# CURRICULUM STATEMENT

**Department:** Art **Key Stage**: KS4

**Scope:**

The aims of the Art department for KS4 are as follows:

- To develop creative students who show clear knowledge and understanding of the subject across historical and contemporary practices.
- Develop students who are thoughtful and reflective practitioners.
- Provide experiences of a range of techniques, processes and materials, including historical context.
- To challenge preconceived ideas about art practices and artists.
- To develop students who are confident in their own art practice.
- To encourage students to work independently, showing a clear understanding of the work of others.
- To make art accessible to all students and to cultivate a sense of enjoyment and cultural awareness through the study of carefully planned and structured projects.
- To foster the development of every student whilst encouraging and nurturing the desire in our students to produce work of high calibre.
- To develop the technical skills and the ability to organize the visual elements necessary to communicate concepts and experiences across various media.
- To develop Visual Literacy.

The Art department follow the AQA examination board for GCSE Art and Design and offer the following endorsements:

- Art, Craft and Design
- Art, Craft and Design (Graphic Communication)
- Art, Craft and Design (Photography)

Component 1: Portfolio (60%), Component 2: Externally set assignment (40%).

Students are prepared for the skills assessed at GCSE in KS3, which are built upon throughout Year 10 and 11. This means that students are familiar with a number of processes, techniques and materials, including the design process as well as showing their knowledge and understand of the work of others through written and visual responses. The type of tasks they encounter for Art such as researching, writing and visually responding to a theme or title is introduced throughout KS3.

Challenge is provided for more able students through differentiated tasks, and by providing them with exemplar material that goes beyond GCSE level. Students are also provided with exemplar material from past students as well as reminder notes from the exam board. Any students with SEND are supported in a variety of ways, including liaison with teaching assistants, implementation of individual education plans, as well as supporting key skills and concepts through individual tutorials.
All the endorsements are taught alongside one another as skills cross-over between all three. Schemes of work are therefore thematic. As part of their portfolio submission there is a teacher led project as well as an independent project of their choosing.

**Powerful Knowledge & Skills:**

Art is a subject that is predominantly skill based, and therefore prior learning is continually revisited and built upon, for example:

- Subject specific terminology
- Historical and cultural contexts
- Grammar and spelling
- Design Process
- Growing use of techniques, materials and processes, including IT that are discreet to students' independent project and portfolio submission.

The way in which students are assessed however is predominantly skill based, therefore these are regularly revisited through schemes of work, feedback, and formal assessment including base line assessment throughout the year in the form of interims (resolved pieces). This promotes knowledge and understanding of the subject and supports long-term retention as well as impacting on the quality and application of a number of disciplines within art and design, such as the quality of recording and use of IT. Homework is also set that requires students to practice such skills.
Assessment for KS4 Art is continual, however it is used in a formative way to inform future learning. Assessment identifies weaknesses in design processes, use of materials, techniques and processes as well as their written work. It is used to target individual students with the support of discreet workshops to improve before they move on with their sustained project. These skills and introduced in KS3 and embedded into schemes of work at KS4.
Assessment for all art, craft and design endorsements are in line with examination requirements and based upon reminder notes provided by the board.
All students are provided with the opportunity to follow a challenging, supportive and varied learning programme to suit their individual needs and interests. Our students are given the opportunity to experience a wide range of themes, topics, media and processes that are underpinned by contextual investigation and understanding.

**Building Links and Connections:**

At KS4 students will have the opportunity to 'engage confidently with art, craft and design. Through a variety of art and design activities, they will learn to make informed value judgements and aesthetic and practical decisions. They will be given greater challenges to expand their capacity to solve design problems. They will build on their knowledge and understanding from KS3 of colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. They will also explore ideas and meanings in the work of artists, craftspeople and designers as well as learning about the diverse roles and functions of art, craft and design in contemporary life, and in different times and cultures. Teachers will differentiate the work by task, outcome, media, scale, but above all through individual student support using a variety of teaching styles suited to all learners. At KS4 the emphasis is given to the production of 'units 'of work showing a sustained line of enquiry. Good planning, reference gathering, use of media and presentation is encouraged to further students understanding of the methodology required to be successful at GCSE.
The knowledge and understanding of key skills supports student progress in a broad range of subjects. For example, skills such as analysis, evaluation and research tasks are relevant to other subjects such as History and English, etc. Design skills also support other practical subjects such as DT. The study of Art also develops students' life skills: creativity, critical thinking, problem solving, decision-making, communication, research, discussion, etc. Students also engage with a variety of time periods and cultures as well as art practitioners.


ABEUNT STUDIA IN MORES

# CURRICULUM STATEMENT

## Department: Biology  Key Stage: 4

**Scope:**

Marling Biology department aims to produce students who:

- ✓ Are practically competent
- ✓ Have a deep understanding of the fundamental concepts of Biology
- ✓ Can make links and apply their knowledge
- ✓ Can problem-solve

Through the teaching of Biology at Marling School, students are taught so that they develop understanding and first-hand experience of:

- ✓ The development of scientific thinking
- ✓ Experimental skills and strategies
- ✓ Analysis and evaluation
- ✓ Vocabulary, units, symbols and nomenclature

**Approximately 80% of students at Marling School follow the AQA Biology (Higher Tier) GCSE course:**

Students are helped to understand how, through the ideas of Biology, the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas which are of universal application, and which can be illustrated in the separate topics set out below. These ideas include:

- life processes depend on molecules whose structure is related to their function
- the fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling life processes to be performed more effectively
- living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans
- living organisms are interdependent and show adaptations to their environment
- life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen
- organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life
- the chemicals in ecosystems are continually cycling through the natural world
- the characteristics of a living organism are influenced by its genome and its interaction with the environment
- evolution occurs by the process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees

The Marling Biology GCSE course commences in year 9 where students cover the fundamental concepts of Biology, mainly relating to cell biology. This provides a thorough foundation for the following two years of study. As the course progresses, concepts become more challenging with the most challenging units being covered in year 11.

SEND students can be entered into the Foundation Tier if this is appropriate.

**Assessment of GCSE Biology at Marling School (includes Y9):**

- At the end of each topic in GCSE Biology students sit a written end of topic assessment utilising previous exam questions; larger topics may also have mid-topic assessments. Students receive a grade for their assessments based on the GCSE number grades and should compare this to their target grade and complete WWW and HTIs to reflect on areas they need to work on.
- During a topic student progress is monitored through the use of intelligent learning platforms such as Educake which have been shown to motivate students and increase progress.
- Students sit written end of year examinations in year 9 (this covers the Cell Biology unit only) and 10 (this covers the four units included in paper 1), and 2 mock examinations in year 11 (a paper 1 and a paper 2) which are teacher marked.
- All written assessments are stored in a 'student progress folder' so that it is easy to review and reflect on understanding of previous topics.

- In order to improve long term retention, all assessments include questions from previous topics. Alternate homeworks in Y10 and Y11 via Educake cover a previous topic.

The AQA GCSE Biology course provides an excellent platform for A level Biology study. Indeed, the new specification contains content that was previously only found at A level, such as protein synthesis and the implications of mutation on protein structure.

## Powerful Knowledge & Skills:

Biology is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain fundamental concepts underpin future learning and students should be able to recall and use this knowledge in questions that link different areas of the specification to develop coherent arguments and explanations.

Fundamental concepts in GCSE Biology include: -

- The development of scientific thinking.
- Experimental skills and strategies.
- Analysis and evaluation.
- Vocabulary, units, symbols and nomenclature.
- The structure and functioning of cells and how they divide by mitosis and meiosis.
- That variation occurs when gametes fuse at fertilisation.
- The two essential reactions for life on Earth: photosynthesis and respiration.
- Metabolism is the sum of all the reactions happening in a cell or organism, in which molecules are made or broken down.
- All molecules are recycled between the living world and the environment to sustain life.

Students have some prior knowledge of these concepts from year 7 and 8. These fundamental concepts are then taught throughout year 9 and the beginning of year 10. They are supported in their long term retention of this knowledge through regular re-visiting and practising. This happens in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed. These fundamental concepts are also revisited at appropriate times in the year 10 and 11 curriculum to underpin new concepts,

For example, in year 9 students are introduced to the structure and functioning of cells and how they divide by mitosis and meiosis. This is revisited in the end of year 9 exam, and then throughout year 10 via Educake homeworks and end of unit tests, as well as in the year 10 exam. From a theory point of view, cell structure and division is revisited in the disease topic in year 10 and also in the sexual and asexual reproduction topic in year 11.

## Building Links and Connections:

By its very nature Biology is a holistic subject with links and connections throughout its fabric. The more a student sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work.

**Examples of links made within the department are numerous and some have been described in the section above, but additional examples include:**

- Movement of substances in and out of cells. This is part of the cell biology unit taught in year 9 but it is revisited in the exchange and transport unit and the plant physiology unit of year 10, and then again in the homeostasis and response unit in year 11.
- Cell structure including an introduction to DNA and genetics is part of the cell division unit first taught in year 9, and this is revisited in year 11 in greater detail as part of the inheritance, variation and evolution unit.

**Examples of links made between departments include: -**

- Links with the Chemistry and Physics departments concerning the correct use of scientific vocabulary (definitions are derived from the Association for Science Education).
- Links with the English department with the incorporation of scientific vocabulary (and their definitions) into the

weekly year 9 spelling tests.

- Links to the science skills unit from year 7 Core Science, which is revisited throughout years 7 and 9 in all three sciences.
- Links to units from the key stage 3 Core Science curriculum such as cells and reproduction, plants and classification, and food and digestion units which are taught in year 7; and the breathing, circulation and respiration unit in year 8.
- Links to the PE department, for example, in year 10 the circulatory system, respiratory system and respiration are covered within the first 8 weeks, therefore ensuring that students' learning of this within the context of Year 10 GCSE PE is more appropriately supported.

# CURRICULUM STATEMENT

**Department:** Business **Key Stage**: 4

**Scope:**

Business at Marling aims to inspire students to understand the importance of enterprise and the nature of the business world. Students will leave the classroom enriched with abroad and balanced perspective of business, as well as an inspiration for success and a passionate to work hard in the community. Throughout the Business curriculum, students will take a journey that develops their knowledge and skills to evaluate the dynamics of a business. This will lead to an outcome where students enjoy their learning to make good progress by applying the knowledge and skills to the subject as well as events faced in their everyday pathways.

**Powerful Knowledge & Skills:**

Key stage 4 Business takes on a comprehensive and engaging approach to the course with many theories used to provide the foundation for the subject. The course covers the teachings of finance, marketing, operational management and business strategy, with a key focus on the role of enterprise, exposing the student to develop their opinions and share information about businesses across the world.

The Business curriculum thus enables students to have the ability to think commercially and creatively to demonstrate business acumen. Students will become aware of the impact of business in the real world through exploring a range of scenarios and case studies, ranging from a local to a global context. Students will thus come to appreciate a wider view of how enterprises operate in a multicultural society which will help deepen their views on the evolving and constantly changing commercial world. The curriculum delivers from a basic platform of business theory, using scaffolding techniques to build up appropriate application and skills necessary for success, whilst allowing students to develop their interest in the subject further.

**Building Links and Connections:**

Students will acquire the skills needed to meet the requirements at the specification by the end of year 11. Meaning student will have the ability to think commercially and creatively to demonstrate business acumen in class activities, presentations and enrichment tasks. Teaching will provide many opportunities to develop student's confidence, allowing opportunities for students to be creative, resilient and successful in the future globalised workplace. Thus Business allows students to develop an excellent variety of skills to achieve lifelong learning.

# CURRICULUM STATEMENT

**Department:** Chemistry **Key Stage**: 4

**Scope:**

The KS4 chemistry curriculum completes the KS3 program of study during year 9 and gives progression from key stage 3 national curriculum requirements to the possibility of development into A level. All students selecting the separate chemistry award – the majority of any given cohort – are taught the higher tier content and challenged to use key models to explain their thinking and illustrate their examples. To ensure an appropriate level of challenge and aspiration, pupils are encouraged to answer problems with structured answers which take into account, sequence, cause & effect and use of appropriate units & level of precision. Advanced level problems will be used to further challenge learners where appropriate. Writing frames and number grids are introduced at key points in year 10 and used thereafter.

A Marling chemistry student will also be instructed how and subsequently expected to conduct safe and well planned practical work involving chemicals, some of which are hazardous, and using specialist glassware. Metacognitive skills such as evaluation of models and reflection upon the success of student planned methods are introduced during year 10.

Students are encouraged to appreciate the achievements of chemistry in showing how the complex and diverse phenomena of both the natural and man-made worlds can be described in terms of a small number of key ideas which are of universal application. The curriculum covers powerful knowledge and skills as listed below and links them into important contexts such as air pollution, global warming and obtaining potable water.

The course followed is AQA GCSE Chemistry 8642

**Powerful Knowledge & Skills:**

- matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements
- elements show periodic relationships in their chemical and physical properties
- these periodic properties can be explained in terms of the atomic structure of the elements
- atoms bond by either transferring electrons from one atom to another or by sharing electrons
- the shapes of molecules and the way giant structures are arranged is of great importance in terms of the way they behave
- there are barriers to reaction so reactions occur at different rates
- chemical reactions take place in only three different ways: proton transfer, electron transfer, electron sharing
- energy is conserved in chemical reactions so can therefore be neither created or destroyed

The particle model of matter is introduced in KS3 and is used as the principle model for explaining interactions and observations. This model is developed and revisited during KS4. Key concepts such as moles and ions are introduced in year 9 and developed in years 10 and 11.

Students are supported in retention of knowledge by revisiting and developing. Their understanding and recall is helped and assessed by low stakes testing using Educake. Their understanding of models and ability to construct longer, logically sequenced answers is developed and assessed using tasks in subject workbooks. Diagnostic questions are used within key units to highlight any knowledge gaps and misconceptions.

Students are supported in learning key knowledge by a focus on reduction of cognitive load. This is tackled in practical work by attempting to reduce extraneous load involved with overtly prescriptive instructions and complex glassware. It is tackled in written work and discussion by planning for the movement between macroscopic (observations), representational (equations) and molecular domains.

**Building Links and Connections:**

The curriculum is designed to introduce key concepts at an early stage and use them as part of the model to explain and understand more demanding topics later in the course. For example, the concept of a 'mole' as a number of particles is introduced in year 9, this is then used to calculate reacting masses in year 10 and calculating concentrations of solutions in year 11.

GCSE links with other subjects:

Physics - atomic structure, development of atomic models

Biology - enzymes as biological catalysts, ethanol as a solvent, chromatography of plant extracts

Maths - arithmetic & numerical computation
handling data
algebra
graphs
geometry & trigonometry

# CURRICULUM STATEMENT

**Department:** Computer Science **Key Stage**: 4

**Scope:**

Computer Science equips pupils to use computational thinking and creativity to understand and change the world. Pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to create programs, systems and a range of artefacts.

Pupils are given ongoing opportunities to develop their fundamental Computational skills alongside their gains in knowledge. This would include, but not be limited to, the ability to:

- Take a systematic approach to problem solving including the use of decomposition and abstraction, and make use of conventions including pseudocode and flowcharts
- Design, write, test and refine programs, using one or more high-level textual programming language(s), either to a specification or to solve a problem
- Explain how particular programs work and evaluate their fitness for purpose in meeting requirements and their efficiency using logical reasoning and test data
- Use abstraction effectively. i.e model selected aspects of the external world in a program

**Powerful Knowledge & Skills:**

Computer Science is a subject that continually builds upon the knowledge, understanding and skills established through the computer science elements of the computing programme of study at key stage 3 so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 4 this would include: -

- understanding and applying the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- analysing problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- thinking creatively, innovatively, analytically, logically and critically
- understanding the components that make up digital systems, and how they communicate with one another and with other systems
- understanding the impacts of digital technology to the individual and to wider society
- applying mathematical skills relevant to computer science

Learners are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, low stakes testing takes place at the start of the majority of lessons with summative assessment designed to be cumulative as well as topic focussed. Hexagonal Thinking may be used to articulate the learning amassed at the close of a unit of study and the multitude of connections among the ideas. This final product may be an accumulation of information or may be a unique piece of evidence created for the sole purpose of unit closure. For example, creating a hexagonal thinking map of prior learning, such as the CPU and paring it with a new topic such as memory and storage, creating a visual guide to how these interact and are codependent on one another.

**Building Links and Connections:**

Computer Science is a quintessential STEM discipline, with deep links in mathematics, science, and design and technology, and provides insights into both natural and artificial systems. It has its own theoretical foundations and mathematical underpinnings, and involves the application of logic and reasoning.It embraces a scientific approach to measurement and experiment, involves the design, construction, and testing of purposeful artefacts and requires understanding, appreciation, and application of a wide range of technologies. Moreover, Computer Science provides pupils with insights into other STEM disciplines, and with skills and knowledge that can be applied to the solution of problems in those disciplines.

Pupils studying Computer Science gain insight into computational systems of all kinds, whether or not they include computers. Computational thinking influences fields such as biology, chemistry, linguistics, psychology, economics and statistics. It allows us to solve problems, design systems and understand the power and limits of human and machine intelligence. It is a skill that empowers, and that all pupils should be aware of and have some competence in. Furthermore, pupils who can think computationally are better able to conceptualise and understand computer-based technology, and so are better equipped to function in modern society.

# CURRICULUM STATEMENT

## Department: Design Technology Key Stage: 4

**Scope:**

As a grammar school, the vast majority of whose students have high prior attainment, all students are taught the full **OCR DEISGN TECHNOLOGY GCSE** syllabus, whilst preparing them well for moving on to the AQA A level syllabus if they choose to. This qualification is divided into 2 parts with 50% of the marks coming from Non-Examined Assessment (a 40-hour coursework project completed in school) and the other 50% coming from an end of course exam in May/June of the second year of study. Depending on the chosen course, students will study an in-depth element alongside their core studies. This will be relevant to some questions in the exam and the focus of some practical activities during lessons. Design Engineering students will study the core principles of Design Technology alongside an in depth focus on electronic and mechanical systems and control. Product Design students will study the core principles of Design Technology alongside an in depth focus on specific material categories and manipulating and joining. All students will sit the same exam and will be marked by the same criteria, no matter as to whether they take Design Engineering or Product Design. The aims of the course, no matter what route is chosen, are as follows:

- To build upon aspects of knowledge and key skills taught in KS3 to develop independence in design processes, practical activities and the choosing of direction for individual projects
- To develop student confidence in the approach and completion of a sustained Design Technology Project, providing the space for students to draw upon previous knowledge and skills to develop their own work independently
- To build upon key concepts and knowledge, using both practical and theory lessons to support knowledge needed for the exam and NEA
- To inspire, motivate and challenge students and enable them to make informed decisions about further learning opportunities and career pathways
- To provide the space for students to be creative and work collaboratively with their peers to develop their ideas
- To link cross curricular knowledge such as that from Physics, Maths and Art to help to understand new concepts and theories introduced in Year 10

Teachers work with students with additional education needs to help them target essential content and to ensure that they are receiving subject specific support, advice and guidance based on their individual needs.

The NEA section of the GCSE course, which covers the non-exam assessment, looks for students to demonstrate knowledge, skills, understanding and skills through:

- Exploring needs, requirements and opportunities
- Creating solutions which resolve those needs and requirements
- Evaluating how well solutions meet the needs

The fulfilment of this criteria will create multiple design iterations, highlighting an evolving design, meeting the needs of the user. This process will integrate key skills taught in KS3 and allow the student to work with them and develop them individually. It will also draw upon key knowledge taught in KS3 and require the student to draw on this knowledge and apply it independently to achieve the aims. The NEA will comprise of a folder documenting the student's design process, ideas and final product. They will work from one of 3 contexts which are released by the exam board in June of Year 10. The final NEA is usually due by Easter of Year 11.

The exam section of the GCSE course, which covers the other 50% of the marks, covers 8 core topic areas. These areas relate to both the NEA process and examination. This is a natural link whereby students are learning and building upon their knowledge of the design process and factors affecting this and using applying this knowledge both for NEA development and examination.

**Powerful Knowledge & Skills:**

Design Technology is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 4 this would include: -

- To make informed design decisions
- To independently approach and carry out design tasks
- To use creative thinking and collaboration to explore, iterate and develop ideas

Students are supported in their long term retention of such knowledge, through regular re-visiting of topic areas and the time and space to develop their practical skills. High frequency, low stakes testing takes place in the department through online platforms such as Google Classroom regularly and end of topic and term tests, alongside mock examinations help to identify areas students need to target. Students receive individual feedback on their ideas both from the teacher and from regular design crits with peers. Students are then encouraged to independently take this feedback and respond creatively.

**Building Links and Connections:**

Design Technology is constantly evolving and by its very nature, includes the study of aspects of other areas of the curriculum. Students are asked to use mathematic skills regularly and are tested on these through examination questions linking to their use of materials. Students also draw upon key concepts of science through study of material properties, mechanics and construction and also draw upon art and design through the use of presentation and drawing skills. As shown, knowledge gained in Design Technology will support student progress in a broad range of other subjects. The DT department therefore works hard to ensure that its curriculum aligns as best as possible with other areas.

Each part of the Design Technology course links to both practical and theory study and provides connections back to key areas learnt in KS3. The course relies upon students building confidence and individually connecting their previous learning to support the further development of their work. The more the student builds upon these connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work and the curriculum is designed around building these blocks of knowledge so that students are able to draw on previous knowledge, practice and develop skills and independently make informed decisions on their own projects.
An example of this is the use of materials in projects. In KS3, students are taught the properties of a material and are directed to use certain types of material in certain projects. Throughout KS3, students are gradually encouraged to develop their understanding of materials and their properties and understand the relevance of each material to the specific project. In KS4, students then take this knowledge and are expected to question how to work the material, which material would work best when applied to their own ideas and how this material might be relevant to their wider design parameters, making connections with new theory and drawing upon previous experience to confidently and independently assess material use.

# CURRICULUM STATEMENT

**Department:** Drama **Key Stage**: KS4

**Scope:**

The aims of the department for KS4 are as follows:

- To develop pupils' practical understanding of Drama as a performer and designer (lighting, sound, set, and costume).
- To foster pupils' creativity, personal growth, self-confidence, communication and analytical skills.
- To explore how Drama contributes to social and cultural commentary.

The Drama department follow the WJEC Eduqas examination board for GCSE Drama.

**Component 1:**

- Devised Drama (non-exam assessment: 40% of GCSE. Comprises of a 12 minute performance of own script, a 900 word Portfolio, and an Evaluation).

**Component 2:**

- Performing from a Script (visiting examiner: 20% of GCSE. Comprises of a 12 minute performance of an existing script).

**Component 3:**

- Written examination (written paper – open book; 40% of GCSE. Comprises of 1 hour on set text ('DNA)' and 30 minutes on live theatre review.

Students are prepared for the skills and topics assessed at GCSE in KS3, which are built upon throughout Years 10 and 11. This means that whilst some practical activities and scripts may be new to students, the way in which they perform them and write about them will be somewhat familiar. Students can therefore focus on building upon skills rather than establishing them. For example, in Year 9, students explore the genres of Naturalism and Non-Naturalism, which feeds directly into the GCSE study of practitioners Stanislavski and Brecht.

Challenge is provided for more able students (aiming for grade 9) through teacher guidance. This is largely done in a verbal capacity for practical work, and in written form for written work. Students are also provided with exemplar materials to enhance their own knowledge and understanding. SEND students are equally supported in a variety of ways, including writing frames for Portfolio, Evaluation, and Written Paper, liaison with teaching assistants, and implementation of individual education plans.

Throughout Year 10 and Year 11, practical and written work are taught alongside one another to ensure full coverage and preparation of the course. Year 10 is designed as a 'mock' year whereby students learn about the topics/skills and the types of assessments, and complete mocks in each category, ahead of Year 11. This is outlined below:

**Year 10:**

- Practitioner: Stanislavski AND Text: Journey's End (linked to Component 3-style questions)
- Complete Component 2 Scripted mock AND Component 1 Evaluation mock
- Practitioners: Brecht AND Splendid Productions
- Complete Component 1 Devised mock AND Component 1 Portfolio mock
- Text: 'DNA'
- Complete Component 3 Written examination mock
  *(Component 3: Live Theatre will be considered throughout the year depending on when trips are).*

**Year 11:**

- Component 1: Devised assessment (Portfolio, Performance, Evaluation). To be completed by December.
- Component 2: Scripted assessment (Performance). To be completed by end of March/early April.
- Component 3: Written Exam (DNA and Live Theatre). To be completed in May.

**Powerful Knowledge and Skills:**

Drama is a subject that by nature is predominantly skills-based, and therefore prior learning is continually revisited and built upon. However, some aspects of the GCSE course does require specific learning of key material, for example:

- Original performance conditions of 'DNA'
- Different types of staging and lighting
- Subject specific terminology for both acting and design

The way in which students are assessed on the above is within their written work on the set text (DNA), live theatre, and their own practical work. All written work requires students to explain, analyse and evaluate theatrical processes therefore such skills are taught from KS3 and regularly revisited throughout KS4 to enable knowledge and long-term retention. This is done via written tasks in class and for homework, regularly assessed. Additionally, in Drama students are assessed on their practical skills, either as a performer or a designer. Again, such skills are introduced in KS3 and built upon in KS4, with students being given regular oral feedback from teachers. Students are also set homework tasks to rehearse for mock and examination pieces, with feedback being provided for these also. The department also use some low-stakes mastery quizzes throughout the year to re-visit specific learning of key material outlined above (e.g. subject terminology and definitions quizzes).

Assessment for Drama is in line with examination requirements. Students completed mock examinations of all practical components in Year 10 in order to prepare them for the practical assessments in Year 11, which take place at various points of the year. Likewise, pupils are provided with practice paper questions for the written components throughout Year 10 and Year 11. Whilst assessment for both practical and written work provides a summative grade, it is used in a formative way to inform future learning. Students are encouraged to see how skills cross-over between assessments e.g. an assessment requiring a student to 'Evaluate' their own performance might provide a target of using more personal evaluation, or more subject terminology; the student can then apply this in their 'Live Theatre Review' work.

**Building Links and Connections:**

The focus on developing skills from KS3, through KS4 and into KS5, means that students in Drama are consistently building links and connections. Furthermore, certain genres/styles/practitioners/topics introduced lead to later connections, for example:

- Melodrama (Year 8) → Naturalism (Year 9) → Stanislavski (Year 10/11) → Stanislavski (Year 12/13)
- Commedia Dell'Arte (Year 7) → Non-Naturalism (Year 9) → Brecht (Year 10/11) → Brecht (Year 12/13)
- *The Curious Incident of the Dog in the Night-Time (Play)* (Year 9) → Script Studies (Year 10/11) → Frantic Assembly (Year 12/13).

When teaching topics in KS4, teachers make explicit reference to the relevant topics studied in KS3 to make connections and build knowledge.

Knowledge of both skills and topics in Drama broadens student progress in a multitude of subjects. For example, skills of communication, analysis and evaluation.

The study of Drama also develops students' life skills: creativity, problem solving, decision-making, debating, communication, research, discussion, etc.

Students also engage with a variety of time periods and cultures through the study of various Drama practitioners, styles and plays.

# CURRICULUM STATEMENT

**Department:** English **Key Stage**: KS4

**Scope:**

The aims of the department for KS4 are as follows:

- Developing creative writers who are versatile, thorough and precise.
- Developing understanding in students of literary fiction and non-fiction texts, encouraging thoughtful and reflective learning about our world, the past, and language.
- Providing experience of powerful, challenging and thought-provoking texts: developing empathy, sympathy, and moral integrity in inquisitive learners.
- Developing powerful speakers and writers who convey ideas with confidence, clarity and eloquence in speech and writing; encouraging a confident and flexible style for a range of audiences and purposes.

The English department follow the WJEC Eduqas examination board for GCSE English Language and GCSE English Literature.

**English Literature:**
Component 1: Shakespeare; Poetry (*Romeo and Juliet; Poetry Anthology)*
Component 2: C19th Prose; Post-1914 Prose/Drama; Unseen Poetry *(A Christmas Carol; Lord of the Flies)*

**English Language:**
Component 1: Fiction Reading and Writing *(C20th Fiction Comprehension; Narrative Writing)*
Component 2: Non-Fiction Reading and Writing *(C19th and C20th Non-Fiction Comprehension; Transactional Writing)*
Component 3: Spoken Language

Students are prepared for the skills and topics assessed at GCSE in KS3, which are built upon throughout Years 10 and 11. This means that whilst Literature texts may be new to students, the way in which they write about them will be familiar, and students can focus on building upon skills rather than establishing them (e.g. analysis of language, embedding context links, using terminology, etc.). Likewise, the type of tasks they encounter for Language, such as comprehension, narrative writing, writing of letters/articles/speeches, etc., are introduced throughout KS3.

Challenge is provided for more able students (aiming for grade 9) through differentiated tasks, and by providing them with exemplar material that goes beyond GCSE level. Students are also provided with critical material which enhances and stretches their own knowledge and understanding. SEND students are equally supported in a variety ways, including writing frames, liaison with teaching assistants, and implementation of individual education plans.

Although two separate GCSEs, the English department teach English Literature and English Language alongside one another as skills cross-over between the two. Schemes of work are therefore topic based, incorporating skills from all aspects of both courses across the 7/8 weeks of teaching per SOW. These are:

- War (war poetry analysis (anthology and unseen); descriptive writing; letter writing; comprehension of war extracts)
- Christmas (poetry analysis (anthology - London); narrative writing; *A Christmas Carol*; comprehension of Victorian non-fiction)
- Nature (nature poetry analysis (anthology and unseen); descriptive writing; review writing; comprehension of nature extracts)
- Savagery (*Lord of the Flies*; descriptive writing; speech writing; comprehension of LOTF extract)
- Love (love poetry analysis (anthology and unseen); *Romeo and Juliet*; article; descriptive writing)
- Revision

**Powerful Knowledge and Skills:**

English Language and Literature is a subject that is predominantly skills-based, and therefore prior learning is continually revisited and built upon. However, some aspects of the GCSE courses do require specific learning of key material, for example:

- Quotations from *Romeo and Juliet*
- Quotations from *Lord of the Flies*
- Quotations AND context for *Poetry Anthology*
- Quotations AND context for *A Christmas Carol*
- Subject specific terminology for both English Language and English Literature

The way in which students are assessed on the above however is predominantly skills-based in terms of analysis of the texts for English Literature, therefore such skills are taught from KS3 and regularly revisited in each SOW to enable knowledge and long-term retention. This is done via smaller tasks and also regular assessment. Homework is also set that requires student to practise such skills. Likewise, the skills required for English Language, such as writing and comprehension, are introduced in KS3 and embedded into all SOW in KS4 through mini-tasks, homework, and assessment. The department also use some low-stakes mastery quizzes throughout the year to re-visit the specific learning of key material outlined above (e.g. quiz on previous context covered, etc.).

Assessment for both English Language and English Literature is in line with examination requirements and based upon example questions. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning. Students are taught and encouraged to see how the skills cross-over between texts and topics e.g. an assessment on *A Christmas Carol* might provide a target of improving language analysis by zooming in on key words/devices; students then apply this in their study of other Literature texts too e.g. *Lord of the Flies.*

**Building Links and Connections:**

The focus on developing skills from KS3, through KS4 and into KS5, means that students in English are consistently building links and connections. Furthermore, certain genres/topics introduced lead to later connections, for example:

- Gothic (Year 9) → A Christmas Carol (Year 10) → Dracula and The Picture of Dorian Gray (Year 12)
- Survival (Year 8) → Lord of the Flies (Year 10)
- Shakespeare (Year 7/8/9) → Romeo and Juliet (Year 11) → Measure for Measure (Year 13)

When teaching topics in KS4, teachers make explicit reference to the relevant topics studied in KS3 to make connections and build knowledge.

Knowledge of both skills and topics in English supports student progress in a broad range of other subjects. For example, skills such as analysis, evaluation, communication, comprehension, and written expression are relevant for other essay-based subjects, such as History, RE, Drama, etc. Furthermore, the context studied for some of the Literature texts is also relevant to other subjects e.g. American History for *Of Mice and Men* (Year 9), and Victorian history for *Gothic* (Year 9), *A Christmas Carol* and *Poetry* (Year 10), and *Dracula* and *The Picture of Dorian Gray* (Year 12).

The study of English also develops students' life skills: creativity, critical thinking, problem solving, decision-making, debating, communication, research, discussion, etc.

Students also engage with a variety of time periods and cultures through the study of Literature texts.

# CURRICULUM STATEMENT

**Department:** Geography **Key Stage**: 4

**Scope:**

We strive to ensure that Geography provides our scholars with a deep and rich understanding of the world in which they live. We do not want them to recognise that it is raining outside. We want them instead to recognise that there is a low-pressure system in the air bringing cumulonimbus clouds and heavy rain. This may lead to flooding because humans have built on floodplains which are formed by successive flooding and deposition of sediment or the migration of meanders. This flooding has significant effects on the people's lives, the economy & environment: temporary homelessness for those whose homes flood; roads may become blocked, isolating communities; farms may need evacuating affecting the livelihoods of farmers and the supply of local produce. If our students recognise this, they may pursue solutions to the problems and become our next wave of town planners, environmental officers or civil engineers.

At KS4 we follow the AQA Specification which covers a wide range of physical and human geography in a more traditional academic structure whilst placing a strong emphasis on the use of real life case studies to represent how theory translates into real life. As a grammar school, we cover the full range of the specification, including depth of case studies and teaching to the highest level skills across the entire specification content.

The geography 'topics' covered each year continually hit on nine big concepts which have fed through from KS3 (see below). These reappear frequently in each unit of the specification, and similar skills and ways of looking at content are revisited, strengthening skills and deepening ideas with new content, which ensure coherence across the entire KS4 and indeed seven year curriculum. The sequencing of topics ensure that the physical and human topics are interwoven across the years, so that the skills, structures and that are first encountered in "UK River Landscapes" are repeated for UK Coasts and again in Flood Hazards, thus deepening the retention of skills and knowledge and allowing the most able students to access the very highest levels. Fieldwork is taught in two iterations, and used both times as a review and revision of the topic it is investigating. The final aspect of the course is an issue evaluation - which explicitly draws together content and concepts from several different units. Any students with SEND are supported in a variety of ways, including through liaison with teaching assistants and implementation of individual education plans.

**Powerful Knowledge & Skills:**

The nine Key geographical concepts we use are those identified by the exam board (A - Human and physical processes and their interactions; B- Perspective ; C - Spatial variation, similarities and differences in patterns and how these change over time; D - Synoptic links; E - Sustainability ; F - Location and scale; G- Interdependence and change; H - Development; I - Place ) These are crucial to producing a student that knows their place in and impact on the work. In essence: a future citizen.

These concepts are then mapped across all key stages and are regularly referenced in the mark schemes and assessment objectives, down to lesson plans. It was important to us to consider the idea of a geographer that, whilst they may finish their academic career in geography in Y11, they will continue to be a geographer, using the core concepts to engage with the world around them for the rest of their life.

It is also important that we planned the knowledge in the curriculum to overcome the 'curse of knowledge' that experts (or teachers) can experience, so this is also mapped out.

The GCSE course is knowledge heavy and so our course design and planning has adapted to reflect this. Our lessons begin with a low stakes, high frequency retrieval practice. These are engineered to retrieve information from prior learning that has links to or will be useful in the current teaching unit, and later in the course to target weak areas for revision. Bespoke knowledge organisers, written for our teaching course to ensure that key knowledge is targeted and regular knowledge quizzes ensure that teachers can identify and fill gaps. Homework is set to include an element of revision right from the start of the GCSE course, to encourage overlearning and good revision strategies and habits. Regular assessments don't just test the recent "topic" but include content from earlier in the course - distributed practice which encourages no opt out revision. A shared resource drive allows students a huge range of revision opportunities. This makes sure that progress isn't just about what they know but how they use it and the progress they are making as a geographer.

**Building Links and Connections**:

The course is planned to begin in the last weeks of y9 with part of a topic (UK Landscapes) - It reprises the idea of processes working on the landscape to create different landforms which have been taught at Key Stage Three. This introduces the structure and rigour of GCSE with familiar content and which has a straightforward "formula" for success, giving students both challenge and confidence. HTe second half of this topic is covered as a final topic in Y11, acting as valuable revision and a confidence boost. This is echoed by the placement of Resource management unit, a short topic that is full of common sense and huge content crossover with Science; in fact, the optional element in this unit "Energy", was selected for this reason. We play to the strengths of the students, filling them with confidence in the run up to the final exam period, and allowing us to concentrate on making sure the students fulfil their potential rather than racing to complete the specification.

It is really important to use that we teach geography, not just AQA GCSE Geography! There are lots of connections between units, and it is important that students can identify these, but at the same time have strong enough schema to know how they separate and fit the specification adn the exams they are to be examined on. We chose two different countries for our in depth LIC studies (for the two topics of Urban and Economic World), so that students gain a wider base of world knowledge and there is simple separation between the units.

The concepts of development from Economic world are revisited when we study Rio de Janeiro, a term later, and in a different unit (Urban World) This is the impact of economic development on a localised urban place - and then taken further, the solutions that can close that development gap in that place.

Fieldwork is designed to be simple and easily applicable to the exam, but we use each trip to teach wider geography - our human geography trip has more aspects than data collection: first, it develops the concept of regeneration in an Urban area; in addition we visit all the places we have studied theoretically - thereby placing classroom learning in context; finally the placement of the trip in the Autumn of Y11 means that it acts as revision of content later in the course.

The wide range of geographical and statistical skills are taught embedded and applied in the lessons rather than as stand alone lessons; all of the statistical and graphical skills are covered by Key Stage 3 Maths and repeated at GCSE and in the Sciences, so we focus on application rather than process, ensuring the highest attainers are challenged.

# CURRICULUM STATEMENT

**Department:** History **Key Stage**: 4

**Scope:**
Within KS4 the topics have been chosen to address the best opportunities for learning, and strengths of the students within the school. Given the strength of the boys in scientific understanding, covering their knowledge in Medicine Through Time, and tying into some of their science GCSE gives a great opportunity to show a breadth of understanding as a whole rather than within a single subject. It also allowed the opportunity to see the History with a trip to the Battlefields of Belgium and France, where one trip can have a massive impact on understanding. To best include all of these things the department follows the Edexcel syllabus.

In terms of content the Elizabethan unit brings forward use of knowledge from KS3, and also demonstrates the boy's skill to show the strength of female leaders in England. The Germany Unit ties in nicely to the KS3 progression, along with the Cold War in Europe, bypassing direct topic comparisons covered at KS3. Teaching in KS3 was allowed to give context, without delving into all the issues covered at GCSE so that new knowledge could build on the previously learnt concepts, but does bring forward the terminology being used.

In terms of skill development, the same skills are progressed into GCSE from Key Stage Three, allowing familiarity of skills, and also progression to continue. It also allows more opportunity for more intervention with more lessons at GCSE, and also more regular tracking to help inform on continued progress.

**Powerful Knowledge & Skills:**
The key skills that students will be covering in KS4 History are:

- Source evaluation
- Reaching an evaluated judgement on events
- Researching information
- Debating and listening to others views
- Explained reasoning

In terms of skill development, some of the same skills are progressed into GCSE from Key Stage Three, allowing familiarity of skills, and also progression to continue. It also allows more opportunity for more intervention with more lessons at GCSE, and also more regular tracking to help inform on continued progress. The key new skill is being able to "explain why" something happened. This is a key concept across all the exam papers and therefore is a key focus for learning.

Students will also be expected to take control of their own note taking and revision in the form of their books. Revision skills will still be taught but the notes created will expected to be in the best form of revision for them at the end of the course.

After each unit content there will be an End Of Topic Test (EOTT) to track their progress, and similar to Key Stage Three there will be a front sheet in books to show individual assessments too. There will also be a sheet to show test scores on knowledge as the year progresses with a similar focus on key words to help in essay writing.

**Building Links and Connections:**
There are also very strong links to the library, through the English Department too. Novels and History books have been stocked by age range and suitability of content. This helps to develop further understanding and interest in a period of History a student likes, and also to develop their ability to use more words in their assessments.

There is also the Battlefields Trip that links into the coverage of World War One poetry which is covered in GCSE English. This helps to give context and understanding to the state of mind of the poets as they were writing, and also helps the History students understand their particular perspective at that time.

# CURRICULUM STATEMENT

## **Department:** Foreign Languages and Classics **Key Stage**: Latin KS4

**Scope:**
The aim of the FLC department is to provide the foundation for learning further languages, equipping students to understand, study and work in other countries and with people of different nationalities and cultures.

As one of the few schools in the area offering Latin at GCSE, we are proud to give our students the opportunity to learn something new and enrich their academic profiles.

Students are introduced to Latin through a series of off-timetable activities by a fast-track course in Y9 where they get up to Stage 16 of the Cambridge Latin Course. (We currently have a final cohort of students who have studied Latin from Y7. They will finish Book 2 by the end of Y9. )

Students study for the Eduqas GCSE in Latin combining Latin Language, Literature (Magic and Superstitions) and Roman Civilisation (Roman Britain). We chose the latter 2 options as we felt they would maximize student engagement and also would combine previous learinng eg. Curse Tablets in Book 22 of the CSCP and Roman Britain in Book 2 and 3 of the CSCP. We have chosen to use Eduqas as our GCSE board as it follows on well from the CSCP SOW at KS3.

Students study a mix of linguistic and cultural topics as the Cambridge Latin course interweaves language content with history. By the end of Y11, students have a secure knowledge of the prescribed vocab and grammar, literature and civilization topics for GSCE.

Students have the opportunity to go on a day trip to Bath (Aquae Sulis) in Y10 to enhance their knowledge of the life of the Romans in Britain which feeds in to the Civilisation content of Latin GSCE.

**Powerful Knowledge & Skills:**
Foreign Languages and Classics are subjects that continually build upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. An example of this at KS4 would include:

Students in Y11 Latin could have a starter activity of a number of sentences from the Y10 textbook on the board. Students focus on an accurate and close translation, revising and recognising key grammatical structures and vocab before a new structure is introduced that day. Links can then be made between the formation of structures they know already, and the newly introduced grammatical point to help forge links.

Throughout KS4, students are stretched and ready for the challenge of further language learning and with the aim of achieving at least a 6 at GCSE.

SEND students are supported by use of repetition and mastery of tenses and vocab with useful help sheets to refer to regularly. TAs are prepped and know the objectives of the lesson and how to best support students with SEND. Extra classes are offered each week for lunch time drop in for further support.

**Building Links and Connections:**
Links are regularly made to French and English during the teaching of Latin GCSE. Origins of words, etymology and cognates/near cognates are regularly discussed as well as verb endings, for example the comparison between esse and etre. Furthermore, when teaching literature, links are drawn between analysing literature in English, with the method of PEE as well as applying and developing knowledge of literary techniques.

Students' knowledge and skills are regularly assessed to ensure progress is being made. Each term, students complete a minimum of 2 assessed vocab tests as well as regular low stakes vocab testing. These tests include previously learned vocab and tenses as well as the content students are currently studying in a particular unit to ensure that students maintain focus and see the importance of previous knowledge retrieval and retention.

Students also do at least one formally marked assessment per term based upon what they are studying. There assessments are to measure progress and also to give students a 'taster' of how work can be assessed at GCSE. The SOW builds in a variety of activities such as translations, comprehensions and cultural projects, mock literature and civilisation papers etc.

# CURRICULUM STATEMENT

**Department:** Mathematics **Key Stage**: 4

**Scope:**

As a grammar school, the vast majority of whose learners have high prior attainment, most learners are taught the entire Higher GCSE content, with elements of KS5 Mathematics added as appropriate, therefore helping to ensure transition to Mathematics and Further Mathematics A-Level, for those learners who wish to pursue Mathematics to a higher level. Additional challenge is added through extra content for the more able, assessed in different qualifications, namely the Edexcel Level 3 Award in Algebra and OCR Additional Mathematics. For instance, when all learners learn about sequences, including the nth term of an arithmetic and geometric sequence, higher attaining learners may be further challenged by extending their knowledge to be able to find the sum of an arithmetic series. Any learners with SEND are supported in a variety of ways, including through liaison with teaching assistants and implementation of individual education plans. The vast majority of learners will sit the Higher GCSE, however a small number may be entered for Foundation if deemed appropriate and this decision is on an individual basis.

Across the key stage learners are given ongoing opportunities to develop key mathematical reasoning skills alongside their gains in knowledge. This would include, but not be limited to, the ability to: -

- Apply standard mathematical techniques
- Reason, interpret and communicate mathematically
- Solve non-routine problems in mathematical and non-mathematical contexts

**Powerful Knowledge & Skills:**

Mathematics is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 4 this would include: -

- Solving Quadratics
- Application of Trigonometry
- Manipulation of Surds
- Vectors

Learners are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed.

As an example, before learners are introduced to sketching quadratic graphs and labelling critical points, low stakes testing in the preceding week or two would contain a focus on solving quadratics using a variety of methods including factorising, completing the square using the quadratic formula, and the teacher may well choose to set a revision homework task on x and y intercepts of straight line graphs. Such strategies would help to secure the enabling knowledge required to be successful in the learning of the new content that is about to be taught.

**Building Links and Connections:**

By its very nature mathematics is a holistic subject with links and connections throughout its fabric. The more a learner sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work. An example of this in Key Stage 4 would be: -

Rearranging formulae in order to solve a problem. This skill permeates a range of concepts including trigonometry, direct and inverse proportion, using SUVAT equations, Volumes and Surface Areas of 3-d shapes, Arc Length and Areas of Sectors. A strong understanding of rearranging formulae can support learners in making better progress in a range of topics.

Knowledge gained in mathematics will also support learner progress in a broad range of other subjects. The mathematics department therefore works hard to ensure that its curriculum aligns as best as possible with other areas. For instance, the Year 10 curriculum was recently modified to bring Cumulative Frequency and Box Plots to the end of Year 9, to ensure that learners were secure in knowledge before commencing the GCSE Geography course in which this topic overlaps.

# CURRICULUM STATEMENT

**Department:** MFL (French, German, Spanish) **Key Stage**: KS4

**Scope:**

The aim of the FLC department is to provide the foundation for learning further languages, equipping students to understand, study and work in other countries and with people of different nationalities and cultures.

At Marling School, the Modern Foreign Languages curriculum for Key Stage 4 provides students with the opportunity to study a wide range of language, increasing their knowledge of vocabulary and set phrases while at the same time building their understanding of structures and how language works. Students study and develop their written and spoken language and are able to express their opinions on a variety of topic areas relevant to their everyday lives.

Students study for GCSE through the exam board AQA. Work is differentiated to level and following the January mocks in Y11, a decision is made in partnership with teachers, students and parents to decide on the appropriate tier – higher or foundation. Students' learning is scaffolded with a focus on the following skills:

- Listening
- Reading and translation into English from the target language
- Speaking
- Writing and translation into the target language.

Students are taught the vocabulary needed to discuss various subjects such as school, holidays, family and hobbies, but the core base of the language is the ability to express yourself in at least 3 tenses with reasons and opinions, connectives and time phrases to enrich the quality of language.

In the case where students are bilingual and can fluently speak French, German or Spanish, they will usually have been entered for the exam in Y9 so they have an extra option subject at GCSE. We will give students different class work to challenge and prepare them for GCSE and where possible, they will be placed into KS4 classes if the timetable allows.
If a student speaks another language at home, we will endeavour to enter that student to take a GCSE which they will prepare for individually. Eg. Urdu, Russian etc.

Students in Y10 learning Spanish and German are offered the opportunity to go on the Cadiz trip and the Munich Exchange to help further enrich their language learning opportunities.

Furthermore, students' language learning is also enriched by activities of European Languages Day and extracurricular events with outside speakers coming in to discuss the importance of language learning.

**Powerful Knowledge & Skills:**

Foreign Languages are subjects that continually build upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. An example of this would include:
When studying School, the curriculum will cover vocabulary for subjects studied, adjectives to describe the subjects and the teachers. It will also include transferable knowledge of opinion phrases and conjunctions. The theme of school is visited in Y8, briefly in Y9 and then again in Y11, continuously recycling vocabulary and interweaving new and previous knowledge. Another example would be when studying Customs and festivals: the curriculum will cover vocabulary needed to be able to name and describe a variety of traditions celebrated in the chosen country. It will also cover key words and phrases about how these festivals are celebrated. Students then apply their transferable knowledge of describing events in present, past and future time frames.
Students are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons, homework is strategically set to ensure that powerful knowledge is engaged with at regular intervals, and summative assessment is designed to be cumulative as well as topic focussed. Starter activities at the beginning of lessons will often focus on a revision activity and regular testing of vocabulary, often in the form of phrases, helps forge memory links.
Challenge and support for SEND is provided to students through use of differentiated materials and working with the teacher and foreign language assistant. Weekly drop in sessions are offered at lunchtimes for additional support and the FLA is available once a fortnight for extra 1-2-1 support. SEND students are supported by use of repetition and mastery of tenses and vocab with useful help sheets to refer to regularly. TAs are prepped and know the objectives of the lesson and how to best support students with SEND.

**Building Links and Connections:**

Links are regularly made to French and English during the teaching of MFL GCSE. Origins of words, etymology and cognates/near cognates are regularly discussed as well as verb endings, for example the comparison between esse and etre in Latin and serre in Spanish.

Students' knowledge and skills are regularly assessed to ensure progress is being made. Each term, students complete a minimum of 2 assessed vocab tests as well as regular low stakes vocab testing. These tests include previously learned vocab and tenses as well as the content students are currently studying in a particular unit to ensure that students maintain focus and see the importance of previous knowledge retrieval and retention.

Students also do at least one formally marked assessment per term based upon what they are studying. There assessments are to measure progress and to give students a 'taster' of how work can be assessed at GCSE. The SOW builds in a variety of activities such as translations, Listening and Reading mocks, regularly 16 and 32 marker writings and 4 formal speaking mocks over the course of Y10 and 11.

# CURRICULUM STATEMENT

**Department:** Music **Key Stage**: KS4

**Scope:**

The aim of the department is to offer a broad and coherent course of study that encourages learners to:

- engage actively in the process of music study to broaden musical experience and interests, develop imagination and foster creativity
- develop performing skills individually and in groups to communicate musically with fluency and control of the instrumental resources used
- develop composing skills to demonstrate the organisation/manipulation of musical ideas and the use of musical devices, conventions and appropriate resources
- appraise contrasting genres, styles and traditions of music, and develop some awareness of musical contexts and of musical chronology

The Music Department follow the Pearson Edexcel specification for GCSE Music. The course consists of one externally examined paper and two non-examined assessments. The summary of assessment is as follows.

**Component 1: Performing** (30% of qualification / non-examined assessment)

- *Solo performing*: a performance of at least one minute in duration
- *Ensemble performing*: a performance of at least one minute in duration
- The combined duration of the solo/ensemble performances must be of at least four minutes

**Component 2: Composing** (30% of qualification / non-examined assessment)

- *Composition 1*: this must be in response to a brief set by the exam board, of at least one minute in duration
- *Composition 2*: this is a free composition in any style/genre, of at least one minute in duration
- The combined duration of the two compositions must be of at least three minutes

**Component 3: Appraising** (40% of qualification / written examination 1hr 45mins)

- Students study eight set works relating to four Areas of Study as follows:
- ***Instrumental Music (1700-1820)****:* includes the study of the *3rd movt from Brandenburg Concerto No.5* (Bach) and the *1st movt from Piano Sonata No.8 'Pathétique'* (Beethoven)
- ***Vocal Music***: includes the study of *Music for a While* (Purcell) and *Killer Queen* (Queen)
- ***Music for Stage and Screen***: includes the study of *Defying Gravity* (S Schwartz) and *Main Title from Star Wars Episode IV* (J Williams)
- ***Fusions***: includes the study of *Release* (Afro Celt Sound System) and *Samba Em Preludio* (E Spalding)
- The exam paper is divided into two sections: ***Section A*** tests students' understanding of six of the set works listed above; and ***Section B*** requires students to compare and/or evaluate the musical elements of one set work with one unfamiliar piece of music.

The GCSE course builds on many of the skills established in KS3, in particular performing and composing. However, at GCSE the focus changes with much more emphasis on individual study, especially in composing. In performing students will continue to develop and extend their solo/ensemble skills with regular contact with their instrumental tutors. Students are encouraged to explore repertoire equivalent to ABRSM grade 5 standard (although the expectation at GCSE is equivalent to ABRSM grade 4) as this will enable them to benefit from '*scaled up*' marks to take account of more difficult repertoire. In composing students will develop their understanding of a range of compositional skills and devices used in a range of styles/genres ranging from 12-bar blues to the Classical string quartet idiom. Students will use the departments Apple Mac computer suite for individual composition tasks and are taught to use the Logic software on this platform. In appraising students will develop their analysing skills focussing on the key musical elements of melody, rhythm, tonality, harmony, structure and texture. These appraising skills are built upon and extended throughout Years 10 and 11 through the study of the eight set works from the four Areas of Study. This means that whilst each music score is new to the student, the way in which they analyse them will be familiar, and students can concentrate on building upon skills and extending their knowledge of musical devices, music theory and compositional techniques.

Challenge is provided for more able students through differentiated tasks and by providing them with exemplar material that exemplifies student work at the very highest grade.

**Powerful Knowledge and Skills:**

The GCSE curriculum is designed to encourage students' acquisition of new skills and knowledge that builds upon their prior learning and understanding in KS3. For example, the 12-bar blues project from KS3 is developed with the exploration of more sophisticated chord extensions (added $7^{th}$/$9^{th}$ , sharpened $9^{th}$ and diminished $7^{th}$) and more advanced chord progressions (circle of 5ths and chromatic chord progressions). Study of the harmonic style of Classical period music with its emphasis on tonic/dominant/dominant $7^{th}$ chord progressions encourages students to draw connections with basic blues harmony as well as developing an understanding of modulation to related keys. Appraising skills are taught through the study of set works using music scores and recordings and build upon skills introduced at KS3. Teaching focusses on classroom discussion of the key musical elements of the music score to develop students' analysis skills, their understanding of subject specific terminology and, most importantly, their familiarity with the recording.

Formal assessment is in line with examination requirements. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning. For example, assessment of a mock solo performance at the end of Year 10 is designed to provide students with HTI comments to help them prepare for the assessment recording in Year 11. Mock exam and analysis tests are based upon example questions, either taken from examination past papers or written by the teacher. Analysis tests are used to encourage long-term retention of knowledge as well as to track student progress. Assessment of composition is more informal and focuses primarily on student/teacher dialogue exploring ways to improve students' work and to encourage students to become critical and reflective learners. The examination assessment objectives are at the core of this student/teacher dialogue.

**Building Links and Connections:**

The design of the GCSE specification/curriculum encourages students to appreciate the interdependence of musical knowledge, understanding and skills, and to draw links between the integrated activities of performing, composing and appraising underpinned by attentive listening. For example, music theory taught and acquired in the appraising course, such as chord formation and chord extensions, is carried through to composing lessons and encourages students to build connections and consolidate understanding. Set work analysis develops students' appreciation of writing for different instruments and stylistic characteristics of different genres that informs and develops their approach to both performing and composing.

The subject encourages the development of students' learning and life skills beyond the sphere of music. For example, analysis, research, critical thinking, problem-solving, decision-making, the creative process, expression and interpretation through performing are skills relevant to a broad range of humanities and other arts subjects.

# CURRICULUM STATEMENT

**Department:** Physics **Key Stage**: 4

**Scope**

The GCSE Physics course at Marling is designed to ensure students have the knowledge to enable them to develop curiosity about the natural world, an insight into working scientifically, and an appreciation of the relevance of Physics to their everyday lives, as set out in the national curriculum, so that students:

- Develop Physics knowledge and conceptual understanding
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiry that help them to answer scientific questions about the world around them
- Develop and learn to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills, both in the laboratory and in other environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Students in Years 10 and 11 follow the AQA GCSE Physics course. Around 80% of students elect to take the GCSE Triple (or Separate) Science route. Within a grammar school environment, with boys of high prior achievement, this course is well suited to the boys as it provides extra depth of scientific study compared to the Combined Science award. Following the Triple Science specification places the boys in the optimum position to go on to study A Level Sciences, which the majority of boys will do. In line with the high attainment and expectations of students, all boys are entered for higher tier. However, in exceptional circumstances, SEND students and those of lower academic attainment by the end of year 11 may be entered for foundation tier on a case-by-case basis.

The course develops students Physics understanding and skills through 8 main topic areas:

- Energy
- Particle model of matter
- Waves
- Electricity
- Atomic structure and radioactivity
- Forces and motion
- Magnetism and electromagnetism
- Space Physics

Throughout the course, alongside topic content, lessons enable students to develop their practical skills, knowledge of working scientifically, mathematical skills for solving Physics problems and critical analysis of scientific evidence and models.

**Powerful Knowledge & Skills**

The Physics GCSE curriculum is developed so students acquire new skills and knowledge in a systematic way that's develops their prior skills and learning. For example, the first GCSE topic covered is Energy, which underpins many of the principles taught later in the course such as electricity, forces and magnetism. In Year 10 students will generally learn the first part of a topic before progressing to more challenging concepts in Year 11. For example, students are taught about, charge, current, voltage and simple circuits in Year 10 and then learn about resistance and electrical power in Year 11. This dividing of topics enables students to both gradually progress their knowledge and provides an opportunity to revisit concepts later to ensure longer term retention, as opposed to studying a whole topic at once.

Assessment is also designed to encourage long-term retention of knowledge and skills to promote further progress in the subject. Students sit in-class assessments at the end of each topic that include questions on previous topics to continually review these. Alongside more formal assessment students are given frequent low stakes tests as homework reviewing both current and prior subject knowledge to ensure longer-term retention.

**Building Links and Connections:**

The design of the curriculum supports students in building links and connections across different topics within the subject with the systematic approach supporting this. For example, the Energy topic taught in year 9 is later connected to the Waves and Electricity topics.

Beyond Physics, the curriculum links to all Science subjects as the practical and scientific enquiry skillset students acquire is common to all Sciences. There are also particular examples in the curriculum where topics are cross-curricular. For example, the Year 10 Atomic Structure and Radioactivity unit has a lot of common content with GCSE Chemistry and so is useful for students to build links between the subjects. A lot of GCSE Physics uses students' skills they will have acquired in maths lessons, for example graph analysis and equation rearrangement. Our curriculum is designed so these are covered in Physics after the basics are taught in Maths, so students can apply their mathematical skills to solve Physics problems. Both allowing them to progress in Physics and develop their maths skills with real world applications.

# CURRICULUM STATEMENT

**Department:** Physical Education **Key Stage**: **4**

**Scope:**
As a grammar school, the vast majority of whose students have high prior attainment, all students are taught the full **AQA GCSE PHYSICAL EDUCATION** syllabus, whilst preparing them well for moving on to the A level syllabus if they choose to. This qualification is linear, which means that students will sit all their exams and submit all their non-exam assessment at the end of the course. This courses based on this specification should encourage students to:
•be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways
•develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being
•develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
•understand how the physiological and psychological state affects performance in physical activity and sport
•perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
•develop their ability to analyse and evaluate to improve performance in physical activity and sport
•understand the contribution which physical activity and sport make to health, fitness and well-being
•understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

Teachers work with students with SEND needs to help them to target essential content and make the volume of content more manageable.

The key assessment objectives of the GCSE course, which the exams and non-exam assessment will measure are:
•**AO1**: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
•**AO2**: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
•**AO3**: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
•**AO4**: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

As this is also a practical subject there is a non-exam assessment (**NEA**) aspect of this course which requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques outlined below. This aspect of the specification requires students to:
•demonstrate skills in physical activity and sport, applying appropriate technique(s)
•demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses
•demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport
•use appropriate physical characteristics/attributes (e.g. strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport
•demonstrate psychological control (e.g. arousal, anxiety, aggression) to achieve successful performance (and fair play) in physical activity and sport
•adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport
•analyse and evaluate performance to bring about personal improvement in physical activity and sport
•demonstrate their ability in team sports and activities by:
•applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate
•showing awareness of, and responding to, the actions of other player(s)/performer(s)
•communicating effectively with other player(s)/performer(s)
•demonstrating their individual role in achieving the collective outcome.

Although students will not be assessed on each of these skills individually, they are all inherent to their overall performance. They will be assessed holistically using levels of response mark schemes provided.
This builds upon previous learning from the Key Stage 3 curriculum.

**Powerful Knowledge & Skills:**

Physical Education is a subject that continually builds upon prior learning so all knowledge could be considered to be powerful. However, certain key concepts underpin more future learning than others. In Key Stage 4 this would include: -

- Development of Oracy skills.
- Exam technique based on the AOs.
- Development of Personal, Learning, Social & Thinking Skills

Students are supported in their long term retention of such knowledge, through regular re-visiting and practising. This could happen in a variety of ways. For instance, high frequency, low stakes testing takes place at the start of the majority of lessons to ensure opportunities for deeper learning as well as supporting the development of individual students if required.

As an example, of low stakes testing in the preceding week or two would contain a focus on previous topic areas which were either covered or need to be re –addressed, possibly after and end of topic test or exam. The format could take that of an actual exam question or six key words from that topic and ask students to write down what they understand about the topic using the six words on the board. Such strategies would help to secure the enabling knowledge required to be successful in the learning of the new content that is about to be taught.

This holistic approach links directly with what we cover within the Key Stage 3 curriculum. For example the Components of Fitness is covered within the GCSE syllabus in relation to the Principles of Training and this links, not only prior knowledge but, the Key Stage 4 “core curriculum” who’s first topic is Health Related Fitness specifically to plan, perform and evaluate a Personal Training Programme.

**Building Links and Connections:**

By its very nature Physical Education is a holistic subject with links and connections throughout. The more a student sees the connections, the more their understanding will develop. Teachers therefore make explicit reference to this as part of their day to day work. An example of this in Key Stage 4 would be: -

The Components of Fitness which link several aspects of Physical Education. These links permeates many ‘topics’ in Key Stage 4 Physical Education, such as Heath Related Fitness whereby in the “core curriculum” the students use GCSE level knowledge & understanding, along with Key Stage 3 knowledge & understanding to create a personal training programme. They then need to use data to evaluate the effectiveness of their programme & to create an Action Plan ready for Year 11.

Knowledge gained in Physical Education will also support student progress in a broad range of other subjects. The PE department therefore works hard to ensure that its curriculum aligns as best as possible with other areas. For instance, the Year 10 GCSE curriculum was recently modified to ensure that the circulatory system, respiratory system and respiration are covered within the first 8 weeks, therefore ensuring that students’ learning of this within the context of Year 10 GCSE Biology is more appropriately supported.

# CURRICULUM STATEMENT

**Department:** Psychology **Key Stage**: KS4

**Scope:**
Marling School is one of the few local schools to offer Psychology at GCSE. It is a challenging and interesting subject to introduce to students at KS4 and allows them to develop their core academic skills, within a new area of content. Students cover the AQA syllabus as this introduces them to a wide range of exciting psychological concepts, whilst preparing them well for moving on to the A level syllabus if they choose to.

As this is an exam based subject, students are required to develop their knowledge and understanding of all content on the syllabus. The syllabus and requirements of a new subject ensure that all students are stretched and challenged by the content. Delivery of the lessons allows all students to reach for the top and aim for a grade 9. Teachers work with students with SEND needs to help them to target essential content and make the volume of content more manageable.

A key element of the GCSE course is developing students' knowledge of 3 core skills – description, application and evaluation. Students are introduced to these skills straight away as they start the course and then they are practiced and strengthened through applying them to each topic. Evaluation is the more challenging of skills and so students are taught a clear structure to help them to evaluate research and theories in the best way to achieve marks against the mark schemes. The use of a PEE chain structure allows students to ensure they are demonstrating specific and detailed knowledge, whilst elaborating and making clear their deep understanding of the content.

The GCSE is excellent preparation for moving on to the A level course. AQA is used at both GCSE and A level, meaning that command words and exam phrasing are familiar. There is some overlap of content, with the A level extending on GCSE knowledge. For example, in GCSE students learn about one memory model and research that has been carried out to support it. At A level the students are introduced to an additional and competing model, allowing them to develop a deeper knowledge of the topic and develop stronger analysis of the original model.

**Powerful Knowledge & Skills:**
A key element to the Psychology GCSE is developing an ability to assess the worth of research. Students are introduced to 2 acronyms (GRAVE and SCOUT) which are outlined in the early stages of the course. This introduces them to a range of key terminology which they will need throughout the course. The acronyms give them a selection of topics which allow them to consider the strength of a current piece of research or theory. It enables them to judge both the validity of the results, application in the wider world and reliability. The Psychology scheme of learning ensures these concept are revisited regularly throughout each topic, allowing the teacher to slowly remove support and encourage students to begin to evaluate on their own.

The Psychology department make use of various tools to support retention of knowledge. In year 10 this focuses on developing exam skills, while in year 11 it drives the process of revision. In year 10 students complete small exam questions regularly, allowing teachers to review key content, but also expose students to a wide range of styles of exam questions. Exam based home works are set to either prepare for a particular topic area or complete the exam question. Students do these in a mix of timed/relaxed, open/closed book scenarios so that they can gradually develop their confidence in tackling them. Starters are then used in the classroom to share exemplar answers and mark schemes so that students can either peer or self-mark in confidence. This allows students to review old knowledge regularly, but also develop confidence in their understanding of question phrasing/mark schemes.

In year 11 the students follow a program of low risk, high frequency tests. These tests are based on quick answer, knowledge questions, enabling students to check their retention of previous knowledge and trigger additional revision. Students are provided with a timeline of topics at the beginning of the year, allowing them to plan their revision in advance and ensure all content has been covered by the end of the year. Results are not gathered from the tests, allowing students to personalise how they tackle them. Student voice has shown how some students revise the content prior to the test and then use the test to check their retention, whilst others use the initial test to assess retention of prior learning and then use the outcome to inform priorities in their revision going forward.

**Building Links and Connections:**

Within the Psychology GCSE there is a strong focus on making connections. Both exam papers include a synoptic element where students can be asked to combine knowledge from unit 2 with a topic from unit 1 and discuss them together. This is a skill that is practiced through lessons, particularly in year 11 when more of the course content has been covered. Teachers, resources and schemes of learning clearly identify to students where the greatest links are across the two units studied. For example, core theories from Piaget appear in the Development topic in unit 1 and Language, Thought and Communication topic of unit 2. When the second topic is covered, time is spent in the class allowing students to make connections across the 2 areas and practice extended writing questions which are the most common exam questions to require this skill.

The research methods topic within unit 1 has clear and direct links to knowledge gained through lower school science lessons. When tackling content that students have seen before in science, teachers use activities such as starter tasks which require students to recall experiments they have completed in the past and identify key terms, such as independent variable and dependent variable, before moving on to see how these concept are used within psychological research.

# CURRICULUM STATEMENT

**Department:** Religious Education **Key Stage**: 4

**Scope:**
In Religious education we work hard to ensure that the subject provides our scholars with a deep and rich understanding of the world in which they live. The aims of the department for KS4 are as follows:

- Developing intellectually virtuous thinkers who are openminded, critical and analytical in their approach to philosophical issues, ethical problems, religious and non-religious beliefs and practices.
- Developing understanding in students of religious teachings, texts, and other sources of authority encouraging thoughtful and reflective learning about our pluralistic world, its living faiths including humanism, and key issues in relevant today in ethics and philosophy.
- Developing encounters with differing perspectives: developing empathy, sympathy, and moral integrity in inquisitive learners.
- Developing powerful speakers and writers who engage civilly but robustly, conveying their ideas and arguments with confidence, clarity and eloquence in speech and writing; encouraging a confident and flexible analysis of religious texts and teachings.

The Religious Education department follow the WJEC Eduqas examination board for GCSE Religious Studies Short and Full Course.

**Short Course:**
Component 1 Christian and Humanist Perspectives Issues of Relationships; Beliefs and Teachings Christian and Humanist Perspectives Issues of Life & Death
Component 2 Christian Beliefs and Teachings
Component 3 Islamic Beliefs and Teachings

**Full Course:**
Component 1 Christian and Humanist Perspectives Issues of Relationships; Beliefs and Teachings Christian and Humanist Perspectives Issues of Life & Death; Human Rights, Good and evil.
Component 2 Christian Beliefs and Teachings; Christian Practices.
Component 3 Buddhist Beliefs and Teachings; Buddhist Practices.

Students are prepared for the skills and topics assessed at GCSE in KS3, which are built upon throughout Years 10 and 11. This means that whilst some of the concepts may be new to students, these concepts are 'sticky' and relate in a way whoch builds on ideas that are already familiar, and students can focus on building upon knowledge, understanding and skills already acquired rather than establishing them (e.g. Christian, Islamic and Buddhist Beliefs and Practice as well as issues and theory in Philosophy and Ethics such as social ethics, science and religion, etc developing increasingly complex terminology). Likewise, the type of tasks they encounter for Language, such as comprehension, narrative writing, writing of Teachings, practices, philosophical ideas and ethical issues etc., are introduced throughout KS3.
Challenge is provided for more able students (aiming for grade 9) through differentiated tasks, and by providing them with exemplar material that goes beyond GCSE level. Students are also provided with critical material which enhances and stretches their own knowledge and understanding. SEND students are equally supported in a variety ways, including scaffolded writing frames, liaison with teaching assistants, and implementation of individual education plans.
Although two separate GCSEs, the Religious Education department teach Short and Full course alongside one another as knowledge, understanding, and skills cross-over between the two. Schemes of work are therefore topic based, incorporating skills from all aspects of both courses across the 7/8 weeks of teaching per SOW. The Religious Education 'topics' covered each year continually hit on several big core concepts such as 'kingdom of god', 'prophets' which have fed through from KS3. These reappear frequently in each unit of the specification, and similar skills and ways of looking at content are revisited, strengthening skills and deepening ideas with new 'sticky' content, which ensure coherence across the entire KS4 and indeed seven year curriculum. The sequencing of topics ensure that religious beliefs and practices, and key philosophy and ethics issues topics are interwoven across the years, so that the knowledge, understanding and skills that are first encountered in the year 7 "Is happiness the Purpose of life" unit are repeated for the year 8 'Why Is their suffering" unit, then again in the year 9 "How do Buddhists live" and "Do we still need prophets" units thus deepening the retention of knowledge, understanding and skills and allowing the most able students to access the very highest levels. Key skills through structured extended writing, presentations, key knowledge tests and timed assessments and use review and revision lessons of the topics covered.

**Powerful Knowledge & Skills:**

Religious Education is a subject that requires both knowledge, understanding as well as skills, and therefore prior learning is continually revisited and built upon. However, some aspects of the GCSE courses do require specific learning of key material, for example:

- Quotations from sources of wisdom and authority in the relevant religious system e.g. the Bible, the Quran, the Dhammapada, the church's creeds, the hadith, liturgies, extra canonical texts like the questions of King Milanda.
- Subject specific vocabulary from specific religious contexts e.g. the trinity, the incarnation, resurrection, ascension, the judgement day, Prophethood, predestination, the five roots or religion, the six articles of faith, the Buddha, enlightenment, Dukkha, Nibanna, middle way, ahimsa, Buddahood, karma, rebirth.
- Subject specific vocabulary from specific Philosophical and Ethical issues e.g. Euthanasia, cohabitation, same sex marriage, human rights, evil, omnipotence, soul, afterlife.

The way in which students are assessed on the above knowledge and understanding however is predominantly skills-based in terms of short and longer extended writing therefore such skills are taught from KS3 and regularly revisited in each SOW to enable knowledge and long-term retention. The GCSE course is knowledge heavy and so our course design and planning has adapted to reflect this. Our lessons often begin with a low stakes, high frequency retrieval practice. Using such low-stakes mastery quizzes throughout the year helps thus to re-visit the specific learning of key material outlined above (e.g. quiz on previous context covered, etc.). This is done via smaller tasks and also regular assessment. These are engineered to retrieve information from prior learning that has links to or will be useful in the current teaching unit, and later in the course to target weak areas for revision. Bespoke knowledge organisers, written for our teaching course to ensure that key knowledge is targeted and regular knowledge quizzes ensure that teachers can identify and fill gaps.

Homework is also set that requires student to practise the skills and gain key knowledge to include an element of revision right from the start of the GCSE course, to encourage overlearning and good revision strategies and habits. Regular assessments don't just test the recent "topic" but include content from earlier in the course - distributed practice which encourages no opt out revision. A shared resource drive allows students a huge range of revision opportunities. This makes sure that progress isn't just about what they know but how they use it and the progress they are making.

Assessment for both Short and Long course Religious Education is in line with examination requirements and based upon example questions. Whilst assessment provides a summative grade, it is used in a formative way to inform future learning. Students are taught and encouraged to see how the skills cross-over between texts and topics e.g. an assessment on *Christian teaching on the nature of God* might provide a target of improving argumentation and evaluation by zooming in on key strengths and weakness of Christian claims that the Trinity is a coherent idea; students then apply these A02 'evaluation' skills in their study of other areas and topics e.g. *Buddhist teaching and Nibanna or Islamic beliefs about Allah.*

**Building Links and Connections:**

The focus on developing key concepts and skills from KS3, through KS4 and into KS5, means that students in religious Education are consistently building links and connections. Examples of topics introduced earlier that lead to later connections, for example:

- Buddhist teaching on the three poisons in the 'wheel of life' (Year 9) → Dukkha and its cause in the three types of Tanah (Year 11) → The Four Noble Truths as understood by Theravada and Mahayana (Year 12)
- The problem of suffering (Year 8) → The book of Job (Year 10) → The theodices of Augustine and Irenaeus (Year 11) and Anthology work on JL Mackies rebuttal of the free will defence Year 12
- Christian beliefs about Jesus divinity (Year 7) → Arguments and debates about the two natures of Jesus and Miracles (Year 13) → Religious Lanaguage (Year 13)

When teaching topics in KS4, teachers make explicit reference to the relevant topics studied in KS3 to make connections and build knowledge.

Knowledge of both skills and topics in Religious Education supports student progress in a broad range of other subjects. For example, skills such as analysis, evaluation, argumentation, communication, comprehension, and written expression are relevant for other essay-based subjects, such as English, History, RE, Drama, etc. Furthermore, the context studied for some of the sources of wisdom and authority is also relevant to other subjects e.g. Language of Biblical terms (year 10) the statistics about the religious nature of the UK (Year 9), the ethics and origin of the law on divorce (Year 10), the key beliefs of Christian traditions - protestant, and catholic (Year 10, 11), human rights (year 11), science and religion (Year 10).

The study of Religious Education also develops students' life skills: creativity, critical thinking, problem solving, decision-making, debating, communication, research, discussion, etc.

Students also engage with a variety of time periods and cultures through the study of sources of wisdom and authority.