ACADEMIC CURRICULUM

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
HUMANITIES	Business Studies	To apply students' problem solving skills to real life business situations showing a deeper understanding of the problems that face day to day life in business. To encourage and nurture the creativity of students by developing fresh business ideas from the students using the curriculum skills. To inspire an enjoyment in the subject of Business Studies and ensure their curiosity goes beyond the classroom walls creating a next generation of entrepreneurs.	**Enterprise and Entrepreneurship** Looking at how business ideas come about and what skills and qualities are needed to be an entrepreneur. Analysing the evolving nature of business. Risks and rewards of starting up a business. The role of different businesses and whether they provide goods or services and how they do this successfully. **Spotting a Business Opportunity** Understanding the importance of customer needs. Being able to carry out research and analyse it to adapt or create your product/service. Market segmentation and targeting different demographics. Understanding the threats and advantages of competition to business and consumer. **Putting a Business Idea into Practice** Assessing business aims and objectives and how they can change as the business evolves. Analysing the financial side of business, potential revenue streams, costs and profits. Cash flow interpretation and other sources of business finance. **Making the Business Effective** Different types of business ownership and the advantages and disadvantages of each. How location is a factor in business success. The marketing mix – Price, Product, Promotion, Place. The importance of a well-executed business plan. **Understanding External Influences on Business** Stakeholders such as employees and pressure groups. Important to differentiate stakeholder and shareholder. How evolving technology and legislation can have an impact on business.

	Geography	To engage students with a real-world focus and to apply their knowledge and understanding to real-life 21st century UK challenges. To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life. This course will engage and deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. To enable young people to become globally and environmentally informed and thoughtful, enquiring citizens. Supports progression to A Level To enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.	**Changing landscapes** Investigating the geological variations within the UK and the number of physical and human processes that work together to create distinct UK landscapes **Coastal processes** Understanding the variety of physical processes that interact to shape coastal landscapes and how human activities can lead to changes in coastal landscapes which affect people and the environment. **Changing cities** An understanding of global urban processes and trends. The changes and challenges in major cities that result from processes; including migration, deindustrialisation and globalisation, and how these challenges are being managed in cities in contrasting parts of the world. **River processes** Understanding how a variety of physical processes interact to shape river landscapes and how human activities can lead to changes in river landscapes which affect people and the environment. **Fieldwork** Developing an understanding of the geographical enquiry process and presenting fieldwork data in various ways. Analysing and explaining data collected in the field and drawing evidenced conclusions and summaries from fieldwork transcripts and data. Reflecting critically on fieldwork data, methods used, conclusions drawn, and knowledge gained.
	History	To enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. To inspire pupils' curiosity to know more about the past.	**Half term 1**: Thematic study – Crime and Punishment through time **Half term 2:** Thematic study – Crime and Punishment through time **Half term 3:** Environmental unit – London in the 1880s **Half term 4:** British Depth Study – Early Elizabethan England

		To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	**Half term 5:** British Depth Study – Early Elizabethan England **Half term 6:** Modern World Depth Study – Germany 1918 – 39 https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
LANGUAGES AND LITERATURE	English Language	To instil a life-long love and enthusiasm for reading, writing and the spoken word. To promote an appreciation for the art of effective and eloquent communication. To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively. To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills. To enable pupils to work independently and as part of a community, supporting one another in their learning journey. To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.	**English Language Paper 1 Section A (Explorations in Creative Reading and Writing)** The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches. **English Language Paper 1 Section B (Creative Writing)** As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2. **English Language Paper 2 Section A (Writer's Viewpoints and Perspectives** The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time.

			Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms. **English Language Paper 2 Section B (Creative Writing)** In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response
	English Literature	To instil a life-long love and enthusiasm for reading, writing and the spoken word. To promote an appreciation for the art of effective and eloquent communication. To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively. To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills. To enable pupils to work independently and as part of a community, supporting one another in their learning journey. To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.	**Power and Conflict Poetry** Students will read and study 15 named poems by a range of AQA approved poets. The poems are all thematically linked and were written between 1789 and the present day. Students should prepare to write about two poems for their examination and must demonstrate an ability to compare ideas and techniques. **19th Century Novel - Jekyll and Hyde/A Christmas Carol** Students will study one novel in its entirety and must be able to draw upon evaluations of the writer's use of language, structure, characterisation, themes and setting. They must also display an understanding of how the novel was influenced by contextual issues. **Shakespeare Play - Macbeth** Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. They must demonstrate knowledge and understanding of characterisation, language and themes discussed within the play.
	French	To foster a love of language and curiosity about the wider world. To reach out and communicate with people who don't speak our language	**Listening:** Students will be able to understand a variety of spoken language texts, some taken from authentic recordings, on a range of topics. Students will be able to listen for gist and detail, and make inferences based on what they have heard.

		To make friends in other countries To improve our understanding of other cultures, and thereby of our own To give our brains a workout	**Speaking:** Students will be able to converse in target language on a range of topics. Practical, transactional language forms a part of the Oral exam as well as higher level discussions about topics such as the environment, employment and global events. **Reading:** Students will be exposed to a range of authentic texts, some literary, on a variety of topics. They will be able to read for gist and detail, and make inferences based on what they have read. Texts will include a wide range of grammatical structures. **Translation:** Students are required to translate from target language into English as part of the Reading paper. This tests their understanding of vocabulary, grammar and syntax. As part of the Writing paper, students will translate from English into the target language. This tests their ability to render the meaning of the text in grammatically and syntactically correct target language. **Writing:** Students are required to write in the target language on a range of topics and purposes (letters of complaint, letters of application, short notes, longer, more developed pieces about different topics). **Topics covered in Y10:** Qui suis-je? Le temps de loisirs Jours ordinaires, jours de fête De la ville à la campagne
	German	To foster a love of language and curiosity about the wider world. To reach out and communicate with people who don't speak our language To make friends in other countries To improve our understanding of other cultures, and thereby of our own	See above for Content Summary. **Topics covered in Y10:** Auf in die Schule Zeit für Freizeit Menschliche Beziehungen Willkommen bei mir (zu Hause)

		To give our brains a workout	

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
STEM	Creative iMedia	To encourage independence, creativity and awareness of the digital media sector. To equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. To enable students to create fit-for-purpose creative media products. To challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum. To allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.	**R081 – Pre-Production Skills** Mandatory exam for Creative iMedia. **Understand the Purpose and Content of Pre-Production** Mood boards Mind maps Visualisation diagrams Storyboards Scripts **Pre-Production Planning** Interpreting client briefs Identifying timescales for production Conduct and analyse research for target demographics Produce a work plan Understand how technology and legislation could impact the plan **Produce and Review Pre-Production Documents** Produce all the above content of pre-production Identify areas for improvement **R082 – Creating a Digital Graphic** Mandatory centre assessed unit. **Understand the Purpose and Properties of Digital Graphics** Why and how do we use them? Types and file formats Properties and suitability of images **Plan the Creation of a Digital Graphic**

			Using skills learned in pre-production planning in R081
			Create a Digital Graphic
			Source and create assets for use in a digital graphic
			Using tools and techniques within a given piece of software (currently Adobe Photoshop).
			Understand the importance of, and apply, version control
			Review a Digital Graphic
			Review and analyse against client brief
			Identify areas for improvement (skills from R081).
	Maths	To enable pupils to develop and apply problem solving skills, encouraging a resilient and enthusiastic attitude towards challenge. To encourage pupils to develop their mathematical thinking through a curriculum that develops a deeper understanding as a result of its mastery approach. To inspire an enjoyment in and appreciation of the beauty of mathematics and its appearance in everyday life as well as the impact the skills developed can have	*We will be adapting our Maths curriculum for 2020-21 to provide catch up for COVID-19. We will be focusing on topics taught for home leaning and ensuring more teaching time is dedicated to embed these topics in lessons and at home.* **Higher Tier** Equations & inequalities Probabilities Multiplicative Reasoning Similarity & congruence More trigonometry Further Statistics Equations & graphs Circle theorems More algebra **Foundation Tier** Graphs Transformations Ratio & proportion Right angled triangles Probability Multiplicative reasoning Constructions, loci and bearings

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| | | | Quadratic equations and graphs
Perimeter, area and volume 2

https://qualifications.pearson.com/en/qualifications/edexcelgcses/mathematics-2015.html

(See Core Skills & Knowledge Maps on school website for more specific detail regarding content that is covered)
https://www.phs.woodard.co.uk/936/academic-curriculum/subject/10/maths |
| | Biology | To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.

To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.

To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists. | *We will be adapting our Biology curriculum for 2020-21 to provide catch up for COVID-19. We will be focusing on topics taught for home leaning and ensuring more teaching time is dedicated to embed these topics in lessons and at home.*

Combined & Separate
Term 1: Photosynthesis
Term 1: Respiration
Term 2: The nervous system
Term 2: Hormonal Coordination
Term 3: Hormonal Coordination
Term 3: Homeostasis in action

https://www.aqa.org.uk/subjects/science/gcse/biology-8461
https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464
(See Core Skills & Knowledge Maps on school website for more specific detail regarding content that is covered)

https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science |

	Chemistry	To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in. To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education. To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.	*We will be adapting our Chemistry curriculum for 2020-21 to provide catch up for COVID-19. We will be focusing on topics taught for home leaning and ensuring more teaching time is dedicated to embed these topics in lessons and at home.* **Combined & Separate** Term 1: Organic Chemistry Term 1: Chemical Analysis Term 2: Structure & Bonding Term 2: Rates of Reaction Term 3: Chemical Changes Term 3: Using resources https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464 (See Core Skills & Knowledge Maps on school website for more specific detail regarding content that is covered) https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science
	Physics	To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in. To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education. To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.	*We will be adapting our Physics curriculum for 2020-21 to provide catch up for COVID-19. We will be focusing on topics taught for home leaning and ensuring more teaching time is dedicated to embed these topics in lessons and at home.* **Combined & Separate:** Term 1: Atomic Structure Term 1: Motion Term 2: Motion Term 2: Electricity Term 3: Electricity

			Term 3: Waves
			https://www.aqa.org.uk/subjects/science/gcse/physics-8463
			https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464
			(see Core Skills & Knowledge Maps on school website for more specific detail regarding content that is covered)
			https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
PRACTICAL AND PERFORMANCE	Art	To foster a love and appreciation for art, craft and design. To enable pupils to interpret the world around them and the numerous images that they will encounter every day. To develop pupils' artistic skills in a range of media. To prepare pupils to achieve success in external examinations. To develop in our pupils transferable skills which prepare them for the world of work.	**Component 1 – Portfolio (Practice Controlled Assessment NEA) - Term 1 and 2 -September to May** **Topic Theme 2020-21 -** Students create portfolio of work responding to a given brief. **Assessment Objective Overview Intro** **AO1 –** How to **Develop** ideas, concepts and practice through project work **AO2** – How to **Refine** ideas through purposeful experimentation and evaluation **AO3** – How to **Record** work through Annotation, use of Key Terminology and Drawing **AO4** – How to allow work to build toward A **Personal Response** to project theme **Skill Development** Observational Drawing, Formal Elements review Painting – Silk/Canvas/surface/Fabric Printmaking – Mono printing, Lino Printing Experimental/ Developmental Prep Boards Photoshop/ digital manipulation **Artist Research/Response** Individual Artist Research used to inspire work development Artistic Movements responding to Project theme.

			Analysis and Evaluation – Presenting work **Personal Response** Students create a Final Outcome acting as the completion of their journey of exploration against the given brief **Component 1 – Portfolio (Controlled Assessment NEA) Term 3 (Year 10 – continues Term 1 Y11) Topic Theme 2021- TBC** Students create portfolio of work responding to given brief.
	Drama	To develop both Drama specific skills and transferable interpersonal and intrapersonal skills such as empathy, tact, teamwork and confidence which will equip pupils with the necessary skills to be successful in the world of work whether they choose a career in the Creative Arts or not. To provide a diverse and engaging curriculum which provides stimulating learning experiences that have strong cross curricular links. To provide the opportunity for all pupils to engage with professional theatre performances both live and recorded as well as workshops with industry professionals. To encourage pupils to explore current issues, challenge themselves and take risks in a safe creative environment, whilst creating responsible and independent learners who are able to be resilient in the face of challenges both individually and collaboratively.	**Term One** 1st half- Component 2- Performance from a Text. Baseline and final performance assessments of a monologue or duologue. Intense teacher and student led workshops preparing students for Component 2. 2nd half- Component 1- Devising from stimuli. Teacher led preparation for devising an original piece of theatre and preparing to write an analytical and evaluative portfolio. **Term Two and Term Three** Component 1- Devising from stimuli. Creation and performance of an original piece of theatre inspired by stimuli (free choice for centre). Completion and submission of 2000 word portfolio. Internally marked and sent for external moderation in May of Year 11.
	Food and Nutrition	To develop not only a love of cooking but also a deep understanding of how food is produced and the vital role it plays in good health. Development of key practical skills To enable pupils to create exciting meals that are well presented.	**Terms 1 2 3** Key areas from the specification 1. Food, nutrition and health 2. Food science 3. Food safety 4. Food choice 5. Food provenance

To ensure that pupils have a clear and in depth understanding of the nutrients within the dishes that they create. To develop understanding of the science of food

To ensure that pupils know not only the nutritional value of foods but also the function of those nutrients and the effect they have on health.

To give pupils a good understanding of Food Science and how food processes work.

Food Safety
Cutting techniques and cutting styles
How to bone out chicken portions
Filleting fish (if we are able to get the monger into school)
Temperatures and hygiene (personal hygiene and kitchen hygiene)
Food storage

Food, Nutrition and Health
Healthy eating
Eatwell guide and importance to health
Booklets 1 to 5 (teacher booklets to promote key aspects of nutrition

Food Science
Proteins, amino acids HBV and LBV protein values. Protein complementation. Sugar properties
Science terms in foods, emulsions and colloids
Cooking methods including steaming, boiling, simmering, blanching, poaching and frying
The science of Raising Agents
Food Provenance
Modern food issues
Genetically Modified foods
Meat production
Environmental factors

Food Choice
Special dietary needs
Vegetarianism
Religion and culture

Practical with science focus
Techniques to prepare, cook and combine different ingredients.
Sauce making including starch based, reduction and emulsions.
Tenderising and marinating different ingredients. .
Making dough including bread, pastry and pasta.

			Use of raising agents including eggs, chemical, steam and biological. Setting of mixtures through use of heat and egg protein Key recipes, Pastry, bread, risotto, pasta, swiss roll, for GCSE Use of equipment including blenders, food processors, mixers, pasta machines and microwave ovens. https://filestore.aqa.org.uk/resources/food/AQA_8585-FOOD-PREP-YR10-SOW.PDF
	Health and Social Care	At Polam Hall School our Health & Social Care curriculum aims to: Enable pupils to develop knowledge, understanding and skills in relation to the health and social care sector. Within this qualification our aim is, to distinguish different health and social care sector. To differentiate professional practice and the health and social care practitioner. To identify the human growth and development through the life stages.	*We will be adapting our Health & Social Care curriculum for 2020-21, to provide catch up for COVID-19. We will be focusing on topics taught for home learning and ensuring more teaching time is dedicated to embed these topics in lessons and at home.* The Health and Social Care course is a vocational qualification which takes an engaging, practical and inspiring approach to learning and assessment. The qualification is graded Pass, Merit, or Distinction. **Terms 1 2 3** ***Introduction to the health and social care sector*** · types of provision: function and purpose · job roles of health and social care practitioners · access/referral procedures · ever-changing care needs · formal and informal care provision · regulation and inspection. ***Professional practice and the health and social care practitioner*** · responsibilities, skills, behaviours and attributes of health and social care practitioners · professional practice

| | | | · professional development
· legal frameworks, values and guidance
· components of person-centred practice
· teamwork and partnership working
· career pathways.

Human growth and development through the life stages
· stages of development from conception to birth
· potential effects on development of pre-conception experiences, pre-birth experiences and during birth experiences
· life stages: - infancy - childhood - adolescence - early, middle and late adulthood
· holistic development
· theoretical perspectives
· factors impacting on human growth and development
· transition and significant life events across life stages
· the role of care planning in relation to meeting individual needs and promoting well-being
https://www.qualhub.co.uk/media/8580/l2-ta-health-social-care-603-3294-3-key-facts-v20.pdf |
| | BTEC Music | To make a unique contribution to the learning of pupils at Polam Hall School.

To give pupils access to a wide range of practical activities which enables them to progress with their musical skills and knowledge whilst building their confidence as individuals.

To teach pupils the styles, genres and traditions involved in music making through a varied programme of study upholding the expressed aims of the National Curriculum. | **Both components are taught simultaneously, throughout the year.**

Component 1

Learning aim A: Develop appreciation of styles and genres of music.

A1 Genres of music include
• Popular music,
• Music for media: film, TV or computer games,
• Western classical styles of music, |

- Jazz and blues

A2 Development of music
- Iconic composers, artists, bands and producers who have influenced and impacted musical styles and genres.
- Impact of technology on musical styles, instruments and genres

A3 Stylistic features and characteristics (music theory)
- Musical elements in different genres:
- instrumentation,
- scales and modes,
- harmony,
- rhythmic techniques,
- melodic techniques,
- music production

Learning aim B: Explore techniques used to create music products

B1 Music industry products
- Types of music product:
- live performance
- audio recording
- composition for media, such as film, TV, adverts and computer games
- original song or composition
- Digital Audio Workstation (DAW) project.

B2 Music realisation techniques

- Music performance:
– instrumentation
– roles and functions of different instruments,
– how individual parts fit together

- Creating original music:
– starting points and stimuli
– repetition and contrast
– developing and extending musical ideas.

- Techniques used in producing music:
– software instruments,
– microphone selection and placement
– MIDI and audio editing techniques.

Component 2
A1 Personal and professional skills for the music industry
- time management, self-discipline, working with others correct and safe use of equipment, identifying resources required
- auditing existing skills and maintaining a development plan.

A2 Communicating music skills development
- Methods of capturing musical development:
- Having a clear and organised approach to communicating
- Sharing and commenting on work including social media.

			B1: Applying and developing individual musical skills and techniques
			- Completion of an initial skills audit for both chosen disciplines. - Creation of a development plan B2 Development of music skills and techniques - Developing musical skills appropriate to style and context - Music performance - Creating original music - Music production
	PE	To offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance. To establish self-esteem through the development of physical confidence and competence. To offer competitive sports at a range of levels. To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.	**GCSE PE** **Term 1: Applied Anatomy & Physiology (Paper 1)** -Musculoskeletal System -Cardiovascular & Respiratory System -Aerobic & Anaerobic activity **Term 1: Sports Psychology (Paper 2)** -Skill & Ability -SMART target setting -Information Processing -Guidance & feedback -Mental Preparation **Term 2&3: A&P & Physical Training (Paper 1)** -Effects of exercise -Fitness components & Testing, -Training Principles & Training Methods -Training Seasons & Injury prevention **Term 2&3: Socio-cultural Influences (Paper 2)** -Social Groups engagement

| | | | -Commercialisation
-Ethical issues within sport

https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582
(see Core Skills & Knowledge Maps on school website for more detail regarding content that is covered)

Core PE
Sports & Activities we offer include but are not exclusive to:-
Netball, Rugby, Football, Badminton, Rounders, Ultimate Frisbee, Table Tennis, Trampolining, Basketball, Handball, Dolphin Centre activity. |

CONCORDIA CRESCIMUS CURRICULUM

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
SPORT AND THE OUTDOORS	To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities. To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game. To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.	Duke of Edinburgh, including expedition CCF Sports Day House Sports and challenges Football and Netball Trip to Malaga Representing Polam Hall in fixtures, friendlies and festivals: Cross Country Swimming Athletics Golf, if playing outside school, Netball – girls Basketball - boys Football

		Rugby - boys Badminton **Activities Programme** Football Netball Gardening Sports Leaders **Extra-Curricular Activities** See published termly details Dance: Ballet and Tap

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
CREATIVITY	To develop the skills, confidence and imagination required to solve problems, take risks and innovate. To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values. To cultivate the ability to express oneself creatively in a range of fields.	House Art Competition House Creative Writing Competition House Quiz Monthly Creative Writing Competition The Polam Press **Activities Programme** Street Art Science Club Coding Film Club Chess Cartoons and Comic Strips Forbidden Baker Table Top Games and Activities Polam Press and Journalism Russian Bike Maintenance **Extra-Curricular Activities** See published termly details Theatre Visits Opera Visits

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
PERFORMANCE	To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve. To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort. To improve communication and language skills so that our pupils can communicate effectively with others with confidence.	House Plays House Music Class Readings Carol and Advent Services Candlelight **Activities Programme** Drama and Theatre Skills Guitar Heroes Hot Topics - Discussion and Debate We Love the Musicals TUFS Thumbs Up for Shakespeare **Extra-Curricular Activities** See published termly details Choir Vocal Ensemble Wind Ensemble Senior School Production School Concerts Individual Music and Singing lessons as requested

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
VOLUNTEERING AND MEMBERSHIP	To understand the moral imperative to serve others in order to promote a better and fairer society, developing a lifelong commitment to charity and service. To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.	School Council Representatives Faculty Prefects CC Champions hosting and guiding visitors Peer Mentors Anti-Bullying Ambassadors Sports Leaders

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To develop the resilience and the confidence to lead and to serve those who are in need.

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House Committee
From December:
Interact Committee
From Easter:
Head Students
House Captains
School Prefects
Games Captain
Music Captain
Drama Captain

Litter Patrol
Jack Frost and Sunshine Parties for Darlington Town Mission
Calendared charitable events
Pupil-led charitable events
Activities Programme
Polam Volunteers
Extra-Curricular Activities
See published termly details
Interact
Polam Heritage Society

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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
WORLD OF WORK	To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers. To develop an understanding of ones' own interests and aptitudes, how these could be used in the world of work and for this to lead to career planning which connects current endeavour in school to future outcomes.	Careers Weeks activities and assembly Grofar on-line careers provision Apprenticeship talks Work Experience Week with preparation Taster Days QE and Darlington College Employers Fair Curriculum area careers suggestions Access to Careers Hub resources and support

	To develop high ambitions and expectations for the future, along with good career management and employability skills, influenced by independent careers advice and guidance.	Jigsaw PSHE Big Question: *Is success only possible when physical and emotional needs are in the balance?*

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
NOSCE TE IPSUM (PSHE)	To develop the knowledge, skills and attributes needed to manage the critical opportunities, challenges and responsibilities that young people will face as they grow up and in adulthood. To understand how to keep oneself safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media and to know how to keep oneself healthy, both emotionally and physically. To prepare positively for life in modern Britain, promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.	**Autumn 1: Being in my World** *Focus word: identity* **Is managing my online world within my control?** Human rights and societal freedom Understanding safety in UK and beyond Ending relationships safely Stages of grief, loss and bereavement Social media and culture Use of online data, threats to online safety, online identity Assessing and managing risk **Autumn 2: Celebrating Difference** *Focus word: tolerance* **Does difference result in inequality?** Equality including in the workplace, in society and relationships Equality and vulnerable groups Power and control **Spring 1: Healthy Me - mens sana in corpore sano** (a healthy mind in a healthy body) *Focus word: respect* **When it comes to health, to what extent am I in control?** Improving health, sexual health, blood-borne infections Self-examination, Diet and long-term health Misuse of prescription drugs

Common mental health disorders
Positive impact of volunteering
Common threats to health including chronic disease,
Epidemics
Misuse of antibiotics
Organ donation
Stem cells
Spring 2: Dreams and Goals
Focus word: aspirations
Is success only possible when physical and emotional needs are in balance?
Impact of physical health in reaching goals,
Relationships and reaching goals,
Work/life balance,
Connections and impact on mental health
Benefits of helping others,
Online profile and impact on future goals
Summer 1: Relationships
Focus word: integrity
Is love all you need?
Sustaining long-term relationships,
Relationship choices
Ending relationships safely,
Consequences of relationships ending e.g. bullying, revenge porn
Grief-cycle
Divorce and separation
Impact of family breakup on children
Understanding love
Fake news and rumourmongering
Abuse in teenage relationships
Legislation, support and advice
Summer 2: Changing Me
Focus word: resilience
How can change affect mental health?

		Impact of societal change on young people Role of media on societal change, Reflection on change so far and how to manage it successfully, Decision making, Sexual identity, gender, spectrum of sexuality, Stereotypes in romantic relationships, Sexual identity and risk Family change Sources of support