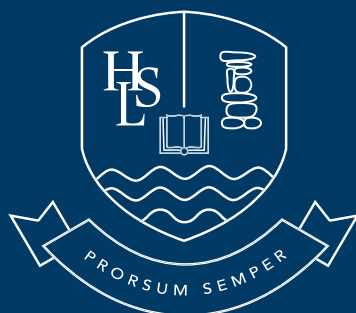


# Super-Curriculum Information

Inspiring curiosity by taking our curriculum further.



The High School  
Leckhampton

# Super-Curriculum Information

Inspiring curiosity by taking our curriculum further.

We are very proud to have developed a 'Super-Curriculum' for our students, hoping to capture their imagination from the moment they join us. As well as following the national curriculum, our students are given opportunities to develop deeper understanding of subjects through ambitious and carefully considered learning sequences that extend and deepen knowledge and skills.

## What is a Super-curriculum?

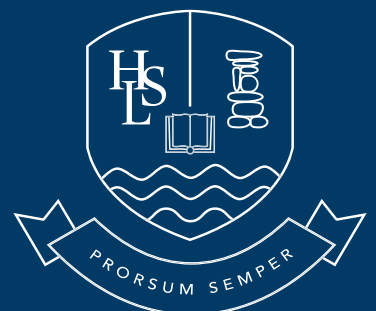
Super-curricular activities are those that take our regular curriculum further. For example, teachers may go into more depth on something they usually teach in the classroom or study a new topic altogether. These learning activities will be SUPER!

**S** – stimulating  
**U** – unfamiliar (beyond the normal curriculum)  
**P** – perplexing and provocative  
**E** – extending and enriching  
**R** – riveting and remarkable

## Why is the Super-curriculum important?

We hope our super-curriculum will benefit students in a number of ways:

- By adding intellectual value, specifically providing opportunities for extension or enrichment
- Providing additional stretch beyond the regular curriculum
- Stimulating curiosity and inspiring students



The High School  
**Leckhampton**



The High School  
Leckhampton

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**Physical Education**

**Religious Studies**

**Science**





# Art

**The National Curriculum requires students should learn:**

**How does our curriculum go above and beyond this?**

**To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas**

We encourage our students to experiment with different materials and tailor students interests to the recording and experimentation with ideas. We also encourage digital tools as methods of recording ideas, such as drawing tablets and photography. We allow students to pursue passion projects to explore unique interests and foster independence. We support our students to complete independent research with gallery visits and online exhibition experiences.

**To use a range of techniques and media, including painting**

We value a wide range of techniques and media and have extended this by integrating technology into projects where possible. We give students experience of a range of materials; drawing, painting, printmaking, photography, ceramics, sculpture, mixed media. Mixed media outcomes are encouraged, and students are guided towards techniques and materials they feel strongest in using.

**To increase their proficiency in the handling of different materials**

We encourage students to work on different scales and adapt their techniques accordingly. For Progressive skill development our Year 9s work closely to a GCSE level in terms of materials and techniques. We offer specialised workshops to develop material use, throughout KS3. We utilise peer-to-peer teaching and we consistently use real world applications – connecting skills with careers or industry.

**To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work**

Collaboratively, we review, and critique students work, working with students and often led by students. We provide regular self-reflection opportunities where students record their thoughts throughout KS3 and use their ideas to guide discussion in groups. We are proud to exhibit our students work frequently in the school environment. We hold a sketchbook circle project and we run the 'Big Draw' project to promote engagement in Art for all students.

**About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.**

Our students complete a comparative analysis of historical and contemporary artworks alongside their own. They also complete in-depth studies of individual artists and artworks; allowing connections to wider contexts to be made. We explore diverse global perspectives beyond Western canon of artists, designers and craft makers and students have choice in terms of the artists and areas of investigation (Year 9).



# Design Technology



The National Curriculum requires students should learn:	How does our curriculum go above and beyond this?
<b>Use research and exploration, such as the study of different cultures, to identify and understand user needs</b>	<p>Brief based projects with an end user / target market indicated.</p> <p>Discussion regarding the importance of inclusive design by exploring the needs of users abilities, ages and backgrounds.</p> <p>The design process is explored in all KS3 projects and involves tasks such as mind mapping ideas, creating prototypes and seeking feedback – revisited in almost all projects at a higher level and including greater detail.</p>
<b>Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools</b>	<p>Progressive skill development from basic sketching to 3D modelling.</p> <p>Practical hands-on modelling skills using a range of materials cardboard, clay and fabric before using digital tools.</p> <p>Integration of mathematical concepts into design tasks in all projects.</p> <p>Project based learning with oral presentations and exhibitions of work.</p>
<b>Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</b>	<p>Students explore various tools, techniques and processes in workshop style lessons specifically focusing on advanced skills.</p> <p>Access to higher level resources and online tutorials on the VLE to support independent study and interest.</p> <p>Open ended briefs.</p> <p>STEM club / sewing club / jewellery club projects and challenges.</p>
<b>Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</b>	<p>User interviews to support research and better understand user preferences in familiar environments.</p> <p>Introduction of statistics and advanced evaluation methods.</p>
<b>Understand and apply the principles of nutrition and health</b>	<p>Students are given opportunities to critically evaluate nutrition related information and make informed choices about food and health.</p> <p>Students explore physical and mental health alongside learning about nutrition.</p>

# Drama



The National Curriculum requires students should learn:	How does our curriculum go above and beyond this?
<b>Drama doesn't exist as a standalone subject in the KS3 national curriculum</b>	We are delighted to be able to offer Year 7 one lesson of Drama per week and Year 8 and 9 one lesson per fortnight, which demonstrates how we value the subject at the school. This provides our students with a subject specialist, providing a far reaching and broad curriculum which allows students to make informed choices during the option process in Year 9.
<b>'Spoken English' section in the English national curriculum says "improvise, rehearse and perform scripts"</b>	<p>All year groups at the High School Leckhampton have a variety of options to create their own work and perform from scripts – which are relevant, challenging and this work often supports the teaching of Relationships and Sex Education within our curriculum. All students have the opportunity to be involved in our whole school productions, whilst Drama club and wider national competitions help to develop their understanding of script work</p> <p>Students are given opportunities to create and devise their own scripts and pieces using original ideas to create a meaningful piece of Drama with clear artistic intentions.</p>
<b>'Spoken English' section in the English national curriculum says "students should discuss language use and meaning"</b>	<p>Spoken English is explored thoroughly through texts and styles, drawing on key skills from literacy about understanding choice of words and writer's intentions. Students explore Greek theatre and Brechtian Theatre and how language is poignant in these styles to communicating meaning</p> <p>We explore through our own performances created in Year 9 where meaning is the main focus and how this is created through different styles of writing (poems, news reports, monologues, lists and stories).</p>
<b>'Spoken English' section in the English national curriculum says "students should use role, intonation, tone, volume, mood, silence, stillness and action to add impact"</b>	<p>A wider breadth of key skills are taught such as facial expressions, body language, reacting, focus, pause, pace, articulation, projection which help develop scripts and devised pieces</p> <p>More specialist techniques are taught in regard to theatre practitioners and how their styles have shaped theatre and how these can be adapted and used.</p> <p>Clear links to transferrable skills are made regularly in lessons and displayed in all lessons to highlight the importance of being good public speakers and team workers.</p>
<b>No requirement to experience live theatre</b>	<p>We provide opportunities to visit theatres locally and nationally, experiencing different styles and genres that highlight social contexts and topics and allow students to see the wider industry of theatre and job opportunities.</p> <p>Our 'theatre critics' club takes advantage of free live streaming productions through The National Theatre and helps our students to engage critically with live productions.</p>

# English



The National Curriculum requires students should learn:	Where do we meet these in our KS3 curriculum?	How does our curriculum go above and beyond this?
English Literature pre-1914	<p>The Tempest/Romeo and Juliet</p> <p>The Gothic</p> <p>Outsiders' perspectives</p> <p>Female Voices</p> <p>19th Century Crime and Punishment – Non-Fiction</p> <p>Dystopian Fiction</p>	<p>We offer a wealth of pre-1914 texts from a range of different cultures and time periods. Our texts are not just pre-1914 British texts, but from a range of cultures and experiences to ensure that we are countering our monocultural cultural setting by exposing our students to a diverse and varied range of voices, settings and experiences across time.</p>
Contemporary (prose, poetry and drama)	<p>Ghost Boys</p> <p>Animal Farm</p> <p>WW1 Poetry</p> <p>The Bone Sparrow</p> <p>Outsiders</p> <p>Dystopia</p> <p>Identity Poetry</p>	<p>The overall aim of our curriculum is to ensure that our students leave our school as well-rounded, empathetic and knowledgeable young people – and we do that through exposure to books and texts, experiences and cultures that are different from their own.</p> <p>We want to ensure that our students have a broad and varied diet in terms of exposure to experiences and are keen to ensure our texts are looking outside their immediate context of Cheltenham and our text choices are the vehicle for that exposure.</p> <p>Furthermore, after conducting Pupil Voices and discovering how much our students value whole class reading, we are introducing more whole class novels into KS3 for the summer term.</p>
Shakespeare 2 plays	<p>The Tempest</p> <p>Romeo and Juliet</p> <p>Plus 'Introduction to Shakespeare'</p>	<p>We look at two Shakespeare plays in detail, but also give our KS3 students the opportunity to learn about a range of Shakespeare plays – this means that our students not only have exposure to more classic texts and plays that are integral to the creation of core ideas within Literature, but also so that they can be as prepared and knowledgeable of the social and historical context of the Elizabethan period ahead of KS4; demonstrating how our KS3 curriculum builds up skills and knowledge. Furthermore, the exposure to more Shakespearean plays allows students to practise and perfect the key skills required to understand, analyse and most importantly, appreciate Shakespeare.</p>

# English continued...

World Literature	Ghost Boys	We are passionate about ensuring our students have a broad and exciting curriculum and learn about cultures different from their own. We speak to our students about the 'voices' they want to hear more from and use that feedback to inform future text choices.
	Animal Farm	
	The Bone Sparrow	
	Outsiders	Furthermore, we feel that it is important our curriculum responds to topical issues that our students will have questions about and want to give them a safe and secure place to find out information and knowledge about such topics, for example the refugee crisis. So, we introduced the study of The Bone Sparrow in Year 9 to serve as a vehicle in which to have those important, yet difficult conversations.
	Dystopia	
	Female Voices – poetry	
	Identity Poetry Unit	
Writing for a range of audiences/purposes	Year 7 Charities Unit	Rather than leaving skills such as 'perspective' and 'viewpoint' until KS4, we actively teach and engage with the them at KS3, so that our students understand why different audiences have different viewpoints.
	Non-Fiction Crime and Punishment – Year 9	Furthermore, we expose our students to a range of different writing styles and purposes, from across a range of time periods and cultures, so that they can study and analyse their effects and understand why they are different, before writing their own.
Formal and narrative essay	Year 9 creative writing: Dystopia	For our analytical writing, we quickly move away from the sentence starters and stems that KS2 students use to ensure that the students are given the freedom and ability to write through their own voice and expression. We follow the 'what, how, why' structure so that students are able to use their own voice and are not limited by sentence starters but are still supported in their analytical writing.
	Year 7 non-fiction writing: letters	
	Year 8 non-fiction writing: newspaper article	Furthermore, to improve reading for pleasure, we focus our analytical questions on characters, rather than writers. This gives our students to chance to focus on how the characters feel, improving their empathy and understanding, rather than just thinking about the book as a construction. E.g. we use 'How does Subhi present the importance of the theme of storytelling?' as opposed to 'How does the author present the importance of the theme of storytelling?'
	Year 9 non-fiction writing	
Oracy – talks and presentations	Year 7 non-fiction writing: debating and sharing ideas	We thread talk and oracy into everyday lessons; they are skills that our students are expected to practise and take part in during every topic, not just 'speaking and listening' topics.
	Year 7 creative writing: sharing gothic stories	We regularly use 'knee-to-knee' discussion techniques to ensure that all students are confident with and used to talking with their peers, and as a 'hands-down' school we make sure that all students are involved and active participants in the classroom; no one expects to be a passive learner, everyone expects to get involved.
	Year 7 Shakespeare: performing soliloquy	
	Year 7 non-fiction writing: P4C	Furthermore, all adults in the classroom are role models when it comes to speaking in a formal, sophisticated and ambitious tone – with language that promotes that.
		Word glossaries are regularly used to promote improving our vocabulary and 'today's key vocabulary' strands are used on all PowerPoint presentations in English.



# Geography



**The National Curriculum requires students should learn:**

**How does our curriculum go above and beyond this?**

**Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts**

Through our thematic approach, students are given opportunities to revisit key themes to not just understand them, but to be completely able to synthesise information and make evaluations/judgements about effective human management. For example, we don't just teach an understanding of coastal environments, we ask students to create cost/benefit analysis of coastal management projects, to allow them to consider how humans can protect vulnerable communities.

**Analyse and draw conclusions from geographical data.**

We support the teaching of Mathematics by utilising opportunities to teach graphicacy as part of our skills. For example, Year 7s learn how to create dual axis graphs, all assessments require students to understand how to plot radar graphs to assess their understanding of 5 key areas of Geography. Compound graphs are taught to Year 9 students. Through small investigations, students collect and analyse information about local environments.

**OS Mapping: including using grid references and scale,**

When teaching map skills to Year 7s, we go beyond the limited skills referenced in the national curriculum, teaching students about height and relief of land, measuring distances using 2 methods, directions, symbology used in OS Mapping.

**Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East,**

Within each topic there is a clear locational knowledge focus, which is routinely tested to ensure that all students have not just had their awareness 'extended' but consolidated. This is assessed, to ensure that mastery of locational knowledge is secure.

**Understand human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources**

We filter into conversations more difficult ideas than would be typically expected of students at Key Stage 3, for example discussion of the Schengen Agreement (free movement in EU), discussion of globalisation flows, geographies of inequality at both global and personal level. We use the RRSAs rights to frame ideas. The concept of sustainability is linked with eco-schools – and consistently revisited during KS3 in Y7 and Y9 topics

**There is no reference to literacy within the Geography KS3 curriculum.**

We support the teaching of English by including literacy-based tasks in Geography – including the testing of language acquisition as a routine feature of assessments (vocabulary testing). Our skills section of the assessments also tests students' ability to acquire information from a body of text.

# History



## The National Curriculum requires students should learn:

Know the history of Britain through a chronological narrative and how people and other countries have influenced the past.

Students should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

## Study the Holocaust\*

## How does our curriculum go above and beyond this?

Our meanwhile, elsewhere homework tasks broaden the scope to consider what else was happening elsewhere in the world at the time of the key events in Britain that are included in our curriculum. These include the establishment of the Jamestown settlement, the medieval Song Dynasty and the mountain climber Lizzie le Blond.

Our spiral curriculum is designed specifically for revisiting content and skills, allowing students to analyse trends and understand the wider picture of the past.

Underneath each topic heading is a range of enquiry questions. We have formalised the opportunity for students to frame their own questions about the past in the second half of the Y9 module. In addition to this we provide frequent opportunities for students to ask questions about the past.

Each module provides the opportunity for source-work and students' ability to handle sources and interpretations is formally assessed to ensure progress throughout the key stage.

Several assessments require students to challenge or support an historian's interpretation.

We take all of our students to Bristol on a trip to the M Shed, which requires them to directly engage with a curator's interpretation of the topic on slavery, and then create their own interpretation, taking into account different groups in the audience.

A visit from a WWI reenactor in the Spring Term supports the Y9 curriculum. Students have the chance to ask their own questions and handle artefacts related to WWI.

Our teachers have completed an IWM online training session about how to use artefacts effectively in History lessons (December 2023)

Our teachers have completed training with UCL Centre for Holocaust Education The Holocaust is taught alongside other genocides, in the module "The 20<sup>th</sup> Century: History's Age of Hatred?" There are persuasive and compelling reasons why the Holocaust should be taught within a wider context, which our curriculum supports

# History continued...

## **Complete a local History study.**

Module 8 - The Transatlantic Slave Trade – focuses on involvement in the slave trade in Gloucester, Bristol and the South-West region.

In addition, local examples and case studies can be found throughout the KS3 curriculum: the experience of the Gloucester Jews (in the Medieval Life for Ordinary People module); use of local statues when discussing what makes individuals historically significant (module 5, about the significance of monarchs); local examples in module on the English Civil War and in the First World War module with a focus on the Gloucestershire regiment at the Somme

## **Study an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.**

Module 11, Revolts and Revolutions, specifically takes a thematic approach. However, overview lessons for several of the modules seek to place a new topic in context, picking up on elements of this throughout the curriculum.

## **Study at least one significant society or issue in world history and its interconnections with other world developments.**

This is explicitly addressed in several places within the curriculum. Module 6, The Age of Discovery, lays the foundations for understanding later topics; Module 14, the 'Age of Hatred' considers genocide beyond the Holocaust; finally, Module 15 – Stories of the Century – considers the changing world order in the 20<sup>th</sup> century, from the superpowers in the early 1900s to the growth of Russia and later China. However, there are several elements of choice within this module, to give students the opportunity to drive the content to link to their own areas of interest in the subject

# Modern Foreign Languages



The National Curriculum requires students should learn:	How does our curriculum go above and beyond this?
<b>Foster curiosity and deepen understanding of the world.</b>	In every lesson we explore culture above and beyond curriculum topics, provoking discussion and allowing students to share their differing experiences and knowledge. We adopt the position that languages are worldwide rather than Eurocentric and we refer to a wide range of cultures where French and Spanish are spoken. We hold competitions to foster a sense of fun and curiosity, clubs to allow students access to a wider range of language and activity and tutor activities to promote MFL.
<b>Foundation for learning other languages.</b>	A key part of our curriculum is teaching learning skills and techniques to students. We help them to understand and apply appropriate metacognitive strategies as well as to evaluate how effective these are for them. Students analyse their own behaviours on a half-termly basis. Within early language lessons students are directed to a particular learning style each half term in order to ensure all students have access to high quality teaching of learning techniques. We reference other languages and cultures within our teaching.
<b>Write and speak with increasing confidence and accuracy. Expressing ideas and opinions.</b>	Our students are encouraged and supported in independent learning beyond the needs of the curriculum through provision of and training in how to use reference materials which allow more personal expression of opinion and thought.
<b>Understand written and spoken language (original and adapted sources) and translation.</b>	We have developed a reading canon and have books in our classrooms that promote understanding of the written language. We use starters and extra activities that use materials relevant to our contexts. We provide students with training about how to use ICT to facilitate translations.
<b>Read literature and texts.</b>	We have a selection of books and other materials both in the library and in the MFL classrooms. We also provide access to authentic materials through our lesson materials where we go beyond what is provided in the textbooks and we try to access resources which will interest our students. We provide challenge tasks in books.
<b>Phonics, grammar and vocabulary. Ambition for all to uptake GCSE</b>	We spend at least 5 minutes on phonics practice in every lesson and we teach students to decode past present and future tenses. We also teach the conditional and include challenging phrases/constructions. We ask students



# Music



**The National Curriculum requires students should learn:**

**How does our curriculum go above and beyond this?**

**“Play and perform confidently in a range of solo and ensemble contexts”**

Students take part regularly in WCET (Whole Class Ensemble teaching) with an emphasis placed on critiquing and evaluating their own performances and those of their peers. Extra-curricular opportunities allow students to experience playing in a range of different ensembles, but also allow students to perform outside the classroom (for example, at Cheltenham Jazz Festival).

**“Use of staff and other relevant notation...”**

In our Year 9 module of “Score Reading” – students are taught to apply their knowledge of staff-based notation to scores of multiple instruments across a variety of genres. This is a step above simply reading a single line of music and requires the students to interpret a score as a complete entity. Staff notation is regularly used as part of our warm-up activity and ABRSM theory questions are used at regular intervals to ensure an advanced level of theory knowledge is upheld.

**“Listen with increasing discrimination to a wide range of music...”**

Our students listen to new pieces of music every lesson and are expected to be able to analyse them and compare them to previous examples with justification of any views / opinions following musical reasons. The pieces selected ensure that the students have a wide breadth of different styles and eras of music. The “World Showcase” Google Earth project allows pupils to experience music from across the globe whilst also contextualising each style with wider information about the country’s politics, art and religion.

**“Improvise / compose and extend / develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.”**

Multiple topics allow our students to compose in a variety of contexts and using different tools (for example, Sibelius (music notation software) is introduced in Year 9 – so that students learn how to write, as well as read musical notation. Similarly, Mixcraft is also used to allow pupils the opportunity to create music that is more electronic in nature.

**“Develop a deepening understanding of the music that they perform and to which they listen, and its history.”**

We explore the contexts of music through our weekly listening activities and at certain points in the year we highlight specific music that is relevant to contemporary issues. For example, in Black History Month, we listen to music from influential black musicians such as Nina Simone, Bob Marley and Jimi Hendrix, and then explore why that music is relevant to civil rights and its impact.

**“Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices”**

Listening, composing and performing elements are all interlinked in the curriculum, so that a listening journal entry leads into (or draws upon) main activity tasks. Students are expected to be able to identify whether a piece is major or minor and how many beats are in a bar from a single listen.

# Physical Education



**The National Curriculum requires students should learn:**

**How does our curriculum go above and beyond this?**

**To develop competence to excel in a broad range of physical activities.**

Our students are taught a wide variety of team sports, individual activities/sports, striking and fielding sports and racket sports. All sports listed on the National Curriculum are covered, with the addition of Pickleball.

All sports are offered as an extra-curricular club to all pupils, with the addition of yoga and Strength & Conditioning. We have coordinated opportunities with local schools to ensure our students can compete against other schools in inter-school competitions within the county and further afield.

Within our school we offer all sports taught on the curriculum as intra-school house competitions, ensuring that competitive sport is a feature of our pastoral system.

Each sport is revisited in every year of KS3 as a block of work to ensure students are exposed to the skills to excel and can develop and refine the skills to perform competently in all sport.

**To be physically active for sustained periods of time.**

Our students have timetabled 4 hours of Physical Education per fortnight.

Our extra-curricular clubs are available to all pupils with (at last count) an 87% uptake of at least 1 club throughout the year, and a 62% uptake of 3 or more clubs throughout the year.

Lessons involve a Functional Fitness warm up specific to the sport being covered. The work is high intensity and sport specific for the muscles and body parts being targeted in the lesson. This means our students develop a deeper understanding of health & fitness by the end of KS3.

**To engage in competitive sports and activities.**

In lessons our students have opportunities to perform competitively within each sport and schemes of learning encourage competitiveness and resilience with themselves and towards other performers. This enables students to develop as 'physically confident' performers that have the values of fairness and respect embedded.

All students can take part in house competitions with 85% of all pupils having represented their house so far this year already (November 2023).

Sports teams compete in inter-school competitions.

# Physical Education continued...

<b>Lead healthy, active lifestyles</b>	<p>Our PE teachers and other members of staff are physically active role models for all students.</p> <p>Our PE teachers get involved in lessons, taking part in warm ups, drills and demonstrating high level performances across all sports.</p> <p>14 non-teaching members of staff either lead or support extra-curricular sport clubs to embed the ethos of a healthy active lifestyle.</p> <p>High expectations are held of all students, with an expectation that all will be physically active in lessons and understand how their body feels during exercise.</p> <p>A variety of extracurricular clubs are on offer (all curriculum sports, plus yoga, S&amp;C, Zumba, cross country) for all students to ensure they can find an activity that they would like to pursue as an adult.</p>
<b>Develop their techniques and improve their performance in other competitive sports</b>	<p>Assessment booklets allow students to measure and record their progress and personal bests in athletics over the whole of KS3.</p> <p>House competitions are available in all sports to ensure performances are improved and put under pressure.</p>
<b>To perform dances using advanced dance techniques within a range of dance styles and forms.</b>	<p>House gym and dance is available for all students, and all are encouraged to be in the Open category of their house dance competition. Students in the school production learn set choreography based on the genre of the production (last year all pupils learnt choreography for High School Musical)</p>
<b>Students should be taught:-</b>	<p>Yr. 7 – Team Building – RRSA day, Orienteering – RRSA day, Whole School Sponsored Walk, Silly Sports Day</p> <p>Yr. 8 – Whole School Sponsored Walk, Silly Sports Day</p>
<b>To take part in outdoor and adventurous activities</b>	<p>Yr. 9 – Duke of Edinburgh, Whole School Sponsored Walk, Silly Sports Day, Peer Mentor Induction – Croft Farm, School Ski Trip to Norway</p>
<b>Analyse their performances compared to previous ones</b>	<p>There is written documentation of all student progress in every activity throughout Key Stage 3 and students reflect on these with their assessment booklets.</p>
<b>To take part in competitive sports and activities outside school through community links or sports clubs</b>	<p>Our teachers provide club links to pupils so that they gain opportunities to play sport out of school.</p> <p>HSL hires out facilities to external local clubs</p> <p>Our teachers both work with local sports clubs in the junior section and see many students competing in sports clubs within the community.</p>



# Religious Studies

**The national curriculum states that:**

**'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:**

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

**All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.**

**(National Curriculum in England: Framework Document, DfE, September 2013, p.4)**

**Gloucestershire Agreed Syllabus states:**

**During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Sikhs and Buddhists.**

**Pupils should also encounter non-religious worldviews such as Humanism, and may encounter other religions and worldviews in thematic units where appropriate.**

**Is there a God; what and why do people believe?**

**We cover a range of religions and world views including modules on:**

The Big Story which looks at the story found in the Bible, linking the New Testament to the Old Testament which includes exegesis and hermeneutics where we look at the meaning of words and how passages and texts can be interpreted.

‘What are the challenges facing a Muslim in Britain today’ – we go above and beyond by drawing out the distinction between Sunni and Shia and hope to undertake a trip to a mosque in the coming years.

Students look at whether the teachings of the Sikh Gurus are relevant today and study a module on ‘Are the teachings of Buddha relevant today?’. This draws on previous A level Buddhism experience to extend student knowledge and depth of understanding (e.g. including Socially Engaged Buddhism and concepts such as pratyasamutpada).

In this Year 7 module we explore where people get their ‘knowledge’ from and how do we know what is real (Descartes) before looking at different types of evidence (verifiable and unverifiable) for and against God. We evaluate these arguments to see strengths and weaknesses of the theories.

We nurture use of higher level vocabulary like transcendent, ex nihilo omnipotent, omniscient and omnibenevolent as well as empirical and verifiable before exploring belief in God from different faiths.

We explore the census data, looking at the Nones and investigate the views of Humanism and the diversity of non religious belief.



# Religious Studies

## continued...

<b>Where did the world come from and how should it be treated?</b>	We explore religious and scientific theories of creation and explore the different ways in which religious texts can be interpreted. Students look at how science and religion need not be against one another by considering philosophical arguments presented by Paley and Aquinas. Scientific theories are explored including evidence such as Darwin's finches and evidence found in red shifted light. We work closely with the Science department to ensure consistency of language and clarity of explanation.
<b>Why do people believe Jesus was God on earth?</b>	<p>We explore this as an evaluative investigation – looking at the 'evidence' and evaluating it, strengths, weaknesses, argument, counter argument, analysis.</p> <p>This follows on from 'The Big Story' allowing students to have greater depth of knowledge and understanding through content, exegesis and hermeneutics.</p>
<b>What is so radical about Jesus and how have his teachings inspired others?</b>	We consider the ways in which Jesus' teachings could be considered 'radical' and how these teachings have inspired people to act in a certain way to combat injustice. This allows us to develop cross curricular links – looking at people such as Mary Prince and Elizabeth Fry who are covered in History.
<b>What challenges face a Muslim in Britain today?</b>	We draw distinctions between Sunni and Shia variations of Islam and in coming years our students will develop their understanding of Islam through a trip to a local mosque.
<b>Good, bad, right and wrong; how do I decide?</b>	<p>As well as looking at commandments and parables we look at A level ethical theories in an appropriate way (e.g. Utilitarianism, Situation Ethics, Aquinas' Primary Precepts).</p> <p>Cross curricular work is undertaken where appropriate, for example 'What would Aquinas think about sweatshops?' which nurtures links with Geography.</p>
<b>Why is there suffering?</b>	Students explore the theodicies (Augustinian and Irenaean) and evaluate the theodicies to see if they overcome the challenge to God that evil poses. We do not just look at 'The Fall' and the book of Job.
<b>Philosophical Questions.</b>	We have an opportunity to explore broader philosophical questions concerned with God, beauty and politics (cohort dependent).

# Science



**The National Curriculum requires students should learn:**

**How does our curriculum go above and beyond this?**

## **BIOLOGY:**

- the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts
- the importance of bacteria in the human digestive system
- a word summary for aerobic respiration
- process of anaerobic respiration in humans and micro-organisms, including fermentation
- the impact of exercise, asthma and smoking on the human gas exchange system
- the variation between species and between individuals of the same species
- changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction

During our teaching of the Biology curriculum, we take endeavour to challenge our students with ideas that extend their learning beyond what is normally expected of Key Stage 3. A variety of examples are shown below:

We include ribosomes as an additional organelle and link their function to human nutrition and digestion.

We categorise cells into prokaryotic and eukaryotic when looking at unicellular organisms to highlight the importance of the nucleus and the evolutionary development of cells.

We look at the difference between probiotics, antibiotics and antiseptics in terms of their effect on bacterial growth.

We utilise the balanced symbol equation for aerobic respiration.

We discuss the uses of the products of fermentation by humans in the production of wine, beer and bread as well as cheese and yoghurt.

We explore the short-term and long-term impacts of exercise on the body as a whole, including mental health, exemplified by a practical investigating the short-term effects of exercise.

When teaching the various categories of variation, we include interspecific and intraspecific variation, as well as genetic and environmental variation and continuous variation and discontinuous variation, to help categorise different examples of variation.

Students learn about different examples of species that have gone extinct and identify the reason for their extinction according to their history and context.

# Science continued...

## WORKING SCIENTIFICALLY:

- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- evaluate risks

We apply the national curriculum content to real-life scenarios and situations in the context of our school.

We define hypothesis and practise writing hypotheses.

We explicitly teach hazard symbols that are used to label chemicals in the department so students can recognise these symbols and know how best to minimise the risk of harm.

## AIMS:

**Develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.**

Students are taught revision skills explicitly to help them revise and review the content covered using appropriate resources including the VLE (Firefly), the CGP KS3 Science Revision Guide, BBC Bitesize, Quizlet, and Seneca Learning.

Students are expected to use the appropriate resources provided when completing homework and creating revision materials.

Students are given a checklist at the end of each topic to help diagnose their overall understanding of the topic and structure their revision (developing metacognition).

Students are introduced to memory models of how humans learn.

## LITERACY:

**They should build up an extended specialist vocabulary.**

Students are provided with lists of recommended books to read, a reading cannon, and subject-specific keywords and their definitions. Students are explicitly taught the etymology of keywords where appropriate.

Student work is marked to follow the literacy policy.

Some topics involve the students completing spelling tests to raise the profile of knowing exactly what the subject-specific keywords are and how to spell them accurately.

Students are also given the opportunity to practise their understanding of the key words and definitions via Quizlet.

## NUMERACY:

**They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.**

Students experience drawing results tables and graphs from scratch.

Students are taught the full set of rules for drawing a results table, scatter and line graph, and bar graph which they can refer to over the course of the year when completing skills tasks.

## PURPOSE OF STUDY:

**All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.**

Our extra-curricular offer to our scientists includes:

- Clubs: Science Club and Science Matters
- Student Leadership: Eco-Committee, Energy Monitors, Recycling Monitors, Assemblies and writing for the school newsletter.
- Events: British Science Week, Live Chats with Scientists, Protect Our Planet day, Eco-School Enrichment Day and many more.
- Trips: We the Curious, Birmingham ThinkTank, Bristol Aquarium, Cheltenham Science Festival, ChangeMakers, Leckhampton Hill Conservation, the Sponsored Walk, Chelt4Change, Climate Change Symposia, Bat Walks, Tree Planting and many more.

# Science continued...

## CHEMISTRY:

- the anomaly of ice-water transition

Our Chemistry curriculum is also extremely ambitious for our students, we challenge our students with ideas that extend their learning beyond what is normally expected of Key Stage 3. Further examples are shown below:

We introduce students to hydrogen bonds to explain the ice-water transition.

We provide an opportunity for students to create a composite as a practical activity and investigate its strength according to its composition.

- properties of ceramics, polymers and composites

Our practical activities allow students to investigate the strength of biodegradable versus non-biodegradable polymers, linking to the properties of polymers and stimulating a discussion regarding the use of biodegradable materials and benefits for our planet.

- representing chemical reactions using formulae and using equations

We teach students how to balance chemical symbol equations to reinforce conservation of mass.

- the rock cycle

We consider the formation of Devil's Chimney on Leckhampton Hill using the rock cycle, to give students local contextual understanding of Geology.

## PHYSICS:

- sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal

Please see below for examples of how we extend our Physics curriculum:

The structure and function of the ear is taught to students when exploring how the ear detects and processes sound. We consider alternative ways of hearing using hearing aids and cochlea implants to encourage discussion about how these devices work.

- pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone

We introduce students to multiple examples of waves, such as those in the electromagnetic spectrum and P and S waves to support Geography's teaching of earthquakes.

We present other uses of ultrasound to students, such as looking inside the body (linking to pregnancy) and checking for faults inside objects.

- use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye

We give students the opportunity to use converging and diverging lenses to investigate their effect on light.

We look at what happens to the lens in the eye when people are short-sighted or long-sighted.

- colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection

We explicitly teach primary and secondary colours to link to, and compare these with, the primary and secondary colours of paint in Art.

We investigate the use of coloured filters in drama productions and how they work.

- our Sun as a star, other stars in our galaxy, other galaxies

We discuss the life cycles of stars, including where the elements come from, and the different journeys taken by different stars of different sizes.

- pressure in liquids, increasing with depth; upthrust effects, floating and sinking

We link pressure in liquids to the health risks encountered when scuba diving, and the design and construction of dams.

- separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects

We explore how a Van De Graaff generator works.