

## Curriculum Digest

Welcome to Wilmslow High School.

All young people only get 950 days of secondary education; therefore, at Wilmslow High School we are committed to the **pursuit of excellence** for every student, every day. We see this as each and every one of our students **participating fully and performing highly throughout a powerful 'whole' curriculum.**

### What is the intent of a Powerful Curriculum?

At Wilmslow High School we believe in offering our students a powerful curriculum. By this we mean that all our students are entitled to develop the powerful knowledge, skills and qualities that will allow them to flourish in life, learning and work. Each of our subjects focuses on teaching the powerful knowledge and **'Big Ideas'** that will allow students to understand this subject deeply.

### What is the intent of our Whole Curriculum?

At Wilmslow High School we believe in offering our students a deep, broad and balanced 'whole' curriculum that will allow them to have a wide range of academic, creative, practical, sporting and character-building experiences.

We do this through our **formal curriculum** of subjects that are taught in the Year 9 timetable. More details on each of these subjects can be found on pages 10 - 34 of this booklet:

### Year 9 subjects

Art	Design and Technology	Drama	English
Food Nutrition & Wellbeing	Geography	History	Mathematics
Modern Foreign Languages	Music	Physical Education	Religious Studies
Science			

The separate subject pages outline the 'big ideas' for each subject. These are the fundamental knowledge and skills that make up becoming an expert in that subject and sum up the intent of each curriculum area.

We also do this through the **wider curriculum** that we offer. More information on our wider curriculum can be found on pages 5 and 6 of this booklet.

Expedition	Leadership and service	Community	Xtra
Wellbeing	Communication	Respect	Aspirations

### What skills do we want our students to develop?

We have designed our whole curriculum to help our students to develop as:

Effective Communicators	Safe and healthy decision makers	Ambitious and independent learners	Confident leaders
Empathetic thinkers	Knowledgeable and responsible citizens	Active participants	Resilient and courageous team players

### What will success look like for our students:

We want all our students to:

- make excellence academic progress
- develop excellent interpersonal skills and qualities
- participate in a wide range of competitions, projects and tasks.

**How does this booklet help me as a parent?**

- It outlines how students will learn at WHS
- It outlines how we assess your son/daughter's progress
- It outlines the 'Big Ideas' that underpin each of the subjects that we teach
- It outlines what content your son or daughter will be taught in each subject
- It explains how each subject groups students
- It outlines our expectations of your son or daughter in terms of homework and independent study
- It gives details of extra resources available to support and challenge your son or daughter in each subject
- It gives details of our wider curriculum offer

**What if I have further questions?**

If you have any further questions please do not hesitate to contact one of the following staff using their initial and surname followed by the school website address e.g. [djones@wilmslowhigh.cheshire.sch.uk](mailto:djones@wilmslowhigh.cheshire.sch.uk)

Questions about your child's progress

Mrs K White, Head of Bollin House  
Mr M Bebbington, Head of Harefield House  
Mr J Maw, Head of Norcliffe House  
Mr J Duffy, Head of Thorngrove House

Questions about our curriculum

Mr T Munro, Senior Leader, Formal Curriculum



Headteacher

## **How do we talk to students about their learning of the formal curriculum?**

At Wilmslow High School we talk about 'Complete Learning', by which we mean the process through which students move from taking on a set of facts and vocabulary to putting it together into a full and fluent understanding of an area knowledge.

In all of the subjects that make up our powerful curriculum, Curriculum Teams have established the key areas of knowledge or skills that a student must know by the end of a unit of work. Often Curriculum Teams will share this information in the form of a 'Knowledge Organiser' which breaks down what a student needs to know into smaller elements.

When a student begins learning a new unit of work, he or she will usually know very little of the content within it. We describe this level of learning, in which the student is looking at information for the first time, as initial understanding.

As the student begins to make sense of the material and to practise it, his or her knowledge becomes more substantial. We expect much of this practice to take place at home as part of homework, and teachers will help students develop the subject specific and more general skills they need to practice.

When a student has made sense of what he or she has been taught and remembered it, then we describe that knowledge as complete. We expect every student to have complete knowledge of what he or she is learning at the end of a unit and we believe that the student is responsible for this.

The final stage of learning occurs when the knowledge is so familiar to the student that it can be applied automatically. It takes time, and plenty of practice, for a student to gain this level of understanding. An outline of this process is in the table below:

<b>Level of mastery</b>	<b>Description</b>
<b>Fluent</b>	When you have understood it really thoroughly and are able to apply it in new situations and solve problems. At this stage much of your knowledge is so good that you are often not even aware of using it – it becomes automatic and unconscious.
<b>Complete</b>	When you have made sense of the ideas and <b>remembered almost all of the important information</b> . You can apply your learning but you probably still need to think quite carefully about parts of it in order to ensure you are doing it correctly.
<b>Substantial</b>	When you have understood the general idea and started to remember the key facts. With careful thought and a bit of help you can apply your knowledge and solve problems.
<b>Establishing</b>	When you are starting to make sense of what it all means and starting to learn the key facts.
<b>Initial</b>	How well you understand something when you have first been shown it.

We believe that regular low-stakes testing and quizzing are the best ways to ensure that a student can develop complete learning. Such tests will form part of lessons and we will work with all students to help them develop the skills of how to quiz themselves at home and how best to manage their own learning and revision.

## How do we assess your child's progress?

At Wilmslow High School our approach to assessment is to separate:

- **Formative assessment** – understanding what a student can do and what they can't yet do at any particular time
- from **summative assessment** – which describes how well a student has learnt the material being taught at the end of a particular unit.

Our **formative assessment** uses the language of fluency and completeness, explained on the previous page. As we expect all students to achieve complete knowledge of the material they are learning, teachers are constantly assessing their progress toward this. Such assessments may include:

- Questioning in lessons
- Live marking of students' work
- Quizzes and tests in lessons
- Quizzes and tests set as homework
- Practice examination style questions or essays in class or set as homework

Teachers will use this assessment to help them plan lessons and to help them feedback to students about what they need to do next. Such feedback will concentrate on students' learning gaps and how to close these.

In Key Stage 3, our **summative assessment** takes the form of two sets of examinations per year for every year group. Every subject will set an examination and these will focus not only on the material taught recently, but also that from previous years. To enable students, parents and teachers to understand the progress that a student is making in a subject over time, we report examination scores using a Standardised Age Score system (which we refer to as S-Scores). On this scoring scale, an average student in the whole of the country will have a score of 100, any score greater than 100 is above average and any score less than 100 is below average. Typically, the average for Wilmslow High School is approximately 105.

When a student joins us in Year 7, we take a combination of their Key Stage 2 SATS scores, their Cognitive Ability Test scores (CATS) and a series of transition test scores for English, mathematics and science and we create a 'personal best' baseline. We then expect every student to aim to beat their personal bests in all subsequent examinations. We would expect a student with a baseline of 95 to aim to score higher than this as this will show they are working hard and growing as a learner. We share an examination certificate with parents and carers after each summative assessment window which shows students' attainment compared to their baseline.

To support us in understanding our students' progress in Key Stage 3, the students all sit nationally benchmarked progress tests, provided by GL assessments in the summer of Years 7, 8 and 9. They also sit a similar science paper in Year 9.

If you have any questions about the use of standardised scores in reporting, you may find this video: <https://www.youtube.com/watch?v=cjJXQ8VGqz0> of use.

## **The Wider Curriculum at Wilmslow High School**

To ensure that each and every one of our students gets a complete educational experience, the Wider Curriculum is a substantial and vital part of the **Whole Education** of our students at Wilmslow High School.

The Wider Curriculum involves activities and learning experiences that take place beyond the formal curriculum of subjects that are taught, and in many cases it takes place outside the classroom, and sometimes beyond the school. We see this area of the Whole Curriculum as being an essential part of every student's learning entitlement, offering to all our young people the opportunity to learn about life in its broadest context: its challenges and opportunities, and how to respond to its successes and occasional disappointments.

Our emphasis on the Wider Curriculum indicates the importance that we place on extra-curricular and personal development activities within the ethos of our school, and the importance of achieving the right balance between academic focus and the development of wider knowledge, skills and qualities.

The Wider Curriculum model on page 6 is made up of 8 components. Each component represents a variety of wider learning opportunities that can be accessed during and outside the school day. These opportunities will be advertised and promoted by form tutors and teachers. We expect each and every one of our students to take an active role and to develop their skills, knowledge and qualities in every component.

### **Wider Curriculum lessons**

In 2018-19, in line with the DfE recommendations outlined in the 'Life Lessons' document:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/446038/50742\\_Cm\\_9121\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/446038/50742_Cm_9121_Web.pdf)

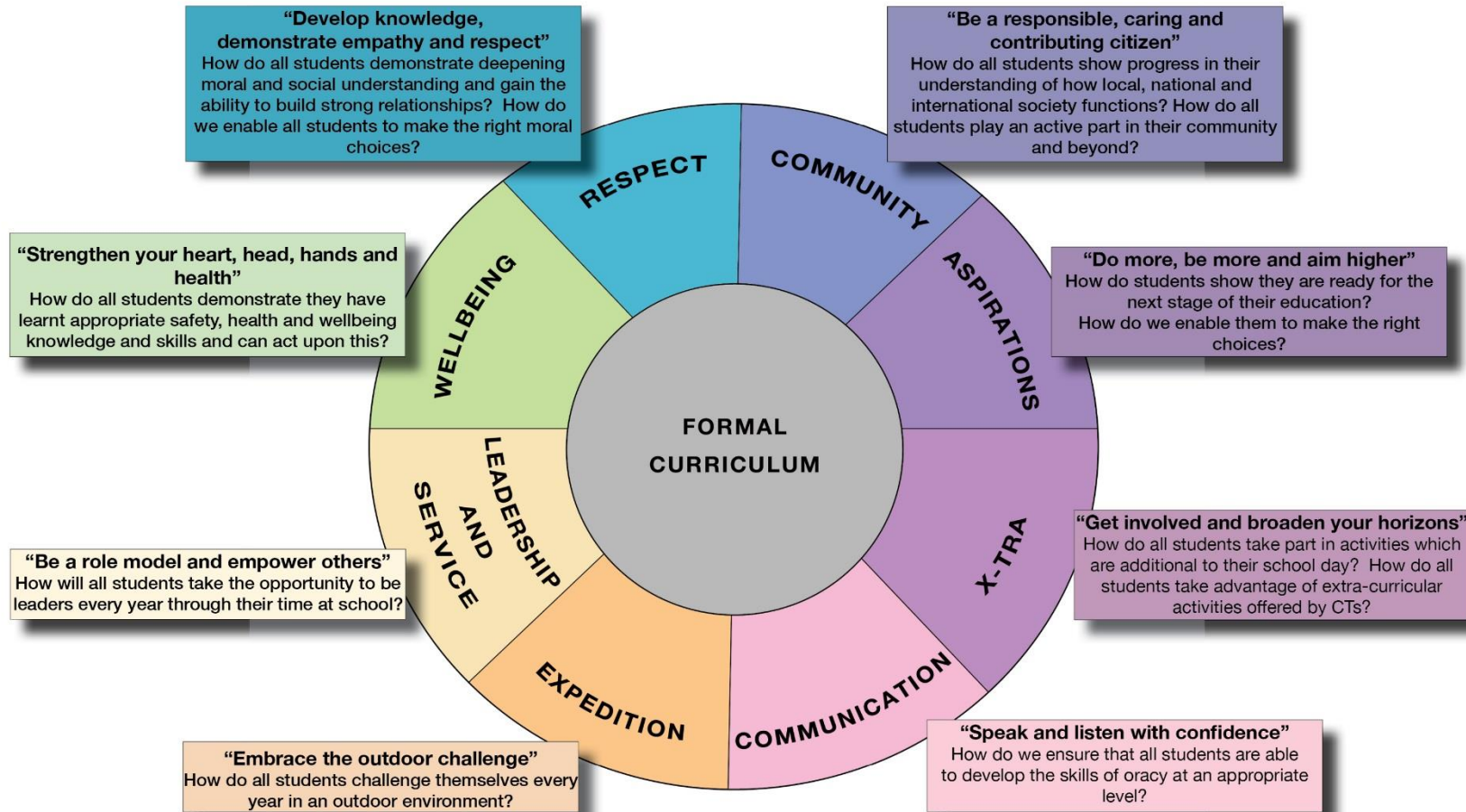
We will deliver a series of Wider Curriculum talks and lessons through the year that will enable all our students to gain knowledge and skills. These will be planned by specialist staff, professionals and outside speakers in the 4 key Wider Curriculum components:

- Respect
- Wellbeing
- Community
- Aspirations

The dates of these Wider Curriculum talks and lessons can be found in the school calendar for 2018-19.

We are committed to the pursuit of excellence for every student, every day

## A Whole Education at Wilmslow High School The Wider Curriculum Model



## **Wilmslow High School: A reading school**

At Wilmslow High School our aim is to develop a reading culture that is fully embedded within our school, a culture that will become part of the foundations of the school and involve everyone in the process. Developing a love of reading in our students is one of our key responsibilities as educators, and as we develop further our Reading School project, we are keen to ensure that our students are supported with their reading both in school and at home.

### **Reading for Pleasure**

Above all else, students should enjoy reading. If we can successfully foster a love of reading in our students whilst they are with us, they will reap the benefits far into the future.

In order to celebrate reading we provide our students with opportunities to access a range of experiences that we hope will develop a positive reading culture:

- We value greatly our links with Wilmslow Library, taking all Year 7 students for an introductory visit during the autumn term. Our local library also hosts our annual creative writing competition; a wonderful opportunity to emphasise the value of literacy.
- Making the most of our proximity to Manchester, we have strong links with the historic Portico Library.
- Our students have recently enjoyed success in the prestigious Sadie Massey Awards for Young Readers.
- National celebrations of reading, such as our 2015 record-breaking book quiz and Poetry by Heart, present valuable moments to promote and enjoy reading.

### **Daily Reading Practice: a priority**

We aim to ensure that our students are reading regularly, with access to high quality books that they both enjoy and that present an appropriate level of challenge.

**A key priority is to ensure that our students are engaging in daily reading practice. A minimum of thirty minutes every day should be spent reading in order to develop essential reading skills.**

One registration period a week is devoted to reading. Furthermore, many lessons begin with reading time with students encouraged to seize moments to enjoy their current reader.

During break and lunchtime, 'Reading Rooms' have been created in order to provide spaces around school where students can relax with a book.

### **Quality Reading**

We have compiled 'Top 50 Reads' lists to highlight good quality titles. These have been organised loosely according to the level of challenge that they present.

All our Year 7 and 8 students are enrolled on Accelerated Reader (AR). AR is a computer programme that helps teachers and librarians manage and monitor students' independent reading practice. Students pick a book at their own level and read it at their own pace. When finished, they take a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) AR gives students, teachers, and librarians feedback based on the quiz results, which the teacher uses to help your child set goals and to direct on going reading practice. Students using AR choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

**We would urge all our parents to support us by encouraging your sons and daughters to read at home.**

If you would like advice or guidance on reading at Wilmslow High School please contact:  
[kbaldwin@wilmslowhigh.cheshire.sch.uk](mailto:kbaldwin@wilmslowhigh.cheshire.sch.uk)

**Top 50 reads KS3 1-10 = most accessible, 40-50 = most challenging (number = Book level)**

1. 'Boy' by James Mayhew	p. 32	(1.6)
2. 'Angel House' by Anne Curtis	p. 24	(1.7)
3. '20,000 leagues under the Sea' by Carl Bowen	p. 63	(3.0)
4. 'The Tell-Tale Heart' by Benjamin Harper	p. 63	(2.4)
5. 'Pale' by Chris Woodling	p. 69	(2.9)
6. 'Shine' by Candy Gourlay	p. 304	(3.5)
7. 'The Secret Garden' by Pauline Francis	p. 56	(3.6)
8. 'The Murders in the Rue Morgue' by Carl Bowen	p. 63	(3.6)
9. 'Apple and Rain' by Sarah Crossan	p. 232	(3.8)
10. 'Oliver Twist' by Pauline Francis	p. 48	(4.1)
11. 'The London Eye Mystery' by Siobhan Dowd	p. 322	(4.1)
12. 'Treasure Island' by Pauline Francis	p. 48	(4.1)
13. 'Pig-heart Boy' by Malorie Blackman	p. 208	(4.3)
14. 'Charlotte's Web' by E.B White	p. 175	(4.4)
15. 'Holes' by Louis Sachar	p. 232	(4.6)
16. 'The Witches' by Roald Dahl	p. 208	(4.7)
17. 'The Weight of Water' by Sarah Crossan	p. 240	(4.7)
18. 'Girl Online' by Zoella	p. 345	(4.7)
19. 'The 13 Secrets' by Michelle Harrison	p. 392	(4.8)
20. 'The art of being Normal' by Lisa Williamson	p. 353	(4.8)
21. 'Wonder' by R.J Palacio	p. 316	(4.8)
22. 'Above World' by Jen Reece	p. 356	(5.0)
23. 'Matilda' by Roald Dahl	p. 240	(5.0)
24. 'Goodnight Mister Tom' by Michelle Magorian	p. 386	(5.1)
25. 'The Secret Diary of Adrian Mole aged 13-3/4' by Sue Townsend	p. 268	(5.1)
26. 'Call of the Wild' by Pauline Francis	p. 56	(5.3)
27. 'The Giver' by Lois Lowry	p. 224	(5.7)
28. 'Angels in Training' by Karen McCombie	p.92	(5.7)
29. 'When Hitler Stole Pink Rabbit' by Judith Kerr	p. 277	(5.7)
30. 'The Lion, the witch and the wardrobe' by C.S Lewis	p. 171	(5.7)
31. 'I Capture the Castle' by Dodie Smith	p. 408	(5.9)
32. 'War Horse' by Michael Morpurgo	p.142	(5.9)
33. 'Tom's Midnight Garden' by Philippa Pierce	p. 229	(6.1)
34. 'Northern Lights/ The Golden Compass' by Philip Pullman	p. 399	(6.2)
35. 'The boy at the Top of the Mountain' by John Boyne	p. 215	(6.2)
36. 'The Colour of Magic' by Terry Prachett	p. 285	(6.4)
37. 'The Hobbit' by JRR Tolkien	p. 280	(6.6)
38. 'Anne of Green Gables' by LM Montgomery	p. 253	(7.3)
39. 'Alice's Adventures in Wonderland' by Lewis Carroll	p. 207	(7.4)
40. 'Peter Pan' by Barrie James	p. 200	(7.7)
41. 'Black Beauty' by Anna Sewell	p. 346	(7.7)
42. 'The Adventures of Tom Sawyer' by Mark Twain	p. 342	(8.1)
43. 'Treasure Island' by Robert Louis Stevenson	p. 346	(8.3)
44. 'The War of the Worlds' by H.G Wells	p. 172	(9.1)
45. 'Around the World in Eighty Days' by Jules Verne	p. 245	(9.6)
46. 'The Mill on the Floss' by George Elliot	p. 472	(9.9)
47. 'Oliver Twist' by Charles Dickens	p. 511	(11.3)
48. 'The Hunchback of Notre Dame' by Victor Hugo	p. 501	(11.8)
49. 'Pride and Prejudice' by Jane Austen	p. 238	(12)
50. 'Frankenstein' by Mary Shelley	p. 282	(12.2)



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# Art

## What are the Big Ideas of this subject?

In Art we study aspects of historical and contemporary art, craft and design through six Big Ideas:

- Materials
- Knowledge
- Explore
- Development
- Create
- Evaluate

Successful artists always work hard to come up with unique and creative ideas. The “pour, drip, spill and spray” graphics based project will test a student’s ability to develop their own unique ideas, developing and exploring new techniques as well as taking part in new and exciting workshops. Using your prior knowledge of traditional media in Art, You will continue to explore, develop and enhance your skills combining your practise with exciting new areas of graphic design.

During unit 2, students will explore and experiment with illustration and 3D construction techniques relating to the figure. Students will learn essential drawing skills, and develop their creativity in a broad range of workshops. Key elements covered will be: Formal illustration, construction techniques, imaginative drawing, ideas generation, surface texture experiments

Students will investigate established and contemporary artists to inspire and inform their own art work, providing them with an insight into how to generate their own ideas. Workshops will allow students to test out their ideas and experiment with materials, by reflecting on and refining their work.

Art	Year 9
Unit 1	<b>Pour, drip, spill and spray</b> From the traditional to the conceptual; graphic design
Unit 2	<b>Go Figure!</b> Figurative art and 3D “munnies”

In Art lessons, students will get the opportunity to explore and experiment with a variety of processes and techniques, developing their practical and technical skills. The programme of study across Key Stage 3 enables students to develop their critical and contextual knowledge and understanding of the world of Art, and to develop as confident, enthusiastic and independent artists.

## How do we develop students as independent learners through homework?

In Year 9, homework in Art is done in student’s sketchbooks. This takes a variety of different forms including:

- Practical skill-developing tasks
- Collection of materials
- Research
- Developing independent learning and ICT skills

All homeworks are designed to build upon work done in class.

## **How do we develop students as independent learners through the extra resources available for them to explore?**

We would encourage our students to consolidate, enrich and expand their knowledge and understanding of the world of Art. We would advise [www.artcyclopedia.com](http://www.artcyclopedia.com) as a starting point for this. Also valuable is the BBC website which aims to publish online the entire UK national collection of oil paintings: <http://www.bbc.co.uk/arts/yourpaintings>

## **How do we stretch and challenge our students?**

- As students progress through Key Stage 3 they are encouraged to take a more independent approach and to take creative risks
- The Art area is available after school if students wish to do extension work
- Our Arts Xtra programme
- For students who wish to engage in extra preparation outside the classroom, we recommend the Student Art Guide website <http://www.studentartguide.com> which provides an excellent variety of information from which students can develop their own project ideas. This site also provides ideas, tips, techniques and weekly case studies to support independent enquiry.

Students are taught Art in mixed ability groups.

# Design and Technology

## What are the Big Ideas of this subject?

In Design and Technology there are six Big Ideas:

- Designing
- Explore
- Materials
- Manufacture
- Functionality
- Critique

At its core, is creativity and imagination. Students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

Design and technology is a practical and valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgments of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

Our curriculum prepares students to:

- Design and make products that solve relevant problems
- Make critical judgements of their own designs and those of others
- Adopt an iterative approach with the aim of coming up with the best solution
- Participate in tomorrow's practices
- Take creative risks
- Develop practical application

As students' progress through Key Stage 3 they use a wider range of materials and processes, including wood, metal, plastics, textiles, electronics, computing and control software.

In Year 9 students complete a range of 'taster projects,' which allows them to sample the challenge of a GCSE Design and Technology and to gain an insight into the world of design. Students work as a designer would in industry, manufacturing products and evaluating both the outcome and the whole 'design and make process'. Students use ICT to help with their work, including computer-aided design, control programmes and ICT-based sources for research.

<b>Design &amp; Technology (with computing)</b>	<b>Year 9</b>
Unit 1	<b>Product Design</b> Gumball dispenser
Unit 2	<b>Product Design</b> Chocolate gift product (packaging)
Unit 3	<b>Textiles</b> 'On trend' T shirts for the high street
Unit 4	<b>Electronics (with computing)</b> Charity money box

## **How do we develop students as independent learners through homework?**

Homework in Design and Technology may involve:

- Research
- Designing
- Modelling
- Testing
- Written evaluations

Students are required to bring their A4 folder to every lesson and to meet all homework deadlines. Students do need to be properly equipped with a pen, basic drawing and colouring equipment.

## **How do we develop students as independent learners through the extra resources available for them to explore?**

- Students looking to consolidate, enrich or extend their knowledge and understanding might start at: [http://www.bbc.co.uk/schools/websites/11\\_16/site/design\\_and\\_technology.shtml](http://www.bbc.co.uk/schools/websites/11_16/site/design_and_technology.shtml)
- Students should develop their ideas by exploring websites such as <http://www.thesewingdirectory.co.uk/sewing-bee/>

## **How do we stretch and challenge our students?**

- Textiles Xtra group allows students to develop their skills – students attending these classes are encouraged to coach each other and lead sessions for younger students.
- Product Design Club allows students to create a range of products using modern materials and electronic kits.
- The 4x4 Competition enables students to combine skills of product design, systems and control and construction in preparing entries for this national competition: <http://www.4x4inschools.co.uk/>
- Students and parents can follow the Design and Technology department on twitter @whigh\_designtec to see the work of our GCSE and A Level students, and to follow the work of professional designers and product developers within the food, fashion and product design industries.
- We encourage students who are interested in Design and Technology to read around the subject and keep up to date with current affairs in this area.
- The Design and Technology team are happy to review independent projects that students wish to undertake.

Students are taught in Design and Technology in mixed ability groups.

# Drama

## What are the Big Ideas of this subject?

The Key Stage 3 Drama curriculum is designed to allow students to develop the skills and qualities required for:

- Creating
- Performing
- Responding

YEAR 9	Curriculum Focus	
Half Term 1	<b>Key Skills &amp; Techniques</b>	'Teechers' by John Godber
Half Term 2	<b>Theatrical Genres</b>	Pantomime
Half Term 3	<b>Approaches to Text</b>	Play Texts by Willy Russell
Half Term 4	<b>Theatrical Style &amp; Convention</b>	'Two' by Jim Cartwright
Half Term 5	<b>Devising From Stimulus</b>	Theatre Styles and Practitioners
Half Term 6	<b>Performance Project</b>	Summer Scripted Drama Project

In order to place their learning into context beyond the classroom, Drama students will:

- Engage in practical study to learn about the live performance process
- Develop their knowledge of dramatic conventions and theatrical genres
- Take part in public performances
- Attend live theatre events

## How do we develop students as independent learners through homework?

- Homework in Drama is designed to develop students' independent enquiry and intellectual curiosity. Many homework tasks will involve preparation for subsequent lessons or consolidating learning from previous lessons, and we expect students to take responsibility for their learning.
- Homework tasks will consist of set questions, plot sheets, characterisation cards, research projects, learning lines, learning key vocabulary, evaluation forms and script writing.
- Parents can support their son or daughter by encouraging them to take advantage of this additional learning time to produce high quality homework.

## How do we develop students as independent learners through the extra resources available for them for explore?

- Extra-curricular activities such as Drama Clubs, School Productions and Theatre Trips provide students with opportunities to experience the subject outside of the classroom – which can inspire their learning in lessons.
- Students are encouraged to research around the topics and themes being explored in lessons so that they can fully engage in class discussion and explorative work.
- A range of play texts and reading material is available from the drama department and Learning Resource Centre so that students can take ownership of their learning.
- The Key Stage 3 Drama pages on Firefly contain a number of resources and tasks designed to support students in their learning.
- Websites such as 'bitesize' and 'drama works' are useful resources for helping students revise and consolidate prior learning.

## **How do we stretch and challenge our students?**

In Drama, students are expected to work with pace and rigour to reach the high expectations that are set for them. We encourage students to take risks during the creative and performance process so that they challenge themselves as theatre makers, leaders and decision makers by directing and shaping practical drama. Students are challenged by the demanding nature of live performance work which encourages them to step outside their 'comfort zone' and challenge their own boundaries – striving for excellence and personal best in all they do.

Students are taught in Drama in mixed ability groups.

# English

## What are the Big Ideas of this subject?

### Analysing Texts:

- Understanding and comprehension of texts
- Analysis of language and structure
- Inference
- Relating texts to their social and historical contexts

### Writing:

- Composition/Writer's Craft
- Organising a text
- Vocabulary
- Sentence construction

### Speaking and Listening:

- Register
- Interacting and responding
- Creating and performing

This year, our English teachers are focusing particularly on '**Artful and Accurate Writing**.' This is the idea that every word that a student writes counts. Over the course of Key Stage 3, our students will get the opportunity to learn and practise 50 'Artful and Accurate' sentence constructions that will help them to write more powerfully across a range of different subjects and writing styles.

Year 9	
Autumn Term	<b>Strong Feelings</b> ( <i>Of Mice and Men</i> plus a range of texts)
Spring Term	<b>Conflict</b> ( <i>Othello</i> )
Summer Term	<b>Ekphrastic Writing</b> (Writing inspired by a visual work of art)
	<b>Mystery</b> ( <i>The Curious Incident of the Dog in the Night Time</i> plus a range of texts including <i>Sherlock Holmes</i> )

## How do we develop students as independent learners through homework?

- We expect our students to use the BAC (Building Academic Challenge) packs that we provide. These are independent homework packs that will prepare your son or daughter for forthcoming units of work or that will re-visit previous units. Every pack will include extension activities to challenge our brightest students and encourage them to read around the subject.
- In English we set a weekly homework using the online teaching and learning resource, Doodle ([www.doodlelearn.co.uk](http://www.doodlelearn.co.uk)), that has a focus on literacy or SPAG (spelling, punctuation and grammar).



### **How do we develop students as independent learners through the extra resources available for them to explore?**

- We expect our students to re-quiz themselves if they do not beat their previous 'personal best' score on Doodle. Your son or daughter's teacher can see how many times a quiz has been taken and students will be rewarded for persevering and improving their marks
- Doodle is also a valuable resource for students if they need to revise a particular concept or practise a skill. They are able to use it to search for resources, or complete extra quizzes and revision activities
- Our recommended Key Stage 3 'Top 50 Reads' can be found on page 6 of this booklet
- We recommend that your son or daughter (or you) follow the WHS English twitter page @whigh\_eng where we post useful resources and interesting wider reading

### **How do we stretch and challenge our students?**

- BAC packs
- Extension activities on Doodle
- Accelerated Reader Challenge – encouraging students to read as many words as they can over the year
- Key Stage 3 'Top 50 Reads'
- Creative Writing competitions
- Public speaking competitions
- Over KS3 our students will read a wide range of challenging 19<sup>th</sup> century texts in preparation for GCSE

In English, we teach our students in either mixed ability groups or HITS literacy groups for students who need more support with English. We assess our students regularly to ensure that they are in the most appropriate group for their learning.

# Food, Nutrition & Wellbeing

## What are the Big Ideas of this subject?

In Food, Nutrition & Wellbeing there are six Big Ideas:

- Health
- Science
- Safety
- Choice
- Provenance
- Preparation

At the heart of Food, Nutrition and Wellbeing is knowledge and application. Our curriculum prepares students for GCSE and to:

- develop sound working practices to aid organisational skills
- practice particular skills
- evaluate familiar products
- become proficient with an increasing range of ingredients
- become competent at matching their choice of ingredients with processes and equipment
- develop accurate measuring techniques
- consider the effects of the foods they eat
- Make critical judgements of their own work and those of others

In Food, Nutrition & Wellbeing, our curriculum aims to provide students with the opportunity to learn how to cook, understand the scientific make-up of food as well as making informed decisions about their diet and health with the aim of establishing lifelong healthy habits. The students re-visit the basics regarding nutrition and dietary requirements. They will also explore a range of cultures finding out more about their dietary needs and social factors that influence a person's diet. Focused tasks such as curry, bolognaise, pasta bake and pizza help establish a diverse range of skills preparing them well for the Street Food Project, where they research and create their own range of dishes.

Year 9 - Food, Nutrition & Wellbeing	
Unit 1	Commodity
Unit 2	Food Science

## How do we develop students as independent learners through homework?

Homework in Food, Nutrition & Wellbeing may involve:

- Research
- Preparation of ingredients
- The practicing of skills
- Completion of testing panels with parents
- Extended writing on current food issues
- Evaluation

Students are required to bring their A4 folder to every lesson and to meet all homework deadlines. Providing ingredients for the Food, Nutrition & Wellbeing element of the course is the students' responsibility and they are given one week's notice. Any problems concerning ingredients must be discussed with the class teacher prior to the lesson. Students do need to be properly equipped with a pen, basic drawing, colouring equipment and an A4 folder must be brought to every lesson.

## **How do we develop students as independent learners through the extra resources available for them to explore?**

Students looking to consolidate, enrich or extend their knowledge and understanding might start at: <https://www.nutrition.org.uk/> or <https://www.food.gov.uk>. Students should develop their ideas by exploring websites such as <http://thegreatbritishbakeoff.co.uk/> or <http://www.jamieoliver.com>

## **How do we stretch and challenge our students?**

- Creative Cuisine Club focuses on multicultural foods and Christmas cake making.
- Students and parents can follow the work of the department by following us on twitter @whigh\_designtec to see the work of our GCSE and A Level students, and to follow the work of product developers, food stylists, photographers and nutritionists within the food industry.
- We encourage students who are interested in food and nutrition to read around the subject and keep up to date with current affairs in this area.
- The Food, Nutrition & Wellbeing team are happy to review independent projects that students wish to undertake.

Students are taught in mixed ability groups.

# Geography

## What are the Big Ideas of this subject?

Big Idea 1: Knowledge of key concepts

Big Idea 2: Description of processes and patterns

Big Idea 3: Explanation, application and evaluation

Big Idea 4: Analysis and interpretation of geographic data

Big Idea 5: Enquiry and map skills

	Year 9
Autumn Term	Plate tectonics
Spring Term	Globalisation and Development
Summer Term	UK Physical landscapes- Coasts

## How do we develop students as independent learners through homework?

In Geography, most homework's are based around cumulative assessments which continually assess the 'big ideas', within each assessment there is an extended writing section which involves pupils needing to complete independent research. They will also have independent research projects to complete students also have plenty of choice within each homework. In addition to this, students are also tested on each topic and are expected to revise using their knowledge organisers for these tests as part of their homework.

## How do we develop students as independent learners through the extra resources available for them to explore?

- We ensure that the school Learning Resource Centre is well stocked with geographical resources, which include the *Geography* magazine.
- We are developing our twitter page as a way of sharing relevant links and extra reading..
- We have a resources page on firefly which provides students with extended reading and other relevant resources such as TV programmes.

## How do we stretch and challenge our students?

- We use A-level and GCSE resources and activities regularly in lessons.
- We include GCSE exam questions in the mid and end of year tests.
- We ensure that we continue to push and develop students' high order thinking skills. These skills are particularly important in Big Idea 3.
- We encourage students to Evaluate and 'assess the extent' through extended writing in lessons.
- In the summer term all year 9 students follow the AQA GCSE specification for The UK Physical Landscapes, this is taught at a level which would enable them to access a grade 9.

Students are taught in Geography in mixed ability groups.

# History

## What are the Big Ideas of this subject?

### Chronology

The study of dates and events

### Causation

The relationship between causes and effects in History

### Change

The impact of change on History

### Significance

The importance of key events in History

### Interpretation

How events in History have been interpreted

We also ask the following thematic questions across the periods studied in Key Stage 3:

- How do rulers control their people?
- How do people protest?
- What causes war?
- How can people's beliefs and ideas change the course of History?
- How has everyday life changed over time?

	Year 9
Autumn Term	What is slavery and why was the slave trade abolished? Why is World War I remembered as the "Great War"?
Spring Term	Was the USA a "land of opportunity" in the 1920s? What was life like in the Nazi dictatorship?
Summer Term	How were people affected by the Second World War? Why did the Americans get involved in Vietnam?

## How do we develop students as independent learners through homework?

It is important that students are using Key Stage 3 to train themselves in effective learning habits so that they are prepared for the rigour of GCSE study. Homework is therefore important in History and may take one of the following formats:

- Consolidating learning from the lesson
- Preparing for a future lesson
- Learning information
- Preparing for or completing an assessment
- Undertaking an independent research task

## How do we develop students as independent learners through the extra resources available for them to explore?

- We undertake enquiry projects that encourage our students to work independently
- We have a range of historical fiction that we lend to our students
- We would encourage our students to find out more about History through their own reading and visits to historical sites

## **How do we stretch and challenge our students?**

In History we stretch and challenge our students in a variety of ways:

- We encourage our students to read historical fiction – our Learning Resource Centre has a stock of this
- Use of extension questions
- Focus on extended writing
- Enquiry projects that develop students' research skills
- Debates
- Use of drama and role play
- Group work allowing students to adopt leadership roles
- Our stock of books to lend to students, including Horrible Histories and the BBC History Magazine archive
- Historical Association competitions
- Model United Nations competitions
- Recommended websites: [www.schoolhistory.co.uk](http://www.schoolhistory.co.uk), [www.bbc.co.uk/history](http://www.bbc.co.uk/history), [www.historylearningsite.co.uk](http://www.historylearningsite.co.uk) and [www.historyonthenet.com](http://www.historyonthenet.com)

Students are taught in History in mixed ability groups.

# Mathematics

## What are the Big Ideas of this subject?

Number Algebra Ratio & Proportion Geometry & Measure Statistics Probability

## These are taught across a number of topic units in Year 9:

Autumn Term	Spring Term	Summer Term
1) Place Value & Integers	22) Averages	40) Circles
2) Place Value & Decimals	23) Frequency Tables & Polygons	41) Cylinders, Cones & Spheres
3) Rounding & Estimation	24) Pie Charts	42) Probability
4) Positive & Negative Numbers	25) Scatter Graphs	43) Tree Diagrams
5) Squares, Cubes, Roots & BIRDMAS	26) Fractions	44) Venn Diagrams
6) Factors, Multiples & Primes	27) Mixed Fractions	45) Time & Timetables
7) Index Rules	28) Percentages	46) Measures
8) Standard Form	29) Compound Percentages	47) Real Life Graphs
9) Expand & Simplify Expressions	30) Fractions, Decimals & Percentages	48) Distance/Velocity-Time Graphs
10) Factorise Expressions	31) Ratio & Proportion	49) Solving Quadratics
11) Form Expressions & Substitution	32) Solving Linear Equations	50) Function Graphs
12) Number Machines & Sequences	33) Inequalities	51) Pythagoras
13) Algebraic Proof	34) Rearranging Formula	52) Trigonometry
14) Coordinates & Plotting Graphs	35) Simultaneous Equations	53) Transformations
15) Linear Graphs ( $y = mx + c$ )	36) Perimeter & Area	54) Symmetry
16) Angle Facts, Triangles & Quadrilaterals	37) Nets & Surface Area	55) Vectors
17) Parallel Lines & Bearings	38) Volume	56) Constructions & Loci
18) Angles in Polygons	39) Plans & Elevations	
19) Congruent & Similar Shapes		
20) Data Collection & Sampling		
21) Charts		

Our curriculum is designed so that each year we build on student's previous learning, continually extending knowledge and deepening understanding of each topic, and developing reasoning and analytical skills.

Many of these topics require students to be familiar using mathematical equipment. We therefore expect students to bring to every lesson a pen, pencil, ruler, rubber, protractor, compass and a scientific calculator (we strongly recommend the Casio FX83GT or FX85GT).

## How do we develop students as independent learners through homework?

In Mathematics homework is a vital opportunity for students to permanently learn their mathematical knowledge. We have therefore created homework for each topic unit in Year 9 to allow students to:

- practise mathematical skills learned in the lesson
- apply knowledge and understanding to different problems independently
- develop reasoning and analytical skills in increasingly complex contexts

## **How do we develop students as independent learners through the extra resources available for them to explore?**

We expect students to regularly revise knowledge and practise skills learned in Mathematics, in particular for topics they have found more challenging. We provide access to a range of online resources, including:

- MyMaths (login provided by school)
- Dr Frost Maths (login provided by school)
- Corbett Maths

## **How do we stretch and challenge our students?**

In Year 9 Mathematics we teach our students in four types of group (1, 2, 3 & 4) to allow our teachers to plan and deliver lessons that stretch and challenge all students appropriately. We assess student's progress regularly to ensure that they are in the most suitable group for their learning.

For students who wish to challenge themselves further, we recommend exploring the NRICH website for activities and problems beyond the curriculum.

Every year we also enter students into the UKMT Junior and Intermediate Maths Challenges and we compete in the UKMT Junior Team Maths Challenge against other schools.



# Modern Foreign Languages

## What are the Big Ideas of this subject?

- Writing in a different language
- Reading in a different language
- Speaking in a different language
- Listening to a different language
- Grammar of a different language
- Cultural awareness of a different country

**The emphasis is on practising the 4 skill areas and learning the key basic grammar required for success at GCSE. Lessons will include group activities as well as differentiated independent study. Topics will include: family and relationships, describing the area you live in, current and future study, free time activities and foreign festivals.**

In Modern Foreign Languages, most students study French and German. Students also have the opportunity to continue studying Spanish in Year 9.

The Modern Foreign Languages curriculum is a spiral curriculum. The 6 big ideas are covered through a range of grammar topics, which are revisited through Key Stage 3 to build students' fluency. Examples of grammar topics covered include:

Year 9				
<b>French</b>				
shopping	eating out	illness	activities – present and past	holidays
<b>German</b>				
film	TV	illness	activities present and past	

## How do we develop students as independent learners through homework?

In Modern Foreign Languages we set homeworks that help students to build fluency in their language skills by encouraging them to go and practise. These might include:

- Learning homeworks
- Grammar exercises
- Translations
- Free writing
- Preparation for tests
- Preparation for speaking tests
- Independent study
- Open ended key tasks to review content

## How do we develop students as independent learners through the extra resources available for them to explore?

Support tasks on firefly for independent study.

Our students will find the following resources useful:

Linguascope.com  
languages online.org  
quizlet.com  
kerboodle.com

We also expect our students to use the language guide that we provide as an important learning resource.

### **How do we stretch and challenge our students?**

- We encourage our students to take as many opportunities as possible to practise their speaking skills and to participate in extended speaking opportunities
- We encourage students to complete open-ended activities that will develop their skills

Students are taught in Modern Foreign Languages in mixed ability groups.

# Music

## What are the Big Ideas of this subject?

### Performing

Developing the technical skills of playing an instrument, both individually and as part of a group. Students will develop skills on the keyboard, ukulele and percussion, whilst learning about musical notation and improvisation.

### Composing

Creating music: both 'live', through singing, on keyboards and ukuleles, and through using music technology software (Garageband).

### Listening

Listening to a variety of music as part of each topic, and learning how to identify musical devices and features of particular genres.

In Year 7, all Music lessons take place in the practical music classroom, while in Years 8 and 9, students alternate each half term between music technology projects in the mac suite and projects in the practical music classroom.

	Year 9
Autumn Term	(a) Music for Movies (b) Who was Bob Marley?
Spring Term	(a) Dance Music (b) Song Writing
Summer Term	(a) Musicals (b) Independent Project

## How do we develop students as independent learners?

In Music, students learn through project-based tasks. Independent learning is vital as students are responsible for their own progress in a particular skill and in working through a given task. In music technology lessons students often work through task instructions at their own pace. Students must manage their own time and think creatively in all tasks.

## How do we develop students as independent learners through the extra resources available for them to explore?

There are a wide range of extra-curricular groups for students to take part in beyond lessons. These include:

- Voices
- Close Harmony Group
- Concert Band
- Chamber Orchestra
- String Ensemble
- Saxophone Group
- Ukulele Group
- Flute Ensemble
- Steel Pans

*We are committed to the pursuit of excellence for every student, every day*

In addition, the department's peripatetic tuition programme offers the opportunity for students to take vocal lessons and/ or instrumental lessons on a wide range of instruments. Many students also use our facilities to develop their performance, and some go further to form ensembles of their own.

### **How do we stretch and challenge our students?**

- We use extension tasks in lessons.
- We encourage students to organise and lead their own musical ensembles. Currently our Chamber Orchestra and Ukulele Group are student-led, with students leading rehearsal organisation, music arrangement and conducting.

# Physical Education

## What are the Big Ideas of this subject?

Doing	Thinking	Behavioural Change
The student's physical competency in a range of sports, focusing on skill and technique development.	This will focus on the student's knowledge and understanding, how well they make and apply decisions, their ability to evaluate performance and the accurate use of technical language.	The student's involvement and engagement in lessons, their character and values, and social and emotional factors, as well as the ability to lead a healthy active lifestyle.
<p>Students will be assessed in a range of sport specific skills in each activity covered during the year. Examples of some of the skills they may be assessed in are:</p> <ul style="list-style-type: none"> <li>• Short Passing in Football</li> <li>• Dodging in Netball</li> <li>• Tackling in Rugby</li> <li>• Dribbling in Hockey</li> <li>• Lay Up Shot in Basketball</li> <li>• Fielding in Rounders</li> <li>• Forehand Groundstroke in Tennis</li> <li>• Bowling in Cricket</li> <li>• Shooting in Handball</li> </ul>	<p>Specifically:</p> <ul style="list-style-type: none"> <li>• <b>Tactics and Strategies:</b> The ability to select and use a range of tactics and strategies and apply them in open situations.</li> <li>• <b>Terminology</b> The ability to describe what you see or do, using appropriate terminology.</li> <li>• <b>Strengths and Weaknesses</b> The ability to analyse performance, to describe strengths to others and identify areas to improve.</li> <li>• <b>Leadership</b> The ability to plan, organise and lead appropriate warm ups, cool downs or short skill sessions.</li> </ul>	<p>Specifically:</p> <ul style="list-style-type: none"> <li>• <b>Resilience:</b> The student's mental toughness, self-belief, determination, tenacity, grit and applied Effort.</li> <li>• <b>Self-Motivation</b> Their desire to achieve and to fulfil ambitions.</li> <li>• <b>Responsibility</b> Their self-control, self-reflection and awareness of their own behaviour.</li> <li>• <b>Sports Xtra/Club Involvement</b> Their commitment to the School Sports Xtra programme, involvement with sporting clubs or activities in the local community.</li> </ul>

Year 9	
Autumn Term	A range of activities including: football, rugby, hockey, netball, gymnastics, OAA, HRF, handball, basketball, badminton and dance.
Spring Term	A range of activities including: football, rugby, hockey, netball, gymnastics, OAA, HRF, handball, basketball, badminton and dance.
Summer Term	Traditional summer activities including: athletics, rounders, cricket, tennis and softball.

### **How do we develop students as independent learners through homework?**

Homework is not formally set in core PE lessons, but we do encourage our students to develop independently by attending extra-curricular activities and participating in community clubs.

### **How do we develop students as independent learners through the extra resources available for them to explore?**

Our Sports Xtra programme provides opportunities for all students, regardless of ability, to take part in a range of sports and activities. Activities range from the traditional football, rugby, hockey and netball, to cheerleading, dance and trampolining. Activities are season specific and our Sports Xtra offer will change each term.

### **How do we stretch and challenge our students?**

Students can take part in our Sports Xtra programme at a recreational level or represent one of the many school teams in local, regional and national competitions. Competitive fixtures run throughout the year and take place after school or on Saturday mornings. We have strong links with local clubs and organisations and encourage our students to take part in sport outside school. High-level performers are nominated for county and representative trials. Our PE department works closely with sports governing bodies to ensure that talented individuals can progress through the appropriate performance pathways, and a large number of our students will go on to compete at district, county and national level.

In Physical Education, students are taught in single sex groups that they are placed into according to the results of ability tests completed in the induction unit. We are very aware that students develop physically at different stages and therefore groups are very flexible.

Students are taught in Physical Education in mixed ability groups.

# Religious Studies

Students have one lesson of Religious Studies per week in Key Stage 3, in line with statutory requirements. All students are taught in mixed ability groups. In year 9 we engage students in a GCSE style course, where we expect them to apply religious knowledge learned in Year 7 and Year 8 to the study of morality and ethics.

## What are the Big Ideas of this subject?

### Factual Religious Knowledge & Religious Literacy:

- Recall of factual information about the beliefs and practices in all major world faiths

### Understanding Religious Teachings, Texts and Interpretations:

- Learning and understanding religious teachings and lessons from scripture and key individuals
- Interpretation of teachings and scripture

### Analysis and Questions of Beliefs and Practices:

- Understanding challenges that may be faced by believers
- Understanding differences between and within faiths and question the sameness of beliefs

### Application to Ethical Issues and Relevance of Religion in Society:

- Applying religious teachings and practices to issues of moral significance
- Make specific judgements on issues of moral concern, which are well justified
- Identifying whether religion still holds influence in modern society
- To challenge views which are rooted in prejudice and ignorance

	Year 9
Autumn Term	<p><u>Religion, Abortion &amp; Early Life</u>                      What do religions teach about these issues?                      What different points of view exist on serious moral issues? What is Pro-Life? What is Pro-Choice? What are alternatives? Is quality of life important?</p> <p><u>Religion, Death and Euthanasia</u>                      What do religions teach about funerals, death and the afterlife?                      What happens after we die?                      How should we treat the elderly? What is ageism?                      What are different forms of Euthanasia? What are the different perspectives?                      What do different faiths about Euthanasia?</p>
Spring Term	<p><u>Religion &amp; Global Issues</u>                      What are rights? What are human rights? What are the roles of human rights organisations? What is human trafficking? What are religious rights?                      What is prejudice and discrimination?                      What issues surround the morality of wealth and poverty? What do religions believe about poverty?                      What are religious perspectives on global inequalities?</p>
Summer Term	<p><u>The Law and Morality</u>                      What issues concern the law and morality?                      Should religious law or constitutional law be more important?                      What are different legal perspectives on issues of moral significance, including the death penalty and animal rights?</p> <p><u>The Holocaust</u>                      What is the Holocaust? Why did it happen? What lessons can we learn from the Holocaust? (We follow the Lessons from Auschwitz Programme, from the Holocaust Educational Trust)</p>

## **How do we develop students as independent learners through homework?**

It is important that students use Key Stage 3 to develop effective learning habits in preparation for the rigour of GCSE study and also to extend understanding of faith. Homework is therefore essential in religious studies and includes:

- Use of Knowledge Organisers to learn information about current topics of study and to support with quizzing and testing
- Specific set tasks to extend enquiry into topics of study
- Extended writing tasks and assessments using the 'big ideas' of Religious Studies
- Completion of exam style questions
- Extended research of particular areas of study

## **How do we develop students as independent learners through the extra resources available for them to explore?**

- We encourage our students to find out more about the world religions through their own reading and visits to religious sites and places of worship.
- The Learning Resource Centre has a set of resources which students can use to develop enquiry skills in Religious Studies
- We encourage students to make use of excellent online learning resources such as BBC Religion & Ethics, BBC Bitesize or RE-Online; firefly also offers an extensive set of resources
- All students have the chance to hear from a survivor from the Holocaust

## **How do we stretch and challenge our students?**

- We use extension tasks to challenge students and every student has a series of extension questions in their books
- We set higher order thinking questions to challenge our most able students
- During the Summer term, a Philosophy Club runs, which enables students to develop extensive thinking skills
- We have a number of other extra-curricular clubs as part of the 'Respect' element of the wider curriculum.

Curriculum Lead- *Mr J Mayhew*



# Science

## What are the Big Ideas of this subject?

The Big Ideas in Science are the fundamental principles that hold Science together:

### Biology

The study of life and living organisms

### Chemistry

The study of matter

### Physics

The study of matter and its motion through time and space

### Practical Science

Skills based learning

Year 9	Biology	Chemistry	Physics	Skills
Autumn Term	Cell Biology	Atomic Structure	Energy, Electricity	Risk Assessment Method & Variables,
Spring Term	Cell Biology & Organisation	Bonding	Forces, Waves	Results, Evaluation, Conclusion
Summer Term	Organisation	Quantitative Chemistry	Particles	Whole Experiments

In Year 9, the Key Stage 3 Science curriculum ends and the Key Stage 4 Science curriculum begins. The material that students have studied during Years 7 and 8 is re-visited but developed at GCSE level. Students are taught by subject specialists for one period a week per subject, and their fourth period of Science is used to develop the practical skills that are a key part of the new 2016 Science curriculum, and which are now part of the written examination.

## How do we develop students as independent learners through homework?

- Homework is usually set each week with the expectation that students spend between 30 and 40 minutes per piece. More homework will be set at key times however, for example when students are preparing for summative assessments. As students are taught in subject specialisms they may receive more than one science homework per week.
- Homework is varied and may include: writing up experiments, research, answering questions and making models. Learning homework will also be set. In addition to this students may be expected to read ahead of the area under study, using the internet, library or Firefly as a method of accessing these materials. The subsequent lessons will built upon this reading with students expected to apply their knowledge.
- To develop our students as independent learners, some of these homeworks may be contained in booklets issued to students and take the form of mini projects set over a specific period of time.

## How do we develop students as independent learners through the extra resources available for them to explore?

In addition to the resources that we supply, we would expect our students to use the knowledge organisers provided by their subject teachers along with the AQA website <http://www.aqa.org.uk/subjects/science/gcse> and the Key Stage 3 and 4 bitesize website <http://www.bbc.co.uk/education> Additional support materials can be found on You Tube but students need to be specific about what they search for.

## **How do we stretch and challenge our students?**

- We ensure that the concepts being covered are demanding by ensuring that the material studied is just beyond the point students have already reached. This should be at the edge of their capabilities.
- We avoid complacency in our students by challenging them to try to link concepts together, a difficult activity that takes time to establish. We also expect them to think creatively.
- We teach rigorous Science lessons.
- We encourage our students to explore their learning as independent enquirers who are able to reflect on the work that they complete.

In Science, we teach our students in three types of group: extension groups that stretch our most able scientists, support groups for students who need more support with Science, and broadly mixed ability groups for all other students. We assess our students regularly to ensure that they are making their expected progress.