staff regularly review teaching materials to ensure coherence, maximum student engagement and collective understanding of how best to teach knowledge and skills. At KS3, model answers in lesson resources and student 100% Books exemplify skills and progression across year groups.

To support specialists and non-specialists alike, sequential lesson plans and lessons resources include: the key knowledge that all students must remember at the end of the lesson; notes about strategies to teach knowledge and skills (sometimes directed, sometimes with choice); more detailed explanations of the key knowledge to share; notes about previous (and sometimes unexpected) misconceptions. In lesson folders links to websites for extra detail and context are given to support the development of excellent staff subject knowledge. Learning resources are written to ensure engaging and thought provoking narratives to allow for interactive story telling.

All learning resources are carefully dovetailed. Overviews show teachers what enquiries are taught and when, what key content to teach, the skill focus in each learning cycle and prior learning in the curriculum. 100% Books have been written on the basis of key lesson content and published material approved by OCR and SHP. Homework to learn from 100% Books is set based on pre-teaching, re-teaching or revision as necessary. 100% Books for History are comprehensive and at KS4 content is presented in two formats, one more suited to factual recall and another more suited to understanding and analysis. Lessons typically begin with a review of required prior learning through the use of a series of 'low stakes' short answer questions or recall tasks (sometimes using written or visual stimulus). These can easily be adjusted to take into account misconceptions or areas that students are finding difficult to grasp. Some lessons, especially at the beginning of enquiries, focus on students' prior knowledge, understanding or misconceptions. Teachers share new knowledge in a range of ways as is most appropriate: exposition supported by a presentation or dual coding iusing a visualiser or whiteboard; teacher-led role-play; story-telling; whole class reading; structured questioning and explanation; short feature film or video clips.

Students capture their knowledge and understanding in a range of ways: structured note-taking in exercise books (including the use of dual coding); short written activities in exercise books or on mini-whiteboards; structured 'data-capture' sheets; 'big picture' summaries. In particular, the frequent (but not prescribed) use of mini-whiteboards allows teachers to challenge student misconceptions. Misconceptions are also minimised through directed questions and the use of no opt out so that students attempt to answer any question asked. Students are given time and opportunity to answer questions.

Likely misconceptions are detailed on sequential lesson plans. This is a live document. Misconceptions uncovered in lessons are routinely shared recorded on the sequential lesson plan. Multiple choice questions are included in lessons to increase the ability of staff to identify misconceptions and staff are expected to scrutinise students' extended writing as they write looking for and, where necessary, sharing misconceptions.

Students are challenged to think more deeply about their learning through the addition of 'clever thinking' challenges in lessons. This ensures pace in lessons, as those students who complete tasks before others can always extend their learning. Students are encouraged to ask questions in lessons to explore how their learning links to current affairs and issues in society. Here learning goes beyond that which is specified by the National Curriculum and our chosen exam board.

At KS3, students are shown how to write good history. This includes the use of model answers and 'live writing'.[5] Key vocabulary is included, and guidance given on opening points for analytical narratives. Where explanations in answer to a question are required, PEEL (point, evidence, explanation, link to question) paragraphs are explicitly taught. It is made clear that there is not just one type of historical writing. Students are encouraged to improve their resilience by being challenge to complete or improve extended writing. Discussions about how best to support students with their writing are held at a departmental level and through the Trust Cross-Cutting team in association with the Dixons Teaching Institute.

When sources of evidence are considered, students are shown how to make inferences from the content, how to support these inferences with reference to the source and subsequently how to explain what can be learnt by using their prior knowledge to analyse and explain the source content. In Year 8, they are shown how to consider the context (provenance – the word 'context' is used as this is in line with the English Department) to evaluate sources and make higher level inferences. At KS4, this is made explicit with emphasis placed upon the purpose of sources and the difference between low level inferences (those made with no reference to subject knowledge) and high level inferences (those made by using knowledge of both the content and context of sources). Students how to explain the 'usefulness' of sources to historians by being positive about what information and understanding can be gleaned from sources, instead of focusing upon they don't tell us. Students will focus on what can be learned from the source as well as its limitations.

Students learn to scrutinise information and develop the critical faculties that are crucial in the fast-moving world of mass media. Sources of evidence studied include those selected to provide students with exposure to key literary and artistic developments, including poetry of the First World War, Eighteenth Century Romanticism when studying Fountains Abbey and the art of an emerging nation when studying the Making of America.

Assessments at all Key Stages reflect the graduated approach to developing historical skills. They cover the full range of topics taught, and like public examinations, are unseen. As with public examinations, questions are written to provide for a full range of responses and are reviewed and improved in the light of student performance.

Lesson resources are explicit to support student focus and attention on key information. Displays are arranged to support chronological understanding, including using the four walls of the classroom to show the four main time periods. Dual-coding opportunities are exploited, with colour used to represent the different time periods. Similarly, students are shown and encouraged to use dual-coding when revising. Student are taught effective mind-mapping skills using strategies explained in the work of Tony Buzan.[6] Homework focuses on revision, including the creation of mind-maps and the use of 'look, cover, write, check' to learn information from the 100% books.

Morning meetings and study prep for GCSE students focus upon developing a growth mind-set and developing the resilience necessary to revise a large body of content. Students are shown that the schematic acquisition of knowledge is a worthwhile and satisfying intellectual pursuit in itself.

Drop-ins, learning walks and book scrutinies quality assure consistency in the department and also share best practice. Significant department meeting time is given to reviewing learning and making adjustments to sequential lesson plans, lesson resources and assessments as necessary. These processes are overseen by the Humanities SLT Link who offers constructive feedback and solutions as necessary.

Impact

Students consistently show progress in internal and external assessments. Students make significant progress in KS3 and continue to make progress through KS4 making particularly rapid progress in the final stages of the course. There is no gap between the progress of disadvantaged and other students.

Regular use of low-stakes testing and quizzing supports all students to develop their subject knowledge. Repetition of key content and skills ensures that knowledge moves from short-term memory to long term memory. Students become increasingly familiar with historical concepts. Their ability to write good history[7] is clear evidence that social disadvantage is being challenged. The fact that students can not only access, but also enjoy, learning about complex historical events and concepts at KS4, demonstrates that the study of history has increased their cultural capital. This has been achieved by breaking down concepts and by providing powerful expositions supported by carefully selected examples. Moreover, an emphasis on subject-specific and wider vocabulary, language and meaning, has given students the necessary tools to become independent learners.

Students have built up a schema of knowledge based on a range of substantive concepts, including systems of government, the notion of empire and the concept of revolution. Students value a body of knowledge which enables them to make sense of the world around them, to understand more nuanced debate and to contribute to discussion from a solid frame of reference.

The determination shown by students, and the value they place upon the subject, is demonstrated by the high quality work in their exercise books and in the progress they make in their learning. Students have an opportunity to formally display their knowledge and skills in regular assessments. In lessons, there are high levels of engagement and students ask interesting and pertinent questions. They engage with contemporary issues whilst referencing the past. They show a particular interest in topics that engage with social justice. The impact is difficult to quantify, however student voice, especially on completion of the course, express their enjoyment of studying History and the way in which it has shaped their understanding of the world.

[5] Mental Imagery > Dual Coding and Common Coding Theories of Memory (Stanford Encyclopaedia of Philosophy)
[6] Tony Buzan, Mind Map Mastery: The Complete Guide to Learning and Using the Most Powerful Thinking Tool, 2010
[7] Extended Writing in History / Historical Association

Indeed, many Year 11 students have commented that they 'love History', not just because they have found narratives interesting, but because of their greater appreciation of their own identity and their place in the world. Students understand the diversity in human experience in the past and can transfer this to their understanding of the present. Having analysed evidence and forming their own judgements whilst considering challenges to these judgements, students have developed the intellectual tools and mind-set to open minds and appreciate the reasoned arguments of others.

History - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	**Medieval England, 1066-1500** • England in 1060. ***How did William of Normandy become king of England?*** • Battles of 1066 (claimants for the throne; Stamford Bridge and Hastings). ***How did William control England?*** • Norman Conquest (Castles; Rebellions; Cathedrals; Language and laws; Taxes; Domesday Book).	***How powerful were medieval kings?*** • Powers of Monarchs (Henry II and the Church; John and the Magna Carta; Henry III and Parliaments). ***What mattered to medieval people?*** • Medieval society, 1066-1500 (Feudal System with a focus on lords; villains and village life; towns and trade; medicine; medieval Church; links to the Muslim world). ***What should people understand about the Black Death?*** • Black Death and consequences; Peasants Revolt. ***Review: Site Study Clifford's Tower***	**Early Modern England, 1500-1750** ***What was revolutionary about the period, 1450-1750?*** • Renaissance and printing press. • Reformation and monarchs. • Monarchs and parliament (incl. causes of Civil War; Execution of Charles I and Restoration). • Review: Change 1066-1750. **Industrial Britain, 1750-1900** ***What was the impact of the Industrial Revolution on people's lives?*** • Industrial Revolution (causes, living conditions in Bradford and Saltaire).
	Skills	• Understanding and writing a narrative account. • Introduction to historical interpretation. • First opportunity to make inferences from sources. • Introduction to mind-mapping for revision.	• Introduction to historical explanation - Using 'Point, Evidence, Explain, Link' (PEEL) structures when historical explanation is required. • Introduction to change and continuity. • Embed technique for source questions: Inference, Source, Knowledge (ISK).	• Embed historical explanation (PEEL). • Embed chronology and terminology. • Introduction to web of causation. • Writing a narrative account. • Fieldwork – Saltaire.
	Assessment	Informal 20 question closed book knowledge test (self- marked) and open book extended writing (how William controlled England).	Closed book C2 assessment – 10 C1 and C2 knowledge questions; source question; 'describe' question; 'explain' question.	End of year C3 Common Trust Assessment – content drawn from C1 and C2 only. Set externally – includes source question, 'explain' question and 'judgement' question.
	K/S Revisited	**K/S Revisited (from KS2)** • Anglo-Saxon England. • Chronology.	• Power of William Y7 C1. • Feudal System Y7 C1.	• Power of monarchs (incl. Magna Carta) Y7 C2. • Catholic Church Y7 C2.
Year 8	Knowledge	**Industrial Britain, 1750-1900** • Complete Industrial Revolution (living / working conditions in Bradford and Saltaire). • Improvements in public health. **Britain and the World in the c20th** • ***Why did views of the trenches change over the course of the WWI?*** WWI (causes; recruitment; experiences of trench warfare; propaganda and home front).	***Why did women win the right to vote in 1918?*** • Votes for Women (c19th reform; campaigning methods of Suffragists and Suffragettes; government responses; impact of WWI). ***How important was Gandhi in ending British rule in India?*** • Empire and Indian Independence (Extent of Empire; Decolonisation; India and WWI; Gandhi and Satyagraha; WWII). ***How has sugar changed the world?*** • Sugar, Slavery and Empire, AD350-Present (Islamic Empire; Spanish and Portuguese colonies; the transatlantic slave trade; sugar in Industrial Britain; sugar and c20th health).	***Were Civil Rights campaigners in the USA successful?*** • Civil Rights in the USA (racism and segregation; Martin Luther King, Malcolm X and Black Power). ***How was Hitler able to come to power in Germany?*** • Rise to power of the Nazis (Treaty of Versailles, Weimar Germany; Nazi appeal; Great Depression). ***What stories lie behind photographs of the Holocaust?*** • Nazi persecution and mass murder of the Jews (personal stories; anti-Semitism; escalating persecution in the 1930s; WWII ghettos; Einsatzgruppen and Death camps).
	Skills	• Writing a narrative account using terminology effectively. • Introduction to historical context of sources. • Introduction to concept of diversity (similarity and difference). • Inferences from content and context of sources.	• Making judgements. • Evaluating historians' interpretations. • Understanding the concept of a catalyst in causation. • Embed consideration of context when working with sources. • Introduce cartoons as sources.	• Narrative account including accurate chronological terminology. • Introduction to concept of significance. • Understand nature of causation, including long and short term causes. • Consideration of how to represent the past.
	Assessment	Closed book C1 assessment – 10 Y7 C3 and Y8 C1 knowledge questions; source question; 'explain' question; 'judgement' question.	Informal 20 question closed book knowledge test (self- marked) and open book extended writing (Reasons for women being given the vote or Causes of Indian Independence).	30 mins Y8 C3 Common Trust Assessment – content drawn from C1 and C2 only (Industrial Revolution and Slave Trade). 30 mins internal Y8 C2 and C3 (Votes for Women; Gandhi, US Civil Rights).
	K/S Revisited	• Technology – printing press Y7 C3. • Medieval health Y7 C2.	• Concept of Empire Y7 C3. • Causation Y7 C3.	• Islamic Empire Y7 C3. • Civil disobedience Y8 C2. • Peaceful / militant protest Y8 C2. • WWI – impact on Germany Y8 C2.

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	**<u>Living Under Nazi Rule, 1933-39</u>** ***How did Hitler become an all-powerful dictator?*** • Hitler Chancellor in Jan 1933 – Hitler. • Fuhrer in Aug 1934. • Nazi ideology. ***Why was it so hard to oppose Nazi rule?*** • Nazi terror state. • Nazi propaganda. • Opposition to the Nazis.	***How did German people's lives change?*** • German society 1933-39: Workers and Women. • German society 1933-39: Youth and Education. • Nazi Persecution of Minorities 1933-39. **<u>Migrants to Britain, 1250-Present</u>** ***What part did migrants play in medieval life?*** • Medieval England, 1250-1500 overview. • Expulsion of Medieval Jews. • Diversity of Medieval migrants including Italian bankers and Flemish Weavers. ***Who was accepted in Early Modern England?*** • Early Modern England, 1500-1750 overview. • European protestant migrants. • Other European migrants: Jews; Gypsies; Hansa Merchants. • Wider world migrants: Africans, Lascars and Ayahs.	***Why did Britain become the 'asylum of nations' for European migrants?*** • Industrial Britain 1750-1900 overview. • European migrants: Irish; Italians; Germans; Jews including Eastern European. ***Why did the first multi-racial communities develop in Britain?*** • Wider world migrants: Africans, Lascars from British Empire; wealthy Indians, Chinese. ***How did Britain respond to migrants, 1900-1950?*** • Britain c20th - Present overview. • Reaction to c19th – Aliens Act. • Impact of WWI – Belgians and Germans. • Jewish refugees from Nazi Germany. • Impact of WWII – Germans; Italians; Polish. ***How did Britain respond to migrants, 1950-Present?*** • Commonwealth migrants since WWII – West Indians; Asians; Kenyan and Ugandan Asians; race and immigration laws. • Economic migrants and refugees since 1980.
	Skills	• Evaluating cartoons as sources. • Explaining importance of a single feature. • Making effective judgements – relative importance of causes. • RUBA for exam questions.	• Writing analytical narrative. • Embed PEEL for explanation. • Understand concept of diversity (Nazis and Migrants) and consider when planning and making judgements. • Consider change and continuity – comparing time periods.	• Writing analytical narrative. • Embed change and continuity – making judgements. • Embed consideration of diversity when planning and making judgements.
	Assessment	5 x Y9 C1 knowledge questions. 2 x 'What can you learn…' source questions. 18 mark 'judgement' question.	Informal 20 question closed book knowledge test (self-marked) and a Nazi 'How useful...' sources question.	5 x Y9 C1, C2 and C3 knowledge questions. Nazi 'What can you learn…' source question. Nazi 'explain' question. Migrants 'organised summary' question. Migrants 18 mark 'judgement' question.
	K/S Revisited	• Hitler's Rise to Power Y8 C3. • WWI propaganda Y8 C1.	• Nazi Persecution Y8 C3. • Medieval power of monarchs Y7 C2. • Medieval life Y7 C2. • History of anti-Semitism Y8 C3. • Reformation Y7 C3.	• Industrial Revolution Y8 C1. • British Empire Y8 C2. • Nazi Persecution Y8 C3; Y9 C1. • WWI Y8 C1. • Decolonisation Y8 C2.

		Cycle 1	Cycle 2	Cycle 3
Year 10	Knowledge	**Elizabethans, 1580-1603** ***How did Elizabeth use her power?*** • Government – Court; relationships; parliament; puritans. • Local government and propaganda. ***How serious was the Catholic threat?*** • Catholic Threat – Recusancy laws; Jesuit priests; Mary Queen of Scots; The Spanish Armada. ***What mattered to Elizabethans in their daily lives?*** Daily Lives – Gentry, Middling Sort, Labourers; Family life; Poverty (causes and government responses).	***What lay behind the changes in popular culture?*** • 'Merry England' – popular pastimes; witchcraft (nature of, and historical debates); the theatre. ***What did Elizabethan adventurers achieve?*** • Elizabethan Explorers – John Dee's vision; Francis Drake and the Spanish; Humphrey Gilbert and North America; Walter Raleigh and the Americas; Ralph Fitch and Asian markets; James Lancaster and the East India Company. **Site Study: Fountains Abbey, 1132 - Present** ***How did Fountains Abbey change as a medieval monastery?*** • Reasons for the site – Medieval religion; monasticism and divisions. • Monastic life and values. • Changes to the site, 1132-1530s – wool trade; c14th challenges (including Black Death); land ownership; wealth and Huby's Tower. • Typicality as a functioning monastery.	***Did Fountains Abbey lose its identity after the Dissolution?*** • Dissolution of the Monasteries, 1530s causes; consequences for Fountains Abbey; typicality. • Fountains Abbey and the Romantic movement, c18th – the Aislabies and landscape gardening. ***Is the c21st the most significant time period for Fountains Abbey?*** • Fountains Abbey in the c19th and c20th – art; tourism; World Heritage Site status. • Archaeology and Reconstructions. **Living Under Nazi Rule, 1939-45** ***What was the impact of WWII on the German people?*** • Impact of war on Germany, 1939-42. • Impact of war on women and families. • Wartime opposition to the Nazis. • The impact of 'Total War', 1943-45. ***What did Nazi occupation mean for the people of Europe?*** • Occupation of Europe – Netherlands and Poland case studies. • Persecution of Jews in occupied territories – ghettos; *Einsatzgruppen*, death camps. • Collaboration and Resistance in occupied territories.
	Skills	• Taking information and making inferences from interpretations. • Introduction to evaluating the interpretations of historians.	• Making comparisons between historical interpretations. • Reasons why historical interpretations differ. • Using site plans to make inferences.	• Fieldwork – Fountains Abbey and Studley Royal. • Introduction to using maps to understand the past. • Embed RUBA for more complex exam questions
	K/S Revisited	• Role of parliament Y7 C3. • Puritans Y7 C3. • Printing press Y7 C3. • Medieval life and religion Y7 C2. • Reformation Y7 C3; Y9 C2.	• Puritans Y7 C3; Y10 C1. • Concept of colony Y8 C2. • Lascars and East India Company Y9 C2. • Medieval religion Y7 C3; Y9 C2. • Medieval wool trade Y9 C2.	• Henry VIII and English Reformation Y7 C3. • Life in Nazi Germany 1933-39 Y9 C1,2. • Nazi Persecution Y8 C3; Y9 C1.
	Assessment	5 x Y9 C2 and C3 knowledge questions. Elizabethans 'questioning interpretations' question. Elizabethans 'evaluate historian's interpretation' question. Migrants 'organised summary' question.	Informal 20 question closed book knowledge test (self-marked) and Migrants 18 mark 'judgement' question.	5 x Y10 C1, C2 and C3 knowledge questions. Fountains Abbey Site Study question. Elizabethans 'evaluate historian's interpretation' question. Nazi 'What can you learn…' source question. Nazi 'How useful…' sources question.

Year 11	Knowledge	**<u>The Making of America, 1790-1900</u>** ***How and why did the USA expand so quickly, 1789-1838?*** • Expansion, 1790-1838 – Northwest Territories; cotton and slavery; Indian Removal Act 1830. ***How did different groups see the West, 1839-1860?*** • The West, 1839-60 – Early migrants; Sioux move to Plains; The Mormons; Gold Rushes. ***Why was there a Civil War and what change did it bring for African Americans?*** • Civil War and Reconstruction, 1861-77 – Causes of Civil War; African-American experience of Civil War; Reconstruction after the war.	***How did white Americans take over the Plains, 1860-1877?*** • Settlement and Conflict on the Plains, 1861-77 – Railroads and Cattle Industry; Homesteaders; Indian Wars, ***How did the lives of Americans change, 1877-1900?*** • Changing Lives, 1877-1900 – Destruction of Indian Culture; Changing African-American lives; Big business and workers; Growth of Cities and impact of migration. *NB: For 2020-21 only, this unit will not be taught as Ofqual have reduced the History GCSE specification for examination from five to four units.*	Revision of all five units: • Migrants to Britain, 1250-Present. • Elizabethans, 1580-1603. • Site Study: Fountains Abbey, 1132-Present. • The Making of America, 1790-1900. • Living Under Nazi Rule, 1933-45.
	Skills	• Embed using maps to understand the past. • Use of geography to understand the past. • Embed accurate chronological terminology and use of second order concepts in analytical narrative. • Embed PEEL for explanations.	• Embed relative importance for making judgements. • Embed dual-coding for effective revision notes.	• Effective mind-mapping. • Embed RUBA for exam questions. • Quick planning of exam questions. • Writing efficiently – PEE, PEEL, ISK. • Dual-coding for memory.
	Assessment	C1 Mock examination: Paper 1 (Migrants to Britain and Elizabethans).	C2 Mock examination: Paper 2 (Site Study) and Paper 3 (Making of America and Living Under Nazi Rule).	OCR GCSE History B, Papers 1, 2 and 3.
	K/S Revisited	• Slave plantations Y8 C3. • Cotton mills in Britain Y8 C1.	• Fort Laramie Treaty, 1851 Y11 C1. • Segregation and Jim Crow laws; KKK Y8 C3.	• All of KS4.

Art

Intent

We recognise that Art is a powerful tool for challenging disadvantage and understand the positive impact of involvement in Art, Craft and Design can have on a student's attainment across all subjects, particularly those from a low-income background. Their opportunities for employment, their engagement with society and the likelihood they will vote and continue with lifelong learning are all increased.

Research has demonstrated the unique nature of art, craft and design and how it facilitates each student's ability to:

- Think and act creatively.
- To develop greater emotional intelligence.
- To learn complex analysis and critical thinking skills.
- To demonstrate perseverance in order to achieve success.
- To learn how to express the inexpressible as well as enhance fine motor skills.
- To develop hand eye co-ordination, haptic skills and visual acuity.

Through our curriculum design, exploring a range of art, craft and design approaches, we endeavour to create opportunities to broaden our students understanding of the world they inhabit locally, nationally, and globally across different cultures and different places and times. We explore concepts and perspectives the students have never encountered as well as those to which they feel they can make an immediate connection for our students to grow on a personal, social and cultural level.

We regularly review and modify content and delivery to better suit the nature of our students in the drive for engagement and progression for all.

Year 7 and 8 covers a range of disciplines and approaches covering work in 2D and 3D, drawing, painting, graphic design, printmaking, critical analysis and response, ceramics, mixed media, digital media, collage and card construction.

Year 9 builds on this foundation to incorporate more complex processes and more sophisticated use of materials. Further practitioners are introduced and more independent and in-depth analysis and response is incorporated. Each area is scaffolded according to student need to allow full access but also provide appropriate stretch and challenge.

Years 10 and 11 introduces more formal structure but also allows for greater independence in ideas, project direction, and specialism whilst demanding further depth of exploration and ideas generation and greater ability in application of knowledge and practical skills.

The Art and Design curriculum covers a range of practical and theoretical knowledge and skills underpinned with the importance of drawing for varying purpose. Knowledge supports and enables the application of skills and we follow a cohesive programme of teaching and learning of factual knowledge, procedural knowledge, conceptual knowledge and metacognition to cover theoretical and practical skills and understanding.

In line with the aims of the DfE our Art and Design curriculum will ensure that:

- Students produce creative work, exploring their ideas and recording their experiences.
- Students become proficient in drawing, painting sculpture and other art, craft and design techniques such as printmaking, ceramics and photography.
- Students will evaluate and analyse creative works using the language of art, craft and design through verbal and written responses.
- Students will know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

We also look to the more thorough curriculum outline devised by the National Society for Education in Art & Design (NSEAD) for greater detail in the skills and knowledge we believe our students require to ensure a quality art, craft and design experience.

Through regular department and faculty meetings we are able to share our vision and review any change in demand to best meet the needs of our students. Through the student handbook, Instagram, displays of student work and home-school contact we are able to share this vision with the institution, the students and parents to ensure student work is celebrated and their progress is well supported.

Our schemes of learning are devised to build skills and knowledge sequentially and allow for re-visiting core skills to work towards mastery. At every level students are challenged to make progress with their skills and understanding and work towards aspirational targets. Feedback and support is directed to facilitate the best outcomes and guide continual progression. Opportunities to explore concepts which connect students to global issues are embedded in a programme of study which seeks to empower and engage individuals beyond their own sphere of reference.

They also incorporate references and respected key practitioners from a diverse range of backgrounds, gender, ethnicity, belief, eras and purpose with the intention to broaden horizons whist extending the core knowledge and skills. A key commitment of the curriculum is to widen the thinking of our students in order to introduce them to other ways of thinking, undiscovered aspects of the world on a community, national and a global level. We also seek to enrol in initiatives led by Arts organisations, facilitate artist workshops and devise teacher led gallery and museum visits. Other opportunities are highlighted and encouraged through our art bulletin board and staff identifying suitable candidates for further support or external experiences. A department drop in policy for practical work and the ability for students to borrow resources also ensures all students a have equal access.

Knowledge and skills purposefully cover references which link to the student's cultural experiences to engage and motivate but, essentially, then take the students beyond their scope into other cultures and other ways of being and to introduce new concepts for their exploration. The students are called upon to respond to another's ways of thinking and doing and to add their own voice.

Links have been made through the NSEAD, Art History Association, University of Leeds, Leeds Arts University, The Crafts Council and The Arts Council. The Head of department is a member of the NSEAD and works from their guidance and up to date reporting. Staff are also members of the Access Art community linking arts practitioners and teachers with current and progressive thinking in Art, Craft and Design teaching.

Real world applications are referenced within the structure of the learning. Year 8 and Year 10/11 are given specific instructions on future pathways through Art, Craft & Design in order to better inform their choices. Parents are also provided with up to date material to give them a better understanding of the value of study in our subject.

Inherent within the teaching of Art craft and design are the development of students' intra-personal, social and emotional skills. Through the exploration of others practice students are able to develop their own viewpoints and progress in their own expression and articulation of their own views and ideas about their work, the work of others and the world around them.

Implementation

The change in demands in KS1 and KS2 have led to a greater variety of art experience and practice for many of our intake. We begin their journey with us by trying to understand the experiences of our students prior to DCA though baseline assessment and targeted questioning. Knowledge of art has shown to be confined to the same areas/artists and practical ability is broadly limited due to a lack of practice and engagement with art, craft and design activity. The profile of our students is also such that many of our parents place greater emphasis on maths and science and have less understanding of how art, craft and design can benefit their child. This has led to us building a foundation course addressing the underlining fundamentals of art in order to give all students a common starting off point and underlining the core values an art education facilitates. Throughout, opportunities to highlight potential pathways are signposted and the importance and value of art, craft and design education is emphasised.

The Art Curriculum is designed to cover a range of skills and knowledge over each key stage and repetition of core practices in drawing, the application of the formal elements, critical and contextual understanding and analysis, and the personalising of responses in order to build skills across the key areas. Teaching scaffolds and supports student development in such a way that all students have access and are provided with the feedback to move their progress forwards. Encouraging questioning, formulating ideas and finding ways in which to express them lie at the heart of what we do.

Through staff meetings and shared development time, work is discussed to clarify the stages and processes to be followed. Standardisation of levels and expectations are discussed and quality assured through department meetings and mark scrutiny. Additional references are gathered though art educators from across the UK via the teacher network set up through the University of Leeds Art Teacher residential programme, through NSEAD resources and through shared resources and ideas across art teacher groups on social media including the NSEAD group. Skills are shared where staff require additional support and resources are produced cohesively to allow for common experience across all classes. The Art specialist technician also plays a key role in supporting staff and students in practical processes and in the development of their work.

Our department key resources are: Exemplar work produced by staff and students, publications and websites showcasing practitioners, 100% sheets devised to support and extend the classroom practice and highlight powerful knowledge, further handouts created to support student learning – all created to model, explain and expand the curriculum. Additionally, we also incorporate careers pathways as references in sequential lesson planning, display and sharing of DCA student success stories (see examples in Impact). Artist workshops with local practitioners and artist and teacher led visits are included as vital elements to extend student knowledge and understanding and feed into increasing their cultural capital. Utilising sites such as Yorkshire Sculpture Park, Leeds Art Gallery, Bradford Industrial Museum and initiatives such as Access Art and Make Your Future connect our students to the creative industries and potential pathways.

Students begin with a foundation project in Year 7 designed to assess and address gaps in prior learning and to allow students to begin from the same strong foundation. Through carefully scaffolded projects through KS3 students build experience and confidence to gain creative skills and greater personal response. A broader and more in-depth programme has also been created for Year 9 students to introduce them to the course of study whilst extending their knowledge and understanding of new processes, practitioners and methods of presentation. The whole 5 years are designed to gradually lessen teacher direction and allow for greater independence in the direction of their work leading them to have the skills, confidence and range of knowledge for a more successful A Level experience. The curriculum experience also facilitates the student into moving beyond our teaching and learning to explore for themselves and utilise skills of research, enquiry, response, synthesis and presentation in other aspects of their education.

Throughout, work is supported with guided steps at each stage of a process or project. Targeted differentiation allows for individuals who require lower level difficulty as well as stretch and challenge for higher levels across knowledge and practical application. Forensic monitoring and 1 to 1 teacher feedback allows for misconceptions, gaps in knowledge or practical deficiencies to be identified and addressed on an individual or whole class level. Regular reference to prior knowledge and practice and a cohesive curriculum links learning allowing knowledge and skills to become embedded. Home learning is an integrated element of each unit of work, supporting and stretching class work as well as allowing for regular practice of key drawing skills. Ongoing reflection of progression allows us to identify further strategies to assist our students to success and the use of additional intervention is implemented to allow for supplementary, supported sessions to improve and maximise student progression.

We also believe that our curriculum goes beyond what is examinable in the growth of student's emotional and social development. Extra-curricular enrichment extends what can be taught in lessons and involvement in national initiatives such as the Crafts Council 'Make Your Future' project and the Arts Award programme allow for further engagement and exploration of future pathways.

Impact

Art has a powerful effect beyond the measures of grades and final outcomes and we see the influence of this subject in the way students develop not just their skills and understanding but also in their ability to question; in their resilience to keep practicing and allowing mistakes to teach them; in how their confidence increases through each new topic as they realise they have a voice and they have new ways to express what they think, what they feel and who they are. The valued feedback from students in their comments and cards long after they have left clearly shows the harder to quantify values of how our teaching has given them emotional support, has opened new horizons beyond what they first imagined for themselves; how it has given them the self-belief and confidence to aim high and the resilience and creative mind set required for success in the modern world.

Student progress is documented through sketchbook work, 100% sheet practice, verbal responses and practical outcomes which is quality assured through our work scrutinies with SLT, HoY and HoD.

Impact is measured by first ensuring clear aims and objectives throughout each aspect of the curriculum considering what outcome will help in the measure of these aims. Any data generated through monitoring and assessment informs individual DDP and allows for tailored action to suit individuals and targeted groups.

We map student progress from their KS3 baseline across KS3 and 4 for a clearer progression picture and include our cycle analysis in our school improvement document. KS3 progression from baseline is usually majority purple and green progress.

Reflection on Progress 8 scores show our students achieving above average when compared to their peers nationally.

Art usually reflects positive progress for disadvantaged students at GCSE.

Student engagement inside lessons is very good and is regularly cited as one of the strengths of the department in drop-ins and lesson observations. Engagement outside of lessons is also very good, reflecting further positive motivation to learn, engage with the subject and make progress. Attendance at Art Club and voluntary attendance to continue with work after school is popular across year groups.

Even with limited choices Art continues to be popular for uptake at GCSE.

By monitoring student progress beyond KS3 and 4 we are able to document stand out successes in students who have followed a creative pathway and use these as examples for encouraging the progression of our current students. We are proud to share the successes of students who have forged a successful creative pathway including teachers, designers, creative business starters, Art journalists – it's a long list. Some of our stand out successes include:

- Luke Trybula – previously worked for Mercedes Benz and as the Head of Interior Design for Jaguar.
- Daniel Lee – Creative director at Bottega Veneta and recent winner of four prestigious accolades including Fashion Designer of the Year.
- Dr Rebecca Wade - Art historian and assistant curator of sculpture at Leeds Museums and Galleries. She has completed postdoctoral research projects at the Museum of Classical Archaeology (University of Cambridge Museums), the Henry Moore Institute and the Paul Mellon Centre for Studies in British Art as well as having published works.
- Katie Bentley – achieved a first in Ceramics and has gone on to start her own ceramics business.
- Lindsay Holden - Art Teacher working across the globe in East Asia and South America.

Art - Curriculum Overview

Our curriculum has been designed as a 2-year KS3, further development of skills and knowledge and introduction to GCSE in Year 9 and AQA GCSE Art, Craft and Design in Years 10 and 11.

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	Formal Elements of Art Purposes and practice of drawing Still Life genre Patrick Caulfield/Michael Craig Martin Purpose and application of colour Colour meaning and expression	Architecture Illustration Antoni Gaudi Zara Hadid James Gulliver Hancock Clay Mono-printing / transfer printing	Issue Based Art Ai Weiwei Banksy Range of relevant artists Installation Design principles Layout / composition Researching for inspiration
	Skills	Observational drawing Tonal shading – pencil, charcoal Colour mixing – pencil, paint Writing about art – analysing objective & subjective responses	Ceramics – hand building techniques Drawing for design, annotation Understanding and emulating an artist style / source Mono-printing / transfer printing Observational drawing Evaluating, refining and improving outcomes	Understanding and emulating an artist style /source Introductory typography Mix media Construction from 2D to 3D Drawing for design Observational drawing Evaluating, refining and improving outcomes
	K/S (KS2) Revisited	Building on varied experiences at KS2 Checking for misconceptions and incorrect practice	Building on varied experiences at KS2 Checking for misconceptions and incorrect practice	Building on varied experiences at KS2 Checking for misconceptions and incorrect practice
Year 8	Knowledge	Protest art Banksy Shepard Fairey Barbara Kruger Graphic Design - posters Screen Printing Typography Drawing Painting	Portraiture Range of relevant artists Symbolism Frida Kahlo Mexican Folk Art Rachel Maclean Triptych Analysis and response	Animal Heads AJ Fosik NA Indian Art Indonesian Art Design style Symbolism 3D construction Analysis & response
	Skills	Composition/layout Typography Screen printing Collage Drawing Painting Understanding and emulating an artist style / source Analysing ACD Evaluating, refining and improving outcomes	Drawing for design and observation Understanding and emulating an artist style / source Composition Watercolour painting Collage Research Presentation Written artist analysis Evaluating, refining and improving outcomes	Drawing for design and observation 3D paper/card construction Understanding and emulating an artist style / source Presentation Artist analysis Evaluating, refining and improving outcomes
	K/S Revisited	Building on bubble writing Drawing and painting Checking for misconceptions and incorrect practice	Drawing and painting Checking for misconceptions and incorrect practice	Drawing and painting Collage 2D to 3D Checking for misconceptions and incorrect practice
Year 9	Knowledge	Nature GCSE assessment objectives Observational Drawing techniques Artist analysis Lewis, Turner, Naismith, Timorous Beasties designing for collaboration Surface pattern design	Birds Drawing techniques Artist analysis Cromer, Paul, Hearld, Harper, Basquiat, Fabric Lenny Mark-making, painting techniques	Fantastical Creatures Illustration Range of relevant artists Julie Arkell, Lauren Van Helmond, Photography Animation Shadow puppets
	Skills	Observational drawing Drawing for design Painting Mono-printing	Mark making, painting Drawing Artists research & analysis	3D design / construction Ceramics Mixed media Illustration

		Block printing collage Surface pattern design creation designing for collaboration Photoshop Understanding and emulating an artist style / source Evaluating, refining and improving outcomes	Understanding and emulating an artist style / source Presentation Card construction Mix media Collage Photography Evaluating, refining and improving outcomes Screen Printing	animation Understanding and emulating an artist style / source Evaluating, refining and improving outcomes
	K/S Revisited	Drawing Colour mixing Composition Research, analysis & design Mono-printing	Collage Card construction Research, analysis & design Screen Printing	Ceramics Mixed media Research, analysis & design
Year 10	Knowledge	Wonder and Dread / CW Fast fashion Textiles industry Morris, Schmidt, Vickery, Illingworth Range of relevant artists Surface pattern design Mono printing Block printing Transfer printing Screen printing	Identity / CW Range of relevant artists Shonibare, Kusama, Le Doux, Salgado Drawing Exploring the concept Typography Composition Photography Photoshop Painting	Mock Exam Unit / CW GCSE Assessment objectives All prior practical understanding Research and analysis Exam preparation
	Skills	Drawing Painting Research Analysis Composition Presentation Ideas generation Surface pattern design Mono-printing Block printing Transfer printing Evaluating, refining and improving outcomes	Drawing Painting Research Analysis Composition Presentation Ideas generation Photography Photoshop Evaluating, refining and improving outcomes	All practical processes Research, analysis & response Presentation Generating ideas Evaluating, refining and improving outcomes
	K/S Revisited	Issue Based Artwork Printing	Portraiture Painting	
Year 11	Knowledge	Mock Exam Unit / CW GCSE Assessment objectives All prior practical understanding Research, analysis & response	Exam Unit GCSE Assessment objectives All prior practical understanding Research, analysis & response Exam preparation	Exam Unit GCSE Assessment objectives All prior practical understanding Research, analysis & response Exam preparation
	Skills	All practical processes Research and analysis Presentation Generating ideas Evaluating, refining and improving outcomes	All practical processes Research and analysis Presentation Generating ideas Evaluating, refining and improving outcomes	All practical processes Research and analysis Presentation Generating ideas Evaluating, refining and improving outcomes
	K/S Revisited	Any relevant knowledge and skills	Any relevant knowledge and skills	Any relevant knowledge and skills

Careers

We will equip every student with the skills, knowledge and self-confidence to fully explore and follow their dreams. We will create young people that are positive thinkers and are open to taking risks that will help shape the future of our world and allow them to live happy and healthy lives.

“Choose a job you love, and you will never have to work a day in your life." — Confucius.

Intent

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to all students at Dixons City Academy. Effective careers support is fundamental in preparing young people for the opportunities, responsibilities and experiences of life; it guides and supports them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that as a school we support every student to develop the knowledge and skills they need to make informed choices for their future, so they can enjoy happy, successful lives and make the world around them a better place.

The CEIAG programme at Dixons City Academy has a whole- school remit designed to complement the rest of the school curriculum. The CEIAG programme at Dixons City Academy will encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school. It will ensure students are ready to take their next step in their learning or career when the leave the school.

Dixons City Academy follows the principles of the Gatsby Benchmarks which are recognised by the DfE as being the foundations of a successful CEIAG programme. The Gatsby Benchmarks are as follows:

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

Following Careers theory, the school recognises the importance of students being aware of their skills and working to develop them. As such, activities during Years 7 and 8 are focused on developing the employability skills of students. This is achieved through PDS lessons and enterprise challenge days which are funded and led by Careers and Enterprise Company. Another element of the Key Stage 3 Careers Curriculum is the focus on learning about the different types of careers available to all students regardless of background. This is achieved through assemblies led by local employers and specialist staff providing comprehensive information to students about future career opportunities and the skills and qualifications they will need to purse them.

Explicitly planned PDS lessons delivered by form tutors provide students with the skills to use resources such as Unifrog, to research live career information to help guide their future subject choices and drive their career aspirations. By the end of Year 8, students will explore the career options their chosen GCSE subjects will provide them with. Throughout the careers curriculum students will develop and refine the following key skills employers' demand of young people, as outlined by the Careers and Enterprise Company:

1. Communication - This covers verbal and written communication, and listening. It's about being clear, concise and focused; being able to tailor your message for the audience and listening to the views of others.

2. Teamwork - You'll need to prove that you're a team player but also have the ability to manage and delegate to others and take on responsibility. It's about building positive working relationships that help everyone to achieve goals and business objectives.

3. Problem solving - You need to display an ability to take a logical and analytical approach to solving problems and resolving issues. It's also good to show that you can approach problems from different angles.

4. Leadership - You may not be a manager straight away, but graduates need to show potential to motivate teams and other colleagues that may work for them. It's about assigning and delegating tasks well, setting deadlines and leading by good example.

5. Organisation - This is about showing that you can prioritise, work efficiently and productively, and manage your time well. It's also good to be able to show employers how you decide what is important to focus on and get done, and how you go about meeting deadlines.

6. Interpersonal skills - Interpersonal skills are skills that allow you to interact with and work well with others. Interpersonal skills that employers look for include motivation, flexibility and empathy.

7. Computer skills - Nearly every occupation requires the use of a computer in some capacity. Computer skills to highlight include being able to use word processing, spreadsheets, social media, data visualisation and email communication.

8. Problem-solving skills - The ability to manage challenging situations at work in a productive and positive manner. Common problem-solving skills to include on your resume are communication, decision making and research skills.

9. Open-mindedness - Open-mindedness is an important skill for anyone who is entering into a new position.

10. Strong work ethic - A strong work ethic is another excellent skill to highlight when applying for jobs. Employers want employees who they can trust to perform their duties and meet deadlines without having to micro-manage them. Having a great work ethic ensures you are able to complete your tasks and manage your work effectively even when no one is regularly checking your progress.

During the five year careers curriculum at Dixons City Academy the students will learn the importance education plays in the shaping of their future lives. To challenge social disadvantage students in year 7 and 8 the students will be taught that there are no barriers to their future aspirations and regardless of their background every student has the opportunity to pursue a career of their choice, as long as they work hard and show determination to succeed.

Students are taught to challenge stereotypes around careers and that there are laws to protect people from discrimination in the place of work. Students learn the importance of succeeding in a broad and balance curriculum and the value higher education and employers place on STEM subject qualifications. In year 8, students are provided with the skills needed to make informed choices around the qualifications they will select in year 9 which are linked to their future career pathways.

Building upon the learning of students from in years 7 and 8, the careers curriculum focuses on preparing students for the work place. The explicitly planned curriculum SLPs are focused on providing encounters with employers and employees, experiences of workplaces, encounters with further and higher education and on unbiased personal guidance. Careers lesson are explicitly planned in year 11 around post 16 progression and how to create an effective CV that fully showcases the skills and attributes the students have, as well as interview preparation/deliberate practice and further refinement of the ten core employability skills.

The school prepares students for the post 16 transition through interviews with our impartial Careers Adviser and through guidance provided by guest speakers from Post 16 providers and Universities in assemblies. This knowledge is developed further through explicitly planned careers lessons planned by the school Careers Leader and taught by form tutors during PDS lessons. Students are taught the difference between a job and a career, all students understand that better qualifications achieved at school will enable them to enjoy the financial and personal development that come with a career as opposed to a job.

CEIAG is shared with colleagues through the explicitly planned SLP and resources. Training and guidance for colleagues around key material is provided by the Careers leader. CEIAG is shared with the students through PDS lessons led by form tutors, through specific assemblies and lead lectures delivered by the careers lead and external specialist. The CEIAG curriculum is shared with families through the website and written communication when appropriate.

The careers curriculum at DCA enables all students, particularly disadvantaged students to have high aspirations and the determination to attend high quality post 16 provision such as D6A, Greenhead College, Notre Dame. To close the gap for disadvantaged students, priority appointments are made when required, with an external unbiased career advisor from Aspire-igen.

Our careers curriculum has been quality assured within DCA by SLT and peer reviewed within the Trust from other outstanding schools. The careers curriculum is quality assured against the Gatsby benchmarks (using the Compass online evaluation tool) and guidance from the Careers and Enterprise Company.

By using the Gatsby Benchmark as a foundation and adding further opportunities for students to grow and develop as young people and not just successful learners, we will ensure that all students can compete with their peers from around the country and abroad to choose the career that can fulfil their dreams and ambitions and live happy, healthy successful lives.

Implementation

Students are encouraged to take an active role in their own career development. The careers curriculum emphasises student participation with a focus on self-development, learning about careers and the world of work, and developing career management and key employability skills. Students will be taught from year 7 how to use an online software package called Unifrog which is used across the Dixons Trust. Through Unifrog students will update their CV on a regular basis and by the end of year 11 every student will have a comprehensive record of the achievements and personal skills to show post 16 providers or employers.

The careers curriculum is explicitly planned against the Gatsby Charitable Foundation's benchmarks and audited using the Compass online self-evaluation tool to ensure all eight benchmarks are met during the five year curriculum. The careers curriculum is explicitly planned by the school's Careers Leader. The Careers Leader quality assures the delivery of both internally and externally delivered careers learning to ensure that it meets the Gatsby benchmarks and more importantly the needs of every student at DCA. The Careers Leader is line managed by a member of SLT to ensure that all resources and sequential lesson plans go beyond the Gatsby benchmarks in supporting every student to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.

During their time at school, all students will receive support when making subject choices for the GCSEs (in year 8) and next step choices for Post-16 courses (in year 11). As section 42A of the Education act 1997, guidance is centred on promoting the best interests of the student. The guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution or work option. The impartial guidance provides clear information on the range of education or training options, including apprenticeships and technical routes.

They will receive up-to-date and unbiased information on future learning and training, careers and labour market information through assemblies, workshops and explicitly planned PDS lessons delivered by form tutors. To support the cognitive load of students, learning resources are planned to have no more than four chunks of powerful knowledge. Key powerful knowledge is taught at specific stages of the students learning journey at DCA, for example knowledge around employability skills, choices and career planning are taught in

cycle 1 in year 8, in order to prepare year 8 students for making informed choices around they GCSE subjects. In year 11, students are taught the knowledge and skills required to make informed choices about all available post 16 options, how to complete a CV and complete an application for the post 16 destinations they aspire to attend.

Students will also have at least four meaningful encounters with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits. This will be supported by visits from a range of education and training providers, including colleges, Universities and apprenticeship organisations. These opportunities build upon the prior learning of the students and enable them to see the career opportunities and pathways available to them in more 'real life' contexts.

There are also opportunities for students to apply their knowledge and skills by taking part in mock interviews with external companies and to learn from the precise feedback given by employers. Students will also have the opportunity to visit education and employment providers for taster days, so they can gain an accurate insight into what post 16 provision is actually like. Visits are tailored to the future plans outlined by students during their interviews with the impartial careers advisor.

Explicitly planned PDS lessons delivered by form tutors or specialist staff throughout the year will also provide every student with:

- Support to develop their self-awareness and career management skills needed for their future. This will be done during specific careers guidance PDS lessons and through curriculum linking careers and transferable skills for careers to specific subjects and topics within those subjects.
- Career lessons covering options beyond school, the world of work, the job market and the skills needed for the future. Unifrog will be used so that students can have live information about the world of work.
- The opportunity to relate what they learn in lessons to their life and career beyond school (CEIAG). Staff will have CDP so they can highlight to students when they demonstrate these skills and how they will apply beyond school. Students will be encouraged to keep records of this for help in year 11 preparing personal statements and CV's.
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team. Every student is spoken to regularly by form tutors and every student will have at least one, 1 to 1 in year 8 and 11.
- Access to 1 to 1 guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group.

Student's career journey though out year 7 to 11 will focus on three recurring themes;

- Understanding of what the ten core skills are and that these are transferable skills that colleges, Universities and employers are looking for. This will be done through the PDS curriculum, curriculum lessons, staff CPD and Unifrog.
- That stereotypes and disadvantage should not stop any of our students becoming anything they choose to. We will address these issues through PDS, PRIDE, positive role modelling and powerful knowledge.
- Being the best version of ourselves; we will encourage this in every aspect of student life at DCA and through the career curriculum.

As part of the CEIAG programme the school will keep parents/carers informed of their child's progress and provide information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement and will be asked for their views about the support and guidance their child have received to ensure that every student moves onto the career pathway of their choice when they leave Dixons City Academy.

Impact

The impact of the CEIAG programme at Dixons City Academy will be:

- That every student is equipped and ready to access the post 16 provision of their choice and that they are ready to make a meaningful contribution to the world and change it for the better.
- That they leave with the self-respect, integrity and determination to fully realise their life goals and ambitions and live a happy and healthy life.
- All the Gatsby benchmarks have been met.
- 0% NEET.
- 100% positive feedback from external agencies who have worked with the school to provide CIEAG opportunities.
- Students and employers provide positive work experience feedback.
- Student and family feedback highlights the successful career guidance provided by DCA.
- The Local Authority Data will show all students have successfully secured a post 16 provision.
- The evaluation "Compass Tool" will show that the careers curriculum meets all Gatsby benchmarks.

Citizenship

We will equip students with knowledge and understanding of the wider world in order to change our world for the better. We will create active, critical thinking citizens who will be Upstanders in the world.

Intent

At Dixons City Academy, our mission is to help our students be the best version of themselves so they can change our world for the better. We aim for all our students to be motivated, active and informed citizens who know how to function successfully within our democracy and challenge injustice and disadvantage. We want our students to "be the change [they] want to see in this world" (Gandhi.) Our Citizenship curriculum is largely delivered through Personal Development Studies where form tutors, who know our students and their families' best, explore a range of legal, political and financial issues within the context of the range of issues covered in the wider PDS curriculum. This is supplemented by coverage of a number of Citizenship topics and skills through the History, Geography, RE and English curricula. Our Citizenship curriculum will challenge social disadvantage by educating students about the legal and political frameworks which govern life in the UK and how they can have a voice within our democracy and exercise their rights as citizens and human beings.

Our curriculum is shared with form tutors through PDS training in the first week of the school year, and also through whole-school CPD sessions. Students are informed about what they will study in PDS, including Citizenship, through assemblies, and sessions with their form tutors at the beginning of Cycle 1 each year. We also send a letter home at the start of every academic year informing parents about the content of the PDS curriculum and offering avenues for them to find out more and ask questions about the PDS and Citizenship curricula. The curriculum is also published on the Academy website.

We take as a starting point, the Citizenship programme of study from the National Curriculum, and go beyond this by teaching students about issues particularly affect their lives, such as our unique context as Britain's youngest city (as outlined further below). Citizenship focuses on the same topics of legal, political and financial education every year, returning to subjects in greater depth as students get older. To ensure our lesson sequencing is intelligent and appropriate, our Citizenship and wider PDS curricula are designed and quality assured by senior leaders in collaboration with the full Head of Year team. This enables us draw on pastoral leaders' experience of what students are likely to be focusing on beyond school as they develop as young citizens; for example, discussing politics with their parents, part time work, engaging with the justice system, or protesting about political issues.

To benchmark our curriculum and ensure it goes beyond best practice, as befits a school aiming to be in the top 1% nationally every year. We have audited our curriculum via tools provided by both the PSHE Association and the Association for Citizenship Teaching. Our Citizenship curriculum particularly benefits students who face disadvantage or come to us from other countries which may have different political systems, as it explicitly builds cultural capital and builds powerful knowledge of what legal and political rights everyone living in the UK is entitled to, along with key skills of advocacy needed to challenge infringements of those rights.

In order to achieve these aims we draw on the inspiration of a range of thinkers and leaders, introducing students to different conceptions of the role of citizen in a democracy, including ancient Athenian thinkers such as Solon and Aristotle, later thinkers who advocated the extension of citizen rights such as Mary Wollstonecraft and Olaudah Equiano, and the developments that led to the extension of the franchise to all males and then eventually all over-18s in the UK. This will be brought up to date through study of how the UK is governed today, and how UK relations with the EU, Commonwealth, the UN and the rest of the world have developed over time. This will include study of migration to and from the UK and in particular the unique context of Bradford, which is the UK's youngest city, and also on course to become the UK's first Muslim-majority city by 2030. We will explore the challenges and opportunities this provides for Bradfordians of all ages and backgrounds to influence how our city develops in the 21st century through citizen and government action, and encourage students to develop their own views on, and skills to advocate for, what Bradford needs to enable its economy and inhabitants to flourish.

On a wider scale, we teach our students about the concept of universal human rights, including the Universal Declaration of Human Rights and the UN Declaration on the Rights of the Child. We encourage all our students to identify cases where these rights are not universally respected, both in the UK and under other forms of government overseas. We build on this to develop every student's motivation and ability to advocate for respect for human rights. This complements the study of power and politics in the UK, which we return to in greater depth every year, to ensure students are aware of how political and economic structures work and how they can influence those in power. This includes democratic elections, the UK legal system, the work of pressure and voluntary groups, Parliament and government, the media, and the Treasury and Bank of England. Students will leave our school with a clear understanding of how to register to vote and how elections and voting work both at local and national level, and how they can have influence in other ways, such as through pressure groups and active citizenship within the community, including through small scale grass-roots voluntary groups and larger religious and third sector organisations. They will also understand how to navigate both online and traditional media, and evaluate the reliability of different types of information and identify fake news.

A key element of our Citizenship curriculum is financial and economic education, which will enable our students to make safe financial choices and understand how to manage money to meet present and future needs, both in their current life stage when they plan their next steps beyond DCA. We also support students with the next stage in life through providing education on careers linked to Citizenship. When studying the legal, political and financial frameworks within which all citizens operate, we draw students' attention to the many professional roles supporting these. This includes legal careers including the difference between a barrister and a solicitor; public services roles including social work, education and the uniformed services; financial professions such as accountancy, insurance and banking; and the many roles within politics, the civil service and the third sector. Students will know the key roles these

professionals play in a democracy and also what relevant skills they themselves are developing, both within Citizenship and their other subjects.

Implementation

Our citizenship curriculum is delivered through three different avenues: subject curricula, assemblies led by external visitors and specialist teachers, and weekly PDS lessons with form tutors. This model has been chosen to provide students with two complementary outcomes. Firstly, we aim to ensure that students gain the powerful knowledge they need to be active and informed citizens. Secondly, we need to provide students with safe spaces within which to explore and develop their ideas about Citizenship issues, facilitated by a trusted adult who understands our community and the individual histories of the students in the class.

To achieve the first of these aims, Citizenship topics which sit within other academic disciplines are taught within those subjects. For example, the development of UK democracy is covered within History lessons, and is taught and assessed according to the high standards outlined in our History curriculum documents. Similarly, the Crime and Punishment unit in RE GCSE explores some of the key causes of crime, covering mental ill-health, addiction, poverty, upbringing, greed, hatred, and opposition to unjust laws.

To achieve the second aim, students need the opportunity to explore contested issues in a safe space, facilitated by tutors who know them and their personal history well and who can respond to individual and community contexts sensitively. This will necessarily involve discussing controversial questions and challenging misconceptions that may be widespread among our students. This requires trust and strong relationships between students and teachers; we know our form tutors are best placed to play that role, and to follow up with families, carers and external agencies if students seem to be struggling to overcome misconceptions about their rights and responsibilities, the role of law and government, or how to conduct themselves as positive members of UK society. Therefore, PDS plays an important role in our Citizenship curriculum model. The areas of the Citizenship curriculum delivered through PDS are the operation of the police, courts and tribunals, the structure and work of the UK Parliament and government today, electoral systems and voting, and some aspects of financial and economic education. For example, topics such as employment rights, elections and voting, and media literacy are returned to each key stage in greater depth. Assessment is conducted through formative assessment and the use of hinge questions within each lesson to ensure key concepts have been grasped. In addition, retrieval practice takes place at the start of each lesson to ensure that key knowledge is retained in students' long-term memory, and key questions are planned to ensure students' progress to the next topic only when understanding of foundation topics is secure.

Where there is not the overlap between Citizenship and another curriculum subject, yet a powerful Citizenship knowledge needs to be passed on to our students by an expert, this is delivered through assemblies. Students attend whole year group assemblies led by teachers with expertise in the subject, or staff from external organisations.

Citizenship lessons delivered through PDS and the timing and content of assemblies are carefully sequenced by the Vice Principal responsible for our pastoral system, in collaboration with other senior and middle leaders with subject expertise in this area. Lesson resources are designed by Heads of Year based on the sequential lesson planning document, in collaboration with the Senior Leadership Team member responsible for Citizenship, and shared with tutors to ensure consistency across all classes in each year group. In the case of Citizenship teaching done within subject departments, such as History and RE, lesson sequences are designed by the Head of Department and planned by the teachers of that subject. They are then quality assured by their line manager on the senior leadership team. To ensure staff delivering Citizenship education, particularly form tutors, are fully aware of the pedagogical techniques particular to the subject, such as managing discussion of controversial issues, CPD is delivered at the beginning of the year by senior leaders with relevant experience. We use deliberate practice activities to enable tutors to practise appropriate responses to issues such as students using language that could be construed as discriminatory, or expressing radical or offensive viewpoints that they may not fully understand; this means that misconceptions are challenged but students remain confident that they can raise and explore difficult questions in Citizenship. Further whole school CPD sessions are dedicated to revisiting and honing these skills throughout the year as tutors gain experience of teaching the content for that year group.

Form tutors report key misconceptions and skill gaps to HOYs in year team meetings or via email so that lesson resources can be updated to responded to appropriately. HoYs and SLT quality assure the delivery of the Citizenship curriculum through PDS and subject lesson drop-ins and learning walks. Students are made aware of connections to career options such as public and emergency services, third sector work, being a local councillor or other elected representative, and working within the justice system. This is done through careers assemblies, PDS lessons which discuss the work of these important services, and assemblies by external visitors working in these areas.

Impact

We will know that our Citizenship curriculum has met its aims in a range of ways. Formative assessment activities are built into every Citizenship lesson delivered in PDS and through other subject curricula. This is done through retrieval quizzing of previously taught material, hinge questions that check for understanding of foundational concepts, and discussion tasks which enable teachers to identify misconceptions and address them in the moment they are noticed. Where Citizenship content is delivered through academic subjects such as History and RE, it is assessed through end of cycle assessments. While we do not enter our students for a public examination in Citizenship, there are many qualitative indicators that will help us assess the extent to which our intent has been delivered. Key signs would be that a high proportion of students volunteer within school and in the wider community, that they ask questions of their form tutors and subject teachers that indicate an engagement with current affairs, and express positions in favour of human rights and standing up to injustice and disadvantage. For example, after learning about human rights in Citizenship we would expect students studying international development in Geography to be applying the language of rights and responsibilities to this topic.

We will know that our students have developed a true love of Citizenship if they demonstrate responsible behaviour as up standers within and beyond school as a result of their powerful knowledge gained through Citizenship. This can be tracked through behaviour

data, Head of Year reports on trends in behaviours such as bullying and discrimination in year team meetings, and feedback from our Safer Schools Officer about student interaction with police and the justice system. If our intent has been successful and students love the subject, they will engage in discussion with parents, carers and friends about what they see in the media; we would also expect that parents and carers will report on consultation evenings that students are eager to discuss their interest in Citizenship issues and political events such as elections, and are keen to complete volunteer work. Moreover, students will register to vote and vote in local and general elections, complete volunteer work, engage regularly with reputable media sources. In the longer term we would expect to see students applying for courses and choosing careers in the public services and third sector, politics, law and finance, based on the knowledge and understanding gained during their time studying Citizenship at DCA.

Computer Science and Information Technology

Intent

The skills and knowledge gained in Computing: Computer Science and Information Technology at Dixons City Academy will develop digital citizens, who are empowered to harness new technologies so they are able to interact and thrive in the 21st Century, in a safe and effective way. Students will learn logical problem-solving techniques, using computational thinking to solve complex problems. through developing algorithms, and core programming techniques. Students will be able to identify which technologies are appropriate to use, in order to express themselves and develop their ideas.

The Computing curriculum intent was collaboratively developed by the department. It is shared with colleagues throughout the academic year and reviewed in weekly department meetings and CPD sessions. It is shared with students through subject overviews and their 100% Books. Student 100% Books detail the powerful knowledge students need to learn, whilst using generation questions to help students understand the subject in its wider context, and the importance of why each topic is studied. Parents are given information at consultation evenings, through the guided choices booklet, available on the school website.

The curriculum covers all of the knowledge and skills of the National Curriculum (ii), Computer Science and IT KS4 qualifications specifications and beyond. Through teaching students' powerful knowledge, problem-solving techniques and developing their resilience to change, the discipline equips students with the ability to apply these to a range of ever-changing technologies – true life skills. Computer Science also gives students the opportunity to participate in a number of national competitions including University of Oxford's Bebras Computing Challenge and GCHQ's Cyber Security Matrix Challenge. This is just one of the ways in which students gain an appreciation of potential careers within the field.

In an ever-changing discipline such as Computing, continuous verification of curriculum content is imperative. This is achieved by cross referencing with professional bodies including British Computer Society (BCS)/Chartered Institute of IT, National Centre for Computer Education and Computing at Schools, (CAS). All staff are members of at least one of these associations. This ensures that our curriculum continues to include "the best that has been thought and said" (Matthew Arnold, 1869)

Whilst having highly aspirational target grades and high expectations for all students, the department is acutely aware of Bradford status as an area of deprivation, and the potential impact this may have for student access to technology at home. To combat this the department has taken the following actions:

- Supports after school homework clubs / interventions allowing access to IT resources.
- Provides access to software through use of Office 365, cloud-based storage and open source products.

To ensure computing is fully inclusive, the KS3 curriculum enables students to progress to further study in both IT and Computer Science disciplines. This allows students to learn through a variety of computing qualifications, tailored to their individual needs from entry level to level 2 and grade 9. Contextual safeguarding, and the threat of radicalisation is addressed through the E-Safety modules delivered each year. This includes looking at validity and bias of sources of information and "Fake News".

Implementation

Students start Year 7 with a wide range of skills and experience of computing skills. The focus at the beginning of Year 7 is to consolidate existing skills and to ensure all pupils are safe on-line. The KS3 curriculum is split into distinctive modules of on average 6 lessons, with an end of topic assessment. Each module maps to a number of National Curriculum strands, and is sequenced in such a way, to allow clear progression both in terms of level of challenge and technical skills, between Year 7 and Year 8.

During KS4 students who have opted to study IT or Computer Science complete either the Pearson BTEC Level 1/2 Digital Information Technology or OCR GCSE Computer Science. Core Computing and IT continues to be delivered for all students as part of the Personal Development Studies curriculum, and as a number of discrete projects within subjects. This ensures that all students at DCA have "the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career." (DFE, National Curriculum 2013)

The Computing curriculum is planned over 5 years, with lessons logically sequenced in such a way that students can build on prior knowledge and skills, as identified in long term plans. These identify the overarching big question of the topic of what students must know – powerful knowledge, and what skills they should master and be able to apply. This includes both technical skill such as creating a spreadsheet model for a given purpose, as well as procedural skills and knowledge such as how to apply these facts and skills to solve particular problems.

Large topics are then broken down into a logical sequence of lessons. Each lesson has its own individual key questions or learning objectives. These are then addressed within the lesson, through cross referencing to powerful knowledge and skills. Learning objectives are limited to a maximum of four per lesson, to reduce cognitive load.

A key resource used in every year group is the 100% Book. This is structured to support sequencing of lessons, using the same overarching questions, and topic questions as the long-term plans. The content clearly addresses these questions and supports both knowledge acquisition and embedding this knowledge in long term memory. Inclusion of sample questions and annotated answers helps consolidation, whilst the inclusion of the process used to develop the answers, helps to address common

misconceptions. The clear layout also supports interleaving of topics, helping students to cross reference the powerful knowledge and make links between topics. They include opportunities for students to practice both exam technique and retrieval of powerful subject knowledge.

The use of the Morning Meeting subject quiz is another opportunity for spacing and retrieval practice. Students complete a quiz based on topics initially covered in the previous year/term. Further opportunities for embedding powerful knowledge within lessons include "Do Now" activities at the start of the lesson, and homework.

Do Now activities will always be either:

- Retrieval practice from the current topic.
- An opportunity to practice retrieval for previous topics to support and promote, the importance for daily revision so that knowledge can be committed to long term memory.
- An opportunity to address common misconceptions.

Homework is set every week, and this fulfils one of the following purposes - supports acquisition of powerful knowledge from the current topic, gives students opportunity to practice recall and application of powerful knowledge. Interleaving ensures the knowledge is committed to long term memory. Where appropriate, homework also supports completion of controlled assessments. WAGOLL's (what a good one looks like), are included, so students are clear about expectations.

Shared plans and resources ensure that all staff know what needs to be taught and how. Consistency is further developed through exploiting opportunities for shared planning and CPD. The use of Data Driven Planning for every lesson ensures that differentiation for individuals or groups, gives all students the opportunity to make excellent progress with a focus on quality first teaching.

Quality assurance procedures happen through SLT and HoD drop-ins and learning walks to ensure that departmental and whole school standards are maintained. Three times a year staff have a one to one meeting with their HoD to review the progress of classes, identifying any particular support or intervention requirements. Regular work scrutinies, include all years and all courses, adds to the quality assurance process. Department CPD is used to address any outcomes that arises from the QA process.

Impact

The number of students opting to continue to study IT or Computer at KS4 and beyond, is an indicator not only of the popularity of the subject but also clearly shows students have an appreciation of the importance of the discipline, in all areas of modern life.

Evidence that the intent of the curriculum has been achieved includes effective application of students' digital literacy skills, not only supporting their wider academic studies, but all areas of their lives. This includes applying for jobs, apprenticeships and further courses of study.

At subject level, the impact of the of the Computing curriculum can be measured through student practical application of the powerful knowledge and skills through project work, which forms part of the assessment model, and completion of theory based papers. Question level analysis of individual students, or whole cohort performance, allows teachers to identify gaps and implement appropriate interventions. Tracking at this level clearly shows which gaps have been closed / improved between cycles, and what needs to be the focus for the current cycle. Performance in national qualifications is further evidence that the curriculum intent has been achieved.

Other opportunities for students to apply subject specialist powerful knowledge and skills, throughout the five-year programme of study, is through participation in a variety of national and international events. This includes:

- Hour of Code – focus on computer programming and computational thinking.
- iDEA badges – Inspiring Digital Enterprise Award, known as iDEA is an international programme that helps you develop digital, enterprise and employability skills.
- Matrix Challenge – Cyber security themed completion sponsored by the National Cyber Security.
- Safer Internet Day – E-Safety.
- Stem Roadshow – Practical application of computational thinking and problem solving within the defence industry – delivered by industry experts.

These events are also opportunities for all students to develop cultural capital. Another example of this within the curriculum is an extended research project – Computer Science Hall of Fame, where students research a famous Computer Scientist such as Ada Lovelace, Alan Turing, and Grace Hopper etc.

Computer Science - Curriculum overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	DCA Computer Network File Management Email Acceptable use policy Creating documents, presentations Careers and computer science Copyright Staying safe online Validity and reliability of information online	Designing and creating computer games using scratch Algorithms Programming constructs Event driven computer programming Adding sound and animation Testing programs Modelling using spreadsheets Adding formulae and using functions Display data effectively Data types	What is the Internet Creating web pages using HTML, CSS and templates Designing and creating an online form to collect data Evaluation of website Project management Systems life cycle Planning User requirements Systems lifecycle; design, implementation, testing, evaluation
	Skills	Managing files and folders Microsoft Office; Outlook, Word, PowerPoint Accessing email from home Google classroom	Computational thinking Problem solving; abstraction, decomposition, algorithmic thinking MS Office; Excel Evaluation	Project management
	K/S (KS2) Revisited	E-Safety Email skills Presentation and word processing skills	Creating simple algorithms Sequential programming Iteration – use of simple loops Creating basic spreadsheet models Adding simple formula Creating simple graphs and charts	Image manipulation; size, cropping, compression Editing text Creating / re-using appropriate digital artefacts Judge trustworthiness of sources of information Compliance with Copyright / Creative Commons Licences Creating a simple bibliography
Year 8	Knowledge	Computer System; hardware and software CPU; fetch, decode, execute cycle Moore's law Memory; RAM and ROM Binary – why 1's and 0's Binary – denary conversions Binary addition Storage units; bit, byte, Kb, Mb and Gb ASCII codes Secondary storage Internet of things E-Safety Staying safe online Legislation; Data Protection Act, GDPR Computer Misuse Act, Copyright Designs and Patents Act Open source and Proprietary software? Online information; validity, bias, fact and opinion Interface design	Programming - Python IDLE Debugging - syntax, run-time and logic errors Algorithms; search & sorting algorithms, linear and binary search algorithms logic & arithmetic operators Data types Programming constructs; sequence, selection and iteration Pseudocode Digital Creators Challenge Careers Systems lifecycle; design, implementation, testing, evaluation User requirements and design mobile phone apps	Databases Fields, records, attributes Relational Database Data types SQL Queries and reports Validation Simple and advance queries Input forms Testing - normal, erroneous and extreme Advanced Spreadsheets Multi sheet models Formula – lookups, if, countif Creating a user interface Validation and security features Formatting techniques Pivot tables - data analysis.
	Skills	Maths skills; binary conversion and arithmetic	Use of an IDE and App Lab Presentation skills Critical path diagrams Working as part of a team	Database skills Advanced spreadsheet skills
	K/S Revisited	All Project Management Skills from Y7 System Life Cycle Methodology Y7 Creating and re-using appropriate digital artefacts Judge trustworthiness of sources of information Compliance with Copyright and Creative Commons Licences	Computational thinking E-Safety from Y7 System Life Cycle Methodology Y7 Creating and re-using appropriate digital artefacts Judge trustworthiness of sources of information Compliance with Copyright and Creative Commons Licences	Data types Logical and arithmetic operators Effective interface design Testing strategies

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	Studying Computer Science Computer Science careers Computer systems; hardware, Software Computer networks; LAN, WAN Programming languages; Python Programming constructs; sequence, selection, iteration Sequence; print, input Selection; if, elif, else, nested if Arithmetic, comparison and logical operators String manipulation Testing Data types; integer, real, string, Boolean Casting Computational thinking; abstraction, decomposition, algorithmic thinking Iteration; condition controlled loops and count controlled loops (for and while)	Systems architecture CPU; fetch decode execute Components of the CPU Embedded systems Primary and secondary storage Memory; RAM, ROM Secondary storage Characteristics; portability, cost, durability, reliability, size, capacity Binary Bit, Nibble, Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, Petabyte binary, denary and hexadecimal Conversion and addition Overflow and binary shift used Data representation Character sets; ASCII, Unicode Images Sound Compression	Computer networks; LAN, WAN The Internet and WWW Client-server and peer-to-peer networks Networking hardware Packet Switching Cloud Computing Network topologies Wi-Fi Encryption Protocols/standards MAC and IP addresses Threats and methods of prevention to computer systems Systems software; operating system and utilities software
	Skills	Tackling programming challenges - problem solving Application of knowledge to exam style questions Bebras competition – Computational thinking	Tackling programming challenges - problem solving Application of knowledge to exam style questions	Tackling programming challenges - problem solving Application of knowledge to exam style questions
	K/S Revisited	Y8 Python Programming Y8 Understanding Computers Computational thinking skills	Y8 Understanding Computers Binary to denary conversion Y8 C1 Binary addition Y8 C1	
Year 10	Knowledge	Computer networks; LAN, WAN The Internet and WWW Client-server and peer-to-peer networks Networking hardware Packet Switching Cloud Computing Network topologies Wi-Fi Encryption Protocols/standards MAC and IP addressing Threats and methods of prevention to computer systems Systems software; operating system and utilities software Programming languages; Python Programming constructs; sequence, selection, iteration Sequence; print, input Selection; if, elif, else, nested if Arithmetic, comparison and logical operators Computational thinking; abstraction, decomposition, algorithmic thinking	Programming constructs; sequence, selection, iteration Testing Data types; integer, real, string, Boolean Casting Iteration; condition controlled loops and count controlled loops (for and while) Validation Create, manipulate and interrogate lists Read from, write to and append simple text files Test and debug programs Write error-free, well-documented programs Use modular programming techniques to break down a problem into its component parts and write well-structured programs using separate functions called from a main program Write error-free programs that extend advanced techniques (e.g. using 2D arrays)	Impact of technology on society Stakeholders Environment, ethical, moral impact Open source and propriety software Legislation Data protection act Computer misuse act Copyright Designs and Patents Act 1988 Creative commons licensing Freedom of information act Computational Thinking; abstraction, decomposition, algorithmic thinking Algorithms Pseudocode Flow charts Searching and sorting algorithms Searching algorithms; linear and binary Sorting algorithms; bubble, merge, insertion
	Skills	Application of knowledge to exam style questions Bebras competition – Computational thinking	Python Programming challenges Problem solving Application of knowledge to exam style questions	Python Programming challenges Problem solving Application of knowledge to exam style questions
	K/S Revisited	Unit 1.1, 1.3 -1.6 Yr.7 & 8 -Compliance with Copyright / Creative Commons Licences	Unit 1.1 – 1.6 Python programming Y8 C2 Y9 C1	Unit 1.1 – 1.6 Unit 2.1 2.3

		Cycle 1	Cycle 2	Cycle 3
Year 11	Knowledge	Computational Thinking; abstraction, decomposition, algorithmic thinking Algorithms Pseudocode Flow charts Searching and sorting algorithms Searching algorithms; linear and binary Sorting algorithms; bubble, merge, insertion Structured Query Language (SQL) Data representation Binary and binary logic? Logic diagrams - AND OR and NOT gates One step and two step logic diagrams Truth Tables Defensive design Validation, types of Data sanitation Programs; maintenance Testing; iterative testing, Final testing Test data – extreme/boundary data, erroneous data and normal data Debugging - error types – syntax, logic Trace tables to identify logic errors Characteristics, purpose and advantages of different levels of programming languages; low and high level Compiler, Interpreter, Assembler IDE	Data representation Binary Bit, Nibble, Byte, Kilobyte, Megabyte, Gigabyte, Terabyte, Petabyte Binary, denary and hexadecimal Conversion between all 3 above Binary addition Overflow and binary shift used Character sets; ASCII, Unicode Images Sound Compression Check digit Parity bit	
	Skills	Revision & Exam technique NEA 20 hours Bebras competition – Computational thinking	Revision & Exam technique	Revision & Exam technique
	K/S Revisited	Unit 1 ALL Python Programming	Unit 1 Unit 2.1 -2.4	Unit 1 All Unit 2 All

BTEC Digital Information Technology Level 1/2 - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	**Term 1 Skills** What is a user interface? What makes a good / bad user interface? How do I plan a user interface How to reflect on the design of a user interface and make effective improvements How to make improvement of user interface Overview of DIT qualification How do I **categorise** user interfaces? How are they **used**? How do **hardware** and **software** affect user interfaces? What **design principles** should I consider when designing a user interface? How do **audience needs** affect user interface design? How do I **improve the speed** of user interfaces? How do I **reduce user selection time**?	How do I **plan a project**? What is the **System Lifecycle**? What are **Project Methodologies**? (**Waterfall** and **Iterative**.) How do I **plan** and **co-ordinate** project tasks? How do I **identify aims and objectives** of a project? How do I use **smart targets**? How do I define the **project requirements**? Identifying project **constraints** and **risks and contingency planning**? Planning **Project Timescales** Creating a **Design Specification**	How to **develop** a **functional User interface** Evidencing **outputs** / **inputs** and **navigation** Evidencing **key aspects** of the user interface. **Refining** the user interface **Reviewing** the **user interface** **Reviewing project planning techniques**
	Skills	Presentation software skills: • How to add hyperlink buttons • Consider house style (master slide) • Use appropriate images • Insert audio (where applicable) • Animations / Tweens / Slide transactions Completing Component 1 assignment A	Creating: • Gantt Charts • Pert Charts • Critical path diagrams • Storyboards • Mood boards Completing Component 1 assignment B	Advanced skills in power point recap Completing Component 1 assignment C
	K/S Revisited	User interface design principles	Creating: • Gantt Charts • Storyboards • Mood boards	Advanced skills in power point
Year 10	Knowledge	What is **data** and **information**? How to **structure** and give **meaning** to data Methods of **presenting information** Data processing – **validation** and **verification** methods **Data collection** methods and features **Big Data** Defining the **quality** of information **Uses** of data modelling **Data security** for individuals	What is a **data dashboard** and how is it used? Methods of Importing data How to **create** an **effective** dashboard?	Using the dashboard to draw **meaningful** and **accurate conclusions**. Identifying : • Trends • Patterns • Anomalies • Possible errors Making **recommendations** based on data analysis How **presentation** of the data affects **understanding**
	Skills	Completing Component 2assignment A	Completing Component 2assignment B Structuring and formatting a spreadsheet Adding simple formula and functions Advanced functions If / Sumif / Vlookup/ Countif / Count / CountBlank /Use of logical operators Sorting / filtering data / Editing text and using outlines / Macros / Data validation / linking worksheets / conditional formatting / showing information and data summaries Presenting data – graphs & charts / pivot tables / form controls / conditional formatting	Completing Component 2assignment C
	K/S Revisited		Spreadsheet skills	Spreadsheet skills

		Cycle 1	Cycle 2	Cycle 3
Year 11	Knowledge	**A1 Modern Technologies** What **technologies** are used to **communicate**? How these technologies are **set up**? What are **security** issues and **performance** issues? **Features** and **uses** of cloud storage / computing. How does the selection of **platforms** and **services impacts** on the use of **cloud technologies** How are cloud and traditional systems **integrated?** What are the implications for organisations when **choosing cloud technologies?** **A2 Impact of Modern Technologies** What are the changes to modern world teams facilitated by modern technologies? How is modern technology used to **manage modern teams**? How is modern technology used to **communicate** with **stake holders**? How does modern technology **aid inclusivity** and **accessibility**? What are the **positive** and **negative** impacts on organisations of using this technology? What are the **positive** and **negative** impacts on **individuals** of using this technology? **B1 Threats to data** Why are systems attacked? What are the **external threats** to digital systems and data security? What are the **internal threats** to digital systems and data security? What is the **impact of a security breach**? **B2 Prevention and Management of threats** What are **user access restrictions** and what is the **impact** of using them? What is **data level protection** and what is the **impact** of using it? How do you **find weaknesses** and **improve system security**? **B3 Policy** How do you **define responsibility for security** in an organisation? How do you define **security parameters**? What is a **disaster recovery policy** and who is responsible for it? What **actions** should an organisation take after **an attack**?	**C1 Responsible Use** What are the **benefits** and **drawbacks** of digital systems **sharing** and **exchanging** data? What do we mean by responsible use in terms of **ethical**, **legal** and **privacy** considerations? What is the **environmental impact** of digital system? **C2 Legal and Ethical** What is the **scope** and **purpose** of **legislation** that governs the use of digital systems? How has this impacted on **how organisations use** and **implement** digital systems? What are the **wider ethical** considerations of using this technology? How has this **blurred boundaries** between **social** and **business** use? **D1 Forms of Notation** How do organisations use **different forms of notation** to explain **systems, data** and **information**? How do I **interpret information** presented in different **forms of notation**? How do I **present knowledge** and understanding using different forms of notation?	Exam skills / revision for June resit
	Skills	Exam Technique	Exam Technique - Exam first attempt Feb Creating following diagrams: • Data flow diagrams • Flowcharts • System diagrams • Tables	
	K/S Revisited		AUP Ethical and legal impact of using IT Flow charts	

Drama

Intent

Drama at DCA promotes involvement and enjoyment in the subject and art form, leaving students with an appreciation for and a love of theatre and the Arts. Students will understand how theatre and Drama has and continues to influence society;

"…changing our world for the better." using Drama as a way of empathising with others.

"I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being." — Oscar Wilde

Students who continue their studies through GCSE will develop this understanding further, becoming young theatrical practitioners, able to develop and create Dramatic work as part of their future studies or careers if they so wish. As a result of their Drama studies at DCA, students will be confident speakers, collaborative individuals and most importantly empathetic human beings.

Drama students will make, perform, understand and respond to different types of theatre. They will explore performance texts, develop a range of performance skills and experiment with various dramatic techniques and conventions. They will learn to work collaboratively, being able to make informed choices during the theatrical process, reflecting and evaluating their own work and the work of others. Students explore the world around them by stepping into the shoes of others and looking at things from new perspectives.

Students are encouraged to develop creative ideas whilst being exposed to variety of different stimuli, from great works of art, music and literature (e.g. include Oscar Wilde, Brothers Grim, Hanya Yanagihara, Jonathan Safran Foer, Pablo Picasso, Salvador Dai, Edvard Munch, Igor Morski, Vladamir Kush, Manic Street Preachers, Massive Attack, Joeb Beving, David Bowie) to socially and culturally relevant commentaries (e.g. include Maya Angelou, John Godber, Willy Russell). Students will also explore and develop an appreciation of the social, historical, cultural contexts of performance texts and gain a basic understanding and appreciation of how theatre is produced and performed. They will be exposed to Live Theatre and develop the ability to have informed opinions on the work seen.

At GCSE students develop these skills further. Students develop their understanding of the roles and processes undertaken in contemporary professional theatre practice, experiencing the excellence of international and British Theatre. A variety of practitioners and genres are explored including Stanislavski, Brecht, T.I.E, Artaud, John Godber, Verbatim Theatre, Physical Theatre and Berkoff. Students will use the techniques and working practices of these practitioners or genres to produce and perform various pieces of original theatre. Students also participate in the performance of an extract from a play text. They will cover a range of texts from a variety of playwrights' examples include Shakespeare, Willy Russell, John Godber, J.B Priestly, George Bernard Shaw, Malorie Blackman, Benjamin Zephaniah, Amanda Whittington, Mark Wheeler & many others. They will develop knowledge and understanding of drama, including an ability to interpret texts for performance. Studying texts practically as a performer, designer and director. Students are exposed further to Live Theatre via the use of streamed performances (National Theatre archive, Old Vic, Splendid, Paper Birds, Frantic Assembly, various others) and various theatre visits (minimum of 1 trip per academic year). This allows students to develop their knowledge and understanding of contemporary theatre practices as well as extending their cultural capital. Students develop their analytical and evaluative skills, responding to both professional theatre and their own performance work.

Implementation

Throughout their 5 years of study, students will cover the following four assessment objectives:

AO1 Creating/making

- Create and develop ideas to communicate meaning for theatrical performance

AO2 Performing

- Apply theatrical skills to realise artistic intentions in live performance

AO3 Understanding

- Demonstrate knowledge and understanding of how drama and theatre is developed and performed

AO4 Responding

- Analyse and evaluate their own work and the work of others.

The Drama curriculum begins with the development of characterisations skills. These skills are gradually built upon throughout Year 7 and into Year 8. Students are given opportunities to apply these skills regularly within their own performance work both scripted and devised. In Year 7 students focus on two scripted pieces (The Lion, the Witch and the Wardrobe, The Terrible Case of Humpty Dumpty) and one devised (Multi-rolling plays). Through their studies of the scripts they develop their knowledge of social, historical and cultural aspects of Drama and develop their ability to characterise these within a performance. This in turn develops their empathy for others. Their devising work focusses on the use of dramatic techniques to tell a story, giving them some of the tools needed to create their own Dramatic work. Year 8 follows a similar approach, going into more depth, particularly within the element of devising. Year 8 study Blood Brothers, focussing on applying knowledge of social, historical and cultural aspects of the text within a well characterised

performance. Theatrical genre is the focus for the devising unit, with the study and application the techniques and working practices of T.I.E companies. In the final cycle of year 8 students study theatrical design and are given the opportunity to create designs of their own.

The first two years of study give students an overall feel for the theatrical process. Covering all assessment objectives to some degree. The aim is for students to have the knowledge to make an informed choice about their future within the subject. For those wishing to continue their studies the groundwork is set for this. For those who do not wish to continue their studies in Drama, students will have been given the ability to speak confidently, collaborate well and empathise with others.

Students take part in some formal summative assessment at the end of each learning cycle. End of unit performances are assessed as well as one piece of written work per cycle. Regular formative assessment takes place during student rehearsals and students are given regular verbal teacher feedback. This often takes the form of whole class feedback and is based on supporting students in tackling the most common misconceptions or errors in order to rectify these when they begin rehearsing again. More personalised verbal feedback takes place during forensic monitoring of individuals on task.

Year 7 and 8 are assessed through the DCA Performing Arts standards. These standards cover all four assessment objectives and students are RAGed against these standards- blue (needs development), red (emerging), amber (secure), green (confident), purple (excelling). The four AOs are covered, with some being revisited several times across Yr. 7 and 8 in order for students to show progress.

Homework tasks in year 7 and 8 link closely to the 100% books and draw out sections to be learnt a revised at home which link directly with learning in the classroom e.g. key words which a relevant to a topic, or looking at a specific style or skill which will be coming up in the next lesson. These are then picked up as DO NOW activities to check that students are engaging with the information at home.

The long-term plans, topic overviews, PPTs, resources and assessments are all detailed on shared drives so that there is consistency across teachers in the department. Detailed sequential lesson planning and lesson resources are provided to all teachers and regular meetings are had with colleagues. Standardisation of work takes place each learning cycle.

Worksheets and PPTs are prepared taking into account cognitive load and there is a heavy emphasis on helping students to develop independent rehearsal skills. Most practical skills are supported through the use of modelled tasks, so that all students can clearly see what a good performance looks like, and to embed excellence.

The addition of Creative Arts Days for Year 7 and Year 8 help with making up for some of the lost time due to the Year 8 carousel and focus on allowing some students in the year groups to access additional skills-based work. These are designed in accordance with the needs of each year group and are also strategically used to help students understand what careers are available in the Creative Arts Industry and link with highlighting the career path of several ex students who have gone into Arts based careers.

At GCSE students follow the EDQUAS specification and continue to cover the same four assessment objectives. During the course we cover a wide variety of practitioners, playwrights and genres, which will both interest and challenge students.

The course is split as follows:

Component 1 – Devising AO1, AO2, AO4

- Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by EDUQAS.

  Students produce:

- a realisation of their piece of devised theatre – a performance or design in practice. (AO2)
- a portfolio of supporting evidence (AO1)
- an evaluation of the final performance or design. (AO4)

In year 9 and 10 a range of genres and practitioners are studied (Stanislavski, Brecht, Berkoff, Artaud, Godber, Frantic Assembly, Paper Birds) as well as an array of different stimuli. Students also have a variety of opportunities to practice and perfect their portfolio writing (AO1) and evaluative skills (AO4) through several formative and summative assessments.

In year 11 students focus on a practitioner or genre of their choice (guided by the teacher) and create their final devised piece based on the stimuli given by the exam board. The students develop their portfolios as they go through the theatrical devising process. The performance of this piece is formally assessed by the teacher and externally moderated by EDUQAS. Staff, parents and other students are often invited to watch these performances.

Year 11 then go on to finalise their portfolios and finally write their evaluations. These pieces of work are also internally assessed and externally moderated.

Component 2 Scripted Performance AO2

- Students study two extracts from the same performance text chosen by the teacher.
- Learners participate in one performance using sections of text from both extracts.

In year 9 and 10, students' study and perform a range of texts (Our Day Out by Willy Russell, War Horse by Nick Stafford, Teechers by John Godber, The Tempest by William Shakespeare, Noughts and Crosses by Malorie Blackman). Students study the importance of an

artistic intention for their work and how this artistic intention influences the performance work. In year 9 and 10 these texts are often used to cover Component 3 skills and AOs.

In Year 11 students concentrate on one performance text chosen by the teacher. They develop and apply their own artistic intentions to this extract. These are performed for and assessed by a visiting examiner.

Throughout Year 9 and 10, for both Component 1 and 2, students' rehearsal process is forensically monitored, and verbal feedback is given. Written feedback and an assessment is given at the end of each component based on the EDUQAS mark scheme. In year 11 verbal feedback is given through forensic monitoring of the rehearsal process in line with EDUQAS guidance.

Component 3 Written Paper AO3, AO4

Section A: Set Text - A series of questions on one set text: War Horse, Michael Morpurgo, adapted by Nick Stafford (changing in 2021 text TBC)

Section B: Live Theatre Review - One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

In year 9 and 10 students explore and develop their knowledge and understanding of how drama and theatre is developed and performed. A variety of performance text are used including some of those covered in Component 2. Students learn how the texts are constructed and how performances create meaning through:

- The characteristics of the performance text, including genre; structure; character; form and style; language/dialogue; stage directions.
- The social, historical and cultural context including the theatrical conventions of the period in which the performance text was created.
- How meaning is interpreted and communicated through: performance conventions; use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene; relationships between performer and audience; the design of lighting, sound, set (including props) and costume and make-up; the actor's vocal and physical interpretation of character.

Students also develop their ability to analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance. Students study the role of the:

- Actor – interpretation of character; character interaction; vocal skills; movement skills.
- Designer – creation of mood and atmosphere; use of performance space; lighting; sound; set and props; costume and make-up.
- Director – interpretation and style; performance conventions; spatial relationships on stage; relationship between performer and audience.
- Reaction and response to this as an individual and audience member.

In year 11 students study the above in relation to their set text (War Horse, 2021 text to change TBC).

GCSE students are given a variety of formative assessments of these elements throughout the course including low stakes testing, end of LC mocks, whole class step by step examples and a variety of teacher marked questions. This cumulates in the final exam in May/June of Year 11.

In addition to the Drama curriculum there is also a wide-ranging extra - curricular programme encompassing a vast variety of styles and creative opportunities. Drama clubs for the younger students are an opportunity to further develop skills in improvisation, devising and scripted performance. Students of all year groups are actively encouraged to take part in annual Drama/Performing Arts productions covering Shakespeare, musical theatre, contemporary playwrights and an ever-evolving array of theatrical experiences. A further opportunity to show excellence within the Performing Arts.

Impact

Students at Dixons have excellent outcomes in Drama, the progress students make is significantly above and in the top 1% nationally. Students entering GCSE have experienced a good grounding in the theatrical knowledge and skills needed for GCSE through the Year 7 and 8 curriculum. Their excellent performance skills are also enhanced through the extra-curricular programme outlined above. Their specialist knowledge and love of learning can be seen tangibly within the classroom; students are keen to answer and ask questions and in particular enjoy the more practical aspects of lessons where they rehearse and perform their work.

The Year 7 and 8 curriculum builds skills incrementally preparing them for future study and giving them the confidence, collaborative skills and empathy to achieve in their lives beyond DCA. Students continuing their study through GCSE are able to create theatrical work and critically evaluate it. The wide variety of Drama covered across the 5-year curriculum in Drama supports building cultural capital and exposes students to a wide range of theatrical forms. Live theatre is a particularly important aspect of this and taking students to the theatre is vital.

Many of our ex-students (Evie Manning, Kat Martin, Emily Cairns, Bradly Johnson, Elliot Broadfoot, Bethany Gregory, Alia Aslam, Hannah Wheatly) have also gone on to have careers related to Drama and Performing Arts in some way; performing on TV, creating

their own theatre companies and theatrical work and auditioning for the West End. Many more students have been set on a path to success though their study of Drama, “changing our world for the better.”

“Theatre is a form of knowledge; it should and can also be a means of transforming society. Theatre can help us build our future, rather than just waiting for it”. Augusto Boal

Drama - Curriculum Overview

<table>
<tr><th></th><th></th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th></tr>
<tr><td rowspan="3">Year 7</td><td>Knowledge</td><td><u>Lion The Witch and The Wardrobe</u>
• Who are the characters in LWW?
• What are they feeling in this scene?
• What are their personalities like?
• What does Historical context mean?
o Understanding of some of the historical context of LWW; WW2, evacuees, effect of these event on children.
• Rehearsal Technique 1 - What is a role-on-the wall?
o How can this be used to explore the characters and their historical context?
<u>Characterisation –</u>
• Characterisation, physical skills, vocal skills.
<u>Analysis and Evaluation</u>
• What is Live Theatre?
• What does analyse and evaluate mean?
• What is a MAP?</td><td><u>Devising multi roleing plays</u>
• What is Devising?
• What is a stimuli?
• What is a dramatic technique?
o What is multi roleing?
o What is a freeze frame/still image?
o What is a split screen?
• Rehearsal Technique 2 – What is improvisation?
o How can it be used to devise?
<u>Characterisation –</u>
• Characterisation, physical skills, vocal skills.
<u>Analysis and Evaluation</u>
• What is Live Theatre?
• What does analyse and evaluate mean?</td><td><u>The Terrible Fate Of Humpty Dumpty</u>
• Who are the characters in TFHD?
• What is their relationship to each other?
• What are they feeling in this scene?
• What are their personalities like?
• What is their motivation within the scenes?
• What does Social context mean?
• What is the Social context of the play/scene?
• Understanding the social contexts of TFHD.
o Status, peer Pressure, bullying.
• Rehearsal Technique 3 – Thought Tracking.</td></tr>
<tr><td>Skills</td><td colspan="3"><u>AO1 Creating/making</u>
• How do we rehearse effectively?
o Rehearsal skills: Collaboration, Communication, focus, concentration
• How to do some of the above to characterise (become a character).
• How to devise using a stimulus?
• How to use Dramatic Techniques (Multi-role, freeze Frame/still image & split screen) to tell an interesting story.
• Practicing playing more than one character on stage using different aspects of characterisation.
<u>AO2 Performing</u>
• How to use Characterisation to show who their character is and how their character feels.
o Physical skills: Movement, gesture, facial expression, posture, body language.
o Vocal skills: Pace, pitch, pause, tone & accent.
• How to take part in a successful performance.
o Performance skills: confidence, focus, concentration.
<u>AO3 Understanding</u>
• How to research a script and character.
• How to use rehearsal techniques (Role on the Wall, improvisation, hot seating, conscience alley) to explore and/or develop a character.
• Explore how different rehearsal techniques can relate and be used together to help develop a character.
<u>AO4 Responding</u>
• How to reflect & evaluate a performance.
• How to write about Live Theatre?
• How to include the right sort of detail and description when describing our own work and that of others.
• How can we write about design elements (lighting, sound, set, costume/makeup)?
• How to include detail on mood and atmosphere and link designs to social context.
• PEEP writing structure for Drama.</td></tr>
<tr><td>K/S Revisited</td><td colspan="2">Drama - English National Curriculum for England (2013). Spoken Language section:
Pupils will have had the opportunity to:
• Adopt, create, and sustain a range of roles.
• Improvise, devise and script drama.
• To rehearse, refine, share, and respond thoughtfully to drama.
• Use role-play and other drama techniques to identify with and explore characters.
• Use language in a greater variety of situations, for a variety of audiences and purposes.
• Read, re-read, and rehearse poems and plays for presentation and performance.
History – Evacuees – Most students will have an awareness of WW2 history.</td><td>K/S Revisited from Cycle 1 and 2
• Rehearsal Skills.
• Performance Skills.
• Characterisation.
• Context – Historical, social.
• Analyse and evaluate performances.
• PEEP structure for written work in Drama.</td></tr>
</table>

		Cycle 1	Cycle 2	Cycle 3
Year 8	Knowledge	Blood Brothers • Who are the main characters in BB? • What is the main plot? • What are the characters motivations? • Re-Cap - What does Historical & social context mean? • What is the historical and social context of the play? • Understanding of some of the historical and social contexts of BB. o Thatcher, Social Class. • Rehearsal Technique 4 – Hot Seating o How can this be used to explore the characters and their historical context. Characterisation – • Characterisation, physical skills, vocal skills.	Theatrical Style Devising T.I.E/Didactic plays – • Re Cap - What is Devising? What is a stimulus? What is a dramatic technique? What Dramatic Techniques are already known? • New Dramatic Techniques to explore - o Narration. o Statistics. • Rehearsal Technique 5 – Conscience Alley. o How can it be used to devise, particularly T.I.E? Characterisation – • Characterisation, physical skills, vocal skills.	Theatrical Design - • What is design? • Basic understanding of some of the following: o Costume (garment, colour, material, condition). o Set (staging types end - on & proscenium arch, scenery, location, props, backdrop). o Lighting (Mood & atmosphere, colour, connotations, gobo, gel, follow spot, haze). • Understanding of how design elements can add contextual meaning and mood & atmosphere to a scene. Analysis and Evaluation • Re Cap - What is Live Theatre? • How can we analyse and evaluate Design Elements?
	Skills	AO1 Creating/making • How do we rehearse effectively? o Rehearsal skills: Collaboration, Communication, focus, concentration. • How to do some of the above to characterise (become a character). • How to devise using a stimulus? • How to use Dramatic Techniques (Multi-role, freeze Frame/still image & split screen) to tell an interesting story. • Practicing playing more than one character on stage using different aspects of characterisation. AO2 Performing • How to use Characterisation to show who their character is and how their character feels. o Physical skills: Movement, gesture, facial expression, posture, body language. o Vocal skills: Pace, pitch, pause, tone & accent. • How to take part in a successful performance. o Performance skills: confidence, focus, concentration. AO3 Understanding • How to research a script and character. • How to use rehearsal techniques (Role on the Wall, improvisation, hot seating, conscience alley) to explore and/or develop a character. • Explore how different rehearsal techniques can relate and be used together to help develop a character. AO4 Responding • How to reflect & evaluate a performance. • How to write about Live Theatre? • How to include the right sort of detail and description when describing our own work and that of others. • How can we write about design elements (lighting, sound, set, costume/makeup)? • How to include detail on mood and atmosphere and link designs to social context. • PEEP writing structure for Drama.		
	K/S Revisited	**K/S – Revisited from KS2** English National Curriculum for England (2013). Spoken Language section. Pupils will have had the opportunity to: • Adopt, create, and sustain a range of roles. • Improvise, devise and script drama. • To rehearse, refine, share, and respond thoughtfully to drama. • Use role-play and other drama techniques to identify with and explore characters. • Use language in a greater variety of situations, for a variety of audiences and purposes, including through drama. • Read, re-read, and rehearse plays for presentation and performance. **K/S Revisited from Cycle 1 and 2** • Rehearsal Skills. • Performance Skills. • Research - Context – Historical, social. • Analyse and evaluate performances. • PEEP structure for written work in Drama.		

<table>
<tr><td rowspan="3">Year 9</td><td>Knowledge</td><td>Stanislavski & Naturalism
Understanding of the following terms and techniques:
• Truth and Belief.
• Stanislavski's use of relaxation.
• Given Circumstances.
• Units and Objectives.
• Magic If and imagination.
• Emotion memory.
• Method of physical action.
Knowledge of how to use these techniques within rehearsal and performance of a text. (Our Day Out Scene)
Brecht & Epic Theatre
Understanding of the following terms and techniques:
• Gestus.
• V-effect.
• Spass.
• Dialectic plays.
• Criticism.
Knowledge of how to use these techniques within rehearsal, creation, and performance of a devised piece.
What makes a good performance evaluation?</td><td>CHOICE OF 3 topics – Artaud not appropriate for all cohorts. Godber and Artaud can be switched as appropriate.
John Godber – 'Teechers'
Understanding of the following terms and techniques:
• Over the top style.
• Multi-roleing.
• Direct Address.
• Social commentary veiled in humour.
• Quick pace.
• Episodic structure.
• Colloquial language.
Understanding of the term Artistic Intentions and what Godber's intentions were for 'Teechers'.
Knowledge of how to use these techniques and methods within rehearsal and performance of a text (Teechers).
Artaud
Understanding of the following terms and techniques:
• Physical extremes – Cruelty.
• Social Boundaries.
• The confines of Language.
• Bombarding the senses.
Knowledge of how to use these techniques within rehearsal, creation, and performance of a devised piece.
Verbatim Theatre/Paperbirds?
Understanding of the following terms and techniques:
• What is Verbatim.
• Ethics of verbatim.
• Research and interview.
• Performing Verbatim.
Knowledge of how to use these techniques within rehearsal, creation, and performance of a devised piece.</td><td>Set Text Project (War Horse or The Tempest)
• Context.
o Social Context.
o Historical Context.
o Cultural Context.
o Theatrical conventions.
• Use of rehearsal techniques to explore character.
• Staging.
• Design Elements.
o Set design.
o Costume Make – up.
o Sound.
o Lighting.
• Writing about Characterisation.
o Vocal Skills.
o Physical Skills.
o Proxemics.
Live Theatre Analysis
• Watch professional Live Theatre (trip or NT live).</td></tr>
<tr><td>Skills</td><td colspan="3">AO1 Create and develop ideas to communicate meaning for theatrical performance
• How to rehearse using the techniques and/or working practices of specific practitioner/genre.
• How to rehearsal techniques of specific practitioner/genre successfully.
AO2 Apply theatrical skills to realise artistic intentions in live performance
• How to use techniques and practices of specific practitioner/genre in performance work.
• How to use appropriate characterisation skills within performance.
• How to perform successfully and with confidence.
• How to explore a test practically.
• How to use rehearsal techniques to explore a text.
AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
• Explorations of rehearsal techniques link to specific practitioner.
• How to research a script.
• How to answer exam style questions covering the knowledge above.
AO4 Analyse and evaluate their own work and the work of others.
• How do we analyse and evaluate our own performance work?
Section B – How to analyse and evaluate the work of others.</td></tr>
<tr><td>K/S Revisited</td><td colspan="3">• Rehearsal Techniques.
• Analyse and evaluate.
• Characterisation.
• Rehearsal.
• Performance.
• Portfolio.</td></tr>
</table>

<table>
<tr><td rowspan="3">Year 10</td><td>Knowledge</td><td><u>Physical Theatre</u>
Understanding of the following terms and techniques:
• Trust and Contact.
• Hymn hands.
• Chair Duets.
• Round -By –Through.
Knowledge of how to use these techniques within rehearsal, creation, and performance of a devised piece.
Knowledge of how to put together a portfolio of supporting evidence of the rehearsal process.
<u>Set Text Project (War Horse or Noughts & Crosses [tbc])</u>
• Context.
o Social Context.
o Historical Context.
o Cultural Context.
o Theatrical conventions.
• Use of rehearsal techniques to explore character.
• Staging.
• Design Elements.
o Set design.
o Costume Make – up.
o Sound.
o Lighting.
• Writing about Characterisation.
o Vocal Skills.
o Physical Skills.
o Proxemics.
Knowledge of how show these techniques within rehearsal and performance of a text. (War Horse/Noughts & Crosses Scene)</td><td><u>Berkoff – Year 10 C1 Mock</u>
Understanding of the following terms and techniques:
• Mime.
• Exaggerated movement.
• Exaggerated facial expression.
• Tableaux.
• Ensemble playing.
• Choral speaking.
• Exaggerated vocal work.
Knowledge of how to use these techniques within rehearsal, creation, and performance of a devised piece.
Knowledge of how to put together a portfolio of supporting evidence of the rehearsal process.
Knowledge of what makes a good performance evaluation.</td><td><u>War Horse Re Teach Cycle test prep/re-teach</u>
• Section A Practice.
o Character.
o Context.
o Design.
o Staging.
• Section B Live Theatre.
o Watch (National Theatre Live, YouTube, Splendid DVD etc).
o Analyse.
o Evaluate.
o Practice Questions.
<u>C1 Prep</u>
• Exploration of Stimuli.
• Ideas for performance.
• Research.</td></tr>
<tr><td>Skills</td><td colspan="3"><u>AO1 Create and develop ideas to communicate meaning for theatrical performance</u>
• How to rehearse using the techniques and/or working practices of specific practitioner/genre.
• How to rehearsal techniques of specific practitioner/genre successfully.
• How to use rehearsal techniques to explore a text.
<u>AO2 Apply theatrical skills to realise artistic intentions in live performance.</u>
• How to use techniques and practices of specific practitioner/genre in performance work.
• How to use appropriate characterisation skills within performance.
• How to perform successfully and with confidence.
<u>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</u>
• How to explore a text practically.
• Explorations of rehearsal techniques link to specific practitioner.
• How to answer exam style questions covering the knowledge above.
• How can we write about design elements (lighting, sound, set, costume/makeup)?
• How to include detail on mood and atmosphere and link designs to social context of set text.
<u>AO4 Analyse and evaluate their own work and the work of others.</u>
• Section B – How to analyse and evaluate the work of others.
• How do we analyse and evaluate our own performance work?</td></tr>
<tr><td>K/S Revisited</td><td colspan="3">• Rehearsal Techniques.
• Analyse and evaluate.
• Characterisation.
• Rehearsal.
• Performance.
• Portfolio.</td></tr>
</table>

<table>
<tr><td rowspan="3">Year 11</td><td>Knowledge</td><td>Knowledge
<u>Component 1</u>
Techniques of Various Practitioner/theatre companies re visited and utilised;
• Stanislavski, Brecht, Artaud, Godber, Physical Theatre, Berkoff.
Knowledge of how to use these techniques within rehearsal, creation, and performance of a devised piece.
Knowledge of how to put together a portfolio of supporting evidence of the rehearsal process.
<u>War Horse Re teach & revision</u>
Section A Practice.
o Character, Context, Design, Staging.
Section B Live Theatre.
o Watch (National Theatre Live, YouTube, Splendid DVD etc.)
o Analyse.
o Evaluate.
o Practice Questions.
Knowledge of how to answer exam questions based on the above elements of War Horse/Noughts and Crosses</td><td>Knowledge
<u>Component 1</u>
Techniques of Various Practitioner/theatre companies re visited and utilised;
• Stanislavski, Brecht, Artaud, Godber, Physical Theatre, Berkoff.
Knowledge of how to use these techniques within rehearsal, creation, and performance of a devised piece.
Knowledge of how to put together a portfolio of supporting evidence of the rehearsal process.
<u>Component 2</u>
Understanding of the term Artistic Intentions and what chosen playwrights intentions were for chosen C2 play.

Knowledge of how to use various techniques and methods from the course within rehearsal and performance of a text.</td><td>Knowledge
<u>Component 2 Cont.</u>
Understanding of the term Artistic Intentions and what chosen playwrights intentions were for chosen C2 play.

Knowledge of how to use various techniques and methods from the course within rehearsal and performance of a text.
<u>Component 3 Exam prep</u>
<u>War Horse Re teach & revision</u>
Section A Practice.
o Character, Context, Design, Staging.
Section B Live Theatre.
o Watch (National Theatre Live, YouTube, Splendid DVD etc.)
o Analyse.
o Evaluate.
o Practice Questions.
Knowledge of how to answer exam questions based on the above elements of War Horse/Noughts and Crosses.</td></tr>
<tr><td>Skills</td><td colspan="3"><u>AO1 Create and develop ideas to communicate meaning for theatrical performance</u>
• Rehearsal using the techniques and/or working practices of specific practitioner/genre.
• Using rehearsal techniques of specific practitioner/genre successfully.
• Creating work based on a stimulus.
• Writing a successful portfolio
<u>AO2 Apply theatrical skills to realise artistic intentions in live performance</u>
• How to use techniques and practices of specific practitioner/genre in performance work.
• How to use appropriate characterisation skills within performance.
• How to perform successfully and with confidence.
<u>AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed</u>
• How to explore the set text practically.
• How to use rehearsal techniques to explore a text.
• How to answer exam style questions covering the knowledge above.
<u>AO4 Analyse and evaluate their own work and the work of others.</u>
• Section B – How to analyse and evaluate the work of others.
• How do we analyse and evaluate our own performance work?</td></tr>
<tr><td>K/S Revisited</td><td colspan="3">K/S Revisited
• Rehearsal Techniques.
• Analyse and evaluate.
• Characterisation.
• Rehearsal.</td></tr>
<tr><td></td><td>Elements of English NC Covered in KS4 Drama</td><td colspan="3">Spoken English – students should be taught to speak confidently, audibly, and effectively, including through:
• Using Standard English when the context and audience require it.
• Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.
• Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.
• Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.
Reading (knowledge and skills) – Students should be taught to read and appreciate the depth and power of the English literary heritage through reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction (this writing should include whole texts). The range will include:
• At least one play by Shakespeare; works from the 19th, 20th and 21st centuries; poetry since 1789, including representative Romantic poetry; choosing and reading books independently for challenge, interest, and enjoyment.
• Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical, and cultural context and the literary tradition to which it belongs.
• Identifying and interpreting themes, ideas, and information.
• Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence.
• Making critical comparisons, referring to the contexts, themes, characterisation, style, and literary quality of texts, and drawing on knowledge and skills from wider reading.
Writing (knowledge and skills) – students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:
• Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue.
• Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</td></tr>
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Design & Technology

Intent

Design & Technology is an inspiring, rigorous and practical subject. Creativity, imagination and practical realisations are core to the delivery of this subject. Students design and make products that solve real world and relevant problems within a variety of set contexts, considering their own, others' and client needs, wants and values. Students acquire a broad range of D&T subject knowledge as well as drawing on other subjects and disciplines such as Maths, Science, Engineering, ICT, Art, History and other cultures to further deepen their understanding and experience. This provides students with key life skills to prepare them for their future. Through the curriculum the students experience use of industrial standard technology (CNC router, laser cutters and 3D printers) and it reflects the ever-changing design industry and enables student to prepare for jobs that haven't been created. The world of D&T is ever changing and our curriculum gives students the foundation of design principles, and processes that can be adapted to whatever new technologies evolve. This reflects the industry of D&T in Bradford and it is aligned with progression routes of local universities and other local training options.

Students learn how to take calculated risks; becoming resourceful, creative, innovative, and capable citizens who are aware of their environment and their impact on this. Through research, analysis and evaluation of cultural design, past and present D&T, they develop a critical understanding of its impact on daily life and the wider world. Students will understand that D&T impacts Bradford and our world, making essential contributions to the creativity, culture, wealth and well-being within a modern society.

We meet and exceed the expectations of the national curriculum with respect to 3D products, textiles and electronics. The D&T curriculum covers a range of practical and theoretical knowledge and skills in line with the aim of the D&T national curriculum and will ensure that they:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly multi-cultural and technological society.
- Build and apply a range of specific technological knowledge, understanding and skills to design and make quality prototypes and products for a wide range of users.
- Research, analyse, evaluate and test their ideas and manufactured products as well as the work of others making suggestions for improvements and further developments.

Students at DCA will have the opportunity to engage in modern D&T experiences, within the school curriculum. The intent is to develop Students' technological awareness, capability and skills in order for them to function successfully in a multi technological society that is constantly evolving. During Year 7 and Year 8 a rotation of material areas allows the students to explore different manufacturing opportunities, skills and learning strategies with an aim to equip them to be able to make informed GCSE option choices as well as provide them important life skills.

All Students are given the opportunity to develop a wide range of skills, whilst gaining valuable knowledge, positive values and attitudes in all the subjects within DT; working with textiles, paper and board, timber, metals and plastics, electronics and computer programing. Together with design methodologies and strategies this allows them to have a foundation to take into KS4 (GCSE D&T) and beyond. The curriculum is regularly reviewed to ensure that students at KS3 receive a broad range of knowledge upon which GCSE subject knowledge can be built.

Sequential lesson plans and explicit lesson resources support a consistent approach to the curriculum. Weekly CPD ensures that what we are teaching is current and adds to student experiences. Our curriculum has been designed to reflect Exam Board Specification, the work that D&T HoD has done with the Exam board as a team leader and a marker. It has been quality assured with other Dixons Trust schools, with them taking on several of our projects. While devising the curriculum, as a department we have looked at other schools around Bradford and the country to ensure we offer the right curriculum for our students. We have worked and consulted with an AQA's ex chief examiner for the subject, who has a global reputation and has delivered training across the world. Our curriculum is unique to us, we have written all the projects and the assessment framework for KS3. The assessment framework has 5 standards (details given later) students will explore across D&T that prepares them for KS4 and beyond. The KS4 curriculum has been designed to allow the students to explore all aspects of the course before they apply them in the non-examined assessment (NEA). Parents are given information at Consultation Evenings, through the guided choices booklet and the school website.

Students are offered the opportunity to study topics which add to and improve their understanding of the wider world, not just gain qualifications. This ensures that our students will be informed designers, consumers and will have a better understanding of how our lifestyles impact the world. As well as this, our students make excellent progress, in our quest to be consistently in the top 1% of schools nationally. To remove disadvantage all students access the same materials, all students are given 100% books and students are not asked contribute towards projects. We do not ask students to contribute towards projects, to ensure all students get to experience and take home the projects. To remove any possible gaps that might be created, DT groups are mixed ability this will ensure progress and challenge for all students. We have done this with within KS3 for 7 and 8 by having mixed ability classes, we have removed numbers for class codes to remove any connotation of setting.

Implementation

In Key Stage 3, learning is embedded through application in “focused practical tasks” or “design and make” activities in a range of material areas. The principle of our KS3 curriculum is designed to support and ensure students build skills and knowledge each year to ensure informed decisions for KS4. This learning is embedded at KS4 through the development of knowledge and skills over time and through overlapping concepts. (Assessments are cumulative and assess what has been learned in the year as well as that cycle.) GCSE D&T consists of 50% exam and 50% NEA. With 5 lessons over 2 weeks we dedicate 1 lesson to theory to ensure the subject content is covered Do Now’s are mapped against the specification, and the cycle assessments, this ensure interlinking, to ensure that students are tested, retested to stop students forgetting. Cycles look at building and adding to the knowledge throughout the course and not just testing that particular cycle assessment topics. This ensures that the core technical principles are covered as well as the specialist technical principles determined by the student’s options.

All projects are planned around meeting and exceeding the national curriculum and going beyond the GCSE specification, using sequential lesson plans, aimed at reteach, pre-teach and overcoming misconceptions. Classes rotate across material areas using standard planning, examples of work and pre-planned lesson resources. This is mapped and shared with staff, rotations for KS3 and KS4 are pre planned to ensure students have the same experience of D&T no matter who teaches them. Year 9 and 10 students undertake 3 projects in line with the learning cycles and each project looks at skills that will be needed for the NEA. Year 7 and 8 undertake 4 projects to enable a wide experience of topics and skills. The projects cover a range of approaches to prepare them for NEA. This includes as making without designing, designing without making, design and making and Technology in society. All projects are jointly planned, and mapped against the relevant curriculum specification, and structured to build of skills and knowledge through the journey of lesson. All projects, and sequential plans are linked to 100% sheets, and Do Now's are within the booklet at KS3 to maximise a coherent journey. All resources for the projects are shared centrally to ensure that they all link. Resources are planned prior to the academic year to allow teachers to personalise learning and differentiate for individual students, while ensuring a standard approach to the curriculum, while making sure all students have the same experience despite the teacher or class. Home learning is planned at the initial stage of the project to ensure that all this is meaningful and consolidates what they have done in the lesson, or flips the learning to pre teach them before the lesson. There is a variety of tasks to ensure students recover topics, have the chance to close gaps as well as prepare themselves for what is coming up. With the use of shared resources and planning it ensure that common misconceptions are addressed, it also ensure that the lead teacher can address this misconception prior to teaching. Project schemes are reviewed at the end of each teaching to ensure they are overcome before the next cycle of teaching. All projects have a reteach lesson planned in to enable teachers to address any misconceptions or gaps before moving on with the rotation of projects.

Students come in with minimal prior knowledge of D&T as few primary schools address this requirement. The purpose of KS3 is to give them a strong foundation. KS3 has been developed to have the same 5 standards of assessment that are underpinned both by the national curriculum and GCSE. These standards are common across year 7 and 8. They mirror the GCSE assessment objectives, which allows for tracking and monitoring of progress throughout the projects and the years. The standards are:

- Using a range of research that influences your design, including a design specification.
- Communicating a range of creative ideas using annotation, sketches (2D/3D) and CAD drawings, including developed ideas that are influenced by your research.
- Safely and accurately selecting and using a range of processes and tools confidently (hand tools and machinery including CAD).
- Working independently to produce a high quality of manufacturing, using where necessary quality control checks.
- Test, refine (develop) and evaluate product against design specification. Using excellent level of spelling, punctuation and grammar, including good use of technical language.

Theory within KS3 is used as stepping stones to KS4 and covered within the 100% books, morning meetings, Do Now’s and homework. The purpose of this is to embed good practices and routines for KS4, as well as helping them make informed design decisions.

The whole 5 years are designed to gradually lessen teacher direction and allow for greater independence. The direction of student work leads them to develop the skills, confidence and range of knowledge for a more successful further education experience. The D&T curriculum also facilitates the students into moving beyond our teaching and learning to explore for themselves and utilise skills of research, enquiry, response, synthesis and presentation in other aspects of their education. They use technology that universities and industry use throughout our 5 year curriculum. 3D modelling Software, Solidworks, is delivered from year 9 and beyond. This is an industry-based software which is taught at universities to prepare them for industry and this is built into several projects to help maximise its full potential. In addition we have a wide range of industrial equipment which includes CNC Routers both 3 and 4 axis, 3D Printers, Laser Cutters, Vinyl Printers these are small scale versions of equipment found in industry which give our students an advantage of understanding modern manufacturing processes, we maximise the use of them within projects to ensure students are able to produce accurate high quality prototypes. This has consistently given us an advantage at GCSE.

Through staff meetings and CPD, work is discussed to clarify the stages and processes to be followed. Skills are shared where staff require additional support and resources are produced cohesively to allow for common experience across all classes. We have regular learning walks and mark scrutinies to ensure standards are in line with Academy expectations as part of the QA process. Student work is jointly marked and moderated as part of our quality assurance procedures. We have regular standardisation meetings for cycle assessments, projects and NEA. We standardise scripts for key questions on the cycle tests, to ensure that we are using our experience and knowledge of staff who work at Dixons and work as an AQA examiner to mark to the exam board standard. An exam of standardising with NEA marking, we have an initial marking, where staff mark a top/middle/ bottom grade NEA. This is then marked independently by an independent expert, who ensure that the department is marking consistently. Once we have used this feedback

to mark the full cohort, he does another sample. We have strong links with our SLT link that monitors our learning through learning walks and data and have regular discussions to ensure quality across the department and Academy. We have two outstanding technicians who support staff and students with practical processes. This allows both staff and students to develop their skills and knowledge as well as manage the equipment and materials to support ideas the students generate. We have exemplar work produced by staff and students, publications and websites showcasing practitioners to help students to visualise what an excellent example looks like. 100% books have been devised which support and extend the classroom practice and highlight powerful knowledge.

Throughout, work is supported with guided steps at each stage of a process or project. Targeted differentiation allows for individuals who require lower levels of difficulty as well as stretch and challenge for higher levels both with regard to knowledge and practical application. Forensic monitoring and 1 to 1 teacher feedback allow for misconceptions, gaps in knowledge or practical deficiencies to be identified and addressed on an individual or whole class level. Regular reference to prior knowledge and practice and a cohesive curriculum links learning thus allowing knowledge and skills to become embedded. Home learning is an integrated element of each unit of work, supporting and stretching class work as well as allowing for regular practice of the application of knowledge. Real word examples are given though out the projects and curriculum, to ensure aspirations as well as setting out career goals.

Impact

We know our students have learned the intended knowledge and developed skills through their ability to complete projects, correctly, approach and answer questions during lessons and by formal assessments. By successfully completing projects and assessments they will be able to achieve the following;

By the end of Key Stage 3 Students will be able to safely use, with some accuracy, a range of common hand tools and machine tools. They will be able to identify common papers and card, timbers, polymers/plastics, metals and fabrics and be able to select materials demonstrating an understanding of material properties. They will be able to identify methods used in shaping and joining materials and identify the forces acting on structures, applying this knowledge through application. Students will understand how to make 'better' informed choices that have a positive effect on the environment. Students will become familiar with design processes through a variety of design and make activities. Students will be able to follow a set of instructions and be able to personalise these to achieve a quality outcome.

By the end of Key Stage 4 Students will communicate through a variety of techniques including 3D drawing, modelling and technical drawing. Students will demonstrate an understanding of mechanisms and structures through practical application. Students will be able to justify design decisions including material selection, consumer and client demand, manufacturing capability and processes and life cycle analysis. They will be able to critically analyse products drawing on their knowledge and understanding. They will have become familiar with a range of influential designers and design styles. Through an understanding of the design process they will be able to solve problems, produce solutions in the form of prototypes and evaluate their outcomes. They will be able to appropriately select tools, equipment and processes and will use these demonstrating high levels of accuracy. As young designers and as consumers they will be able to make ethical choices based on their understanding of responsible design and the environment.

GCSE D&T achieves excellent outcomes consistently above national with a minimal disadvantaged gap. Impact is measured by first ensuring clear aims and objectives throughout each aspect of the curriculum considering what outcome will help in the measure of these aims. Any data generated through monitoring and assessment informs individual DDP and allows for tailored action to suit individuals and targeted groups. We map student progression at each learning cycle, within a departmental spreadsheet which is monitored by HOD and shared with staff. Student engagement inside and out of lessons is good, reflecting positive motivation to learn, engage with the subject and make progress. Revision classes and intervention classes take place weekly for year 11 students which allows for anyone who has limited or no access to ICT to be able to complete homework. In addition, when there is a need identified to support a student or a group of students drop in sessions are available. D&T continues to be popular for uptake at GCSE with high numbers of all students taking this option.

Careers using DT are showcased in corridor displays and referenced throughout the sequential lesson planning and lesson resources to help add value and context to the subject. The career line showcases Dixons alumni students showing how D&T has informed and impacted on their careers. Examples include Daniel Lee, a Dixons alumni who was named British Fashion Designer of the year. We have a Graphic Designer working in New York, alumni engineers getting PHD's, as well as other professions such as Doctors that making use of the skills that they have learnt within D&T. This is one of the true measures that we are successful in instilling a love of D&T as there is a great number of Alumni within the D&T sector, and the high number of students who get in touch with us to tell what they are doing.

DT – Curriculum Overview

		Project 1 Electronics	Project 2 Textiles	Project 3 Product Design	Project 4 Graphics/Pop Up
Year 7	Knowledge	• Basic electronic components. • How a basic circuit works? • How to draw this and other circuits? • The difference between series and parallel. • Assembling a series and parallel circuit. • Evaluation against design specification.	Develop design criteria for your Phone Stand. Research imagery from other cultures and use it as inspiration for a block printed repeat pattern. Use textile equipment accurately and safely and print fabric. Evaluate your Phone Stand against your design criteria and suggest improvements. Name the basic textiles equipment and how to use them safely and correctly. All about the sewing machine, including naming the different parts of the machine.	How to design and manufacture a product. How to research the work of other designers/ makers of the past and present and use it to develop ideas. How we can use design strategies to produce ideas. How to work safely in a workshop environment. The importance of ensuring that work is completed to a high quality. The material properties of Plywood and Pewter. How CAD/CAM can be used to manufacture products of the same size and quality multiple times.	Develop design criteria for your Pop up Card. Research imagery to develop a solution for a teenagers pop up birthday card. Gain knowledge of CAD CAM and how that can affect the design in terms of improving the quality and consistency of a laser cut paper card. Evaluate your pop up card against your design criteria and suggest improvements.
	Skills	Have manufactured a product with a high degree of accuracy a simple circuit. Have produced a Vacuum formed case. Have assembled both of these together to create a working alien night light,	How to thread the sewing machine correctly. How to select a straight stitch and sew in a straight line. How to design a repeat pattern and print fabric using block printing	How to use basic hand tools such as; Tennon saw, Try square and Bench hook etc. How to use equipment/ machinery such as; Pillar Dril, Scroll saw, belt sanders. How to use CAD software such as Coreldraw and 2D Design Tools. Understand how CAD CAM is used. To learn how to draw in 3D using Oblique Projection drawing technique. To develop rendering skills	How to manufacture a teenager's pop up birthday card using a combination of developments both CAD and by hand. Understand several basic pop up skills/techniques Understand CorelDraw and how to use it to produce a laser cut output.
	(KS2) Revisited	This builds on the KS2 D&T curriculum Design; generate, develop, and communicate their ideas through discussion, annotated sketches, Make; Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping. Select from and use a wider range of materials and components, Evaluate; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	This builds on the KS2 D&T curriculum Design use research and develop design criteria to inform the design of innovative, functional. Generate and communicate their ideas through prototypes, pattern pieces and computer-aided design. Make; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting and joining], accurately. Select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities.	This builds on the KS2 D&T curriculum Design; use research and develop design criteria to inform the design of innovative, functional fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, and computer-aided design. Make; Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components. Evaluate; evaluate their ideas and products against their own design criteria.	This builds on the KS2 D&T curriculum Design; generate, develop, communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces and computer-aided design Make; Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping], accurately. Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities.

	NC KS3	Design; use research and exploration, to identify and understand user needs. Identify and solve their own design problems and understand how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Use a variety of approaches [for example, user-centred design], to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches.	Design; use research and exploration, such as the study of different cultures. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Use a variety of approaches to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches.	Design; develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.	Design; identify and solve their own design problems and understand how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Develop and communicate design ideas using annotated sketches.
		Make; select from and use specialist tools, techniques, processes, equipment and machinery precisely. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties	Make; select from and use specialist tools, techniques, processes, equipment and machinery precisely. Select from and use a wider, more complex range of materials.	Make; select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials.	Make; Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials.
		Evaluate: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.	Evaluate: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.	Evaluate: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.	Evaluate: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.
		Technical knowledge; understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	Technical knowledge; understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	Technical knowledge; understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	Technical knowledge; understand and use the properties of materials and the performance of structural elements to achieve functioning solutions. Understand how more advanced mechanical systems used in their products enable changes in movement and force.

		Project 1 Electronics Programing	Project 2 Textiles	Project 3 Product Design	Project 4 Biomimicry
Year 8	Knowledge	To understand a range of electronic components in great detail to understand how it functions and apply to their programming. Students will use programming software such as Blockly to program their integrated circuit. Students will create a design criteria as a goal towards programming their MicroBot to perform an advanced range of tasks. Students will evaluate their success of their programming throughout in their e-portfolio	To understand a how using Japanse cartoon imagery as inspiration will effect a design & developing it into a character pencil case. Understanding of applique & batik. Develop a specification for a specific target audience to enforce a user centred design. Students will manufacture, evaluate and compare their final product to the final specification.	To understand how to create a phone amplifier through using a range of tools and equipment. To understanding what user centred design looks like. To be able to select a suitable tool for each task within a project, and to know why that tool is used. Student's creativity will be evident through a range of design ideas, created through different strategies. Students will produce a specific criteria in which their product will need to meet. Students will reflect on how well their clocks have met their criteria.	To understand how to create a Biomimicry inspired design. To understanding what and how it looks to be inspired by the work of others as well as nature. To understand what a design criteria is and what this means for a head phone wrap inspired by Biomimicry. To see how using research can develop a solution for a head phone wrap. Gain knowledge of CAD CAM and how that can affect the design. To understand what an evaluating your work would like for a head phone wrap against a student's design criteria and suggest improvements.
	Skills	Students will be taught a range of skills in this project which vary from drawing, coding and presentation skills to the use CAD/CAM for designing or programming. All skills taught are applicable to GCSE and therefore are preparing students for their GCSE's. Students will be reflecting and evaluating on their making. Ensuring that students can understand the Unit 2, Electronic systems processing. Being able to identify input, output, and what the programming looks like, what the decisions of Blockly look like in a flowchart.	Understand health and safety rules in the textiles room. Become more familiar with the Bernina sewing machine and its basic functions. Learn simple construction techniques such as seams and inserting a zip. Understanding and application of batik and tie dye. Metacognitive skills, linking tasks to learning and skills each lesson. Organising their own manufacturing tasks in the lesson and independent working	Students will build on their designing skills as they will produce designs from image boards and will need to work to constraints. Students will focus on the presentation of ideas and how to communicate ideas. Pupils will build on Corel Draw skills and how to set up the laser cutter. Students will be shown a series of skills in the workshop as well as completing CAD/CAM skills. Students will be taught how to safely use the range of tools for cutting and shaping materials. All skills in the workshop will be taught with emphasis on Health and Safety. Pupils will know how to work safely on various machines and will know what safety equipment needs to be worn.	Have manufactured a head phone wrap using a combination of developments both CAD and by hand inspired by Biomimicry. Understand what Biomimicry is and how that impacts on the design of a product. Understand CorelDraw and how to use it to produce a laser cut output.
	NC KS3	**These sections are blank due to allow the time to be dedicated to Technical knowledge, a section of programing that is only covered within this unit.	Design; use research and exploration, such as the study of different cultures. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Use a variety of approaches to develop and communicate design ideas using annotated sketches.	Design; use research and exploration, to identify and understand user needs. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools.	Design; to identify and understand user needs. Identify and solve their own design problems and understand how to reformulate problems given to them. Develop specifications to inform the design of innovative, use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools
		**These sections are blank due to allow the time to be dedicated to Technical knowledge, a section of programing that is only covered within this unit.	Make; select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials, components and taking into account their properties.	Make; select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials.	Make; select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials.
		**These sections are blank due to allow the time to be dedicated to Technical knowledge, a section of programing that is only covered within this unit.	Evaluate: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	Evaluate: test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups	Evaluate: Analyse the work of past and present professionals and others to develop and broaden their understanding, Investigate new and emerging technologies. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.
		Technical knowledge; Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs.] Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].	Technical knowledge; Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	Technical knowledge; Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.	Technical knowledge; Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.

DT- Complete KS3 Curriculum Mapping

	Project 1	Project 2	Project 3	Project 4	Project 1	Project 2	Project 3	Project 4
	Electronic Night Light	Lock Box	Pop Up	Phone Stand	Monster Pencil Case	Passive Amp	Programing	Biomimicry
Design								
Use research and exploration, such as the study of different cultures, to identify and understand user needs								
Identify and solve their own design problems and understand how to reformulate problems given to them								
Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations								
Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses								
Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools								
Make								
Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture								
Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties								
Evaluate								
Analyse the work of past and present professionals and others to develop and broaden their understanding								
Investigate new and emerging technologies								
Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups								
Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists								
Technical knowledge								
Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions								
Understand how more advanced mechanical systems used in their products enable changes in movement and force								
Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]								
Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].								

		Project 1 Cultural Light	Project 2 Inclusive Design	Project 3 Metal Task Light
Year 9	Knowledge	Gaining a basic understanding of how to use a range of tools and equipment accurately as well as safely in relation to wood/timber working. How we can use primary research to help inform design ideas. How we can model in 3D to communicate design ideas. The importance to ensure that work is completed to a high quality. Understand how finishes can be applied to ensure a commercially viable product is achieved. Build skills ensuring accuracy is achieved using a range of tools and equipment. Students to work independently.	Gaining an understanding anthropometric data and the relevance of ergonomics. Understanding the importance of customer profiling and working to a design specification. How we can model in 3D software to communicate design ideas. The importance of ensuring that work is completed to a high quality. Understand how finishes can be applied to ensure a commercially viable product is achieved. Students to work independently.	Gaining a basic understanding of how to use a range of tools and equipment accurately as well as safely in relation to metal working. How we can use primary research to help inform design ideas. How we can model in 3D to communicate design ideas. Students to learn the working properties of mild steel as bar, rod and sheet. The importance to ensure that work is completed to a high quality. Understand how finishes can be applied to ensure a commercially viable product is achieved. Build skills ensuring accuracy is achieved using a range of tools and equipment. Students to work independently.
	Skills	Students to learn how to work with design software such as CorelDraw. This will include how to create graphics as well as structures. To understand the importance of accuracy through extensive modelling. Carry out a product analysis of existing products in order complete a design specification and to help generate ideas. Learning record their work using Power Point. Learn how to use a series of specialist equipment safely and accurately.	Students to learn how to work with design software such as Solidworks. To understand the importance of accuracy through modelling. Carry out a product analysis of existing products in order complete a design specification and to help generate ideas. Learning to record their work using Power Point.	Students to learn how to work with mild steel. This will include how to join steel, file and finish. To understand the importance of accuracy. Carry out a product analysis of existing products in order complete a design specification and to help generate ideas. Learning to record their work using Power Point. Learn how to use a series of tools and equipment safely and accurately.
		Theory Cycle 1 (1 hour)	**Theory Cycle 2 (1 hour)**	**Theory Cycle 3 (Full exam)** **Sample Paper 1**
		PG Online Unit 1 1 - Industry and enterprise 2 - Sustainability and the environment 3 - People, culture and society 4 - Production techniques and systems 5 - Informing design decisions **PG Online Unit 3** Sources, origins and properties • Paper and board • Timbers • Metal and alloys • Polymers • Textiles ****Please note Cycle 3 is a full AQA provided exam paper and doesn't follow the units. So units are colour coded to make the identification of units within cycle 3 clear. *****	**PG Online Unit 2** 1 - Energy generation 2 - Energy storage 3 - Modern materials 4 - Smart materials 5 - Composite materials and technical textiles 6 - Systems approach to designing 7 - Electronic systems processing 8 - Mechanical devices **PG Online Unit 3** Sources, origins and properties • Paper and board • Timbers • Metal and alloys • Polymers • Textiles	Electronic Systems –Input, Process and Output Forces and Leavers Product Analysis Drawing • Isometric Drawing, • Third Angle • Orthographic Projection, • Nesting Human Factors • Anthropometrics, • Ergonomics, • 5th –95th Percentile ICT in manufacture • CAD CAM, • Just in Time, • Automotive Manufacture Mass Product Manufacturing Processes • Injection Moulding • Welding • Lithographic Printing • Screen printing • CNC routers Materials • Paper and Boards • Natural and manufactured timbers • Metal and alloys • Polymers • Textiles • Material Properties • Stock Forms • Primary Sources (what it's made from) & How it's made • Composite Materials Sustainability • Non Finite (Renewable) • Finite (Non Renewable) • Materials/Energy • Green Design • 6 R's • Planned Obsolescence • Ethical Choices

		Project 1 Children's Night Light	Project 2 Sample Box	Project 3 Design inspired Clocks
Year 10	Knowledge	Pupils will be creating a mood light aimed towards children. Student's creativity will be evident through a range of design ideas, created through different strategies. Students will produce a specific criteria in which their product will need to meet. Students will reflect on how well their lights have met their criteria.	Students will produce a sample for each process and understand how it could be used for other products and within the NEA.	This project will cover theory as well as practical knowledge and understanding. Students will learn about different design movements, companies and designers. This will extend into them learning about certain iconic designs. This is all applicable to their theory lessons and their examination. Practically students will learn how to use Corel Draw to a high level.
	Skills	Students will build on their designing skills as they will produce designs that are appropriate for their customer profile and will need to work to set constraints. Students will focus on the presentation of ideas and how to communicate ideas. Pupils will build on their Corel Draw skills as they're taught a range of functions and tools. Students will be taught how to send drawings the dye sublimation printer. Students will be shown a series of skills in the workshop as well as completing CAD/CAM skills. Students will be taught how to safely use the hegners for cutting and shaping materials. Tenon saws and coping saws will also be used for shaping and cutting materials. The Belt Sanders will be used for finishing and shaping. Students will use the Pillar Drills where necessary which are key pieces of machinery need to develop ideas and making during NEA. All skills in the workshop will be taught with emphasis on Health and Safety independently as well as understanding the limitations of the machines. Pupils will know how to work safely on various machines and will know what safety equipment needs to be worn. Students will have the opportunity to work more independently to produce original and creative ideas. This freedom will help better prepare students for the start of their GCSE controlled assessment.	Students will produce a sample for each skill/process which can be used for investigation for NEA • Dowel Joint • Screw Joint • Steel Bending • Riveting • Spot Welding • Pewter Casting • Solidworks • 3D Printing • Laser Cut	Students will develop their CAD CAM skills through drawing their acrylic pieces in Corel Draw. Students will gain an understanding of how to use different tools and functions and how to set up their drawings for the laser cutter. Students will learn how to draw complicated ideas in Corel Draw and use a range of tools and functions to a very high level.
		Theory Cycle 1 (1 hour)	**Theory Cycle 2 (1 hour)**	**Theory Cycle 3 (Full exam)**
		PG Online Unit 4 1 - Forces and stresses 2 - Improving functionality 3 - Ecological and social footprint 4 - The six Rs 5 - Scales of production **PG Online Unit 5** 1 - Sources, origins and properties 2 - Working with paper and board 3 - Commercial manufacturing, surface treatments and finishes • Paper and board • Timbers • Metal and alloys • Polymers • Textiles ****Please note Cycle 3 is a full AQA provided exam paper and doesn't follow the units. So units are colour coded to make the identification of units within cycle 3 clear. *****	PG Online Unit 1 to 5	Commercial process • Injection Moulding • Welding • Lithographic Printing • Screen printing • CNC routers Composite Materials Energy Sources • Non Finite (Renewable) • Finite (Non Renewable) Energy Storage Enterprise Gear & Ratios Materials & Material finishes • Timbers • Metals • Polymers • Textiles Material Properties Mechanisms Motion Production Aids • Templates • Jigs • Stencils Programming Sustainable • Non Finite (Renewable) • Finite (Non Renewable) • Green Design • 6 R's • Planned Obsolescence • Ethical Choices

		Cycle 1	Cycle 2	Cycle 3
Year 11	Knowledge / Skills	**Section A: Identifying and investigating design possibilities (10 marks)** By analysing the contextual challenge students will identify design possibilities, investigate client needs and wants and factors including economic and social challenges. Students should also use the work of others (past and/or present) to help them form ideas. Research should be concise and relate to their contextual challenge. Students are also advised to use a range of research techniques (primary/secondary) in order to draw accurate conclusions. Students should be encouraged to investigate throughout their project to help inform decisions. **Section B: Producing a design brief and specification (10 marks)** Based on conclusions from their investigations students will outline design possibilities by Producing. **Section C: Generating design ideas (20 marks)** Students should explore a range of possible ideas linking to the contextual challenge selected. These design ideas should demonstrate flair and originality and students are encouraged to take risks with their designs. Students may wish to use a variety of techniques to communicate. Students will not be awarded for the quantity of design ideas but how well their ideas address the contextual challenge selected. Students are encouraged to be imaginative in their approach by experimenting with different ideas and possibilities that avoid design fixation. In the highest band students are expected to show some innovation by generating ideas that are different to the work of the majority of their peers or demonstrate new ways of improving existing solutions.	**Continuation of Section C**: Generating design ideas (20 marks) **Section D: Developing design ideas (20 marks)** Students will develop and refine design ideas. This may include, formal and informal 2D/3D drawing including CAD, systems and schematic diagrams, models and schedules. Students will develop at least one model, however marks will be awarded for the suitability of the model(s) and not the quantity produced. Students will also select suitable materials and components communicating their decisions throughout the development process. Students are encouraged to reflect on their developed ideas by looking at their requirements; including how their designs meet the design specification. Part of this work will then feed into the development of a manufacturing specification providing sufficient accurate information for third party manufacture, using a range of appropriate methods, such as measured drawings, control programs, circuit diagrams, patterns, cutting or parts lists. **Section E: Realising design ideas (20 marks)** Students will work with a range of appropriate materials/components to produce prototypes that are accurate and within close tolerances. This will involve using specialist tools and equipment, which may include hand tools, machines or CAM/CNC. The prototypes will be constructed through a range of techniques, which may involve shaping, fabrication, construction and assembly. The prototypes will have suitable finish with functional and aesthetic qualities, where appropriate. Students will be awarded marks for the quality of their prototype(s) and how it addresses the design brief and design specification based on a contextual challenge **Section F: Analysing and evaluating (20 marks)** Within this iterative design process students are expected to continuously analyse and evaluate their work, using their decisions to improve outcomes. This should include defining requirements, analysing the design brief and specifications along with the testing and evaluating of ideas produced during the generation and development stages. Their final prototype(s) will also undergo a range of tests on which the final evaluation will be formulated. This should include market testing and a detailed analysis of the prototype(s).	
		Theory Cycle 1 (2 hour) **Summer 2019 Exam**	**Theory Cycle 2 (2 hour)** **Summer 2020 Exam**	
		PG Online Unit 6 1 - Investigation, primary and secondary data 2 - The work of others 3 - Design strategies 4 - Communication of design ideas **PG Online Unit 7** 1 - Selection of materials and components 2 – Tolerances 3 - Material management 4 - Tools, equipment, techniques and finishes 5 - Surface treatments and finishes	**PG Online** Units 1-7	


Exam & beyond
Unit 1 New and Emerging Technologies
Unit 2 Energy, Materials, Systems and Devices
Unit 3 Materials
Unit 4 Common Specialist Technical Principles
Unit 5 Materials
Unit 6 Designing Principles
Unit 7 Making Principles
Exam Content
NEA Section F: Evaluation
Testing & Evaluation
Feedback
NEA Section E: Making
Drilling
Cutting
Finishing
Laser
3D Printer
Welding
CNC router
CAD CAM
CorelDRAW X5
SolidWorks
NEA Section D: Development
CAD Development
Sketching
Modelling
Iterative Development
NEA Section C: Ideas
Problem Solving
Design Strategies
Drawing
Specification
NEA Section B: Design Brief Specification
Design Brief
Image Boards
Product Analysis
NEA Section A: Research
Analyse the work others
Year 11
Identifying A User
NEA launch
Design Context
Laser
CAD CAM
CorelDRAW X5
CAD Development
Polymers Categories & Properties
Measuring
Problem Solving
Drilling
Cutting
Year 10
Iconic Design
Polypropylene
Sample Box
Finishing Timber
Testing & Evaluation
Use Design Classic to help generate ideas
Iterative Development
Specification
3D Printer
SolidWorks
Pewter Casting
Metal Categories & Properties
Task Light (Metal)
CAD Development
User Centred Design
Inclusive Design
Problem Solving
Laser
Design Context
Welding
Modelling
Analyse the work others
Specification
3D Printer
SolidWorks
Inclusive Design
Cultural Lantern
Year 9
Problem Solving
Use cultures to help generate ideas
Iterative Development
CAD CAM
CorelDRAW X5
Problem Solving
Laser
Use biomimicry to help generate ideas
Patterns & Measuring
Applique
Laser
Drilling
Timbers
Measuring
Programming
Microbot
Block Coding
Blockly
Year 8
Biominicry
Textile Pencil Case
Phone Amplifier
Testing & Evaluation
Analyse the work of past
CAD CAM
CorelDRAW X5
Textiles Equipment & Sewing Machines
Testing & Evaluation
Line Bending
Plastic Categories & Properties
CAD CAM
CorelDRAW X5
Soldering
Electronic Night Light
Finishing Timber
Cutting
Patterns & Measuring
Block Printing & Repeat Patterns
Pop Up Mechanisms
Identifying A User
Circuit Symbols & Circuit Diagram
Lock Box
Textile Phone Holder
Pop Up Card
Year 7
Input, Output & Process
Specification
Oblique Projection
Pewter Casting
Timbers
Textiles Equipment & Sewing Machines
Textiles Categories & Properties
CAD CAM
CorelDRAW X5
Paper Manufacture & Properties

Health and Social Care

Intent

Our intent is that students receive a broad and balanced curriculum across KS4. Covering many aspects of health and social care, from effective communication to studying First Aid. We aim to develop student's independence and research skills as well as promoting literacy and written communication. We want students to be actively engaged, enthused and inspired by their experiences in the classroom to the point where they may consider a career in one of the Health and social care areas; child care, health care or social care. We have designed our curriculum to expose as many students as possible to the major concepts such as equality and diversity, health and safety and care values. Optional units have been selected to expose students to some of the most interesting and engaging material that the exam board offers. This includes studying First Aid and Creative Activities enabling students to learn practical skills to help them measure their own and others health and development. Students will be able to themselves, develop their ideas, resilience and independence; all traits which will support both their academic and personal development.

The Health and Social Care curriculum intent was collaboratively developed within the department. It is shared with colleagues and subject leaders through ongoing discussions throughout the academic year and is reviewed and developed during department meetings and CPD sessions. It is shared with students through subject overviews and use of 100% books. These clearly detail all powerful knowledge students need to master, whilst using generation questions to sign post students throughout the course and putting the subject in its wider context. Parents are given information at parent Consultation Evenings, through the Guided Choices booklet and the school website.

The curriculum is fully aligned to both the National Curriculum and KS4 qualifications specifications and goes beyond this. Through teaching student's powerful knowledge, developing their resilience to change, and problem solving techniques, the discipline equips students with the ability to apply these to a range of true life skills. Health and Social Care also gives students the opportunity to investigate and show an appreciation of potential careers within the field.

In an ever changing discipline such as Health and Social Care, continuous verification of curriculum content is imperative. This is achieved by cross referencing with professional bodies including the NHS, Public Health England, the Red Cross, St. John's Ambulance and professional H&SC bodies. All staff are members of at least one of these associations. This ensures that our curriculum continues to include the most 'up-to-date H&SC concepts and innovations'.

Whilst having highly aspirational target grades and high expectations for all students, the department is acutely aware of Bradford status as an area of deprivation, and the potential impact this may have for student access to technology at home. To combat this the department has taken the following actions:

- Provides access to software through use of Office 365, cloud based storage and open source products
- Supports after school homework clubs / interventions allowing access to IT resources for coursework and research

Implementation

During KS4 students who have opted for Health and Social Care complete the OCR National Level 1/2 in Health and Social Care qualification.

The Health and Social Care curriculum is planned over 3 years, with lessons logically sequenced in such a way that students can build on prior knowledge and skills, as identified in Long Term Plans. These identify the overarching big question of the topic of what students must know – powerful knowledge, and what skills they should master and be able to apply. This includes both technical skill such as creating a spreadsheet model for a given purpose, as well as procedural skills and knowledge such as how to apply these facts and skills to solve particular problems.

Large topics are then broken down into a logical sequence of lessons. Each lesson has its own individual key questions or learning objectives. These are then addressed within the lesson, through cross referencing to powerful knowledge and/or skills. Learning objectives are limited to a maximum of four per lesson, in order to reduce cognitive load.

In the RO21 Essential Values of Care unit a key resource used in every year is the 100% Book. This is structured to support pre-teaching, using the same overarching questions, and topic questions as the Long Term Plans to enhance the ability to perform successfully in the externa; exam. The content clearly addresses these questions, and supports both knowledge acquisition and embedding this knowledge in long term memory. Inclusion of sample questions and annotated answers helps consolidation, whilst the inclusion of the thought process used to develop the answers, helps to address common misconceptions.

The clear layout also supports interleaving of topics, aiding students to cross reference powerful knowledge and make links between topics, which is vital to provide evidence of 'synoptic links' within coursework units and the exam. They also include opportunities for students to practice both exam technique and retrieval of powerful subject knowledge.

The use of the Morning Meeting subject quiz is another opportunity for spacing & retrieval practice. Students complete a quiz based on topics initially covered in the previous year / term. Further opportunities for embedding powerful knowledge within lessons include "Do Now" activities at the start of the lesson, and homework.

Do now activities will always be either:

- Retrieval practice from the current topic

- An opportunity for spacing of prior topics
- An opportunity to address common misconceptions

Homework is set every week and this for fills one of the following purposes - supports acquisition of powerful knowledge from the current topic; or gives students opportunity to practice recall and application of powerful knowledge. This interleaving ensures the knowledge is committed to long term memory. Where appropriate, homework also supports completion of coursework assessments. WAGOLL's (What a good one looks like), are included, so students are clear of expectations.

Shared plans and resources ensure that all staff know what needs to be taught and how. Consistency is further developed through exploiting opportunities for shared planning and CPD. The use of Data Driven Planning for every lesson ensures that differentiation for individuals or groups, gives all students the opportunity to make excellent progress. Cohorts can be challenging in terms of their behaviour but also need significant support with literacy and exam preparation. For this reason, teachers use differentiated resources and resources with 'challenge levels' which students can select for themselves during exam lessons. Teachers are skilled in offering high levels of verbal one to one support during lessons, for students who need extra assistance or are PP. During coursework units, more able students are encouraged to include more detailed research and work more independently, to achieve higher grades. Students with learning needs are provided with help sheets and they receive more support with their basic literacy to enable them to complete their work to a Level 1 or 2 standard.

Quality assurance procedures both at departmental level, through HOD and peer drop-ins and learning walks, and whole school observations by SLT ensure that departmental and whole school standards are maintained. Three times a year staff will have a one to one meeting with their HOD to review the progress of their classes, identifying any particular support or intervention requirements. Regular work scrutinises, which include all years and all courses, add to this process.

Impact

The number of students opting to continue studying Health and Social Care at KS5 and beyond into careers involving Health, Social Care and Early Years education, is an indicator not only of the popularity of the subject but also clearly shows students have an appreciation of the importance of the discipline, in all areas of modern life and into the local community in Bradford and beyond.

Evidence that the intent of the curriculum has been achieved includes effective application of students' practical skills, not only supporting their wider academic studies, but all areas of their lives such as saving lives in emergencies. This includes applying for jobs, apprenticeships and further courses of study.

At subject level, the impact of the of the Health and Social Care curriculum can be measured through students' practical application of the powerful knowledge and skills through project work, which forms the main part of the assessment model, and completion of theory based papers in Unit RO21. Question level analysis of individual students, or whole cohort performance, allows teachers to identify gaps and implement appropriate interventions. Tracking at this level clearly shows which gaps have been closed / improved between cycles, and what needs to be the focus for the current cycle. Performance in national qualifications is further evidence that the curriculum intent has been achieved.

For disadvantaged and EAL students individualised support is provided by staff to ensure barriers to learning are removed or reduced. PP students are provided with textbooks and free 100% sheet revision guides. This occurs in year 10 when they begin exam preparation. ICT resources are provided every lesson, throughout the three years for students to complete coursework and after school in intervention sessions or by request. Students are frequently given the opportunity to work in L11 after school and at lunchtimes, with a teacher on hand to offer support as well as ICT.

Health and Social Care - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	H&SC Skills section: • What are the different areas of H&SC The difference between: Early Years; Social Car; and, Health Care • The similarities between: Early Years; Social Car; and, Health Care • What are settings? • Who are service users? • Service users - health and wellbeing – use of Dangerous drugs. • What are lifestyle choices and how do they influence people's health? • What is PILES development? • How do individuals develop and change throughout life stages. • What are the main illnesses and diseases effecting the UK?	Unit RO31 First Aid: LO1: • How to assess the scene of an accident within health, social care or early year's settings. • How to provide information to emergency services. LO2: • Understand the first aid procedures for a range of injuries. • How to identify the nature, causes, symptoms and severity of a range of injuries including: asthma, bleeding, burns, choking, and shock, unconscious and not breathing.	Unit RO31 First Aid: LO3: • The current first aid procedures for First Aid injuries including: asthma, bleeding, burns, choking, shock, unconscious and not breathing and the rationale. • How to apply the steps involved in certain first aid procedures (as published in a current first aid manual at the time of assessment). • How to review your own first aid performance.
	Skills	• Recall a wide range of information regarding social issues within health, social care and early year's settings. • Understand and use a wide range of health, social care and early year's terminology correctly. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Interpret and present information with sensitivity to needs and with a flair for effective communication. • Work independently and manage time efficiently. • How do I follow a success criteria?	• Be able to assess scenes of accidents to identify risks and continuing dangers. • Perceptively analyse health, social care and early years care situations. • Create solutions which demonstrate detailed consideration of the requirements of people who use services. • Understand and use a wide range of health, social care and early year's terminology correctly. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Model situations, interpret and present information with sensitivity to needs and with a flair for effective communication • Work independently and manage time efficiently.	• Be able to apply basic first aid procedures. • Recall a wide range of information regarding social issues within health, social care and early year's settings. • Perceptively analyse health, social care and early years care situations. • Create solutions which demonstrate detailed consideration of the requirements of people who use services. • Understand and use a wide range of health, social care and early year's terminology correctly. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Model situations, interpret and present information with sensitivity to needs and with a flair for effective communication. • Evaluate the impact of health, social care and early year's provision from first aid assessments. • Demonstrate in depth, research, analytical and evaluative skills from first aid assessments. • Work independently and manage time efficiently.
	K/S Revisited	N/A	N/A	N/A

		Cycle 1	Cycle 2	Cycle 3
Year 10	Knowledge	RO27 – Creative Activities LO3: • Understand how to plan how to carry out creative activities in a health, social care or early years setting. • How to carry out the creative activity. LO2: • Understand the benefits of participating in creative activities. • Understand the benefits and purposes of participating in creative activities; including: o Physical o Intellectual o Language o Emotional o Social	RO27 – Creative Activities LO1: • Understand the different types of creative activities available in health, social care and early year's settings. • Understand the needs of individuals that these activities address; including; o Children and young people o Adults with disabilities o Older adults LO3: • Understand how to review the benefits of the creative activities to the participants, what were the leaders strengths/weaknesses, suggest improvements.	RO22 – Communication LO1: • Understand how to communicate effectively, including using the following skills: o Verbal o Non-verbal o Specialist o Written LO2: • Understand the personal qualities that contribute to effective care. • Understand how the qualities contribute to effective care. LO3 • Understand how to plan for a one-to-one and group health, social care or early year interaction.
	Skills	• Be able to carry out creative activities in a health, social care or early years setting. • Recall a wide range of information regarding social issues within health, social care and early year's settings. • Perceptively analyse health, social care and early years care situations. • Create solutions which demonstrate detailed consideration of the requirements of people who use services. • Understand and use a wide range of health, social care and early year's terminology correctly. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Model situations, interpret and present information with sensitivity to needs and with a flair for effective communication. • Demonstrate in depth, research. • Work independently and manage time efficiently.	• Recall a wide range of information regarding social issues within health, social care and early year's settings. • Perceptively analyse health, social care and early years care situations. • Understand and use a wide range of health, social care and early year's terminology correctly. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Interpret and present information with sensitivity to needs and with a flair for effective communication. • Evaluate the impact of health, social care and early year's provision from your creative activities practical. • Demonstrate in depth, research, analytical and evaluative skills. • Work independently and manage time efficiently.	• Be able to communicate effectively within a health, social care and early years setting in a practical; o One-to-one o In a group • Recall a wide range of information regarding social issues within health, social care and early year's settings. • Perceptively analyse health, social care and early years care situations. • Create solutions which demonstrate detailed consideration of the requirements of people who use services. • Understand and use a wide range of health, social care and early year's terminology correctly. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Model situations, interpret and present information with sensitivity to needs and with a flair for effective communication • Demonstrate in depth, research, analytical and evaluative skills. • Work independently and manage time efficiently.
	K/S Revisited	Synoptic link to RO31 First Aid – carrying out risk assessments in H&SC practical's.	Synoptic link to RO31 First Aid – carrying out risk assessments in H&SC practical's.	Synoptic links to Unit RO27 – planning and completing creative activities using effective communication. Synoptic links to Unit RO31 – working effectively with emergency services and completing first aid practical's using effective communication.

		Cycle 1	Cycle 2	Cycle 3
Year 11	Knowledge	RO21 – Essential Values of Care LO1: • Understand how to support individuals to maintain their rights. LO2: • Understand the importance of the values of care and how they are applied. LO3: • Understand how legislation impacts on care settings. LO4: • Understand how personal hygiene, safety and security measures protect individuals.	RO22 – Communication LO1: • Understand factors that positively influence communication. • Understand the barriers to communication. • Understand ways to overcome barriers to communication.	RO21 – Essential Values of Care LO1: • Understand how to support individuals to maintain their rights. LO2: • Understand the importance of the values of care and how they are applied. LO3: • Understand how legislation impacts on care settings. LO4: • Understand how personal hygiene, safety and security measures protect individuals.
	Skills	• Exam technique 'RUMBA'. • Recall a wide range of information regarding social issues within health, social care and early year's settings. • Perceptively analyse health, social care and early years care situations. • Create solutions which demonstrate detailed consideration of the requirements of people who use services. • Understand and use a wide range of health, social care and early year's terminology correctly. • Model effective communication.	• Recall a wide range of information regarding social issues within health, social care and early year's settings. • Perceptively analyse health, social care and early years care situations. • Create solutions which demonstrate detailed consideration of the requirements of people who use services. • Understand and use a wide range of health, social care and early year's terminology correctly. • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts. • Model situations, interpret and present information with sensitivity to needs and with a flair for effective communication. • Demonstrate in depth, research, analytical and evaluative skills. • Work independently and manage time efficiently.	• Exam technique 'RUMBA'. • Recall a wide range of information regarding social issues within health, social care and early year's settings. • Perceptively analyse health, social care and early years care situations. • Create solutions which demonstrate detailed consideration of the requirements of people who use services. • Understand and use a wide range of health, social care and early year's terminology correctly. • Model effective communication.
	K/S Revisited	Synoptic link to RO31 First Aid and Creative Activities– carrying out risk assessments in H&SC settings. Synoptic links RO22 communication – confidentiality and consultation in H&SC interactions. Synoptic links RO27 – Following legislation in H&SC practicals. Synoptic links RO22 communication – use of care values in personal qualities of H&SC practitioners.	Synoptic links to Unit RO27 – planning and completing creative activities using effective communication. Synoptic links to Unit RO31 – working effectively with emergency services and completing first aid practical's using effective communication.	Synoptic link to RO31 First Aid and Creative Activities– carrying out risk assessments in H&SC settings Synoptic links RO22 communication – confidentiality and consultation in H&SC interactions. Synoptic links RO27 – Following legislation in H&SC practicals. Synoptic links RO22 communication – use of care values in personal qualities of H&SC practitioners.

Music

Intent

At Dixons City Academy students will be able to create and perform music with confidence, develop a love and joy in making music and have the ability to appraise their own and other's work. Our curriculum is designed to stimulate the musical imagination of our students. D Hargreaves and A Lamont identify the neurological evidence "that imagination can be thought of as the basis for all musical perception and is at work in the core activities of composing/improvising, performing and listening"(i). Only a few philosophers have attempted to grapple with the concept of the human imagination. In his review of what philosophers have arrived at K Egan suggests that "Imagination is the capacity to think of things as possibly so; it is an intentional act of mind; a source of invention, novelty"(iii). Egan goes on to propose that "an imaginative person is one with the ability to think of possibilities, usually with a richness of detail". What needs to be acknowledged however is, that there can be no imagination without knowing something in other words without knowledge. J. Fin quite rightly brings attention to this fact in the discussion of The role of Musical Imagination in the Knowledge – Based-Curriculum by amplifying the core purpose of the national curriculum; "The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement"(iiv). In our journey to the top 1%,our curriculum therefore combines the essential principles of pairing 'Core Knowledge' including a desire to introduce our students to an eclectic mix of the best cultural musical cannon touchstones with 'Powerful Knowledge' (as identified by the sociologist Michael Young), in order to improve each student's cultural capital and personal development including the ability to think and act creatively, to develop greater emotional intelligence, to learn complex analysis and critical thinking skills, to demonstrate perseverance in order to achieve success and to learn how to express the inexpressible.

In line with the 2019 'Music Mark Member Consultation on a Model Music Curriculum'(iv) our curriculum is built on the four pillars of musical learning which are: - Understanding, Skills, Experiences and Knowledge. In all aspects of our curriculum the interrelation between these is embedded so that for example skills and knowledge are taught through experiences in order to develop musical understanding. The schemes of learning are developed with a mixed ability cohort in mind, this results in a range of repertoire being available in the different schemes of work which is regularly revised, refreshed and personalised to allow for a flexible curriculum. Our intent is shared with colleagues, students and parents in a variety of ways including: - lessons, assemblies, concerts, Year 6 intake evenings, consultation evenings and CPD planning meetings with our peripatetic staff. Students have the opportunity to develop their understanding of various career possibilities through planned homework tasks and discussions with specialist staff at Options and Consultation evenings. Advice to students is given on how to select music from different repertoire options for their assessments. Whilst our current document is specific re genre, equipment and software we are a forward looking department and frequently review our delivery in order to ensure that our teaching of music keeps pace with music in the real world and remains accessible and culturally relevant to all learners. We are therefore in an excellent position to continue to respond to further advice given by the Music Mark consultation led by Bridget Whyte.

Our curriculum therefore will enable our students to read notation presented in a variety of forms (e.g. stave, tab, graphic) and appreciate music from a variety of genres, cultures and time periods. They will be able to discuss the elements of music using key terminology as appropriate to their Learning Stage. They will explore performing techniques on a range of instruments and learn how to use subject specific software to enhance their composing skills. Performance work will allow time for exploring solo and ensemble work and embed the process of evaluating and improving work based on self and teacher feedback, and engender a 'can do' approach to mastering skills, with appropriate access and challenge planned in to meet the needs of all students. Group work gives the opportunity for pupil voice in musical learning and will be carefully planned to ensure all students are taught how to work together to rehearse effectively and perform to the highest standard they are currently capable of. Additional opportunities to enhance the curriculum is planned in several times per year via 'creative' days where specific students are selected to build their skills with a smaller student-teacher ratio than in normal curriculum lessons allowing for students to close the gap and support the journey to the top 1%. The curriculum aims to close the skill and cultural capital gaps that some students in Bradford have; many come to secondary school not having experienced any music lessons in primary school or having had the opportunity to listen critically to a wide range of musical styles from different eras either at school or at home. Our curriculum goes beyond the National Curriculum qualification specification in the range of enriching and outstanding quality additional learning opportunities including choirs, ensembles, and personalised composition and theory lessons that are delivered by a range of (currently 11) specialist staff, offering students the opportunity to experience music practically, gain the skills to discuss the music they are hearing in relation to the social and historical context of it, and also verbalise their own emotional responses to it.

Implementation

The music curriculum starts with the basic building blocks of pulse and rhythm work in Year 7, and gradually builds on this through the exploration of keyboard skills and the opportunity to sing and play other instruments such as the ukulele and glockenspiel across the remainder of Year 7. Students have the opportunity to explore all elements of performing, composing and listening & appraising through the 3 learning cycles in Year 7:

LC1 - Pulse & Rhythm - learning how to stay in time, create and write down rhythms using rhythm grids and traditional notation, working in groups to build ensemble skills

LC2 - I am Passenger - exploring performance skills on a variety of instruments including chair drumming, keyboard, glockenspiel, ukulele and singing as well as the opportunity for instrumentalists to use their own specialist instrument in the classroom. Working as a soloist and within an ensemble, exploration of music technology (Reason software) to arrange a song

LC3 - Major & Minor - learning about tonality and how it helps to convey a mood, improving listening & appraising skills, building keyboard and specialist instrumental skills and composing and major tune - there are stretch opportunities to extend this to a minor tune and also annotate it onto stave notation

In Year 8 students move to a termly carousel between Music and Drama and topics have been selected to ensure that the skills from Year 7 are further embedded and enhanced, as well as aligning with key elements of the national curriculum.

LC1 - Blues & Ragtime - this topic allows students to explore a specific genre of music, including the historical context; this is done through listening and appraising work, learning to play a Blues or Ragtime piece on the keyboard or specialist instrument (matched to specific ability levels/stretch opportunities) and reinforcing timing and accuracy skills explored in Yr. 7, there is also the opportunity to extend skills of composing through a Blues style improvisation

LC2 - Folk Music - this provides an opportunity to explore traditional and modern Folk styles from the British Isles and around the world; this is done through listening & appraising work, informative video clips, and learning to play a piece by a modern Folk band either as a solo or within a pair or ensemble on keyboard, ukulele or specialist instrument, with the option to 'arrange' the piece into a personalised version

LC3 - Be Creative - this topic provides another opportunity to use Reason software in the music technology suite, this time extending work to more free and open ended creative composition task, allowing students to show their technical understanding of the software at the same time as showing their understanding of how to mix musical elements together to produce a successful piece of music. Students are strategically paired or work independently

The assessment of students in Yr. 7 and 8 is based on some formal summative assessments e.g. Yr. 7 baseline and end of LC1 test, listening assessment in Blues topic, but also on more consistent weekly formative assessment e.g. as the teacher monitors students in the classroom activities when rehearsing and performing in the I am a Passenger and Blues Music topics. Each student gets regular verbal feedback in lessons and a more formal feedback at least once per term. For weekly feedback staff often use whole class feedback based on supporting students in tackling the most common misconceptions or errors in order to rectify these when they begin rehearsing again. More personalised verbal feedback takes place during forensic monitoring of individuals on task.

Homework tasks in Year 7 and 8 link closely to the 100% books and draw out sections to be learnt a revised at home which link directly with learning in the classroom e.g. key words which a relevant to a topic, or looking at a specific style or skill which will be coming up in the next lesson. These are then picked up as DO NOW activities to check that students are engaging with the information at home. All of the musical terminology and notation details that students need to learn is contained within the Year 7 Music booklet and the Year 7 and 8 100% book. Students are expected to learn and use the key terminology when discussing things in lessons.

The long-term plans, topic overviews, PPTs, resources and assessment details are all detailed on L drive so that there is consistency across teachers in the department. Lesson planning and resources are regularly reviewed in department CPD to ensure they remain accessible and culturally relevant to all learners. Department CPD time is also used to moderate student work to ensure consistency in standards and delivery. Students are assessed against the Dixons Music Standards and given feedback via RAGed colours - blue (needs development), red (emerging), amber (secure), green (confident), purple (excelling). For most topics 4 standards are covered, with some being revisited several times across Year 7 and 8 in order for students to show progress. Worksheets and PPTs are prepared taking cognitive load into account and there is a heavy emphasis on helping students to develop independent skills. Most practical skills are supported through the use of videos to model tasks, so that all students can clearly see what a good performance looks like, and to embed excellent use of finger patterns on the keyboard, for example.

The addition of Creative Arts Days for Year 7 and Year 8 help with making up for some of the lost time due to the Yr. 8 carousel and focus on allowing some students in the year groups to access additional skills-based work. These are designed in accordance with the needs of each year group and are also strategically used to help students understand what careers are available in the Creative Arts Industry and link with highlighting the career path of several ex students who have gone into Arts based careers.

From Year 9 students start to revisit some genres and specific pieces of music that they will have encountered in ensembles, choirs, school performances, previous homework and listening activities linked to the Edexcel specification. The course has specifically been selected due to the range of set works which we felt would appeal to our students. They cover a wide variety of time periods and genres, which will both interest and challenge students, getting a good balance between building on existing knowledge and stretching students to learn about completely new styles and composers they may not have come across before. The course is split as follows:

Component 1 – Performing – 30% of the overall GCSE grade

1 solo and 1 ensemble performance - internally marked and externally moderated

Students prepare for this largely in their individual peripatetic lessons - their teacher records their ongoing work at the end of each cycle and the class teacher assesses it and feeds back targets for further improvement

Component 2 – Composing – 30% of the overall GCSE grade

By the end of Yr. 11 students must submit 2 compositions of at least 3 minutes' combined duration - one free composition and one composition to a set brief - these compositions are internally marked and externally moderated

The course across from Yr. 9 supports students to understand how to use the elements of music to effectively create and develop musical ideas, how to handle compositional techniques and strategies and ensure technical control and coherence within a piece of music and explores how to notate a score in different ways

Component 3 – Appraising – 40% of the overall GCSE grade

Students study and analyse a variety of pieces of music identified by the exam board - they look at the use of musical elements (dynamics, rhythm, metre, texture, tonality, harmony, structure, melody, instrumentation), musical contexts and musical language

Areas of study:

Instrumental music 1700-1820 - Beethoven's Piano Sonata No 8 in C minor Op13 ('Pathetique'), Bach's Brandenburg Concerto No 5 in D major (3rd Movement)

Vocal Music - Purcell 'Music for a While', Queen 'Killer Queen'

Music for Stage and Screen - John Williams Main Title/Rebel Blockade Runner (from Star Wars: Episode IV - A New Hope), Stephen Schwartz 'Defying Gravity' from the musical Wicked

Fusions - Afro Celt Sound System 'Release' from the album Volume 2: Release, 'Samba Em Preludio' performed by Esperanza Spalding (from the album Esperanza)

Students are assessed at the end of the course in Year 11 through a listening paper which is made up of 2 sections - Section A has questions related to the areas of study, musical dictation and unfamiliar pieces (with skeleton score), Section B is an extended response with a comparison between a set work and one unfamiliar piece

In Year 9 students time is taken in LC1 to ensure that all students have the foundation of skills required prior to launching the initial study of the set works. The building blocks of successful composing are embedded through bespoke exercises on each skill e.g. devising rhythms, creating melodies, before linking some composing work to the set works before the end of the year. Performance skills are assessed at the end of each learning cycle and feedback given to enhance progress at the end of the next learning cycle, with an emphasis on solo work. By the end of the Year students will have studied three of the set works, questions on these will appear in the end of learning cycle assessments.

In Year 10 students build on their understanding of the areas of study through covering three more of the set works, and begin to further develop their composing skills through creating two practise compositions - one to a brief set by the teacher, and one of their own. The detailed feedback from the teacher during this process and against the exam specification criteria helps students to prepare for the launch of the first piece of composition coursework prior to the end of the year. Performance work continues to be assessed at the end of each learning cycle, extending to include a focus on ensemble as well as solo skills before the end of the year. By the end of the year students will have now studied six of the eight sets works in total and will be assessed on all of them in the end of learning cycle assessments, have nearly completed the first piece of composition coursework and have a good idea of the repertoire they wish to use for the solo and ensemble performance.

In Year 11 students study the final two set works, complete the first piece of composition coursework and then start the set brief coursework. In January a coursework day is set aside to allow students to refine their performance work and aim to get as much of this recorded as possible and focus on development of composition work. This is placed strategically to allow the teacher to review which students may need further targeted intervention to support successful coursework completion prior to Easter. There are 2 mock papers - one during LC1 (around the end of Nov/start of Dec) and then another one in February allowing students to get into a successful revision routine and practise their exam techniques. The QLA process for the mocks helps to support with intervention planning and further classroom and homework activities.

From Year 9 100% books help support study more in-depth study of the set works and embed the musical terminology that students need to use. DO NOW activities and homework are used to both support the activities and skills being used in lessons and to interleave learning so that it is possible to keep revisiting previously learnt material. Set works are covered in a specific order to help students build up skills and knowledge in a certain way. Dictation activities gradually increase in challenge from Yr. 9 through to Yr. 11 and are built into lessons regularly. All long-term plans, topic overviews, PPTs, resources and assessment details are detailed on L drive so that there is consistency across teachers in the department. Marking and feedback is regular and varies from some individual feedback against the exam spec criteria (e.g. performance work), to whole class feedback e.g. on some aspects of composing work, and also regular verbal feedback e.g. one to one specific feedback during composition lessons every week, to detailed personalised feedback on some theoretical or extended answer question work. Templates for marking for composition and performance are in place. Composition and performance work are regularly moderated between teachers in the department and students are supported in understanding 'what a good one looks like' through use of previous students' work and model answers.

Link meetings between the HoD and SLT link are a useful opportunity to explore learning, interventions and discuss approaches to learning and delivery, as are learning walks and feedback.

In addition to the music curriculum there is also a wide-ranging extra - curricular programme encompassing a vast variety of styles and instrumental/vocal opportunities. There are 9 visiting instrumental tutors and lessons are available on piano/keyboard, singing, guitar (electric, acoustic and bass), violin, cello, flute, clarinet, saxophone, trumpet, trombone and drums delivering lessons to around 140 students from beginners through to Grade 8 standard and beyond. Students are able to access additional composition classes and there is also an after-school theory class which supports students in working towards Grade 5 and in gaining additional theoretical support useful for GCSE and A-level students. The department runs the following ensembles: choir, concert band, swing band, musical theatre group, RnB group, clarinet group, saxophone group, guitar group, samba band, string group and KS3 band. These groups

contribute towards several concerts per year: Christmas Concert, Yr. 7 and 8 Concert, Gala Concert and Collaborative Concerts and events across the Trust. In addition to this the department collaborates across the Creative Arts to produce a bi-annual musical theatre show. The range of ensembles on offer ensures that all students have access to group music making appropriate to their own skills and to develop and stretch them to progress and become excellent musicians – the repertoire is personalised to ability and musical tastes of different students, as well as being linked as appropriate to the core curriculum. There are also opportunities for student composition work to be performed. Standards of all work are regularly monitored, and quality assured by the Head of Music and Head of Creative Arts through overseeing rehearsals, drop ins to lessons, peripatetic appraisal and ABRSM, Trinity Guildhall and Rock School external music examinations.

The expertise of peripatetic staff is used to inform the choice of repertoire for groups and for GCSE/A level student solos and ensemble work, to help develop composition work for GCSE/A level students, and to help create bespoke arrangements for groups such as swing band, RnB group, concert band, KS3 band and choir. Reflecting our aspiration to be in the top 1% the Head of Creative Arts and Head of Music actively seek out avenues to disseminate the excellent performance standards by regularly working collaboratively with other Dixons schools both Primary and Secondary to put on joint Concerts, participate in cross cutting meeting to share resources and best practise, and share expertise in the moderation of GCSE coursework. The Head of Music and Head of Creative Arts also work collaboratively with The Bradford Music Hub and Bradford Cathedral to ensure that our students have access to scholarship programmes, Youth Orchestras a range of wider performance opportunities and any other additional resources and expertise they are able to offer.

Impact

Students at Dixons have excellent outcomes in music across their 5 years of study. External GCSE results for the past 2 years coming in significantly above national. Students entering GCSE have experienced a good grounding in the core musical knowledge and skills needed for GCSE through the curriculum, and many of them have also undertaken the additional peripatetic instrumental lessons and theory which help to support their progress and understanding. Their excellent performance and ensemble skills are also enhanced through the extra-curricular programme outlined above. Their specialist knowledge and love of learning can be seen tangibly within the classroom; students are keen to answer and ask questions and in particular enjoy the more practical aspects of lessons where they play or compose music individually and together. The fact that so many students participate in the extra-curricular programme on offer also reinforces our belief that students enjoy music making and embrace the varied range of activities on offer; many students participate from Year 7 through to Year 11 whether or not they opt to take music as a GCSE subject, and some students who have left the school and moved on the Dixons Sixth Form come back to continue participating in ensembles and concerts. Our students also enjoy participating in collaborative events - this was seen at the recent inaugural Dixons Trust Conference where Dixons City had the highest number of participants in the Samba band and choir out of all the schools participating from across the Trust.

Many of our ex-students have also gone on to have careers related to music in some way; performing on cruise ships, entering the Scots Guard band, becoming classroom music teachers and peripatetic teachers and working in music related industries such as Polydor records. In particular, it is striking that out of our outstanding team of peripatetic music teachers 4 of them are ex-City students, who clearly enjoyed their experiences here that they wanted to come back and instil that love of learning and music into future generations of musicians.

Since the introduction of 100% books and DO NOW activities there has been a tangible increase in the ability of students to recall key musical knowledge, such as note names and musical terminology, as well as key facts and contextual information relating to the KS4 set works. This is down to the use of homework being set from 100% sheets and then tested in low stakes DO NOW activities, and repeatedly returning to the same information several times. End of learning cycle assessments also show what knowledge and skills students have gained, with data analysis and DDP helping staff to really target students with gaps and put appropriate interventions in place, both within and outside of the curriculum lessons.

The Year 7 and 8 curriculum builds skills incrementally and therefore by the end of Yr. 8 we should see students having mastered playing the piano accurately with 2 hands in tune and in time, being able to read a variety of notation (e.g. traditional, tab, rhythm grids), and to be able to identify key features when listening to a piece of music. They should be able to come up with musical ideas of their own - rhythmic and melodic and be able to annotate these in some way. This grounding supports students as they embark upon the greater challenges in Year 9 - 11.

Once students have completed the GCSE curriculum, they should be able to perform as a soloist and as part of an ensemble to around Grade 4 standard or above. They will be able to create, develop and notate their own compositions, and be able to notate a rhythm and melody from listening to it. After having studied a range of set works they should be confident in reading and analysing a piece of music, understanding the impact of the historical and social context upon music and be able to identify which key elements of the music create the desired impact upon the listener. They should also be able to write and extended response to questions about the set works in comparison to a similar type of unfamiliar piece of music.

The wide variety of music covered across the 5-year curriculum in music lessons and enriching additional learning opportunities supports building cultural capital and exposes students to music from a range of eras and styles from Classical through to Folk, Blues, Popular and World music.

All students have access to the music curriculum and are also stretched and challenged by the knowledge and skills they are acquiring. In Yr.7 and 8 this tends to be through differentiated activities within the classroom - different pieces or sections of the music are identified as appropriate for different students, or pairings and groupings are strategically organised by the teacher to promote this. Performing Arts entrants are challenged in the classroom through stretch activities and used as experts within lessons to help model tasks and as leaders within groups. They are also given opportunities to use their specialist instruments within lessons wherever

possible. Access to free peripatetic tuition and /or instruments is a key priority within the department and there are many disadvantaged students who have the opportunity to learn an instrument who may not otherwise have had access to this, and may never have been able to do this prior to attending Dixons City. Talent is spotted and nurtured within classrooms, and students are fast tracked onto lessons and into ensembles to support their personal development, progress and growth. Recent research shows that students who participate in extra-curricular activities for 2 years or more tend to be happier in life, get jobs which are higher paid, and contribute more to their community in adult life. We really wish to support this process and see the activities of the music department as key to helping all our students change the world for the better. The wide variety of genres and activities on offer helps to support their understanding of the world and builds cultural capital.

Music - Curriculum Overview

		Cycle 1 - Pulse & Rhythm	Cycle 2 - I am a Passenger	Cycle 3 - Major & Minor
Year 7	Knowledge	**How to perform a pulse and rhythm in time and read rhythmic notation (graphic rhythm grid and stave notation)** **How to develop Keyboard techniques –** **How to analyse, compare and evaluate music using appropriate musical vocabulary including responding to the music of great composers – Grieg, Mussorgsky**	**How to play and sing successfully in an ensemble - learning to sing and play 'I am a Passenger'** **How to use Reason software to produce and arrange a piece of music** **Learning to input and arrange 'I am a Passenger' using Reason**	**Understanding the difference between and major and minor sound** **Learning to play a major or minor piece on the keyboard or specialist instrument**
	Skills	**Performing** Staying in time with the beat/pulse Collaborating in a group Performing fluently with accuracy of tempo, pitch and rhythm Rehearsing and evaluating performances Performing expressively - use of dynamics and articulation Use appropriate technique on a specialist instrument Responding to feedback to improve Conducting music with different metres Reading notation Using correct techniques when playing percussion instruments Development of finger technique for the k/b **Composing** Creating and developing musical ideas (rhythms) and structures Improvising Writing notation **Listening & Appraising** Rehearsing and evaluating performances Using musical terminology to discuss music Listening to and appraising music	**Performing** Collaborating in a group Performing as a soloist and as part of an ensemble Performing fluently with accuracy of tempo, pitch and rhythm Rehearsing and evaluating performances Performing expressively - use of dynamics and articulation Use appropriate technique on keyboard, ukulele, glockenspiel or a specialist instrument Responding to feedback to improve Reading notation Performing layers of rhythm (chair drumming) **Composing** Creating music using music software Learning to extend and 'arrange' musical compositions **Listening & Appraising** Rehearsing and evaluating performances Using musical terminology to discuss music Listening to and appraising music	**Performing** Performing fluently with accuracy of tempo, pitch and rhythm Rehearsing and evaluating performances Performing expressively - use of dynamics and articulation Responding to feedback to improve Using both RH and LH on the keyboard Use appropriate technique on a specialist instrument Reading notation **Composing** Developing musical ideas (Maj/Min tunes) and structures Writing notation **Listening and appraising** Identifying major and minor tonalities from listening to pieces Rehearsing and evaluating performances Listening to and appraising music
	K/S (KS2) Revisited	Basic Musical Element Vocabulary Ability to copy and perform simple rhythms Staying in time with a beat BBC 10 Pieces – Grieg Hall of the Mountain King	Musical element vocabulary Reading rhythm grids and simple rhythmic notation Staying in time with a beat Singing skills Keyboard skills Listening skills - performing in tune/time, and appraising music	Musical element vocabulary Reading rhythmic & melodic notation Staying in time with a beat Keyboard skills Listening skills - performing in tune/time, and appraising music

		Cycle 1 - Ragtime & Blues	Cycle 2 - Folk Music	Cycle 3 - Be Creative
Year 8	Knowledge	**What is Blues/Ragtime Music?** **How did Blues originate?** **What does Blues/Ragtime music sound like?** **How can I perform a piece of Blues or Ragtime on the keyboard or specialist instrument?**	**What is Folk Music?** **What does Folk music from the British Isles and around the world sound like?** **What instruments are used in Folk Music?** **How can I perform and arrange a piece of Folk Music?**	**How can I use Reason to be creative?**
	Skills	**Performing** Playing scales on the keyboard Staying in time with the beat/pulse Performing fluently with accuracy of tempo, pitch and rhythm Rehearsing and evaluating performances Performing expressively - use of dynamics and articulation Use appropriate technique on a specialist instrument Responding to feedback to improve Reading notation Learning how to improvise **Composing** Creating and developing musical ideas (rhythms) and structures Improvising **Listening & Appraising** Rehearsing and evaluating performances Using musical terminology to discuss music Understanding how to identify a Blues/Ragtime style through listening to instruments and stylistic features	**Performing** Staying in time with the beat/pulse Performing fluently with accuracy of tempo, pitch and rhythm Keyboard (or specialist instrumental) skills - tuning and timing, co-ordinating both hands, using a backing beat, improvising Effective use of instruments to show the Folk style (e.g. choice of tone on keyboard or use of appropriate percussion instruments) Performing expressively - use of dynamics and articulation Collaborating in a group Rehearsing and evaluating performances Responding to feedback to improve **Composing** Arranging the piece through adding new instruments/layers, and through creating or adapting an appropriate structure (e.g. adding an intro/outro/bridge etc.) **Listening & Appraising** Rehearsing and evaluating performances Using musical terminology to discuss music Understanding how to identify a Folk style through listening to and identifying instruments and stylistic features	**Performing** Staying in time with the beat/pulse (click beat) Performing fluently with accuracy of tempo, pitch and rhythm Composing Creating music using music software Collaborating with others to create music Creating and developing musical ideas through improvising Selecting appropriate loops which work well together Creating a sense of form and structure within a piece of music Creating a piece of music with several layers which work together Reviewing and refining work Responding to feedback to improve **Listening & Appraising** Listening to, evaluating and refining own work and that of others Using musical terminology to discuss and describe music
	K/S Revisited	Musical element vocabulary Understanding & performing different types of scales (Maj/Min) Keyboard skills - RH & LH Reading notation Listening skills - performing in tune/time, and appraising music Creating musical ideas through improvising	Musical element vocabulary Keyboard skills - RH & LH Reading notation Listening skills - performing in tune/time, and appraising music Creating musical ideas through adapting existing compositions and improvising Structuring musical ideas	Setting up a file in Reason Using the synthesizer in Reason Creating and improvising ostinatos/riffs and melodies Creating layers of sound within music software Structuring musical ideas Musical element vocabulary Keyboard skills Listening skills - performing in tune/time, and appraising music

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	**Component 1 - Performing** GCSE Solo requirements **Component 2 – Composing** Development of theory knowledge **Component 3 – Appraising. Musical Elements Re Visited.** **Intro to Baroque.** **Area of Study 2 - Vocal Music Purcell: Music for a While** - analysis of musical elements **Wider listening links can include: Handel Messiah, Bach: '**	**Component 1 - Performing** GCSE Solo requirements **Component 2 – Composing** melody writing skills **Component 3 – Appraising** **Area of Study 3 – Music for stage and Screen** **John Williams 'Main Title'/Rebel Blockade Runner' (from Star Wars: Episode IV – A New Hope)** - analysis of musical elements **Wider listening** **can include: J Williams: Harry Potter and the Philosopher's Stone, H Shore: *Lord of the Rings***	**Component 1 - Performing** GCSE Solo requirements **Component 2 – Composing** chordal and rhythmic accompaniment **Component 3 – Appraising** **Area of Study 3 – Music for stage and Screen** **Stephen Schwartz: Defying Gravity (from the Musical Wicked)** - analysis of musical elements **Wider listening links can include: T Minchin: *Matilda* – 'Naughty,'** **Shaiman: Hairspray – 'Big Girl Now'**
	Skills	**Component 1 - Performing** Developing effective practise habits in order to make progress, effective self-evaluation in practise work at home **Component 2 - Composing** • Understanding what makes a great composition - **Component 3 - Appraising** **Area of Study 2 Vocal Music Purcell: Music for a While** • Analysing & annotating the musical elements • Building a musical understanding of new key vocabulary • Building aural skills through regular opportunities in lessons to identify intervals, chords and cadences and working on aural dictation **Music theory** - personalised homework based on exercise from ABRSM graded theory books	**Component 1 - Performing** Responding to feedback from end of LC1 assessment and regular weekly feedback in Peri lesson in order to make progress, effective self-evaluation in practise work at home **Component 2 - Composing** • Understanding what makes a musical idea successful • **Component 3 - Appraising** **Area of Study 3 – Music for stage and Screen** **John Williams 'Main Title'/Rebel Blockade Runner' (from Star Wars: Episode IV – A New Hope)** • Analysing & annotating the musical elements on the score • Building aural skills and aural dictation • Focused work on extended writing skills **Music theory** - personalised homework on step up to theory/ABRSM graded theory books	**Component 1 - Performing** Responding to feedback from end of LC1 assessment **Component 2 - Composing** • Understanding what makes a musical idea successful and how to fully respond to feedback to improve work **Component 3 - Appraising** **Area of Study 3 – Music for stage and Screen** **John Williams 'Main Title'/Rebel Blockade Runner' (from Star Wars: Episode IV – A New Hope)** • Analysing & annotating the musical elements on the score • Building aural skills and working on aural dictation • Focused work on extended writing skills **Music theory** - personalised homework on step up to theory/ABRSM graded theory books
	K/S Revisited	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** – developing skills to effective handling of the elements of music when creating music Music theory work **Component 3 Appraising** - recognition of musical elements through listening work, use of musical terminology	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** – developing skills to effective handling of the elements of music when creating music Music theory work **Component 3 Appraising** - recognition of musical elements through listening work, use of musical terminology, - score analysis, aural dictation	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** – developing skills to effective handling of the elements of music when creating music Music theory work **Component 3 Appraising** - recognition of musical elements through listening work, use of musical terminology, - score analysis, aural dictation

		Cycle 1	Cycle 2	Cycle 3
Year 10	Knowledge	**Component 1 - Performing** Solo and ensemble course work **Component 2 - Composing** learning about what makes a great composition composing to a given practise brief **Component 3 - Appraising** **Area of Study 1 - Instrumental Music 1700-1820** **Bach's Brandenburg Concerto No. 5 in D major (3rd movement)** - analysis of musical **Wider listening** links can include: Handel: *Concerto Grosso* No. 5 in D, 2nd Movement. Vivaldi: 'Winter' – 4th Movement from *The Four Seasons*	**Component 1 - Performing** Solo and ensemble work **Component 2 - Composing** Practise composition 2 - students to create own brief. Launch of actual composition coursework **Component 3 - Appraising** **Area of Study 1 - Instrumental Music 1700-1820** **Beethoven's Piano Sonata No. 8 in C Minor Op. 13 'Pathetique' (1st movement)** - analysis of musical elements **Wider listening** links can include: Haydn Piano Sonata in C 3rd Movement Mozart Piano Sonata 16 in C 1st Movement. Grieg Wedding Day at Troldhaugen	**Component 1 - Performing** Solo and ensemble preparation work - covered in peripatetic lessons and assessed at the end of the learning cycle **Component 2 - Composing** Ongoing development of composition coursework. **Component 3 - Appraising** **Area of Study 2 - Vocal Music** **Freddie Mercury - 'Killer Queen' (from the Queen Album *Sheer Heart Attack*)** - analysis of musical elements **Wider listening** links can include: The Beach Boys: 'God Only Knows', ABBA: 'Super Trouper'
	Skills	**Component 1 - Performing** Responding to feedback, effective self-evaluation in practise work at home **Component 2 - Composing** • Understanding what makes a great composition - analysing the elements of sample compositions and previous student work to identify the best features • Learning how to meet the requirements of a given brief **Component 3 - Appraising** **Area of Study 1 - Instrumental Music 1700-1820** • Analysing & annotating the musical elements on the score through listening and visual analysis work • Building aural skills through regular opportunities in lessons to identify intervals, chords and cadences and working on aural dictation • Focused work on extended writing skills **Music theory** - personalised homework on step up to theory/ABRSM graded theory books	**Component 1 - Performing** Responding to feedback, effective self-evaluation in practise work at home **Component 2 - Composing** • Understanding which composition skills are a personal strength • Creating & meeting own brief • Working to meet deadlines **Component 3 - Appraising** **Area of Study 1 - Instrumental Music 1700-1820** • Analysing & annotating the musical elements on the score through listening and visual analysis work • Building aural skills through regular opportunities in lessons to identify intervals, chords and cadences and working on aural dictation • Focused work on extended writing skills **Music theory** - personalised homework on step up to theory/ABRSM graded theory books	**Component 1 - Performing** Responding to feedback, effective self-evaluation in practise work at home **Component 2 - Composing** • Understanding what makes a great composition - • Learning how to meet the requirements of a given brief • Working to meet deadlines **Component 3 - Appraising** **Area of Study 1 - Instrumental Music 1700-1820** • Analysing & annotating the musical elements on the score through listening and visual analysis work • Building aural skills through regular opportunities in lessons to identify intervals, chords and cadences and working on aural dictation • Focused work on extended writing skills **Music theory** - personalised homework on step up to theory/ABRSM graded theory books
	K/S Revisited	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** - embedding effective handling of the elements of music when creating music Music theory work **Component 3 Appraising** - score analysis, aural dictation, recognition of musical elements through listening work, use of musical terminology, long answer question writing	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** - embedding effective handling of the elements of music when creating music to a brief Music theory work **Component 3 Appraising** - score analysis, aural dictation, recognition of musical elements through listening work, use of musical terminology, long answer question writing	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** - embedding effective handling of the elements of music when creating music to a brief Music theory work **Component 3 Appraising** - score analysis, aural dictation, recognition of musical elements through listening work, use of musical terminology, long answer question writing

		Cycle 1	Cycle 2	Cycle 3
Year 11	Knowledge	**Component 1 - Performing** Solo and ensemble course work **Component 2 – Composing** Completion of coursework brief 1 and start of exam brief coursework 2 **Component 3 - Appraising** **Area of Study 4 –Afro Celt Sound System: 'Release'(from the album Volume 2: Release)**analysis of musical elements **Wider listening** links can include: Capercaillie: 'Beautiful Wasteland', Paul Simon: 'Homeless' Bellowhead Roll the Woodpile Down	**Component 1 - Performing** Solo and ensemble course work **Component 2 – Composing** Exam brief 2 coursework **Component 3 - Appraising** **Area of Study 4 – 'Samba Em Preludio' performed by Esperanza Spalding (from the album Esperanza)** - analysis of musical elements including instrumentation, context, period & genre, tonality, melody, rhythm, texture, dynamics and harmony. Building listening skills such as aural dictation, recognition of instruments, intervals, chords and cadences. Skill building work on extended answer writing. **Wider listening** links can include: Dizzy Gillespie: Afro-Cuban Jazz Moods – 'Pensativo' Ry Cooder: Buena Vista Social Club – 'Chan' Indian Fusion Music and K -Pop	**Component 2 - Composing** Final review of coursework exam brief 2 assessment and moderation. **Component 3 – Appraising Revision of all set works and wider listening linked to all set works**
	Skills	**Component 1 - Performing** Responding to feedback, effective self-evaluation in practise work at home **Component 2 - Composing** • Understanding what makes a great composition - analysing the elements of sample compositions and previous student work to identify the best features • Launch of Exam Brief 2 with research and wider listening to inform imaginative choices. **Component 3 - Appraising** **Area of Study 4 –Afro Celt Sound System: 'Release'(from the album Volume 2: Release)** • Analysing & annotating the musical elements on the score through listening and visual analysis work • Building aural skills through regular opportunities in lessons to identify intervals, chords and cadences and working on aural dictation • Focused work on extended writing skills **Music theory/revision** - personalised homework on step up to theory/ABRSM graded theory books and linked to gaps identified in cycle tests	**Component 1 - Performing** Responding to feedback, effective self-evaluation in practise work at home **Component 2 - Composing** • Understanding which composition skills are a personal strength and continuing to work on weaker areas (e.g. clashes between chords/melodies, developing & structuring work) • Responding to regular ongoing feedback to improve work • Responding to Exam brief • Working to meet deadlines **Component 3 - Appraising** **Area of Study 4 - 'Samba Em Preludio' performed by Esperanza Spalding (from the album Esperanza)** • Analysing & annotating the musical elements on the score through listening and visual analysis work • Building aural skills through regular opportunities in lessons to identify intervals, chords and cadences and working on aural dictation • Focused work on extended writing skills **Music theory/revision** - personalised homework on step up to theory/ABRSM graded theory books and linked to gaps identified in cycle tests	**Component 2 - Composing** • Understanding which composition skills are a personal strength and continuing to work on weaker areas (e.g. clashes between chords/melodies, developing & structuring work) • Responding to regular ongoing feedback to improve work • Responding to Exam brief • Working to meet deadlines **Component 3 – Appraising – Appraising Revision of all set works and wider listening linked to all set works** • elements on the score through listening and visual analysis work • Building aural skills through regular opportunities in lessons to identify intervals, chords and cadences and working on aural dictation • Focused work on extended writing skills **Music theory/revision** - personalised homework on step up to theory/ABRSM graded theory books and linked to gaps identified in cycle tests
	K/S Revisited	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** - embedding effective handling of the elements of music when creating music Music theory work **Component 3 Appraising** - score analysis, aural dictation, recognition of musical elements through listening work, use of musical terminology, long answer question writing	**Component 1 Performing** - constantly responding to feedback and self-evaluation, regular practise **Component 2 Composing** - embedding effective handling of the elements of music when creating music to a brief Music theory work **Component 3 Appraising** - score analysis, aural dictation, recognition of musical elements through listening work, use of musical terminology, long answer question writing	**Component 2 Composing** - embedding effective handling of the elements of music when creating music to a brief Music theory work **Component 3 Appraising** - score analysis, aural dictation, recognition of musical elements through listening work, use of musical terminology, long answer question writing

RSHE; Relationships Education, Relationships and Sex Education (RSE) and Health Education

We will equip students with knowledge and understanding they need to be happy and healthy and live a fulfilling life. They will enjoy healthy, positive relationships with friends, family and colleagues and will change our world for the better. They are able to evaluate risk and make informed choices about how they navigate through the challenges and opportunities life presents.

Intent

At Dixons City Academy, our mission is to help our students be the best version of themselves so they can change our world for the better. The core aim of the Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum is to give every student at DCA the guidance, skills and powerful knowledge they need to help them develop healthy, nurturing relationships in their lives. Alongside developing the skills necessary to form and maintain positive relationships we are driven to ensure that all of our students, regardless of their background, can have confidence and see the value in themselves so they are inspired to achieve their full potential.

All students will study a spiral five-year curriculum encompassing all the content outlined in the Relationships Education, Relationships and Health Education. Every aspect of the new Relationship and Sex Education (RSE) curriculum is comprehensively covered through the spiral curriculum and at a point that is age appropriate for our students.

The needs of our students are the driving force behind our Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum. Every lesson is explicitly planned from the sequenced SLPs to ensure that students leave each lesson with a maximum of four pieces of Powerful knowledge. The Powerful knowledge in the SLPs is underpinned from the very best thinking around relationship, sex and health education and inspiration is taken from learned communities and key agencies such as the Department for Education (KCSIE), NSPCC, NHS, Police, National Crime Agency (NCA), Mind, YoungMinds, Stonewall, RiseAbove, Child Exploitation Online Programme (CEOP), NATRE, the Red Cross and the PSHE Association.

All students benefit from the expertise of key professionals who work in the field of relationships, sex and health education. Guest speakers from the emergency services, healthcare professions and local charities that specialise in work on the most important issues in our local context, such as knife crime and the risk of drug use, deliver explicitly planned sessions to our students. Opportunities to meet key professionals allow all our students to see the potential career pathways open to them as well as being taught powerful knowledge which will enable them to envision themselves as successful, active citizens with healthy lifestyles and relationships.

To ensure our lesson sequencing is intelligent and appropriate, our curriculum is designed and quality assured by DCA senior leaders in collaboration with the Heads of Year and other pastoral professionals, such as the School Nurse and School Counsellor. To benchmark our curriculum and ensure it goes beyond best practice, as befits a school aiming to be in the top 1% nationally every year, we have audited our curriculum against the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education set out by the DfE. This process is led by the Vice Principal/DSL, Assistant Principal for Curriculum and Progress, and the Principal, to ensure that the curriculum goes beyond the comprehensive statutory guidance to cover all the issues important to our students.

As well as meeting every statutory requirement outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, our curriculum is planned to address the contextual challenges and opportunities that living in Bradford presents. Throughout the five year curriculum, contextualised safeguarding issues are addressed and students are taught key knowledge around prevalent local issues such as dangerous driving, localised poverty, fireworks, knife crime, County Lines, radicalisation and extremism.

The curriculum goes beyond the statutory requirements set out by the DfE by educating students on global issues such as Black Lives Matter, anti-bullying campaigns and charitable causes that aim to address inequalities in UK society. The intent of the Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum is to ensure that provide our students, particularly our disadvantaged students, have vital opportunities to build cultural capital and are able to thrive in a range of social and professional situations. Our intent is for every student at DCA to be, and to know that they are, the equal in terms of both education and confidence of any young person in the country, regardless of the advantages other young people may have been afforded. This will imbue in our students the sense that they can “take a seat at the table” in any educational, professional or social opportunity they choose.

The curriculum also provides every student with the opportunity to put what they have been taught through the curriculum into practice through their daily interactions in school and also through opportunities such as the year 8 residential, which we ensure every student can attend, regardless of financial constraints. Many students from our school have not experienced life away from Bradford before, so the residential is a pivotal milestone in their social development as it allows them to gain a wider understanding of the world around them and how other people live, what rural areas of England are like and the opportunities that are available to them in the wider world. The residential also enables students to demonstrate tolerance, cooperation and to deal positively with changing relationships under challenging circumstances.

The curriculum at DCA provides every student with the knowledge and understanding to look after their own physical and mental health, to know what a healthy relationship looks like and how they can maintain positive relationships with others. All students at DCA will be able to understand what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. All students will be educated in contraception, developing healthy intimate relationships and sexual consent. All students will understand what constitutes acceptable and unacceptable behaviour in relationships. This will help students to understand the

positive effects that good relationships have on their mental and physical wellbeing and be able to identify when relationships are not right; we will guide them to understand how such situations can be managed and where and how to seek support if necessary. These are key areas identified by the PSHE Association, NSPCC, MIND and other learned communities as being fundamental to ensure young people are prepared for the ever changing world they will live in and lead in the future.

The students at DCA come from a diverse range of backgrounds and the range of experiences they have had is what helps to make the school such a unique place. The city of Bradford is a melting pot of cultures and opportunities. Like any other big city, Bradford also faces a number of challenges such as high violent crime rates and high levels of social disadvantage and poverty. Education is fundamental in bridging the gap between the young people who come from prosperous backgrounds and those that face disadvantage from birth. Through the Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum we teach students that there are laws such as the Equality Act 2010 that protect people from discrimination and work to ensure equality for all. We also educate students on how to identify unhealthy relationships, including those that may be a step on the road towards exploitation and abuse, which can create serious long-term barriers to the health and success of the young people who become caught up in them. The curriculum works in tandem with the Careers and Citizenship curriculums to ensure that when students leave DCA they are prepared for their next step in life, and that this will be a move into another high quality educational experience so that they build their earning potential and life chances. We ensure that our students do not create barriers to success, but see challenge as a stepping stone to greatness.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum is shared with parents and carers via an information evening in term 6 that outlines the statutory RSE elements of the curriculum. The focus of this information evening is for parents and carers to see the key content overview that their child will be taught and to address any concerns or misconceptions around the content they may have. The curriculum overview is also on the school website, and parents and carers are free to contact the school to ask questions or request further information about the content being taught.

The curriculum is shared with students through guidance assemblies at the start of each learning cycle. An overview of the topic content is given to each year group so that students can understand the learning journey they will go on during that term and understand the purpose of learning the Powerful knowledge. As a school we refer to our students as Upstanders; people who will challenge intolerance, people who will support each other, people who will celebrate diversity and people who will strive to be the best versions of themselves and think the best of others. As part of the guidance assembly we revisit the characteristics of an Upstander and that we expect all students at DCA to demonstrate these at all times.

The curriculum is shared with all staff at the start of each year and staff are provided with the SLP for each learning cycle to enable them to clearly see the breadth of content that will be taught to students throughout the academic year. Teachers and Learning Support Assistants receive ongoing CPD through weekly HoY meetings where the powerful knowledge for the lesson is outlined and any potential misconceptions are addressed.

The intent of the RSHE curriculum at DCA is to provide every student with the powerful knowledge that allows them to evaluate risk and make informed choices about how they navigate their way through the challenges and opportunities life presents.

Implementation

The Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum is delivered following an intelligently planned sequence of lessons for each learning cycle. Students are taught in mixed ability groups, through a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Key topics are revisited and content is tailored to ensure that it is age appropriate for each year group. Alongside the comprehensive statutory guidance, the curriculum at DCA will be responsive to contextualised issues that may directly impact on the physical, mental and emotional development of our students. Resources are tailored to our students' needs and based upon the professional knowledge of the school lead for RSHE, the pastoral leadership team, and information from learned communities such as KCSIE, NSPCC, NHS, Police, National Crime Agency (NCA), Mind, YoungMinds, Stonewall, RiseAbove, Child Exploitation Online Programme (CEOP), NATRE and the PSHCE association.

The curriculum is taught through weekly timetabled lessons delivered by form tutors as part of our PDS programme (includes careers and citizenship). The form tutors are given SLPs at the start of the year and are provided with explicitly planned resources at the start of each learning cycle, so they can differentiate any tasks for identified students as necessary to ensure that all our students can engage with the key content and acquire the same powerful knowledge. The lessons are created from the sequential lesson plans which specifically outline the key powerful knowledge that must be taught to all students. Every lesson is chunked to no more than four key pieces of information to support students cognitive load and promote understanding and application of information rather than just memorising.

Formative assessment takes place every lesson through ongoing directed questioning and low stakes knowledge recap questions. Hinge questions are built into every lesson so that teachers can identify and correct gaps and misconceptions before students leave the classroom.

Much of the specific knowledge taught in the RSHE curriculum changes regularly, for example as a result of legal changes, medical or technological advances and this year the change to the RSE curriculum. Therefore the curriculum at DCA is reviewed each year in term 6 by the pastoral team leading the delivery of RSHE lessons alongside the Assistant Principal for teaching and learning, the Vice Principal/DSL and the Principal, to ensure that all information s up to date, accurate and unbiased.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum will be further supported through key themed assemblies led by SLT, HOYs, external speakers and specialist staff; examples of assembly topics are knife crime, drugs and gangs, organ donation, County lines, firework awareness and safety. A common purpose between all the key topic assemblies is to

develop the students' cultural capital and understanding of the positive role they can play as Upstanders, in changing our world for the better. Assemblies led by visitors are planned to ensure they enhance the teaching of DCA staff delivering the RSHE curriculum rather than replacing it.

RSHE is further supported by the whole school curriculum, with topics such as relationships and families being taught in RE, the biology of puberty and reproduction, as well as the science behind organ donation and stem cell use being taught in Science, health and fitness being delivered through PE and a range of perspectives on human relationships being covered in English. The RSE curriculum is supported by the Trust and school policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding.

Staff who lead on the delivery of the RSHE curriculum receive ongoing CPD. Time is allocated in the weekly pastoral meetings for the sharing of good practice, reviewing lesson resources and deliberate practise of delivering resources. Time is also scheduled into the morning CPD calendar for staff to do relevant reading and receive guidance from a specialist teacher in RSHE to ensure the content of this subject curriculum is delivered expertly and with consistency to every student at the Academy. In line with the whole school CPD model, time is given to staff to practise their delivery of RSHE content and receive feedback on what went well and areas to develop. Form tutors also receive support and feedback on their RSHE practice through lesson drops-ins conducted by HOYs and SLT, which also serve as the key quality assurance mechanism for RSHE.

Each area of the National Curriculum has been mapped out in the RSHE curriculum overview to ensure all the content is covered. Within the overview it is also identified where the curriculum has gone beyond the National Curriculum. The RSHE curriculum at DCA covers key content on Families, Respectful relationships including friendships, Online and media, Being safe, Intimate and sexual relationships, including sexual health, The Law, Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent body. Opportunities are taken to highlight potential career pathways to students when external speakers from organisations such as the Police, Fire Service and charities come and deliver sessions to the students.

The delivery of the PSHE curriculum is quality assured through weekly drops-ins by the HoY to PDS lessons. Lesson resources are quality assured against the explicit SLP during link meetings between the HoY and Vice Principal/DSL and further review and accountability takes place during weekly link meetings between the Vice Principal/DSL and the Principal.

Impact

As a result of the effective RSHE curriculum at DCA all students will be well equipped to be active citizens in 21st century Britain. They will be able to form and sustain positive, healthy relationships of all kinds and they will be able advocate for their own wishes in terms of further and higher education, marriage, parenting and family life. They will know how to identify and respond safely to unhealthy relationship behaviours and where to get help if they are in a coercive or abusive relationship.

They will be able to access all the opportunities offered by the online world safely and effectively, identifying and responding appropriately to the ever-changing risks presented by the Internet and social media, such as radicalisation and criminal or sexual exploitation.

Every student will leave DCA valuing themselves and others; they will know how to maintain good physical and mental health through diet, exercise, sleep and appropriate use of health services. They will understand the risks posed by obesity, lack of sleep and exercise, excessive screen time and substance abuse. They will know the early signs of mental ill-health, including depression, stress and anxiety, and where to access informal and formal support for mental health.

Alongside this, the wider school opportunities such as the Year 8 residential and Duke of Edinburgh Award, the curriculum will ensure that students learn how to deliver basic lifesaving first aid before leaving DCA through PDS lessons. Students will leave as Upstanders who are committed to changing the world for the better, aware of the difference they can make through their actions and relationships they form to help shape the society they live in.

CPD for RSHE will ensure that staff feel well prepared, confident and consistent in their expert delivery of RSHE so that every DCA student experiences a positive learning environment and leaves every lesson understanding the key powerful knowledge taught. The impact of the curriculum will be quality assured by regular HoY and SLT learning walks and drop-ins. A benchmark that the curriculum is meeting the needs of the students will be that every student asked can recall and apply the key powerful knowledge they have taught when feeding back to HoY and SLT when asked during learning walks and drop ins. Staff feedback will be gathered on a weekly basis through HoY meetings and student voice will show that the students value the PHSE curriculum at DCA.

The impact of our RSHE curriculum can be measured by students engaging with the pastoral support available within school as demonstrated through CPOMS referrals, pastoral support interventions and student disclosures. Referrals coming from external agencies where our students have alerted them to concerns such as domestic violence, emotional or physical abuse are also indicators that the curriculum has had impact and that the students are able to recognise risk and danger and take appropriate action to keep themselves safe.

Further impact of the PSHE curriculum will be demonstrated in the far lower number of students who are not in education, employment or training when compared to the national and local averages. Feedback from our Safer Schools Officer will continue to focus on the limited concerns they have about our students due to the awareness they have of right and wrong, how to keep safe and how to be Upstanders and play a positive role in the community. The school rates of teenage pregnancy will be significantly lower than the national average and local average, indicating the impact of the RSE curriculum. The student obesity rates will be lower than the national and local averages demonstrating the impact of the Physical health and fitness and Healthy eating components of the curriculum. Incidents of bullying and discrimination at the school will be extremely low demonstrating the effective respectful relationships components of the curriculum. School attendance will be higher than the national and local averages and exclusion rates

will be lower than the national and local averages demonstrating the effective culture and high expectations that are explicitly linked to every student at DCA being an Upstander.

Ultimately, the intent of our curriculum will have been achieved if our students are happy, healthy and safe during their time at DCA and go on to the next stage of their life able to continue to be so. Our students will be kind to themselves and to others, and they will change our world for the better.

Personal Development Studies - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	**Respectful relationships, including friendships** 1. The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). 4. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. 5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help – to include. **Internet safety and harms** 2. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours). **Mental Wellbeing**	**Online Media** 1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. 3. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 4. What to do and where to get support to report material or manage issues online. 5. The impact of viewing harmful content. **The Law** 1. Consent, including the age of consent; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) **Internet safety and harm** **1.**the similarities and differences between the online world and the physical world, over-reliance on online relationships including social media. **Respectful relationships, including friendships** 3. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual	**Mental wellbeing** 3. How to recognise the early signs of mental wellbeing concerns 4. Common types of mental ill health (e.g. anxiety and depression) 5. how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health 6. the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **Respectful Relationships** 6.that some types of behaviour within relationships are criminal, including violent behaviour and coercive control Intimate and sexual relationships 1.how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship 4.that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others **Citizenship – KS3 statutory guidance** 4.the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

		1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary. 2. That happiness is linked to being connected to others. **Basic first aid** 1. Basic treatment for common injuries. 2. Life-saving skills, including how to administer CPR. 3. The purpose of defibrillators and when one might be needed. **Careers (Gatsby Benchmark 3,4)** 3. Addressing the needs of each student: to challenge stereotypical thinking and raise their aspirations. 4. Linking curriculum learning to careers: the relevance of STEM subjects for a wide range of future career paths. **Changing adolescent body** 1. Key facts about puberty, the changing adolescent body and menstrual wellbeing 2. The main changes which take place in males and females, and the implications for emotional and physical health. **Road safety (beyond NC)** 1. How to stay safe around transport infrastructure including roads and railways.	behaviour or encourage prejudice). **Healthy eating** 1. How to maintain healthy eating and the links between a poor diet. **Physical health and fitness** 1. The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 2. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. **Health & Prevention** 1. About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. 2. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. 5. The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. **Changing adolescent body** 1. Key facts about puberty, the changing adolescent body and menstrual wellbeing. 2. The main changes which take place in males and females, and the implications for emotional and physical health. **Being safe** 1. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape,	6. The functions and uses of money, the importance and practice of budgeting, and managing risk.

			domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. 2. How people can actively communicate and recognise consent from others, and how and when consent can be withdrawn (in all contexts, including online).	
	Skills	• Identifying healthy and unhealthy behaviours in a range of relationships including friendship. • Keeping themselves safe in relationships including online relationships. • Knowing how and where to report concerning behaviours within relationships including online. • Identifying and challenge stereotyping and discrimination. • Talking about their emotions using appropriate vocabulary. • Delivering basic first aid.	• Sharing images and information appropriately online. • Navigating the online world safely • Identifying and challenging stereotyping and discrimination • Identifying healthy choices about diet exercise and oral hygiene • Communicating and recognising consent within relationships, including online	• Recognising the signs of the most common forms of mental ill health • Maintaining wellbeing through exercise and volunteering • Identifying the characteristics of unhealthy relationships and behaviour that could be criminal, coercive or controlling • Recognising how relationships can become more intimate as people get older and how to manage expectations of themselves and others as relationships develop • Can explain the nature of rules and laws, how the justice system works and the role of the Police • Knowing about the functions of money and the importance of budgeting
	K/S Revisited	• Healthy relationships • Challenging stereotypes and discrimination • Online safety • Talking about emotions • Puberty	• Online safety • Healthy relationships • Challenging stereotypes and discrimination • Healthy lifestyles • Puberty	• Healthy relationships • Physical health and fitness • Puberty • Being safe

		Cycle 1	Cycle 2	Cycle 3
Year 8	Knowledge	**RSE** Drugs, alcohol and tobacco 1.the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions 2.the law relating to the supply and possession of illegal substances 3.the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood 4.the physical and psychological consequences of addiction, including alcohol dependency 5.awareness of the dangers of drugs which are prescribed but still present serious health risks 6.the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so **Careers (Gatsby Benchmark 2)** 2.Learning from career and labour market. Every student and their parents, will know information about future study options and labour market opportunities. Citizenship – KS3 statutory guidance 5 5. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	**RSE** Respectful Relationships, including friendships: 2: practical steps they can take in a range of different contexts to improve or support respectful relationships 3: how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) 4: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs 5: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 2.how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours). 6. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control 8: the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal Mental wellbeing	**RSE** Respectful Relationships, including friendships: 1 the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. 4: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs Being safe 1.the concepts of, and laws relating to, sexual consent. 2.how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). Intimate & sexual relationships 1,2 1.how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship 2.that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing Online and Media 1,2,3,4,5,7 1.their rights, responsibilities and opportunities online, including that the same expectations of behaviour

			1.how to talk about their emotions accurately and sensitively, using appropriate vocabulary 2.that happiness is linked to being connected to others 3.how to recognise the early signs of mental wellbeing concerns 4.common types of mental ill health (e.g. anxiety and depression) 5.how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health Internet safety & harms 1.the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online.	apply in all contexts, including online 2.about online risks, including that any material someone shares has the potential to be shared online; difficulty of removing potentially compromising material 3.not to provide material to others that they would not want shared further and not to share personal material which is sent to them 4.what to do and where to get support to report material or manage issues online 5.the impact of viewing harmful content 7.that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail Citizenship – KS3 statutory guidance 1.the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch 2.the operation of Parliament, including voting and elections, and the role of political parties 3.the precious liberties enjoyed by the citizens of the United Kingdom
	Skills	• Evaluating risks around substance use • Knowing how to find and evaluate careers information relating to future study opportunities and labour market • Participating in school and community groups to change the world for the better	• Identifying and challenging stereotyping and discrimination • Identifying and report or challenge harmful behaviours online • Talking about emotions sensitively • Recognising early signs of mental ill-health and access support • Evaluating the impact of activities on mental wellbeing • Identifying and managing pressure to compare oneself with others via social media	• Identifying the characteristics of healthy friendships and intimate relationships. • Knowing the law around consent and explain how to seek consent from others. • Can explain how online platforms can be used to illegally share inappropriate images and how to keep safe and report this type of activity. • Can explain the roles of citizens, Parliament and the monarch in the UK. • Can explain how the voting system in the UK works and the rights of the citizens of the UK in

				deciding on who leads the country.
	K/S Revisited	• Maintaining good physical health	• Healthy relationships • Challenging stereotypes and discrimination • Online safety • Bullying • Mental wellbeing	• Healthy relationships • Online safety

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	**Knowledge – all students will know** **RSE** **Respectful relationships 1 ,2** **1**.the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship **2**.practical steps they can take in a range of different contexts to improve or support respectful relationships **Internet safety and harms 2** **2**.how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours **Online and media 1,2,3,4,5,** **1.**their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **2.**about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online **3.**not to provide material to others that they would not want shared	**Knowledge – all students will know** **RSE** **Families 1,2,3,7** **1.** that there are different types of committed, stable relationships **2.** how these relationships might contribute to human happiness and their importance for bringing up children **3**. what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony **7.** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help **Respectful Relationships 1,2,6** **1.**the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of	**Knowledge – all students will know** **RSE** **Intimate & sexual relationships, including sexual health 1,2,4,5,6,7,8,9,10,12 (Cosmopolitan resources)** **1**.how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship **2**.that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing **3.**the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause **4**.that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others **5**.that they have a choice to delay sex or to enjoy intimacy without sex **6**.the facts about the full range of contraceptive choices, efficacy and options available

		further and not to share personal material which is sent to them **4**.what to do and where to get support to report material or manage issues online **5**.the impact of viewing harmful content **Drugs, alcohol and tobacco 1,2,3,4,5** **1**.the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions **2**.the law relating to the supply and possession of illegal substances **3**.the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood **4**.the physical and psychological consequences of addiction, including alcohol dependency **5**.awareness of the dangers of drugs which are prescribed but still present serious health risks **Being safe 1, The Law 1** **1.**the concepts of, and laws relating to, sexual exploitation, abuse, grooming, coercion, harassment and how these can affect current and future relationships **1.** The risks of being online including substance misuse; violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) **Internet safety and harms 1,2** **1.** how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is	conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship **2.**practical steps they can take in a range of different contexts to improve or support respectful relationships **6**.that some types of behaviour within relationships are criminal, including violent behaviour and coercive control **Being safe 1** 1.the concepts of, and laws relating to, consent, domestic abuse, forced marriage, honour-based violence and how these can affect current and future relationships **Mental Wellbeing 1,2,5** **1**.how to talk about their emotions accurately and sensitively, using appropriate vocabulary **2**.that happiness is linked to being connected to others **5**.how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health **Physical health and fitness 1,2** **1.**the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress **2**.the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health **Healthy eating 1** **1.**how to maintain healthy eating and the links between a	**7**.the facts around pregnancy including miscarriage **8**.that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) **9**.how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing **10**.about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment **11**.how the use of alcohol and drugs can lead to risky sexual behaviour **12**.how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment **Internet safety and harms 2** **The Law 1** **1**.including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; harassment, rape, and how these can affect current and future relationships **2.**how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). **Online and media 5,6,7** **5.**the impact of viewing harmful content

		targeted at them and how to be a discerning consumer of information online **2**.how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours **Mental wellbeing 4, 5** **4.**common types of mental ill health (e.g. anxiety and depression) **5.**how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health **Respectful Relationships 4,6,8** **4.**that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs **6**.about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help **8**.what constitutes sexual harassment and sexual violence and why these are always unacceptable **Citizenship – KS3 statutory guidance 6** **6.**the functions and uses of money, the importance and practice of budgeting, and managing risk. **Key stage 4 Computing statutory guidance** understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to report a range of concerns	poor diet and physical and mental health **Health and prevention 3, 5** **3.** (late secondary) the benefits of regular self-examination and screening **5**. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn **Mental wellbeing 6** **6.**the benefits and importance of physical exercise, time outdoors on mental wellbeing and happiness. **Changing adolescent body 1, 2** **1.**key facts about puberty, the changing adolescent body and menstrual wellbeing **2**.the main changes which take place in males and females, and the implications for emotional and physical health **Internet safety and harms 1** 1.the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) **Physical health and fitness 3** • 3. Taught in science C2 lessons 3 & 4.	**6.**that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners **7.**that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail **Respectful relationships 6,7** **6.**that some types of behaviour within relationships are criminal, including violent behaviour and coercive control **7.**what constitutes sexual harassment and sexual violence and why these are always unacceptable **Citizenship – KS3 statutory guidance** **1**.the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch **2**.the operation of Parliament, including voting and elections, and the role of political parties **3**.the precious liberties enjoyed by the citizens of the United Kingdom **4**.the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals **5.**the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities **Careers**

				Gatsby Benchmark 5 **5**.Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
	Skills	**Skills** • Maintaining healthy relationships and how to improve respect within relationships • Can identify and report unsafe behaviour such as exploitation, grooming, bullying and harassment, including online • Can step in safely as an upstander if they witness bullying or harassment in person or online • Identify common types of mental illness, and evaluate what impact different activities have on mental wellbeing • Manage risk around substance use • Create and stick to a budget and manage risk when spending money Protect their identity and privacy online and report concerns about online safety	**Skills** • Identifying how trustworthy a source of information is • Understanding the extent to which family contributes to human happiness • Setting healthy boundaries within relationships • Understanding how domestic issues can affect current and future relationships and wellbeing • Evaluating the impact of activities on mental wellbeing, including use of social media • How to prevent and manage mental health problems through lifestyle choices • How to maintain a healthy lifestyle including exercise, diet and sleeping habits How to self-examine for health problems	**Skills** • Identify how to keep safe in an intimate relationship • Understanding the impact, a sexual relationship can have and all aspects of life • Explain the different choices available to a someone who becomes pregnant • Identify the different types of STIs that people in intimate relationships can be at risk of contracting and how to practice safe sex • Identify the influence substances can have upon sexual behaviour • Explain how the political system operates in the UK and how elections are conducted • Explain how the justice system work and the roles of the Police and the courts. Explain what common qualities and skills are valued in the place of work
	K/S Revisited	**K/S Revisited** • Healthy relationships • Bullying and how to tackle it • Online safety • Substance use • Mental wellbeing	**K/S Revisited** • Healthy relationships • Online safety • Mental wellbeing Maintaining good physical health	**K/S Revisited** • Healthy relationships Online safety

Year 10	Knowledge	**Knowledge – all students will know** **RSE** **Mental wellbeing 1,2,3,4,6** **1.**how to talk about their emotions accurately and sensitively, using appropriate vocabulary **2**.that happiness is linked to being connected to others **3**.how to recognise the early signs of mental wellbeing concerns **4.**common types of mental ill health (e.g. anxiety and depression) **6**.the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **Changing adolescent body 2** **2.**the main changes which take place in males and females, and the implications for emotional and physical health **Key stage 4 Computing statutory guidance** •develop their capability, creativity and knowledge in computer science, digital media and information technology •develop and apply their analytic, problem-solving, design, and computational thinking skills *(will take place in Cycle 3 due to COVID in 2020-21)* **Citizenship – KS4 statutory guidance 1,2,4,7,9** **1**.parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	**Knowledge – all students will know** **RSE** **Respectful relationships 1,2,3,4** **1.**the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship **2**.practical steps they can take in a range of different contexts to improve or support respectful relationships **3**.how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) **4**.that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs **Intimate & sexual relationships, including sexual health 1,2,3,4, 5** **1.**how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship **2**.that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing **3**.the facts about reproductive health, including fertility, and the potential impact of lifestyle on	**Knowledge – all students will know** **RSE** **Respectful relationships 2,3,4,8** **2**.practical steps they can take in a range of different contexts to improve or support respectful relationships **3**.how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) **4**.that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs **8.**the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal **The Law 1** 1. extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) **Online and Media 1,2,3,4** **1.**their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **2.**about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online **3.**not to provide material to others that they would not want shared

		2.the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond **4.**local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world **7**.diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding **9.**income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent. **Internet, safety and harms 1** **1.** the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	fertility for men and women and menopause **4.**that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others **5**.that they have a choice to delay sex or to enjoy intimacy without sex **The Law 1** **1.**marriage; consent, including the age of consent; violence against women and girls; online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.); pornography; abortion; sexuality; gender identity; substance misuse; violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime; female genital mutilation (FGM) **Online and Media 1,2,3,4,5,6,7** **1.**their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **2.**about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online **3.**not to provide material to others that they would not want shared further and not to share personal material which is sent to them **4**.what to do and where to get support to report material or manage issues online **5.**the impact of viewing harmful content **6**.that specifically sexually explicit material e.g. pornography presents	further and not to share personal material which is sent to them **4**.what to do and where to get support to report material or manage issues online – covered in SRE **Internet safety and harms 2** **2.**how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours **Citizenship – KS4 statutory guidance 3,5,6,8** **3.**other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom (History dept) **5**.human rights and international law **6.**the legal system in the UK, different sources of law and how the law helps society deal with complex problems **8.**the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity **Careers** **Gatsby 6** **6**.Experiences of workplaces Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. **Families 4,5,6** **4.** why marriage is an important relationship choice for many couples and why it must be freely entered into.

			a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners **7.**that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail **Internet safety and harms 2** **2.**how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours **Being safe 1,2** **1**.the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships **2**.how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). **Respectful relationships 6** **6.**that some types of behaviour within relationships are criminal, including violent behaviour and coercive control **Drugs, alcohol and tobacco 1,2,3,4,5,6** **1.**the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions **2**.the law relating to the supply and possession of illegal substances	**5.** The characteristics and legal status of other types of long-term relationships. **6.** The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. Is taught in the RE curriculum SLP ……

			3.the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood **4**.the physical and psychological consequences of addiction, including alcohol dependency **5**.awareness of the dangers of drugs which are prescribed but still present serious health risks **6**.the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	
	Skills	**Skills** • Talk about emotions sensitively • Identify early signs of mental ill-health • Prevent and manage mental health problems through lifestyle choices • How to stay safe online • Develop their capability, creativity and knowledge in computer science, digital media and information technology • Develop and apply their analytic, problem-solving, design, and computational thinking skills • Participate as an active citizen within a democracy through voting in elections • Plan for financial security in the long term	**Skills** • Identifying and managing risk within relationships • Identifying and challenging or reporting sexual violence and violence against women and girls • Identifying and managing sexual pressure • Identifying and reporting or challenging harmful behaviours online • Evaluating risks of substance abuse • Evaluating and managing risks of online activity including sexting, CCE, radicalisation and viewing harmful content	**Skills** • Identifying and challenging stereotypes that can lead to prejudice towards others • Explain the legal rights and responsibilities of the Equality Act 2010 and how this links to being an Upstander • Identify how young people can be targeted and radicalised by extremist groups and explain how to report this type of activity and seek help • Know what the legal expectation is around safe online behaviour and how to identify signs and report illegal activity online • Identify and explain how the UK government differs from other countries • How the UK law helps people to deal with complex issues in society • How an Upstanding citizen can make a positive contribution to improve their local community • Apply their personal skills and qualities in a work placement •
	K/S Revisited	**K/S Revisited** • Mental wellbeing • Changing adolescent body • Online safety • Government and politics Finance education	**K/S Revisited** • Healthy relationships • Physical health • Substance use Online safety	**K/S Revisited** • Healthy relationships • Online safety The Law

Year 11	Knowledge	**Knowledge – all students wil know** **RSE** **Mental wellbeing 1,2,3,4,5,6** **1**.how to talk about their emotions accurately and sensitively, using appropriate vocabulary **2**.that happiness is linked to being connected to others **3**.how to recognise the early signs of mental wellbeing concerns **4.**common types of mental ill health (e.g. anxiety and depression) **5**.how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health **6**.the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. **Physical health and fitness 1,2** **1.**the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress **2**.the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health **Internet safety and harm 1** **1.**the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body	**Knowledge – all students will know** **RSE** **Respectful relationships 1,2** **1.**the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship **2.**practical steps they can take in a range of different contexts to improve or support respectful relationships **Intimate and sexual relationship 1,2,4** **1.**how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship **2**.that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing **4**.that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others **The Law 1** **1.**marriage; consent, including the age of consent; violence against women and girls; online behaviours violence and exploitation by gangs; extremism/radicalisation; criminal exploitation (for example, through gang involvement or 'county lines' drugs operations); hate crime; female genital mutilation (FGM) **Mental wellbeing 1,2**	**Knowledge – all students will know** **RSE** **Mental wellbeing 1,2** **1.**how to talk about their emotions accurately and sensitively, using appropriate vocabulary **2**.that happiness is linked to being connected to others How to manage exam stress • Maintaining a healthy lifestyle during periods of heavy workload such as exams

		image), how people may curate a specific image of their life online. **Respectful relationships,3,8** **3.**about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help **8**.the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal **Health and prevention 5** **5.**the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn **Careers** **Gatsby benchmarks: 2,3,4,5,7** **2**.Learning from career and labour market, **3**.Addressing the needs of each student, **4.**Linking curriculum learning to careers, **5**.Encounters with employers and employees, **7**.Encounters with further and higher education, 8.Personal guidance •unbiased careers advice (Ofsted G1) •experience of work (Ofsted G2) •contact with employers (Ofsted G3) •encourages pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire (Ofsted G4) •supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully (Ofsted G5)	**1.**how to talk about their emotions accurately and sensitively, using appropriate vocabulary **2.**that happiness is linked to being connected to others **Families 7** **7.** how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help **Online and Media 1,2,3** **1.**their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online **2**.about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online **3**.not to provide material to others that they would not want shared further and not to share personal material which is sent to them **Internet safety and harms 2** **2.**how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours **Being safe 1,2** **1**.the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships **2**.how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent	

		Citizenship – KS4 statutory guidance 9 **9. I**ncome and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	can be withdrawn (in all contexts, including online). **Health and prevention 3,4,5** **1**.(late secondary) the benefits of regular self-examination and screening **2.** the facts and science relating to immunisation and vaccination **3**.the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn **Basic first aid 1,2,3** **1.**basic treatment for common injuries **2**.life-saving skills, including how to administer CPR **3**.the purpose of defibrillators and when one might be needed **Physical health and fitness 1,2,3** **1.**the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress **2**.the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health **3**.about the science relating to blood, organ and stem cell donation. **Heathy eating 1** **1.**how to maintain healthy eating and the links between a poor diet **Internet safety and harms 1** • **1.** including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)	
	Skills	**Skills** • How to talk about emotions sensitively	**Skills**	**Skills**

		• How to identify early signs of mental ill-health • How to prevent and manage mental health problems through lifestyle choices • How to maintain a healthy lifestyle including exercise, diet and sleeping habits • Making decisions about next steps in their career path • How to identify and challenge overt and subtle forms of bullying and discrimination based on the Equality Act's protected characteristics • How to plan for financial security in the long term	• Identifying and managing risk within relationships including risks to physical health • Identifying and challenging or reporting sexual violence and violence against women and girls such as FGM • Identifying and managing sexual pressure • How to talk about emotions sensitively • Identifying how trustworthy a source of information is • Identifying and reporting or challenging harmful behaviours • Evaluating and managing risks of online activity including sexting, CCE, radicalisation and viewing harmful content • How to self-screen for health problems • How to maintain good sleep habits • How to maintain a healty lifestyle • How to give basic first aid	• Balancing workload with time for exercise, sleep, eating well and socialising • Maintaining positive mental wellbeing during times of stress and high workload
	K/S Revisited	**K/S Revisited** • Bullying • Discrimination • Mental wellbeing • Healthy lifestyles • Careers Finance education	**K/S Revisited** • Healthy relationships • Mental wellbeing • Online safety • Healthy lifestyles First aid	**K/S Revisited** • Mental wellbeing Healthy lifestyles

PE

Intent

At Dixons City Academy, PE is a vital part of school life and ultimately student's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum. It will ensure all children will benefit, whether through enhancing existing skills or learning new skills, by being introduced to new sports, clubs, teams and organisations, all of which are reflective of the NCPE (2020) requirements. PE will develop expertise in a broad range of sporting and physical activities. It will inspire and guide well informed choices about the lives that students lead.

Collaboration as a department has been key in the development of the intent of the PE curriculum. This is openly shared with colleagues and subject leaders throughout the academic year and is revisited and developed during department meetings and CPD sessions. It is a shared approach and a moral driver in our journey for excellence. We share the intent of the PE curriculum with students through subject overviews and use of 100% books which clearly detail all powerful knowledge students need to master, whilst using generation questions to sign post students throughout the course and putting the subject in its wider context. Parents are given information at Consultation Evenings, through the Guided Choices booklet and from the school website.

It is our moral purpose to educate the young people of Bradford on living healthy active lifestyles to tackle social disadvantage and its impact on students' health and wellbeing. This is particularly important given that according to data from the National Child Development Programme (2019) 37.9% of Year 6 leavers in the Bradford District are overweight or obese. In response to this we will focus on fitness. Students will develop a strong awareness of what it feels like to exercise at an appropriate level for a sustained amount of time. All of which were stated as vital in the 'Beyond 2012 – outstanding physical education for all' report (Ofsted, 2013). They will know how to improve their fitness and how to cope with challenge they may face, both physically and mentally.

We will look repeatedly at why being fit and healthy is so important, what the challenges are that young people will face in avoiding a sedentary lifestyle and what they can do to overcome these challenges. Through experience, students will encounter the social benefits of physical activity and the benefits that this can have on mental and emotional wellbeing. This will be achieved through the development of core and transferrable skills and powerful knowledge which will empower them to make the right choices to access healthy active lifestyles. We have looked carefully at research completed by the Youth Sport Trust and NGB's for individual sports to ensure that expectations of student outcomes in each activity are pitched highly and all students holding a powerful skill set to perform well.

At KS3 students will develop core skills in team and individual games with a focus on competent throwing, catching and movement alongside tactical and positional awareness. This will be a built on at KS4 where the focus will be on students aiming to be the best version of themselves in a range of sporting pathways, with excellence in a chosen activity being the final destination.

Within PE we have high aspirations for all of our students as reflected in students high target grades at KS4. The department has a relentless view that no student will be disadvantaged in the PE curriculum. All will be presented with a challenging sequential journey of learning, regardless of their respective starting points and socio-economic situation, and be given the opportunity to be the best version of themselves. Students will be supported through effective data driven planning and opportunities in extracurricular activities to be involved in sport in either a recreational or competitive capacity. In PE we will be proactive in seeking opportunities to develop culture capital, whether this is through aspiration trips to see elite sport in action, participating in nationwide fund-raising days such as sport relief or the celebration of major British sporting highlights each year. As a whole school community, we will celebrate sporting excellence in the annual Dixons City Academy 'Sports Day, where student's abilities can be showcased in a supportive environment and all can experience empathy, pride and self-belief, win or lose.

As a department we are acutely aware of the local Bradford context as an area of deprivation and of the challenges that students may experience in accessing technology and an effective study space at home. To combat this the department provides access to software through use of Office 365, cloud-based storage and open source products as well as supporting after school interventions allowing access to IT resources for coursework and research.

Students and parents are regularly informed in the whole school newsletter and the Academy Twitter feed of opportunities for students to progress and further develop themselves both in school and in extracurricular activities such as 'football for all', fitness club, basketball and netball. The department will broadcast sporting success and celebrate sporting achievements via social media and termly newsletters. We will endeavour to give every student the opportunity to showcase their performance and be proud of this both intrinsically and extrinsically.

As subject leaders, we will recognise opportunities to signpost and develop the important knowledge and skills for working within the sports industry. We will inform students of possible careers they can pursue through PE whilst providing learning opportunities to develop their aspirations.

Implementation

With our committed staff, students will receive high quality PE lessons which are mapped out in broad and balanced blocks. The PE curriculum is designed to support all students, irrespective of their starting points, to strive for mastery and develop a love and enthusiasm for being healthy and active. When students undertake a new unit of work they will be baselined on their existing ability and knowledge through data, questioning and observation by their teachers. This allows for specific learning groups to be generated to enable each student to access a group/team that they will take on their learning journey with. This will allow the teacher to tailor the topic to meet the needs of all students. Through sharing of best practice and department CPD, staff are able to ensure that delivery of schemes are high quality irrespective of teacher. This is reflected on and continuously developed through learning focused discussion derived from progress data and regular learning walks.

In order for students to achieve mastery in a given area, they need time to develop. Students will cover 6 different activities throughout each academic year and be given time to study each activity in detail. They will have the opportunity to learn, develop and perform skills, whilst regularly revisiting and drawing from their experience in other activity areas. Each year group will receive a minimum of 2 hours of PE each week with additional sporting clubs run after school on most nights. There will also be opportunities to represent the Academy in the Trust-wide Dixons Cup, which is a competition and supportive environment to demonstrate all aspects of PRIDE.

Each learning cycle will have an overarching focus across the two sports/activities that students are studying. This allows for wider learning and the prompting of powerful discussions and questions of how skills and strategies can be transferred into other areas of their life. It is also used to signpost careers and applications of the skills they are developing, for example, in Y8 LC1 students will focus on invasion games in which they will regularly draw on the key themes of collaboration, sharing ideas and the benefits of a collective goals/strategy to overcome challenges.

Each academic year students will revisit their learning in carefully chosen sports/activities to enhance and further their knowledge. The journey of their learning starts in Year 7 with the development of students Physical Literacy (IPLA, 2017), progressing to the improvement of core skills in year 8 and focusing on performance analysis in Year 9. This will accumulate to Year 10 in which their journey to excellence leads to an elective specialism of their own chosen sport/activity in which they can pursue mastery and demonstrate excellence. Students learning will go beyond performing the basics with consistency. Instead, we will look at tactics and strategies and forms of play from elite level sport and embed these within students' performances. Throughout this journey we will utilise performance analysis and fitness profiling whilst providing insight into the effective implementation of principles of training. This will be essential in equipping students with the skills and knowledge to be confident, enthusiastic and motivated for lifelong participation in physical activity.

Learning in PE is planned and delivered sequentially. This enables students to access knowledge and experience in an appropriate and logical progression. For example, in badminton they will develop basic serve in year 7 before moving onto underarm clear shots as this are fundamental steps before moving onto the next skill. This will continue into the next academic year where skills are revisited and progressed, for example, to build on basic service, in year 8 students will serve with tactical understanding and strategy to outwit and manipulate their opponent's game plan.

Misconceptions will be corrected though directed questioning, observation and intervention of a performance and through real time and also video feedback, allowing the student to opportunity to see and reflect on their own performance. This is enabled through teacher iPad's which can be modelled to whole groups through connected AppleTV using analysis apps such as Coaches Eye.

There will be regular opportunities in the year for students to experience healthy competition. This is important to for them to develop empathy, desire, and a focus on teamwork. This will be done in an inter-form format to encourage identify within the school community.

As a department we see effective leadership as a core outcome of the PE curriculum, and one which all students should experience as this involves many transferable skills which will contribute to their futures success and aspirations. Students will be given regular leadership opportunities such as warmups, coaching others and correcting misconceptions. At KS3 students will be able to track their development in this area through their A03 assessment grade. Each learning cycle whole class feedback will be given on how to improve and develop further their leadership scores further. At KS4 all students will have the option to undertake a Sports Leaders programme of study, whether that is within the OCR Sport Studies programme or through completing the Sports Leaders UK Level 2 qualification in core PE. We will facilitate this development by giving students the opportunity to build their confidence and experience in leading younger year groups at different points through the year. This will be achieved through the organisation of Interform competitions, Dixons Cup competitions and sports events with local primary schools.

Impact

The impact of PE will be visible in students' positive approach to lessons, where all students are engaged, enjoying and meeting the high expectations that we hold. Students know why PE is important to their life and are able to make informed choices of how they can lead healthy active lifestyles. Students are aware of powerful knowledge in the form of tactics beyond the basic level such as that seen at an elite level of sport as well as holding the ability to perform the fundamental skills to a high standard. Many students are inspired to give back to their community by undertaking Sports Leaders qualifications in which they learn to plan, deliver and reflect on their own effective sports sessions. Students demonstrate empathy, resilience, patience and confidence, all of which will contribute to their development and readiness for post 16 education and potential careers in the sport and heath industry.

As a core subject, all students are exposed to the same curriculum regardless of their prior experience and socio-economic status. By giving the highest level of expectations and support, all students learn and have a desire to learn more. This mind-set is fundamentally

derived from a love and enjoyment of their learning and participation in sport. As students enjoy their lessons, they will practice and participate more effectively. They will form excellent habits in their approach to learning, leading to high levels of motivation to succeed and in turn, motivate students to continue their participation independently outside of school.

Outside of the curriculum, students actively take part in the array of extra-curricular activities which have a developmental focus. Students will compete for their form in inter-form competition at key points throughout the years. As they progress through the curriculum, students will demonstrate increased fluency in skill alongside the effective implementation of tactics to maximise their performance. They will also show an understanding and demonstration of sports etiquette; being gracious in victory and defeat.

Specialist sporting pathways are nurtured and developed through students accessing expert external coaching , such the Year 7-9 Football Academy, to allow for those who aspire to reach an elite level of performance to have the right environment and challenge to support them in doing so. We will participate in regional and national competitions. This is funded by the department ensuring that even those from the most disadvantaged backgrounds will be able to be the best version of themselves.

We know that our students have learnt the intended knowledge through effective and regular holistic assessment. In core PE students will be assessed in three areas; a teacher assessment of their physical performance in each activity area (A01) , an objective assessment of knowledge and understanding of factors contributing to a healthy active lifestyle (A02) and finally, their ability to plan and undertake leadership roles in their learning (A03). Cycle assessment scores are analysed in depth and are scrutinised at a department level to inform each teachers data driven planning. This will provide a supportive forum in which best practice is shared between subject leaders and ensuring that all students are able to experience the same quality of delivery and differentiation to allow them to make progress. Full cohort analysis is completed with the department SLT link and compared to the flightpath of previous year groups to ensure that learning is always improving year on year. As a department we use this information to re-evaluate our curriculum, adapting it where necessary and ensuring that it remains current and engaging and therefore able to inspire the future lives of our students.

PE (Core) - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	**Learning to Move** • The importance of competency in primary movement to access sporting application and participation. • Key vocabulary associated with physical literacy • Linking different movements to sporting situations.	**Development of core skills** • Application of basic movements to sport specific skills • Key techniques associated with each skill performed. • Rule & regulations associated with each sport and the parameters that skills can be performed within.	**Fundamental Principles of S&F / T&F** • Knowledge of basic rules and regulations of specific events and striking and fielding games • Key vocabulary associated with S&F and T&F. • Able to associate primary movements to relevant sporting situations • Knowledge of basic positioning and tactics within performance.
	Skills	Lifting and lowering, drop to ground and back up, balance walking forward/backwards, foot dribble forwards, kicking a ball, hand dribble (stationary), one handed catch, striking with a stick, overhead throwing for distance/accuracy, Jumping, hopping, gallop, skip, crossovers, run jump and land on feet, run turn and back, run a square.	Badminton – racket/shuttle familiarisation, rules & regulations, service, overhead clear, forehand drop shot, underarm lob, backhand shots Rugby – ball familiarisation, passing and receiving, moving with the ball, 2v1 attacking play, tackling, rucking, 3-man scrums. Netball – Ball familiarisation, passing and receiving, footwork and pivoting, passing and receiving on the move, dodging, shooting	Cricket – Ball familiarisation, throwing and catching, batting (attacking/defensive), fielding (long barrier), bowling. Rounders – Ball familiarisation, catching (and rules relating to), bowling, overarm throwing, underarm throwing, batting, ground fielding (basic interception/ long barrier), post work. Athletics- Running style, sprint technique, basic sprint start position, pacing for longer distance, hurdles, High jump (fosbury flop), basic principles of throwing, basic principles of jumping.
	K/S (KS2) Revisited	Basic movement, Rules & regulations from sports previously covered, technique for movement, application of movements to sporting situations, building on varied experiences at KS2, checking for misconceptions and incorrect practice	Basic movement, Rules & regulations from sports previously covered, technique for movement, application of movements to sporting situations, building on varied experiences at KS2, checking for misconceptions and incorrect practice	Basic movement, Rules & regulations from sports previously covered, technique for movement, application of movements to sporting situations, building on varied experiences at KS2, checking for misconceptions and incorrect practice
Year 8	Knowledge	**Invasion games** • Be able to participate, coach or officiate in an invasion game within the rules or laws • Show good understanding of the game and all of its main rules or laws. • Aware of team tactics to outwit and overcome opponents.	**Individual Fitness and Performance** • Understanding of the health and fitness aspects of both gymnastics and badminton. • Know how to recognise a good performance in their performance and routines and suggest reasons for this. • Able to state which components of fitness are used in each activity and be able to make recommendations for improvements in these.	**Performance analysis** • Good knowledge of correct technique for movements and ability to compare this to their own. • Ability to identify misconceptions or incorrect technique in another performers performance and make appropriate advice to correct this. • Use of key terminology relating to the performance of a variety of skills in a variety of situations.
	Skills	Netball – passing (overhead moving/footwork), shooting – one hand, rebounding, finding effective space, attacking play, defensive play. Handball – basic passing (one handed throwing), catching two handed), passing to create space, Shooting, dribbling, marking/defending, goalkeeping. Rugby – refining passing and handling skills, passing under pressured conditions, 4v2 situations, development of tackling technique, kicking	Badminton – low serve, serving and returns, underarm clear/lob, smash, block, net play, forehand drive. Gymnastics - Range of different modes of travel, transference of weight, individual balances, partner balances, counterbalance, body tension, basic rolling, creating sequences, Fitness - HR max, Rate of Perceived Exertion, recovery time, training zones, Principles of Training, FITT. Components of fitness: Muscular Endurance; Aerobic endurance; Flexibility; Speed; Muscular Strength; Body Composition. Agility; Balance; Co-ordination; Power; Reaction Time.	Cricket – Throwing and catching (underarm and overarm), one handed retrieval, Batting into space (pull, cut, forward drive), bowling (fast/swing), running between wickets, wicket keeping. Rounder's – Ball familiarisation, bowling (fast/donkey drop), fielding with accuracy, backstopping, batting into space, ground fielding, post work. Athletics – Intermediate sprint start, intermediate distance running (pacing tactics), hurdles, basic relay and changeover, intermediate high jump, long jump, basic shot put, basic javelin.

	K/S Revisited	Netball - Basic passing technique (principles, transference of body weight, passing for distance/accuracy/speed/into space) Fitness for effective participation Handball – basic movements and skills form experience of other invasion games. Rugby – recap on general game play (how it differs to other invasion games), tackling technique, rucking, tower of power)	Badminton - rules & regulations, service techniques and rules, forehand and backhand shots (body positioning to link to new knowledge) Gymnastics - Basic movement, , technique for movement, building on varied experiences at KS2, checking for misconceptions and incorrect practice. Fitness – application of the importance of fitness to their context, importance of technique in movements	Cricket/Rounders – fundamentals of throwing and striking, general game play. Athletics - Basic movement, technique for movement, building on varied experiences at KS2/3, checking for misconceptions and incorrect practice.
Year 9	Knowledge	**Planning for Improved Performance** • Able to reflect on their own performance and make appropriate judgements on their own success and need for development. • Able to develop a training plan to improve performance through the use of an individual tracker sheet peer feedback and reciprocal learning resources. • Tactical awareness / positional awareness/ application of skill / refinement of technique (how to make performance perfect)	**Advanced Application of Core Skills** • Able to list and apply a full repertoire of skills and accurately demonstrate their technique in closed situations • Able to link skills to given situations to maximise performance and outwit opponents. • Begin to read opponents tactics and make appropriate counter tactics to overcome these. • Rules, regulations and scoring systems.	**Sports Leadership** • Attributes and characteristics of effective sports leaders • How to plan an effective sports session/ activity. • Able to review the planning, implementation and impact of a sports session. • Able to review their own performance as a sports leader and plan for future development. • How to effectively adapt sports/activities for accessibility.
	Skills	Netball – footwork, advanced footwork, shooting with step, advanced defensive principles, advanced attacking principles Gymnastics – Rotation and jumps, balance, Basic vaulting, vaulting using low level apparatus, weight bearing movements on vaults. Rugby – Passing and effective use of space, outwitting opponents in 5v3 situations, tackling and rucking, restart plays – scrums line outs, penalties, scrum development.	Badminton – backhand serve, push shot, backhand drive, advanced net play (playing into space), backhand clear. Handball – Creating & utilising space, attacking principles, defensive principles, tactics (in attack/defence/positional choice), advanced shooting. Tag Rugby - ball familiarisation, passing and receiving, moving with the ball, 2v1 attacking play, tackling using tags	Cricket – retrieving a fast-moving ball, spin bowling, drive (backward/lofted), wicket keeping, fielding positioning. Rounder's – catching, post running, batting to outwit, advanced bowling, advanced backstopping, advanced ground fielding. Athletics – sprint start from blocks, advanced distance running, intermediate relay and changeover, advanced long jump, advanced shot put, advanced javelin, advanced high jump
	K/S Revisited	Netball – positional awareness, gameplay, the requirement to pass and move into effective space. Gymnastics – recap on effective movement in Jumps, rotation, balance (individual/partner). Rugby – passing, tackling, running with the ball, scrum/ruck set up and performance.	Badminton – attacking and defensive shots, positional awareness, tactics to outwit opponents. Handball – passing, shooting principles, team attack and defensive tactics Tag Rugby - Basic movement, Rules & regulations, building on varied experiences at KS3, checking for misconceptions and incorrect practice.	Cricket/Rounders – fundamentals of throwing and striking, general game play. Athletics - Basic movement, technique for movement, building on varied experiences at KS2/3, checking for misconceptions and incorrect practice.
Year 10	Knowledge	**Elective – Refining performance** • Powerful knowledge associated with creative performance, Invasion games, wall / net games • Enhanced awareness of the right skill at the right time. • Positional awareness • Rules, regulations and scoring systems. • How to plan for improvement in elective sport.	**Competition (Sport Education)** • Know how to set up and officiate full sided games with official rules. • Rules, regulations and scoring systems. • Planning tactics to outwit opponents and maximise performance • Sports etiquette when both winning and losing • Planning to reflect and improve on their performance over a series of competitions.	**Advanced Track and Field / Striking and Fielding** • The attributes and characteristics of an effective official. • Rules, regulations and scoring systems of athletics events, cricket and rounders. • Key terminology associated with each activity in skill acquisition and performance in variety situations. • Ability to analyse and correct the technique and performance of their won and others.

	Skills	Badminton – flick serve, around the head shot, backhand shot, backhand smash, backhand drop shot. Gymnastics/Dance – Advanced Travel (jumps, rolling), balancing (individual/partner/ team), vaulting. Movement to music, sequencing. Invasion – passing for accuracy over longer distances (switching play), advanced shooting, marking opponents, embedding team tactics effectively into competitive situations (avoiding transitions/ zonal marking/ man to man marking/ counter attacking plays / playing out from the back/ long ball game/ high defensive press).	Competition - Students are giving the opportunity to implement all skills developed over the previous 4 years into a series competition format: ➢ League ➢ Tournament (round robin / knock out / ladder) ➢ Judged performances	Cricket – advanced fielding, advanced batting, advanced bowling, umpiring, sports leadership (coaching). Athletics – Advanced fosbury flop technique (high jump), developing jumping technique (plyometric training), long jump, triple jump, shot put, developing dynamic strength (weight training), advanced sprinting technique (mechanics of movement). Rounders – advanced bowling (variation/tactics), tactical game play (getting two batters out), tactical awareness in games.
	K/S Revisited	Basic movement, technique for movement, building on varied experiences at KS2/3, checking for misconceptions and incorrect practice.	Basic movement, technique for movement, building on varied experiences at KS2/3, checking for misconceptions and incorrect practice. Sports leadership characteristics Tactical/positional awareness Rules regulations and scoring systems Performance analysis (individual/team)	Cricket/Rounders – fundamentals of throwing and striking, general game play. Athletics - Basic movement, technique for movement, building on varied experiences at KS2/3, checking for misconceptions and incorrect practice.
Year 11	**Knowledge**	**Healthy body, Healthy Minds** • Know about the benefits of regular participation on mental health and physical wellbeing. • Using exercise to manage stress • Awareness of a broad range of sporting pathways that they can pursue beyond KS4.		
	Skills	Trampolining – Safe bouncing (head still facing forwards, safe spotting around the trampolining, jumping, basic shapes –pike, straddle, tuck. twists & landings, seat landings, swivel hips, back landing, front landings, front somersault. Throughout unit emphasis on linking skills together. Climbing – safe climbing (fastening harnesses, securing helmets, tying figure of 8 knots, safe belaying), bouldering technique (effective hand and foot placement), effective technique when descending the wall. Games – Implementation of skills learnt from previous 4 years into a variety of sporting situations and competitive situations.		
	K/S Revisited	Previous experience of a variety of sports throughout the last 5 years. Physical and mental benefits of taking part in sport (reflection) How sports to can be adapted to be accessible.		

PE – Sport Studies - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 9	Knowledge	**Sport and the Media** LO1 – Know how sport is covered in the Media (Television / written press / radio / internet) LO2 – Understand the positive effects that the media can have on Sport (increased exposure of minority sports / increased promotional opportunities / education / increased income which benefits sport / inspiring people to participate / competition between sports and clubs) LO3 – Understand the negative effects that the media can have on sport (loss of traditional sporting values / media coverage of inappropriate behaviour of athletes / increased pressure on officials / newspapers are domination by few sports / saturation)	**Sport and the Media** LO4 – Understand the relationship between sport and the media (How the sport uses the media to promote itself / sport as a commodity / sponsorship and advertising / adoption and rejection of sporting heroes / increase in scrutiny and criticism through media / impact of PPV) LO5 – Be able to evaluate media coverage of sport (type brand of media outlet competition with other media sources / target audience / timing of sporting event, story or item / popularity, notoriety or size of the individual, club or organisation being covered / representation of issues being reported / method of reporting /. Format or presentation / potential bias / extent of the coverage / duration of the coverage)	**Sports Leadership** LO1 – Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership *(different leadership roles and opportunities in sport / role related responsibilities / personal qualities which relate to leadership roles / leadership styles)* LO2 - Be able to plan sports activity sessions *(Key considerations when planning sports activity sessions / safety considerations)*
	Skills	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Effective written communication • Application of number • Information and communication technology • Improving own learning and performance	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Effective written communication • Application of number • Information and communication technology • Improving own learning and performance	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Effective written communication • Information and communication technology • Improving own learning and performance • Working with others • Problem solving
	K/S Revisited	Previous knowledge of the and experience of the media. • Live sports broadcasting • Following of a sports team / individual • Reading magazines • Reading sports stories (factual/fiction)	Previous knowledge of the and experience of the media. • Live sports broadcasting • Following of a sports team / individual • Reading magazines • Reading sports stories (factual/fiction)	Sport and the media – LO2, LO3 Students may associate many of the different qualities, styles, roles and responsibilities of sports leaders with positive and/or negative role models in sport. Contrasting approaches to being a sports leader can be applied through the use of examples from sport. Experience of being led in sports sessions by teachers, coaches, instructors.
Year 10	Knowledge	**Sports Leadership** LO3 – Be able to deliver an effective sports session *(Safe delivery / delivery style / communication skills / motivation techniques / activity-specific knowledge / adaptability)* LO4 – Able to evaluate own performance *(Organisation / safety / equipment / intended objectives / the plan / positioning / motivation)*	**Contemporary Issues in Sport** LO1 - Understanding the issues which affect participation in sport *(different user groups who may participate in sport / possible barriers and affecting participation for different user groups / factors impacting upon the popularity of sport in the UK)* LO2 - Know about the role of sport in promoting values *(Values promoted through sport / Olympic and Paralympic movement / initiatives and events which promote values in sport / etiquette and sporting behaviour of performers and spectators / the use of performance enhancing drugs)*	**Contemporary Issues in Sport** LO3 – Understand the important of hosting major sporting events *(Features of major sporting events / Potential benefits /drawbacks of hosting major sporting events / legacy of major sporting events)* LO4 – Know about the role of national governing bodies in sport *(promotion / development / infrastructure / policies and initiatives / funding / support)*

	Skills	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Effective written communication • Information and communication technology • Improving own learning and performance • Working with others • Problem solving	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Improving own learning and performance	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Improving own learning and performance
	K/S Revisited	Experience of being led in sports sessions by teachers, coaches, instructors	Knowledge of and experience of major sporting events Relating content to their context (what are the issues, barriers, solutions to their own context and experience. Knowledge of the Olympic and Paralympic games as an event.	National governing bodies – relate to the most well know, The FA, and draw comparison to England Badminton and England Handball.
Year 11	**Knowledge**	**Practical Sports Performance** LO1 – Able to use skills, techniques and tactics/ strategies/ compositional ideas as an individual performer in Badminton *(Performance of skills / creativity / appropriate use of tactics, strategies and compositional ideas / decision making during performance / ability to maintain and manage own performance)* (100% booklet – 2-4/7) LO2 – Be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in Handball *(Performance of skills / creativity / appropriate use of tactics, strategies and compositional ideas / decision making during performance / ability to maintain and manage own performance)* (100% booklet 4-7/7)	**Practical Sports Performance** LO3 – Be able to officiate in a sporting activity *(How to apply rules and regulation relevant to the activity / the importance of consistency and accuracy / the use of signals / how to communicate decisions / the importance of positioning)* (100% booklet – 1/7) LO4 - Be able to apply practice methods to support improvement in a sporting activity *(How to identify improvement in own performance / know the different types of skill / Know different types of practice /Know methods to improve own performance)*	
	Skills	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Communication • Information and communication technology • Working with others • Problem solving • Improving own learning and performance	The extent to which skills are used and developed will be totally dependent on the style of teaching and learning adopted for each unit. • Communication • Information and communication technology • Working with others • Problem solving • Improving own learning and performance	

	K/S Revisited	Recap of range of skills developed through core PE curriculum year 7-10. Badminton - rules & regulations, service, overhead clear, forehand drop shot, underarm lob, backhand shots, low serve, serving and returns, underarm clear/lob, smash, block, net play, forehand drive, backhand serve, push shot, backhand drive, advanced net play (playing into space), backhand clear, flick serve, around the head shot, backhand shot, backhand smash, backhand drop shot Handball - passing (one handed throwing), catching two handed), passing to create space, Shooting, dribbling, marking/ defending, goalkeeping, Creating & utilising space, attacking principles, defensive principles, tactics (in attack/ defence/ positional choice), advanced shooting, passing for accuracy over longer distances (switching play), advanced shooting, marking opponents, embedding team tactics effectively into competitive situations (avoiding transitions/ zonal marking/ man to man marking/ counter attacking plays / playing out from the back/ long ball game/ high defensive press).	Recap of range of rules and regulations from Year 7-11 developed through core PE curriculum and drawing on experience	

RE

Intent

We aim to contribute to young people's education in Bradford by encouraging them to explore their identity and to develop an understanding of religious and non-religious worldviews. Living in a multi-faith society in the 21st century requires young people to be religiously literate and hold informed conversations about religion and life. The RE curriculum supports students' spiritual, moral, social and cultural development through high quality lessons involving critical thinking, critical analysis and discussion of a range of philosophical, theological and ethical topics. RE poses challenging questions on what it means to be human, the purpose and meaning of life, beliefs about God and ethical issues from a diverse range of perspectives which students can learn to understand, explore and question.

RE provides the opportunity to learn about and learn from the major world faiths and secular belief systems by allowing students to draw on their own experiences and compare them to those of others from different backgrounds. The subject explores the beliefs held by others, while considering the similarities and differences that make our world so diverse.

In RE, students have the space to discuss challenging moral and philosophical issues in local, national and global contexts while promoting respect for all. Students will learn and build on their skills in being able to interpret, analyse and evaluate the beliefs of others as well as their own through the study of texts and sources of wisdom. All six major world religions plus the study of philosophy and ethics are investigated within the RE curriculum to ensure students understand the full diversity of belief systems and their influence on believers. During the GCSE course, students focus in greater depth on the study of Christian and Muslim beliefs and practices and the application of these two faiths to a range of ethical issues. We believe this curriculum as a whole can help the school move towards achieving its vision and supporting students in changing our world for the better.

The RE curriculum intent was collaboratively developed within the department and is shared with colleagues through ongoing discussions throughout the academic year, CPD sessions and weekly department meetings. This has also been shared with students through their 100% Books which contain subject overviews. These clearly detail the powerful knowledge and 'the content that is most useful in each curriculum area' that students will master and embed (Ofsted 2019 Page 44). (v) Students can then see how ideas are unified within each discipline (Myatt, M the Curriculum 2018) (vi) allowing them to make links between topics and transfer subject specific skills from topic to topic. Parents are given information about the RE curriculum through the school website, open, option and consultation evenings.

The RE curriculum is aligned to the Bradford Agreed Syllabus (vii) and the AQA Full Course Specification A (viii) for GCSE. RE at KS4 allow us to build on the core knowledge taught in KS3, allowing students to extend their skills and powerful knowledge that will support them in achieving success beyond the classroom.

In order to support students in achieving our vision at DCA of changing our world for the better, RE provides a space to answer big questions which encourage students to think critically and evaluate sources of wisdom. They can build on their skills to compare similarities and differences within religions as well as interpreting primary sources (religious texts) and considering the impact of these on the life of individuals. The curriculum is designed to teach the best that has been thought and said (Matthew Arnold 1869) (ix), by providing students with powerful knowledge and skills that can be built on and used beyond the classroom. The ability for RE to promote social cohesion allows students to make well-informed choices in the future and have a respect for all faiths and secular beliefs within our demographic of Bradford; an ever-growing multi-cultural and multi-faith city.

Whilst having aspirational targets and high expectations for all, the department is acutely aware of Bradford as an area for deprivation and the potential impact that this can have for students' access to technology at home. The RE department has created 100% Books that supports every child to have the opportunity to achieve success. This ensures that through our resources, the RE curriculum will broaden students' horizons and support them on becoming well-equipped to be an effective citizen of modern Britain. Powerful knowledge that is shared through these 100% Books will take students beyond their current experience and assist them in being able to explore core beliefs of religious and secular belief systems inside the classroom. Through the careful selection of topics students are well-supported in developing their skills of critical thinking and discussions. There by, becoming religiously literate by being able to articulate different worldviews and religious views on a varied range of ethical, philosophical and theological topics.

Driven by the expertise within the department and through professional dialogue we have developed a challenging and broad and balanced and broad curriculum. We have also cross-referenced the curriculum with professional bodies such as NATRE (x), SACRE (xi), RE Online (xii) and the Online RE community (Dawn Cox) (xiii) so that we have the best RE curriculum for our students.

Implementation

Students begin their study at DCA by understanding the core beliefs of the six major world religions so that they can understand the diversity among and within religions. It introduces students to the skills required for a successful study of RE such as explaining the influence of beliefs on religious believers and evaluating the importance and relevance of these beliefs. These skills are embedded early on so that students can build on these during their study of GCSE RE.

Our long-term plans detail the sequence of learning (which is parallel to the 100% Books given to students) so that staff and students can visualise the order of content that is to be taught; this also provides consistency across the department. Staff have regular department meetings which gives us the time and space to discuss how best to teach the content and where links need to be made thus creating activities to support students' thinking and retrieval. Department meetings allow us to discuss the impact of our teaching, discuss any misconceptions and amend our sequential lesson plans and resources where necessary.

All lessons start with a “do now” low stakes quiz to test learning and understanding. This gives us an opportunity to support students’ ability in being able to retrieve information and regular interleaving of quiz questions “enables students to move important conceptual knowledge from the working memory to the long term memory from whence it can be retrieved for future learning” (Georgiou et al) (xiv). Through use of our Data Driven Planning, quiz questions can be tailored to suit the needs of a particular group whether that is to address misconceptions, retrieval of prior knowledge or to assess understanding of new knowledge.

Home learning tasks give students the opportunity to take their learning beyond the classroom, so that they can master the powerful knowledge and the essential skills for a successful study of the RE curriculum. Home learning tasks are interleaved so that prior knowledge is constantly revisited, and application of skills is practiced often. Planned revision sessions within our long-term plans also provide opportunities for students’ retrieval of powerful knowledge so that this is truly embedded into their long-term memory. Revision activities such as creating mind maps and frequent testing through retrieval activities and testing of skills through exam practice questions supports students in a remembering knowledge and in being able to apply the skills learnt.

Quality assurance procedures both at departmental level, through learning walks by the Head of Department, and whole school observations by the Senior Leadership Team ensure that departmental and whole school standards are maintained. Three times a year, staff will have a one to one meeting with the Head of Department to review the progress of their classes, and identify any support or intervention required. Regular work scrutinises, which include all years and all courses, add to this process to ensure there is consistency of quality teaching and learning across all year groups.

Particular components of the course allow us to teach the careers students can consider. For example, our GCSE topic of Crime and Punishment gives students an insight into careers like working with the police, community support workers, social services, law, and careers within the religious sector.

Impact

Evidence that the intent of the curriculum has been achieved includes effective application and study of topics and concepts studied which not only supports their wider academic studies but all areas of their life. Students being able to make well-informed choices regarding their future family and work life, and being able to articulate different ideas and views about world affairs will form part of our evidence that this has been successful.

The impact of our curriculum will also be measured through students’ verbal and written application of powerful knowledge and skills through debate, exam practice questions and in being able to evaluate ideas and justify their own opinions and decisions. Question-level analysis of individual student and whole cohort performance allows us to identify gaps in knowledge and skills so that we can implement appropriate intervention strategies to support students in closing these gaps. Tracking students’ progress, especially those from a disadvantaged background, will allow us to adapt teaching and intervention so that we close the gap in performance between advantaged and disadvantaged students.

Students will go on to choose related A level, degree and FE courses, such as RE, Philosophy and Ethics, Sociology and Psychology, careers in the uniformed services, health and social care roles and working in media or international development. Others may well go on to work in the community as volunteers, working for food banks or a more actively religious role such as an imam or lay reader.

RE - Curriculum Overview

		Cycle 1	Cycle 2	Cycle 3
Year 7	Knowledge	**What are the key beliefs and practices in Judaism?** • Monotheism; key figures such as Abraham and Moses; Passover; the Synagogue and the Torah.	**What are the key beliefs of Christians?** • Monotheism/Trinity; incarnation; biblical stories such as the fall; Noah's ark; Parable of the Good Samaritan; key miracles of Jesus and the events of Holy Week.	**What are the key beliefs and practices of Islam?** • Monotheism; the life and authority of key figures such as Muhammad; the five pillars; the Mosque; key festivals and the Qur'an.
	Skills	• To be able to explain key Jewish beliefs and how they influence Jews today. • To be able to interpret religious texts and explain how they affect the lives of Jews. • To be able to answer GCSE format questions.	• To be able to explain key Christian beliefs and how they influence Christians today. • To be able to interpret religious texts and explain how they affect the lives of Christians. • To be able to answer GCSE format questions.	• To be able to explain key Muslim beliefs and how they influence Muslims today. • To be able to interpret religious texts and explain how they affect the lives of Muslims. • To be able to answer GCSE format questions.
	Assessment	Weekly low-stakes knowledge quiz. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. 1 teacher marked exam question. Cycle assessment.	Weekly low-stakes knowledge quiz. OTS monitoring and live feedback during lessons. 1 teacher marked exam question. Cycle assessment.	Weekly low-stakes knowledge quiz. OTS monitoring and live feedback during lessons. 1 teacher marked exam question. Cycle assessment.
	K/S Revisited	Story of Abraham and Moses may be familiar to some students from KS2.	Key beliefs and practices of Judaism. How to answer GCSE format questions. (Y7C1)	Key beliefs and practices of Judaism and Christianity. How to answer GCSE format questions. (Y7 C1 and 2)
Year 8	Knowledge	**What are the key beliefs in Hinduism?** • Beliefs about God; the Mandir; Diwali; reincarnation and the caste system.	**What are the key beliefs in Buddhism?** • The story of the Buddha; key teachings such as the four noble truths; eightfold path; Buddhist worship and Buddhism beyond Buddhists	**What are the key beliefs in Sikhism?** • Beliefs about God; Guru Nanak's life; formation of the khalsa; the five Ks and Sikh worship including sewa.
	Skills	• To be able to explain key Hindu beliefs and how they influence Hindus today. • To be able to interpret religious texts and explain how they affect the lives of Hindus. • To be able to answer GCSE format questions.	• To be able to explain key Buddhist beliefs and how they influence Buddhists today. • To be able to interpret religious texts and explain how they affect the lives of Buddhists. • To be able to answer GCSE format questions.	• To be able to explain key Sikh beliefs and how they influence Sikhs today. • To be able to interpret religious texts and explain how they affect the lives of Sikhs. • To be able to answer GCSE format questions.
	Assessment	Weekly low-stakes knowledge quiz. 1 teacher marked exam question. OTS monitoring and live feedback during. lessons. Regular peer and self-assessment. Cycle assessment.	Weekly low-stakes knowledge quiz. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle assessment.	Weekly low-stakes knowledge quiz. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle assessment.
	K/S Revisited	Core beliefs of Judaism, Christianity and Islam. How to answer GCSE format questions. (Y7 C1,2,3)	Core beliefs of Judaism, Christianity, Islam and Hinduism. How to answer GCSE format questions. (Y7 C1,2,3 and Y8 C1)	Core beliefs of Judaism, Christianity, Islam, Hinduism and Buddhism. How to answer GCSE format questions. (Y7 C1,2,3 and Y8 C1,2)

Year 9	Knowledge	**What are the key beliefs and teachings of Christianity**? • Nature of God, the Trinity, creation stories, the problem of evil, the life of Jesus such as the incarnation; crucifixion; resurrection; ascension; life after death; sin, salvation and atonement.	**What are the key beliefs and teachings of Islam?** • Sunni / Shia history; nature of God / tawhid; six articles of faith; five usul ad-Din; prophethood; angels; afterlife; sources of authority; predestination and the imamate. **What are the key practices in Christianity?** • Liturgical and Non-liturgical worship; Informal and Private Worship; Baptism; the Eucharist.	**What are the key practices in Christianity?** • Pilgrimage; local community work; mission and evangelism; persecution; reconciliation; Christian Aid. **What are they key practices in Islam?** • The Five Pillars including shahadah; salah; zakah; khums; sawm; ramadan; Eid ul Fitr.
	Skills	• To be able to explain the key beliefs and teachings of Christianity and how they influence Christians today. • To be able to interpret Scripture and explain how it affects the lives of Christians. • To evaluate statements about belief from different perspectives, and reach justified conclusions about their validity. • To be able to answer GCSE format questions.	• To be able to explain the key beliefs and teachings of Islam and how they influence Muslims today. • To be able to interpret Scripture and explain how it affects the lives of Muslims. • To evaluate statements about belief and practice from different perspectives, and reach justified conclusions about their validity. • To be able to explain key practices of Christianity and why different denominations may perform them differently. • To be able to answer GCSE format questions.	• To be able to explain key practices of Christianity and Islam and why different denominations may perform them differently. • To evaluate statements about religious practices from different perspectives, and reach justified conclusions about their validity. • To be able to answer GCSE format questions.
	Assessment	Low-stakes knowledge quiz every lesson. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment – Christian Beliefs.	Low-stakes knowledge quiz every lesson. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment – Christian and Muslim Beliefs.	Low-stakes knowledge quiz every lesson. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment - Christian and Muslim Beliefs and Christian Practices.
	K/S Revisited	Core knowledge of Christianity covered in YR7 C2. How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)	Christian Beliefs and Teachings YR9 C1 How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)	Christian and Muslim Beliefs and Teachings; Christian Practices. YR 9 C1 and C2 How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)
Year 10	Knowledge	**What are the key practices in Islam?** • Hajj; Eid ul Adha; Shia obligatory acts; festivals including Ashura. **Factual, legal, ethical and religious knowledge about Religion and Life issues** • The Big Bang; evolution theory; stewardship and the environment; using animals as food; animal Testing; sanctity of life.	**Factual, legal, ethical and religious knowledge about Religion and Life issues** • Abortion; Euthanasia. **Factual, legal, ethical and religious knowledge about Relationships and Families** • Marriage; nature and purpose of families; contraception; sex outside marriage; homosexuality; divorce and remarriage; gender roles; gender equality; gender discrimination.	**Factual, legal, ethical and religious knowledge about Peace and Conflict** • Forgiveness; justice; peace; violence and violent protests; terrorism; causes of war; just war theories; pacifism and peacemaking; weapons of mass destruction; does religion cause wars; religious organisations and victims of war; individual peacemakers in the C21st.
	Skills	• To be able to explain key practices of Islam and why different denominations may perform them differently • To evaluate statements about religious practices and ethical issues from different perspectives, and reach justified conclusions about their validity. • To be able to apply and explain religious and non-religious beliefs to a range of ethical issues. • To be able to answer GCSE format questions.	• To be able to apply and explain religious and non-religious teachings / opinions on a range of ethical issues. • To evaluate statements about religious practices and ethical issues from different perspectives, and reach justified conclusions about their validity. • To be able to answer GCSE format questions.	• To be able to apply and explain religious and non-religious teachings / opinions on a range of ethical issues. • To evaluate statements about religious practices and ethical issues from different perspectives, and reach justified conclusions about their validity. • To be able to answer GCSE format questions.
	Assessment	Low-stakes knowledge quiz every lesson. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment – Religious Beliefs and Practices and Religion and Life.	Low-stakes knowledge quiz every lesson. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment - Religious Beliefs and Practices, Religion and Life and Relationships and Families.	Low-stakes knowledge quiz every lesson. 1 teacher marked exam question. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment - Religious Beliefs and Practices, Religion and Life, Relationships and Families and Peace and Conflicts.

How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)

	K/S Revisited	Christian and Muslim Beliefs and Practices YR 9 C1,2,3. How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)	Christian and Muslim Beliefs and Practices; Religion and Life. YR 9 C1, 2 and 3. YR 10, C1 How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)	Christian and Muslim Beliefs and Practices; Religion and Life; Relationships and Families. YR 9 C1, 2 and 3. YR 10, C1, C2 How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)99
Year 11	Knowledge	**Factual, legal, ethical and religious knowledge about Crime and Punishment** • Good and evil intention / action; causes of crime; hate crime; aims of punishment; prison; community service; corporal punishment; death penalty.	Revision for Paper 1 **Christian and Muslim Beliefs and Teachings (see Y9 and 10)**	Revision for Paper 2 **Factual, legal, ethical and religious knowledge about ethical themes (see Y10 and 11)**
	Skills	• To be able to apply and explain religious and non-religious teachings / opinions on a range of ethical issues. • To be able to answer GCSE format questions.	• To be able to explain the key beliefs and teachings of Christianity and Islam and how they influence believers today. • To be able to interpret Scripture and explain how it affects the lives of believers. • To be able to explain key practices of Christianity and Islam and why different denominations may perform them differently. • To evaluate statements about belief from different perspectives, and reach justified conclusions about their validity. • To be able to answer GCSE format questions on all topics for Paper 1.	• To be able to apply and explain religious and non-religious teachings / opinions on a range of ethical issues. • To evaluate statements about religious practices and ethical issues from different perspectives, and reach justified conclusions about their validity. • To be able to answer GCSE format questions on all topics for Paper 2.
	Assessment	Low-stakes knowledge quiz every lesson. Regular teacher marked exam questions. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment – Mock Exam.	Low-stakes knowledge quiz every lesson. Regular teacher marked exam questions. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. Cycle Assessment – Mock Exam.	Low-stakes knowledge quiz every lesson. Regular teacher marked exam questions. OTS monitoring and live feedback during lessons. Regular peer and self-assessment. GCSE Exams.
	K/S Revisited	Christian and Muslim Beliefs and Practices; Religion Life; Relationships and Families; Peace and Conflict. YR 9 C1, C2, C3. YR 10, C1, C2, C3 How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)	Religious Beliefs and Practices; Religion and Life; Relationships and Families; Peace and Conflict; Crime and Punishment. YR 9 C1, C2, C3. YR 10, C1, C2, C3, YR C1 and C2 How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)	Religious Beliefs and Practices; Religion and Life; Relationships and Families; Peace and Conflict; Crime and Punishment. YR 9 C1, C2, C3. YR 10, C1, C2, C3, YR C1, C2 and C3 How to answer GCSE style questions (1 mark, 2 mark 4 mark, 5 mark and 12 mark)

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vi Myatt, M., The Curriculum: Gallimaufry to Coherence (John Catt Educational Ltd 2018), p.33

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