The curriculum at Highlands School

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Highlands School curriculum intent

1. The Highlands School curriculum is ambitious and designed to educate students in the best that has been thought and said in each subject and to build cultural capital. At Key Stage 3 the curriculum goes beyond the requirements of the National Curriculum, introducing students to carefully sequenced core knowledge and ideas that will allow them to participate in the community of educated citizens.
2. The Highlands School curriculum supports a culture of reading. Reading and literacy open the doorway into the other subjects in the curriculum and to future success. The curriculum at Highlands encourages reading for pleasure and ensures students can access texts across the curriculum.
3. The wider curriculum at Highlands is an entitlement, not a privilege. All students take part in 28 days of carefully selected trips and visits over their seven years at Highlands to support the learning in lessons and build cultural capital.
4. The taught and wider curriculum, particularly though PSHE, teaches students about diversity, equality, inclusion and British values.

How the curriculum is delivered

The curriculum at Highlands is delivered by a team of well qualified teachers who benefit from over 80 hours of professional learning, delivered by the school and external experts, each academic year. High performing teachers and leaders come to work at Highlands School and remain there because of the school's recruitment processes, commitment to professional development, careful management of staff workload and because of its evidenced based approach to teaching and curriculum.

Lessons are centrally planned and resourced at Highlands School so students learning the same subject but in different classrooms and with different teachers get access to the same learning experience. This reduces variance and means all students get access to the highest quality resources possible.

Students' learning is checked throughout lessons. Teachers use mini whiteboards, hinge questions and 'no hands up' questioning to check learning and to adjust teaching accordingly. This ongoing formative assessment means our teaching quickly responds to the needs of students.

Following key pieces of work, feedback is given to students using whole class feedback. This means not every piece of work will have individual comments written on it by the teacher, but the teacher will read all work and then feed back to the class on how improvements can be made.

Retrieval practice is built into lessons. Regularly reviewing key information helps embed it into the long term memory, so most lessons start with a retrieval activity drawing on prior learning.

Teachers carefully plan how they teach new information to students. The delivery of new material is chunked to avoid cognitive overload. Students use paired work to discuss and practice working with the new information. Once the knowledge is secure, students work independently.

Students with SEN are supported with resources that are carefully adapted, or with extra support from teachers during the lesson.

Key Stage 3

Students follow a broad curriculum at Highlands School. During years 7 and 8 of Key Stage 3, all subjects are compulsory and follow the National Curriculum. In year 9, the core and foundation subjects remain compulsory, but students are able to make some choices to personalise their curriculum.

The Key Stage three curriculum is composed of the following subject areas:

Subject	Y7	Y8	Y9
	Lessons per fortnight (65 mins)		
Citizenship / RS	4	4	KS4
Computer science	2	2	2
Drama / Art / Music	6	5	3
English	6	6	7
Geography	3	3	2
History	3	3	2
Maths	6	6	6
MFL: Spanish or French	4	4	4
PE	2	2	3
Science	6	7	7
Technology*	3	3	KS4

*Technology (resistant materials, graphics, food technology and textiles) is taught on a ‘carousel’.

Key Stage 4

The emphasis on students experiencing a broad curriculum is continued at Key Stage 4 where the school expects the majority of students to complete the English Baccalaureate. Consequently, the majority of students study English literature, maths and the sciences, alongside five optional subjects.

Most students will study one modern foregin language, RS or citizenship, and either history or geography. Students begin to study the first two of their five optional subjects in year 9. One of these will be either RS or citizenship. Students begin to study their three additional subjects in year 10.

Subject	Y9	Y10	Y11
	Lessons per fortnight (65 mins)		
Citizenship / RS	4	3	-
English	KS3	7	7
Maths	KS3	6	7
MFL: Spanish or French	KS3	5	7
PE - core	KS3	2	2
Science	KS3	7	9
Geography / History	KS3	5	7
Option subjects	6	5	7

Options subjects are studied for two years from year 9 to year 10, or from year 10 to year 11.

Key Stage 5

Highlands School's key stage five curriculum offers students a variety of subjects and qualifications from which to select. Sixth form students are therefore able to select a course of study that is right for them. Students are expected to study three A-level subjects, or one BTEC Level Three Extended Diploma (equivalent to three A-levels).

Please visit the sixth form section of the school website for more information.

On the following pages there is an introduction to the subjects taught at Highlands School.

Art

Key stage 3.

In year 7 students are introduced to the formal elements of art and to the idea of self image and portraiture. The main focus of the project is to develop the students' practical skills and knowledge of the four key elements. Students are taught to recognise them within portraits by leading artists. At the end of the project there is a summative assessment, to check understanding and drawing skill development.

Students go on to study medieval art, exploring the type of art created at that time and the development of crafting skills. They learn to analyse works of art; recognising symbols, the use of formal elements and the ability to comment on medieval art. New processes and techniques introduced at this stage include printmaking, clay work and design skills.

In the summer term, students study natural form and how nature has inspired artists and designers. We focus on the work of William Morris and Cath Kidston and study colour theory, painting and printmaking, building upon the formal elements and techniques covered in the first two projects.

In year 8 students study the Italian renaissance and how artists of the time, such as Leonardo da Vinci and Michangelo, were recognised as 'artists' and commissioned to produce works of art. We look at architectural styles and differences between renaissance and medieval architecture, allowing students the opportunity to analyse how styles were influenced and changed during these periods. The formal elements are revisited and drawing techniques are explored in more depth. The second project focuses on the art of East Asia building upon knowledge and skills covered in years 7 and 8. Students are introduced to techniques such as Chinese brush painting and ceramic tile-making.

Year 9 projects focus on how humans constructed dwellings through history, exploring architectural styles (building upon knowledge gained in years 7 and 8) and the development of building techniques and materials. Artistic skills covered include clay and cardboard sculpture.

The still life project explores vanitas paintings and symbols within art and how developments in materials have influenced techniques. In the summer term, students develop their understanding of cultural heritage through the exploration of artists who have produced work based on identity. Techniques include painting, mixed media, photomontage and printing.

Key stage 3 enables students to deepen their understanding of the formal elements of art as well as developing their critical and analytical skills. Students are exposed to a wide variety of processes and techniques, exploring these in more depth as they progress through the years.

Key stage 4.

Students study OCR's Art and Design - Fine Art specification.

This specification affords students flexibility in the art specialisms that they can work in. Students can work in specialisms such as: painting and drawing, printmaking, 3D studies and mixed media.

The GCSE consists of two components. For Component 1 - *Coursework Portfolio,* students choose to base their work on human form, man made form, natural form or environments .

Key stage 5.

Students study AQA's Art and Design - Fine Art specification.

In the first term of year 12, students develop their artistic skills in a range of studio practices and explore a variety of topics. Later in the year, students are given a mock paper, where they can select one of five titles on which to base their artwork.

In year 13 students complete two components. The *Personal Investigation* Component allows students to select their own topic of study.

Citizenship

Key stage 3.

At key stage 3 students follow the National Curriculum. Throughout the course students explore the concept of citizenship and develop an understanding of how the United Kingdom operates at both a political and a societal level. In the summer term of each year students develop their knowledge of PSHE-related topics. The topics studied in each year are listed below.

Year 7:
Unit 1 - life in modern Britain
Unit 2 - political institutions in the UK
Unit 3 - journey to adulthood (PSHE unit)

Year 8:
Unit 1 - democracy in the UK
Unit 2 - law & justice system
Unit 3 - diversity & equality (PSHE unit)

Key stage 4

In citizenship, we teach a spiral curriculum. Knowledge taught at key stage 3 is built upon at key stage 4. As a school, we want citizenship to be at the heart of our values. The key stage 4 curriculum encourages our pupils to think of themselves as global citizens. It gives them an opportunity to engage in some of the relevant issues of our time, for instance Brexit, the role of the United Kingdom around the world, the importance of public institutions like the NHS, the police service, etc. At key stage 4 students study the Edexcel GCSE citizenship studies specification.

In year 9 students study:
Theme A - living together in the UK
Theme B - democracy at work in the UK
Theme C - law & justice

In year 10 students study:
Theme D - power & influence
Theme E - taking citizenship action

Computer science

Key stage 3.

The key stage 3 curriculum is in line with the mandatory National Curriculum. Students taught knowledge related to the use of many different applications, key computational thinking skills and an understanding of how computing hardware and software combine in computer systems. Our curriculum is sequenced to give students functional skills and technical knowledge necessary to be an effective user of (and for some designer of) computing systems in future life.

In year 7 students study the following:

- Using Computers Safely
- Fundamentals of Programming
- Animation
- Spreadsheets
- Programming using Flowcharts
- Programming using Turtle Graphics

In year 8 students study the following:

- Programming using Python
- E-safety and introduction to Computing Legislation
- HTML Introduction
- HTML with Java/Identifying Fake stories on the internet
- Introduction to hardware, software and data representation
- Binary

In year 9 students study the following:

- Ethics and Legislation
- Binary Recap & Hexadecimal representation
- Computational Thinking and Algorithms
- Programming in Python
- Data representation
- Logic

The exam board and curriculum at Key Stage 4:

- OCR J277 Computing GCSE

The exam board curriculum at Key Stage 5:

- OCR H446 Computer Science A Level

Drama

Key stage 3.

The drama curriculum at Key Stage 3 mirrors the GCSE course, ensuring that students get a balanced curriculum full of rich theory based written work and opportunities to perform practically. Each year group will also get the opportunity to explore technical theatre aspects, including: costume, sound, set design and lighting- the four key technical areas that are studied at GCSE. As students progress into the latter years of Key Stage 3, they are introduced to extended writing techniques enabling them to define and explain their acting style choices, and identify the reasons for their performances.

Year 7

- **Introduction to Greek theatre:** An introduction to drama starting with Greek theatre. Students begin to learn the basics surrounding physicality and voice.
- **Pantomime:** Focusing on physicality, pantomime is an introduction to Brechtian theatre which is studied in greater detail in year 8.
- **Shakespeare:** Students develop an understanding of traditional texts and traditional theatre conventions. This benefits them in other departments such as English.
- **Radio drama:** A dive into the vocal aspect of drama. Students focus on how to use their voice in order to correctly portray character, emotion and begin to think about what this communicates to the audience.

Year 8:

- **Naturalism:** Students begin to focus on practitioners, looking at Stanislavski and naturalistic acting for the first half term.
- **Non-naturalism:** Students begin to revisit the work from year 7 and begin looking at the basic principles of Brechitian theatre.
- **Scripted work:** Students begin to study scripted work in groups, looking at and focusing on the structure of scripts.
- **Introduction to technical theatre:** Students' first look at sound, lighting and set and the impact it has on performance.
- **Brecht:** A deeper dive into the theatre practitioner Bertolt Brecht and the key elements of a Brechtian style performance.
- **Blood Brothers:** Culminating all their previous learning, students study a scripted text- *Blood Brothers*- and begin to think about how both design elements and performance skills combine in theatre.

Year 9:

- ***A Monster Calls*:** As a parallel to GCSE Drama, students study and analyse a set play text that they will have to perform with, and use technical design elements for.
- **Shakespeare:** Students develop an understanding of traditional texts and traditional theatre conventions. This benefits them in other departments such as English.
- **Documentary theatre and verbatim:** Moving slowly into devising theatre, students workshop a variety of different theatre styles to create a stunning piece of theatre, and are encouraged to reflect and evaluate their choices.
- **Scripted work:** Culminating all their previous learning, students study a scripted text and use prior knowledge to think about how both design elements and performance skills combine in theatre.

Key stage 4:

The Key Stage 4 curriculum is based on the Edexcel Theatre Makers in Practice GCSE exam that the students take throughout the two year course. During this course, students explore theatre through scripted extracts and devising for practical work, and live theatre evaluation and performance reflection and evaluation of their own work.

Edexcel: *Theatre Makers in Practice* (*Paper code: 1DR0/3A or 3B)

Year 10:

- **Component 1:** Create and develop a devised piece of theatre from a stimulus. Students will then analyse and evaluate their performance in a piece of coursework submitted as a portfolio.
- **Component 3:** Students will be studying *The Crucible* as the set text for their written exam. They will begin exploring context, design and characters throughout the first year of the course.

Year 11:

- **Component 2:** Students will either perform in and/or design for two key extracts of a performance text. This is externally assessed by a visiting examiner.
- **Component 3:** Students will complete a practical exploration and study of one complete performance text. This exam is broken down into two sections:

Section A: Bringing texts to life

- This section consists of one question broken into five parts (short and extended responses) based on an unseen extract from the chosen performance text.

Section B: Live theatre evaluation

- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.

English

The English curriculum at Highlands follows a literature-based model, where students are exposed to a breadth of literature across each key stage, with the substantive knowledge running through the curriculum as a series of strands - our substantive concepts. Each text enables students to develop their knowledge of these substantive concepts.

Key Stage 3:

At KS3, texts move through a broadly chronological study of English by beginning with Old English, to middle English, early modern and then modern English literature.

Year 7:

- *Beowulf* - Students are introduced to the earliest examples of English Literature and relevant Anglo Saxon contextual information.
- *The Canterbury Tales* by Geoffrey Chaucer - Following their experience of Old English, students are exposed to this key Middle English text from the canon, linked to a contemporary reimagining of *The Canterbury Tales* by the poet Patience Agbabi.
- *Romeo and Juliet* by William Shakespeare - Our chronology brings us to the Renaissance. Students will experience the period through a focus on love poetry, *Romeo and Juliet* and the sonnet form.
- *Noughts and Crosses* by Malorie Blackman - Our final unit tracks the emergence of the novel form through extracts bridging the gap from Early Modern to contemporary fiction.

Year 8:

- The Romantics - Students are introduced to the Romantic movement, its place in our literary heritage and ideas which were important at the time.
- *Wuthering Heights* by Emily Brontë - Students explore the Gothic development from the Romantic movement, encountering authors' presentations of wild and sublime landscapes.
- The story of drama - In the story of drama, students are introduced to the evolution of the play form from its earliest classical examples to contemporary theatre, exploring the ways in which characterisation and imagery has developed.
- *Animal Farm* by George Orwell - In our final unit, students explore the use of Literature as polemic. Centred around Orwell's classic, *Animal Farm*, students are introduced to dystopian literature which focuses on illustrating society's injustices.

Year 9:

- *The Tempest* by William Shakespeare - For our second Shakespeare play studied in full, students are introduced to a post-colonial reading of the late Shakespeare play, *The Tempest*.
- *Journey's End* by R.C. Sheriff - As our broadly chronological study of Literature enters the 20th Century, we explore the Literature of the First World War.
- *To Kill a Mockingbird* by Harper Lee - Through the study of Harper Lee's classic, students explore the Literature of the early civil rights movement in America.
- 21st Century novel - In our final unit of the Key Stage 3 curriculum we examine how all of the features of our literary heritage have evolved and led to the literature we can enjoy and study today.

Key stage 4

Students study the Edexcel exam board specification.

By the end of key stage 4, students will have consolidated and further developed all of the key concepts and procedural knowledge taught and assessed in key stage 3, focused on the specific demands of their GCSE qualifications.

Year 10:

- *Macbeth* by William Shakespeare - Building on our students' knowledge of tragedy and Shakespeare's theatre from KS3, Macbeth provides a base for many of the themes explored across our GCSE curriculum. The iconic characters and setting of the play provides excellent stimuli for students' imaginative writing as preparation for English Language Paper 1: Imaginative Writing.
- *The Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson - Many of the themes from our 19th Century text are linked with our study of Macbeth and provides a good foundation for the exploration of 19th Century fiction for English Language Paper 1
- *An Inspector Calls* by J.B. Priestley - Our choice of modern British play further develops many of the themes and conventions from our two preceding texts and allows us to interleave the study of rhetoric for English Language Paper 2: Transactional Writing

Year 11:

- Conflict poetry - our choice of poetry cluster is broken up throughout our study of the other literature texts leaving us with six poems to be studied alongside the reading of non-fiction to familiarise students with the conventions of a wide range of transactional texts.

Key stage 5.

Students study the Edexcel exam board specification.

By the end of Key Stage 5 in English literature, students will have further developed all of the key concepts and procedural knowledge taught and assessed in key stages 3 and 4, focused on the specific demands of their A Level qualifications. In addition, students will have acquired the new substantive knowledge of critical theories of Literature as well as how and when to embed this knowledge into their written responses.

Year 12:

- *A Streetcar Named Desire* by Tennessee Williams - This richly symbolic play serves as an excellent foundation for English literary study at A level.
- Poems of the Decade - Taught alongside the study of Tennessee Williams' play, to examine shared methods and concepts.
- *Othello* by William Shakespeare - Students develop their appreciation of literary methods and contexts alongside the inclusion of a wide range of critical perspectives.
- *Frankenstein* by Mary Shelley and *Never Let Me Go* by Kazuo Ishiguro - Following the comparative poetry unit, students develop this into comparing two novels around the themes of science and society.

Year 13:

- The *Wife of Bath's Prologue and Tale* by Geoffrey Chaucer - studying Chaucer in the original Middle English is a unique challenge at A level and therefore tackled in the second year of the course. Students love the humour and satire Chaucer creates through his poetry.
- Coursework - the independent comparison of texts, integrating the evaluation of writers' methods, the influence of contexts and insights from critical perspectives is a great introduction to the scope and rigour expected in English Literature responses at undergraduate level.

Geography

Geography at Highlands School takes students on a journey through the history of the Earth to the present day. It equips students with the breadth of knowledge that allows them to give informed views on current global geographical issues. Our curriculum puts a huge importance on fieldwork as it is important for students to be able to see how theories can be put to the test and understand that our world is complex and can not always be summed up in a geographical model.

Key stage 3.

Year 1: The Earth is dynamic.

Created 4.5 billion years ago plate tectonics and the structure of the earth are the foundations of a subject that studies the Earth. As water, ice and wind pass over our young earth they shape the land with geomorphological processes. We study this deeper by looking specifically at rivers and coasts and their role, and we investigate phenomena and seek to explain them using scientific methods.

Year 2: The World is dynamic.

The first humans evolved in Africa and have since spread all over the world and developed. Settlements have been set up and urbanisation has led to irreversible changes to the natural environment. We will focus on urban areas and investigate how and why these changes have come about. In the late 20th century globalisation has led to further strain on the natural world.

Year 3: The Earth vs the World.

We are now in the Anthropocene (geological time period defined, due to the increase of plastic and waste in rocks), humans have altered the Earth's balance. Our weather and climate has begun to change with more extreme events. Will populations such as China's continue to grow or can we become more sustainable? Or have we reached a tipping point and changes to the carbon cycle, now irreversible?

The exam board and curriculum at key stage 4: Edexcel B (9-1) from 2016 Geography GCSE

Students begin with two topics 'development dynamics' and 'hazardous Earth' ; these have been selected as the first two topics as they provide the foundations for the knowledge that students will learn during the rest of the GCSE. Students then progress through the course and we have embedded recall to demonstrate the links between the different topics.

Topics:
1 Hazardous Earth
2 Development Dynamics
3 Challenges of an urbanising world
4 UK's evolving physical landscapes
5 UK's evolving human landscapes
6 Geographical investigations
7 People and the biosphere
8 Forests under threat
9 Consuming energy resources

The exam board curriculum at key stage 5: AQA A level Geography 7037

At key stage 5 students begin by learning globalisation and global governance and changing places, globalisation has been covered and elements of places have also been covered in key stage three topics such as urbanisation as well as key stage 4 topics such as the UKs evolving landscape. The topics of globalisation and changing places are taught at the same time as there are so many links between the two topics and it is useful for the students to see how there are interconnections. It also helps when students are writing essays, demonstrating the importance of synopticity.

Topics:
1 Global governance and global systems
2 Changing places
3 Water and carbon cycles
4 Coasts
5 Hazards
6 Contemporary urban environment
7 Non-examined assessment (coursework)

History

Key stage 3:

In year 7 students start a study of history, beginning with the Roman Republic. Concepts such as democracy, republics, empire, slavery and trade are introduced across the year and are revisited through the Key Stage 3 course.

After the Romans students study China and the Silk Roads, Constantinople and the Normans. Concepts such as kingship are introduced. The second order concepts in history (such as a causation, source enquiry and change and continuity and significance) are also introduced in year 7 and will be revisited from this point.

In year 8 students study the late middle ages and into the modern period. Topics studied include Tacky's Revolt (as part of studying slavery), the French and American Revolutions and the Enlightenment. These topics allow students to consider change and continuity in a variety of historical contexts.

Year 9 focuses on Europe in the twentieth century. Students study the rise of Germany before and between the two world wars, the Russian Revolution and communism. The year ends with a study of the Holocaust.

Key stage 3 provides students with the knowledge and understanding of the past and of the study of history to confidently understand the modern world, to understand how to question and interpret evidence and sources and to continue their studies at key stage 4 and 5.

Key stage 4.

Students study AQA GCSE History. The topics studied are: USA in the twentieth century, the Cold War, Elizabeth I and Health and the People.

Key stage 5.

Students study OCR A level History. The topics studied are: Pitt to Peel, Russia, China and its Rulers.

Maths

Key stage 3.

The mathematics curriculum at Highlands School sequences all of school mathematics from counting to calculus. It is a progressive journey through mathematics based on the principle of securing concepts before building on top of them. To navigate this journey successfully it's important knowledge is not bound to year group or age so when students first join Highlands we identify where they should start on the curriculum.

In year 7 the units studied are as follows:

Working with place value
Introducing algebra
Lines and angles
The probability scale
Powers, roots and rounding
Formulae, sequences and rules
Using measurements
Representing and interpreting data
Order of operations
Linear equations
Properties of shapes and solids
Ratio
Graphs of linear functions
Congruence and scale drawing

In year 8 the units studied are as follows:

Arithmetical operations with decimals and negatives
Linear equations with unknown on both sides
Parallel, alternate and corresponding
Sets and unions
Percentages
Sequences and relationships
Symmetries and constructions
Using averages, range and relationships to describe data
Multiples, factors and primes
Linear equations: graphically and algebraically
Accuracy with perimeter, area and volume
Dividing quantities into ratios
Algebraic expressions
Translations, rotations and reflections
Diagrams and Constructions

In year 9 the units studied are as follows:

Arithmetic with Fractions

Expressions and Formulae
Angles and polygons
Sample spaces to calculate theoretical probabilities
Ratio and percentage
Rearranging and solving linear equations
Geometrical relationships and Pythagoras' theorem
Central tendency and spread
Mathematical models
Using graphs to solve equations
Pythagoras' theorem and trigonometry in right-angled triangles
Standard form and the number system
Geometric sequences
Compound units
Mathematical relationships

Key stage 4.

Students study Edexcel GCSE Mathematics.

The topics studied fall into the strands of:
Number
Algebra
Ratio, proportion and rates of change
Geometry and measures
Probability
Statistics.

Key stage 5.

Students study Edexcel GCE A-Level Mathematics.

Topics include:
Proof
Algebra and functions
Coordinate geometry
Sequences and series
Trigonometry
Exponentials and logarithms
Differentiation
Integration
Numerical methods.

MFL

Key stage 3.

In year 7 students start by learning to introduce and talk about themselves. We also cover the alphabet, numbers, days and months, as well as French/Spanish sounds which are revisited throughout the year in pronunciation features.

After that, pupils are introduced to key verbs in the present tense to talk about themselves as well as their school life. They learn to express and justify their opinions.

Pupils are introduced to the perfect tense/preterite tense of regular verbs to talk about activities they did in the past and continue expanding their knowledge of the present tense as well as the use of opinions to talk about their family and friends as well as their town. They are introduced to the near future to say what they are going to do.

In year 8, students learn more about the use of the perfect tense/preterite to describe a past holiday. After that, vocabulary related to daily life and celebrations is introduced. The use of the present, perfect/preterite and near future tenses in consolidate and pupils are introduced to different subject pronouns (he/she/we/they) to talk about leisure activities; describe their local area and describe sports they like/dislike.

In year 9, pupils learning French continue learning about themselves and family members and expand on the vocabulary learnt in years 7 and 8 to be able to accurately describe their relationship with people. They are introduced to the imperfect tense to say how they used to be like when they were younger. Later, pupils learn more about free time activities as well as new technologies reinforcing their knowledge of the present, perfect and near future tenses seen in years 7 and 8. Finally, vocabulary and structures focusing on comparing daily routine and celebrations are being introduced and consolidated.

Students learning Spanish continue learning about describing a past holiday and expand on the vocabulary learnt in year 8. They are introduced to the imperfect tense to describe where they stayed during their holiday. Later, pupils learn more about schools in the UK and Spain focusing on their knowledge of the present, perfect and near future tenses. Finally, pupils continue learning about themselves and family members and expand on the vocabulary and structures learnt in years 7 and 8.

Key stage 3 provides students with the knowledge and understanding of the language they need to confidently continue their MFL learning journey at key stage 4 and beyond.

Key stage 4.

Students study Edexcel GCSE French/Spanish.

The topics studied include:

- Family & friends
- Free time activities
- Daily life & celebrations
- Local area
- Holiday & travel school
- Future aspirations, study and work

● International and global dimension.
Key stage 5. Students study AQA A level Spanish. The topics studied include: ● Aspects of Hispanic society ● Artistic culture in the Hispanic world ● Literature and film ● Multiculturalism in Hispanic society ● Aspect of political life in the Hispanic world.

Music

Key stage 3.

Pupils will develop musicianship skills and a foundation for musical understanding through a sequence of aural skills, practical skills and creative processes. This curriculum sequence will support the theoretical knowledge and technical skills required in order to access music in the future.

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will expand their musical horizons and gain a deeper understanding of how music is constructed. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Pupils will gain a broad aural knowledge of western classical music, popular music and traditional music from around the world. Below are some examples:

Western classical music

- Minuet in G - J.S. Bach
- Ode to Joy - Beethoven
- March of the Toy Soldiers (The Nutcracker) - Tchaikovsky
- Hall of the Mountain King - Grieg

Popular music

- Lean on Me - Bill Withers
- Stand By Me - Ben E. King
- Every Breath You Take - The Police

Word music and fusions

- Siyahumba - South African folk song
- Nobody Knows You When You're Down and Out - Bessie Smith
- Tequila - The Champs
- One Love - Bob Marley

In year 7 students will learn the following:

- Rhythm and metre 1 - note durations, rhythms and simple time signatures
- Organisation of pitch 1 - major scales, pentatonic scales, developing melodies and reading notation using the treble clef
- Harmony 1 - use of tonic and dominant notes and chords and simple accompaniments
- Structure 1 - balanced phrases and simple music structures to include rounds
- Texture 1 - unison, polyrhythms, call and response, polyphony, part singing
- Musical terms and signs 1 - dynamics, articulation and tempo words

In year 8 students study the following:

- Rhythm and metre 2 - note durations, rhythm combinations, swing and syncopation, simple time signatures.
- Organisation of pitch 2 - major scales, blues scale, improvising melodies and reading notation using the treble clef and bass clef, ornamentation

- Harmony 2 - primary chord sequences, extended chords, ground bass, walking bass, alberti bass, bass riffs
- Structure 2 - verse/chorus song structures, variations, ground bass, canon, 12 bar blues format
- Texture 2 - Counterpoint, polyphony, melody dominated homophony,
- Musical terms and signs 2 - dynamics, articulation and tempo words

In year 9 students study the following:

- Rhythm and metre 3 - note durations, rhythm combinations, triplets, syncopation, cross rhythms, compound time signatures
- Organisation of pitch 3 - major and minor scales, intervals, composing melodies and reading notation using the treble clef and bass clef, ornamentation
- Harmony 3 - triads, chord inversions and chord extensions, diminished chords, augmented chords, suspensions, chord progressions, secondary chords
- Structure 3 - simple structures, verse/chorus format, theme and variations
- Texture 3 - homophony, layering, loops, imitation, countermelody, rounds
- Musical terms and signs 3 - dynamics, articulation and tempo words

Key stage 3:

Students follow the Edexcel GCSE Music specification.

This comprising the following three elements:

Composing (30%):

1 free composition – minimum 1 minute (Year 10)

1 to set brief – minimum 1 minute (Year 11)

Together total minimum of 3 minutes

Performance (30%):

Solo - minimum 1 piece - minimum 1 minute

Ensemble - minimum 1 piece.

minimum 1 minute

Together total minimum of 4 minutes across the solo and ensemble pieces

Suggested minimum of Grade 2 standard at the start of the course

Listening and Appraising (40%) Exam (1 hour 45 minutes):

4 Areas of Study with 2 Set Works each:

• Instrumental music 1700–1820

• Vocal music

• Music for stage and screen

• Fusions

Religious studies

Key stage 3.

At key stage 3 pupils cover themes based on the key aspects of the six main religions - Christianity, Islam, Hinduism, Buddhism, Judaism and Sikhism. The themes that students will study are listed below:

Theme 1: Beliefs & practices
Theme 2: People & places
Theme 3: The Arts
Theme 4: Anti-racism & religion
Theme 5: Philosophy, ethics & the afterlife

Key stage 4.

At key stage 4 pupils follow the AQA Curriculum GCSE 8062/1A and 8062/2A with emphasis on Christianity and Buddhism.

The first paper is on 'beliefs & practices' [Christianity & Buddhism].
The second paper is on 'themes' - pupils study:

- Theme B [Life]
- Theme C [Philosophy]
- Theme D [War & Conflict]
- Theme E [Crime & Punishment].

Key stage 5.

In the Sixth Form pupils study the AQA specification - 7062. This A Level is split into two papers:

- Paper 1 - Philosophy of religion & ethics
- Paper 2 - Christianity & dialogues with philosophy

Physical education

Key stage 3:

Our curriculum design is based around a skills-based model, the focus is to teach skills that pupils successfully apply in a competitive scenario for a sport or activity. This generally sees a new skill taught every week, for example 'the overhead clear' or the 'chest pass.' These skills can be taught in competitive situations from the start of the lesson, or taught in isolated drills and then applied. Skills and principles are sequenced every year so that students progress and develop in a variety of sports and activities. Students are given the opportunity to recall and retrieve skills each lesson in order to progress. This is because we want to teach students how to be active and how to enjoy sports.

During key stage 3 students will participate in activities such as:

- Health related fitness
- Cross-country
- Outdoor adventurous activities
- Handball
- Football
- Netball
- Badminton
- Basketball
- Athletics
- Cricket
- Rounders
- Volleyball
- Tennis.

Key stage 4.

At key stage 4 in core PE the department embeds advanced skills and knowledge in a variety of activities. Students are encouraged to participate in a wider range of activities. Students get to choose from four pathways for year 10 and 11 core PE. The four options include: sports competition, health and fitness, multi activity and well being. In lessons pupils will look to continue to refine the skills learnt at key stage 3 and experience new activities if they choose. This ensures that students maintain an interest in staying active.

In order to progress to the GCSE Physical Education course (exam board OCR), students should demonstrate the necessary knowledge, skills and understanding at key stage 3 to enable them to take part and progress at GCSE. They should be able to:

- perform at a high level at more than one sport from the list provided by OCR the exam board.
- demonstrate knowledge and understanding of the theory content of physical education.
- show that they have an enthusiasm for the subject.

GCSE course content:

- Physical factors affecting performance
- Socio- Cultural issues and sports psychology
- Practical performances
- Analysis and evaluation of performance

Key stage 5.
At key stage 5 students have the opportunity to study A level physical education and as a department we promote physical education as a career as well as a form of recreation. A level builds the knowledge and skills learned at GCSE preparing students for further education.

A Level physical education develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity, and demonstrate their ability as either performer or coach.
Students follow the OCR exam board specification. This includes:

- Physiological factors affecting performance
- Psychological factors affecting performance
- Socio-cultural issues in physical activity and sport
- Practical performance of one sport
- Evaluating and analysing performance for improvement

Science

Key stage 3:

At key stage 3 our students will learn the fundamentals of science and will build on their core knowledge each year. The curriculum is designed to ensure that students have a holistic understanding of the three components of science- biology, chemistry and physics. As students build an understanding of the core concepts they consistently consolidate and deepen their understanding making links across the three subjects in different areas. Below are the topics covered:

- Particles
- Energy transfers
- Cells
- Chemical reactions
- Atoms and the Periodic Table
- Photosynthesis
- Forces and their effects
- Ecology and evolution
- Electric current and force fields
- Rates
- Waves
- Reproduction and inheritance
- Space physics
- Respiration and locomotion
- Materials of the Earth and the atmosphere
- The mathematics of motion
- Digestion

Key stage 4:

At key stage 4 we prepare our students to apply the core concepts learnt at key stage 3 and develop their understanding enabling them to apply the concepts to predict, explain, evaluate and analyse scientific data. This enables our students to develop their understanding, preparing them for further education in science. At this stage the science curriculum splits into two pathways where different AQA courses are taken. Pathway A covers the AQA Combined Science course which is a double award and enables students to achieve two GCSE grades. This is developed further through Pathway B consists of three courses- AQA Biology, AQA Chemistry and AQA Physics. This allows students to end year 11 with three GCSE grades.

Combined Science topics include all topics below, apart from those identified as otherwise.

Biology GCSE:

- Cells and transport
- Organising plants and animals
- Photosynthesis
- Respiration
- Organisation and the digestive system
- Communicable diseases
- Preventing and treating diseases

- Non-communicable diseases
- Cell division
- Adaptations, interdependence, and competition
- Organising an ecosystem
- Biodiversity and ecosystems
- Reproduction
- Variation and evolution
- Genetics and evolution
- The human nervous system
- Hormonal coordination
- Homeostasis in action

Chemistry GCSE:

- Atomic Structure
- Periodic table
- Chemical bonds
- Properties of substance
- Structure and bonding of carbon
- Chemical changes: reactions with metals
- Chemical changes: electrolysis
- Chemical changes: reactions of ccids
- Quantitative chemistry
- Energy changes
- Rates of reaction
- Organic chemistry
- Chemistry of the atmosphere
- Chemical analysis
- Using resources

Physics GCSE:

- Energy
- Particle model
- Nuclear physics
- Electricity
- Forces
- Electromagnetism
- Waves
- Space *(Triple Science Physics GCSE only)*

Key stage 5:

Studying science at Highlands school enables our students to develop a greater understanding of the world around them and develops strong skill sets which allow our students to become strong candidates for higher education at university. In addition to interesting lessons and opportunities to develop knowledge, the science department provides many STEM opportunities for our students.

After studying Key stage 5 sciences many of our students go on to study science further at university where our department is very well geared in helping students with their applications for these

courses.

Biology

A-Level Biologists at Highlands school are equipped with the knowledge and skills in order to be university read and deepen their love for the subject. Fundamental concepts taught during KS4 are revisited and developed further. This allows students to deepen their understanding and find niche areas of interests. As they are taught, students are offered the opportunity to apply their knowledge to various contexts and, as professionals in industry, produce and analyse data to explain phenomena.

The topics (see below) are taught by two teachers over the course of two years.

- 3.1 Biological molecules
- 3.2 Cells
- 3.3 Organisms exchange substances with their environment
- 3.4 Genetic information, variation and relationships between organisms
- 3.5 Energy transfers in and between organisms (A-level only)
- 3.6 Organisms respond to changes in their internal and external environments (A-level only)
- 3.7 Genetics, populations, evolution and ecosystems (A-level only)
- 3.8 The control of gene expression (A-level only)

We use the following learning cycle to deploy best practice outlined by education research and prepare students for the demands of further education:

1. Pre-reading - *students use teacher written booklets to familiarise themselves with new concepts*
2. Teaching - *teachers deliver content with use of various methods to secure student understanding*
3. Practice - *teachers model various exam style questions so students are familiar with the expectations of the exam board and methods to communicate ideas sophisticatedly*
4. Consolidation - *students complete a variety of homework tasks to cement their learning through practice, they also construct a list of active recall questions for each lesson taught in order to embed retrieval practice into their revision*

Chemistry

Chemistry A level provides our students with many applicable skills that enable them to thrive both at university and the working world. It is a course well suited for students that show resilience and who like to challenge themselves. The exam board taken at highlands is AQA and builds on content acquired at GCSE. Students develop understanding of analytic techniques in which they use their knowledge of chemical reactions and synthetic routes alongside mathematical skills to solve complex problems.

Course content: The course consists of three components - Physical chemistry, Inorganic chemistry and Organic chemistry.

These topics are split and taught by two teachers in the following layout, where side A and side B are taught simultaneously over two years:

SIDE A (Organic)

- Bonding (physical)

- Intro to organic
- Alkanes
- Halogenoalkanes
- Alkenes
- Alcohols
- Organic analysis
- Isomerism
- Carbonyls
- Arenes
- Amines
- Polymers
- Biochemistry
- Structure determination
- Organic synthesis

SIDE B (physical/inorganic)

- Atomic Structure
- Amount of substance
- Energetics
- Kinetics
- Equilibria
- Redox
- Periodicity
- Group 2
- Group 7
- Rates and Equilibrium constants (Kp)
- Acids and bases
- Electrochemistry
- Transition metals

<u>Physics</u>

A-level Physics aims to provide our students with an understanding of the physical laws that underpin how the universe behaves. Students also learn a logical, mathematical approach to problem solving that will enable them to succeed both at university and the world of work. It is a course well suited for students that have a keen interest in understanding the nature of the world around us and have an aptitude for both mathematical and logical reasoning. The exam board chosen for our students studying A-level Physics at highlands is Edxcel as this specification builds on content acquired at GCSE and fully prepares them for any Physics related career or further education course they may choose. Students also develop understanding of practical and analytical techniques used by scientists to collect, analyse and evaluate data to test out the validity of a hypothesis. This part of the course allows them to be successful in achieving their practical endorsement. This part of the course is reported separately to their main grade and is assessed throughout the two years as the students build up a portfolio of practical work that they have completed.

<u>Course content:</u>

- Mechanics (Forces, motion and energy)
- Materials
- Electricity
- Waves

- Electromagnetic fields
- Gravitational fields
- Thermodynamics
- Cosmology
- Nuclear Radiation
- Nuclear Physics
- Particle Physics
- Oscillations

These topics are usually taught by two teachers simultaneously with each teacher teaching a different topic at a time.

Written Assessment:
Two 105 minute papers, each cover half the content of the course, plus one 150 minute synoptic paper that also includes questions relating to core practicals and data handling skills. All three papers are completed at the end of the course.

Design and Technology

Key Stage 3.

Design and technology prepares students to participate in tomorrow's rapidly changing technologies. They will learn to think and intervene creatively to improve quality of life. The subject calls for students to become autonomous and creative problem solvers, as individuals and members of teams. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.

Students combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate past and present design and technology, its uses and effects. Through design and technology, all students can become discriminating and informed users of products, and become innovators.

At key stage 3 students are taught on a carousel system where they have the opportunity to experience working within the specialism materials of:

- Food
- Textiles
- Resistant materials.

Graphic skills and core knowledge will be taught within the three main materials.

Students learn the following in year 7:

Food - `*Healthy Heart*`
Students create a healthy eating exhibition and food for the school canteen which promotes good health.
Students will study:

- Nutrition
- Health and safety
- Hygiene
- Knowledge of equipment and resources
- Photoshop skills

Textiles- `*Home accessories*`
Students will design and make a cushion for someone in their home or themselves showing their personal interests using different types of decorative techniques such as patchwork, tie dye, embroidery and appliqué.
Students will further develop their photoshop skills by learning how to use heat transfer techniques.

Resistant materials: - `*Our planet*`
Students design and make a unique souvenir for the WWF gift shop. In so doing they will learn:

- CAD/CAM- 2D design
- Pewter casting process.
- Wood joints
- How to use workshop equipment and processes.
- Vacuum forming to create a blister package.

Year 8

Food - *`The third age`*
Students will learn and understand how to create and adapt foods and diets for the elderly. The emphasis is on healthy eating and practical activities including soups, flavoured bread, bread-based pizza leading to the creation of a healthy meal for someone in their third age. Students will develop their knowledge of graphic design by learning how to design food packaging

Textiles - *`Bag for life`*
Students will learn how to use paper patterns by making a polyester fleece hat and adding hand embroidered appliqué. Students will also learn how nature inspires design. They will make a calico bag with a block printed and embroidered motif. The tote or drawstring bag will have a photochromic logo, which will only appear when placed in sunshine. Students' understanding of graphics will be developed as they learn about Karakuri (card automata) and mechanical movement.

Resistant materials- *`Biodiversity`*
Students will design a product that would encourage wildlife to a garden, suitable for sale in a garden centre. This will enable students to learn
How to work collaboratively to create the product, applying the skills and knowledge they have learnt throughout key stage 3. Students will also be taught the importance of prototyping and how to develop an idea into a working product.

Key stage 4:

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. The broad range of disciplines allow students to have experience working with a variety of materials, techniques and processes but holistically knowing they are all part of the design and technology family.

Students will follow the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Design and Technology (1DT0)- This is now all under the one umbrella. The three areas you can specialise in are as follows:

Textiles.
Students will build up their practical skills covering a range of surface finishes, e-textiles and specialist techniques in the first term. In the second and third term, students are introduced to the core subject areas and complete mini projects, e.g. skirt/shorts, clock, and gusseted bag using a variety of different materials that will teach theory through and alongside practical application. At the end of year 9, the exam board releases the set contextual challenges available for the following year that students will choose from. In year 10 pupils will concentrate on their coursework (NEA) and revision for their GCSE exam.

Paper and boards (Graphics).
Students will learn a range of communication skills and techniques including the use of photoshop and 2D design.Projects will include Bottle design and branding, Cereal box design, promotion and POS-point of sale display and the designing and making of a pop up book. At the end of year 9, the exam board releases the set contextual challenges available for the following year that students will choose from. In year 10 pupils will concentrate on their coursework (NEA) and revision for their GCSE exam.

Timbers (Resistant materials).
Resistant materials is a creative course that encourages autonomy and problem solving. The GCSE sets out the knowledge, understanding and skills required to undertake the iterative design process of

exploring, creating and evaluating. The majority of the Resistant materials specification is delivered through the practical application of this knowledge and understanding. Projects include wood forming, The trophy and the desk tidy . At the end of year 9, the exam board releases the set contextual challenges available for the following year that students will choose from. In year 10 pupils will concentrate on their coursework (NEA) and revision for their GCSE exam.

We also offer qualifications in the following other subjects:

Food preparation and nutrition-AQA GCSE
Food preparation and nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Child Development- OCR Level 1/2 Cambridge National Certificate in Child Development (120 GLH) Code J818. Child Development is a course for anyone who wishes to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements.

Key stage 5.

AQA Design and technology - product design.

Within the first year of A level students will complete a range of small projects, in order to gain knowledge and understanding in properties of materials, techniques and manufacturing processes. Towards the end of the first year they will then start to consider the NEA context and task and this will be the main focus within the second year of the course.

Subjects only taught at Key stage 4 or key stage 5

Business

Key stage 4

Pearson BTEC Tech Award in Enterprise.

The BTEC Tech Award in enterprise is designed to help students to develop their business skills. Students learn the key knowledge and skills required to understand and create successful enterprises. This includes learning about:

- The key characteristics of enterprises
- How to design and use market research
- How to plan, present and assess an enterprise activity
- How to interpret and use promotional and financial information in relation to a given enterprise

The course is made up of three components - two coursework components and one externally assessed written exam component.

Key stage 5

Pearson BTEC Extended Diploma in Business.

The BTEC extended diploma develops knowledge of business from a number of perspectives and develops practical research skills which allow students to investigate how businesses of all sizes operate. This qualification gives learners experience of the breadth and depth of the sector that will prepare them for further study or training.

Students learn, amongst other things: the features of different businesses, how to develop a marketing campaign, business and personal finance principles and how to manage an event. This knowledge is then set within an international context when students learn about international business operations.

Media

Key stage 4.

KS4 BTEC Level1/Level 2 Tech Award in Creative Media Production

The BTEC Tech Award Creative Media Production enables students to learn about, and to develop skills related to, a range of media practices. During the course students learn about past and present media production techniques. This knowledge is then developed when students create their own media product.

The course is made up of 3 components - two internal coursework components and one externally assessed practical component.

AQA GCSE media studies

Students learn about four theoretical areas. This include:

- Media language
- Media representations
- Media audiences
- Media industries

Students who choose GCSE media studies will be assessed through two external assessments and media studies non-exam assessment (NEA).

Key stage 5.

Pearsons BTEC Extended National Diploma in Creative Digital Media Production

The BTEC Level 3 Extended National Diploma in creative digital media production is a two year course and the equivalent to three A levels. The course comprises seven mandatory and six specialist units. Nine of these units will be marked internally. The remaining four units are marked externally by Pearsons.

In their first year, students will begin with media theory and how the media impacts on everyday life. Students will also begin to build their practical creative media skills by understanding how important the pre-production process is for any media sector. This knowledge will support students in the creation of their own media products.

In their second year students will focus mainly on the audio and video (A/V) sector and use their skills, knowledge and understanding from their first year as well as new skills including advanced film and video editing skills, sound recording, sound design, visual effects, lighting, multi-camera production set up, single camera techniques and cinematography to develop and produce a crime drama trailer, a corporate video and their final short film major project.

Psychology

Key stage 5:

As this is the first time most students are studying the subject, the curriculum begins with what the study of psychology is, what psychologists do and their work in their real world, followed by a discussion on whether or not psychology is considered a science.

Students will then learn the following topics from the **AQA A-level Psychology Specification.**

Paper 1: Introductory topics in psychology

- Social influence
- Memory
- Attachment
- Psychopathology

Paper 2: Psychology in context

- Approaches in psychology
- Biopsychology
- Research methods

Paper 3: Issues and options in psychology

- Issues and debates
- Schizophrenia
- Gender
- Forensic psychology

Sociology

Key stage 5:

Pupils study the AQA specification - A Level Sociology 7192 - this has three papers. Students will student the following topics:

- Education
- Research methods
- Family and households and beliefs
- Crime and deviance
- Theory

Politics

Key stage 5.

The course comprises three broad areas. These are:

- the government and politics of the UK
- the government and politics of the USA, and comparative politics 3
- political ideas

The specification requires students to underatke an in depth study of UK and US government and politics. Students will be required to identify parallels, connections, similarities and differences between aspects of each political system.

Students will develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics. The study of the four ideologies will enhance the students' knowledge and understanding of politics, political debate and political issues in both the UK and the USA.