

## ACADEMIC CURRICULUM

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
<b>HUMANITIES</b>	Business Studies	<p>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.</p> <p>To encourage and nurture the creativity of students by developing fresh business ideas from the students using the curriculum skills.</p> <p>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.</p>	<p><b>Business Growth</b> Methods of growth – internal and external. Types of businesses revisited and developed – multinational PLC's and revisit change of objectives as a business grows. Ethical and environmental considerations</p> <p><b>Making Marketing Decisions</b> Delving into the marketing mix in more individual detail, price, promotion, product, place forming the design mix.</p> <p><b>Making Product Decisions</b> Purposes of different businesses and the different production methods that can be used. Managing stock (Just in Time) and the role of procurement in business. Managing quality and effective sales processes (from ordering to receipt of goods) to meet customer satisfaction.</p> <p><b>Making Financial Decisions</b> Gross/Net Profit understanding costs. Making use of financial data to make effective decisions on marketing and product. Reviews business performance.</p> <p><b>Making People Decisions</b> Organisational structures – how and why different structures may be used. Effective recruitment techniques. Training, ongoing development and motivation of employees to make the business effective in attracting the right potential employees and maintaining the crucial ones for the business.</p>
	Geography	<p>To engage students with a real-world focus and to apply their knowledge and understanding to real-life 21st century UK challenges.</p>	<p><b>Weather, hazards and climate change</b> To understand how the atmosphere operates as a global system transferring heat and energy and how the global climate was different in the past and continues to change due to natural causes.</p>



		<p>To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life.</p> <p>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.</p> <p>To enable young people to become globally and environmentally informed and thoughtful, enquiring citizens.</p> <p>Supports progression to A Level</p> <p>To enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.</p>	<p>Discussing how the global climate is now changing as a result of human activity.</p> <p><b>Global development</b> Investigating why the level of development varies globally and how uneven global development has had a range of consequences. Understanding how a range of strategies has been used to try to address uneven development.</p> <p><b>Ecosystems, biodiversity and management</b> Identifying large-scale ecosystems in different parts of the world and why they are important. Understanding how the biosphere is a vital system and how ecosystems provide a range of goods and services some of which are under threat.</p> <p><b>Resource management, energy resource management</b> Examining how the patterns of distribution and consumption of natural resources varies on a global and a national scale. Understanding how renewable and non-renewable energy resources can be developed to meet demand and how to manage the sustainable use of energy resources.</p> <p><b>Geographical investigations – UK challenges</b> Developing synoptic understanding through the following topics. <i>The UK's resource Consumption and environmental sustainability challenge.</i> <i>The UK settlement, population and economic challenges.</i> <i>The UK's landscape Challenges.</i> <i>The UK's climate change challenges.</i></p>
	History	<p>To enable pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world.</p> <p>To inspire pupils' curiosity to know more about the past.</p> <p>To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p><b>Half term 1:</b> Modern World Depth Study – Germany 1918 – 39  <b>Half term 2:</b> Modern World Depth Study – Germany 1918 – 39  <b>Half term 3:</b> Period Study – Super Power Relations and the Cold War 1941-91  <b>Half term 4:</b> Period Study – Super Power Relations and the Cold War 1941-91  <b>Half term 5:</b> Review / revision (although revision should be built in to each unit from year 10).</p>

		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.	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>
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STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
LANGUAGES AND LITERATURE	English Language	<p>To instil a life-long love and enthusiasm for reading, writing and the spoken word.</p> <p>To promote an appreciation for the art of effective and eloquent communication.</p> <p>To recognise the value of words above everything and develop a culture of word-consciousness where students are able to use vocabulary effectively.</p> <p>To deliver creative, engaging and innovative lessons which develop curiosity and confidence in writing, reading and oral communication skills.</p> <p>To enable pupils to work independently and as part of a community, supporting one another in their learning journey.</p> <p>To nurture imagination and creativity within our pupils, allowing them to explore their own love and curiosity for language and literature.</p>	<p><b>English Language Paper 1 Section A (Explorations in Creative Reading and Writing)</b> 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.</p> <p><b>English Language Paper 1 Section B (Creative Writing)</b> 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.</p> <p><b>English Language Paper 2 Section A (Writer's Viewpoints and Perspectives)</b> 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,</p>



			<p>reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.</p> <p><b>English Language Paper 2 Section B (Creative Writing)</b> 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</p>
	English Literature		<p><b>Modern Text – An Inspector Calls</b> Students will read and study their set text in its entirety. They must demonstrate a detailed understanding of the writer’s use of language, structure and dramatic techniques.</p> <p><b>Unseen Poetry</b> Students will study a range of unseen poems in order to familiarise themselves with poetic techniques. They must plan to answer one question on an unseen poem and then be able to compare one poem with another.</p> <p><b>Revision for English Literature Paper 1</b> Shakespearean Text – Macbeth 19<sup>th</sup> Century Prose – Jekyll and Hyde/ A Christmas Carol</p> <p><b>Revision for English Literature Paper 2</b> Modern Text – An Inspector Calls AQA Anthology – Power and Conflict Unseen Poetry</p>
	French	<p>To foster a love of language and curiosity about the wider world.</p> <p>To reach out and communicate with people who don’t speak our language</p> <p>To make friends in other countries</p>	<p><b>Listening:</b> 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.</p> <p><b>Speaking:</b> 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.</p>



		<p>To improve our understanding of other cultures, and thereby of our own</p> <p>To give our brains a workout</p>	<p><b>Reading:</b> 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.</p> <p><b>Translation:</b> 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.</p> <p><b>Writing:</b> 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).</p> <p><b>Topics covered in Y11:</b> Le grand large (Vacances)      Au collège      Le monde du travail      Un oeil sur le monde</p>
	<p>German</p>	<p>To foster a love of language and curiosity about the wider world.</p> <p>To reach out and communicate with people who don't speak our language</p> <p>To make friends in other countries</p> <p>To improve our understanding of other cultures, and thereby of our own</p> <p>To give our brains a workout</p>	<p>See above for Content Summary.</p> <p><b>Topics covered in Y11:</b> Reiseplanung (Urlaub)      Im Urlaub und zu Hause      Rund um die Arbeit      Eine wunderbare Welt</p>



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STEM	Creative iMedia	<p>To encourage independence, creativity and awareness of the digital media sector.</p> <p>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.</p> <p>To enable students to create fit-for-purpose creative media products.</p> <p>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.</p> <p>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.</p>	<p>*A choice of two optional units from below, dependent on class - all units require an understanding, planning, creation and analysis of the product which builds on Y10 curriculum*</p> <p><b>Storytelling with a Comic Strip</b> Understand comic strips and their creation Plan a multipage comic strip Produce and review a multipage comic strip</p> <p><b>Creating a Multipage Website</b> Understand properties and features of multipage websites Plan a multipage website Create and review a multipage website</p> <p><b>Creating a Digital Animation</b> Understand purposes and feature of animation Plan an animation Create and review an animation</p> <p><b>Creating Interactive Multimedia Products</b> Understand the uses of interactive multimedia products Plan interactive multimedia products Create and review multimedia products</p>
	Maths	<p>To enable pupils to develop and apply problem solving skills, encouraging a resilient and enthusiastic attitude towards challenge.</p> <p>To encourage pupils to develop their mathematical thinking through a curriculum that develops a deeper understanding as a result of its mastery approach.</p>	<p><i>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 learning and ensuring more teaching time is dedicated to embed these topics in lessons and at home.</i></p> <p><b>Higher Tier</b> Vectors and geometric proof Proportion and graphs Revision and exam technique practice</p> <p><b>Foundation Tier</b></p>



		<p>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</p>	<p>Fractions, indices and standard form Congruence, similarity and vectors More algebra Revision and exam technique practice</p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcelgcse/mathematics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcelgcse/mathematics-2015.html</a> (See Core Skills &amp; Knowledge Maps on school website for more specific detail regarding content that is covered)</p> <p><a href="https://www.phs.woodard.co.uk/936/academic-curriculum/subject/10/maths">https://www.phs.woodard.co.uk/936/academic-curriculum/subject/10/maths</a></p>
Biology		<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><i>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.</i></p> <p><b>Combined &amp; Separate</b> Term 1: Adaptations, Interdependence &amp; Competition Term 2: Ecology, Biodiversity &amp; Ecosystems Term 2: Biological responses &amp; Genetics Term 3: Revision</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464</a> (See Core Skills &amp; Knowledge Maps on school website for more specific detail regarding content that is covered)</p> <p><a href="https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science">https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science</a></p>



	<p>Chemistry</p>	<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><i>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.</i></p> <p><b>Combined &amp; Separate</b>            Term 1: Using Resources            Term 1: Rates of Reaction            Term 1: Quantitative Chemistry            Term 2 &amp; 3: Required practicals tutorials            Term 2 &amp; 3: Exam technique practice</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>  <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464</a>            (See Core Skills &amp; Knowledge Maps on school website for more specific detail regarding content that is covered)</p> <p><a href="https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science">https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science</a></p>
	<p>Physics</p>	<p>To develop in all pupils an appreciation of how Science works and a wider curiosity about the world they live in.</p> <p>To develop the problem solving skills of all our pupils and their resilience in tackling problems in everyday life after they leave education.</p> <p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><i>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.</i></p> <p><b>Combined</b>            Term 1: Electromagnetic Spectrum            Term 1: Light            Term 2: Magnetism            Term 3: Required practical revision &amp; exam technique practice</p> <p><b>Separate</b>            Term 1: Electromagnetic Spectrum            Term 1: Light</p>



			<p>Term 2: Force &amp; pressure Term 2: Magnetism Term 3: Space Term 3: Required practical revision &amp; exam technique practice</p> <p><a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a> <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464</a> (See Core Skills &amp; Knowledge Maps on school website for more specific detail regarding content that is covered)</p> <p><a href="https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science">https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science</a></p>
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PRACTICAL AND PERFORMANCE	Art	<p>To foster a love and appreciation for art, craft and design.</p> <p>To enable pupils to interpret the world around them and the numerous images that they will encounter every day.</p> <p>To develop pupils' artistic skills in a range of media.</p> <p>To prepare pupils to achieve success in external examinations.</p> <p>To develop in our pupils transferable skills which prepare them for the world of work.</p>	<p><b>Component 1 – Portfolio (Controlled Assessment NEA)</b> <b>Continuation of Y10 Term 3 and Y11 Term 1</b> <b>Topic Theme 2020 – Natural Forms</b> Students continue to build independent/ personal response to given theme evidencing knowledge and understanding of techniques and processes leading toward a final outcome. Mock Examination (5 Hours- to create Final Outcome responding to theme for final NEA assessment)</p> <p><b>Component 2 – Externally Set Assignment (ESA)</b> <b>Term 2/3 Jan to April/May</b> Students build an independent project of work responding to 1 of 7 given topic themes set by the examination board AQA. Demonstrating skill and understanding of processes to meet all assessment objectives a portfolio of work is produced evidencing their journey of exploration leading toward 10 Hour examination after Easter Break.</p>



			<p><b>Term 3</b> Preparation for Exhibition - Refining and finalising any work from NEA Mounting and Presenting work Photographing all work for Digital Portfolio</p>
Drama	<p>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.</p> <p>To provide a diverse and engaging curriculum which provides stimulating learning experiences that have strong cross curricular links.</p> <p>To provide the opportunity for all pupils to engage with professional theatre performances both live and recorded as well as workshops with industry professionals.</p> <p>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.</p>	<p><b>Term One</b> Component 3- Theatre Makers in Practice. Intense practical exploration of An Inspector Calls (Section A) and preparation for Live Performance Evaluation (Section B) and final submission of Component 1 portfolios.</p> <p><b>Term 2</b> Component 2- Performance from a Text. Rehearsal and refinement period for performances/design realisation of two key extracts from a text. Assessed by external visiting examiner.</p> <p><b>Term 3</b> Component 3- Theatre Makers in Practice. Revision and final preparation for written examination.</p>	
Food and Nutrition	<p>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.</p> <p>To enable pupils to create exciting meals that are well presented.</p> <p>To ensure that pupils have a clear and in depth understanding of the nutrients within the dishes that they create.</p>	<p><b>Term 1</b> 1<sup>st</sup> September NEA1 task set by the examination board 1<sup>st</sup> November NEA2 task set by the examination board</p> <p><b>Term 2</b> February Practical examination for NEA2 February revision for written examination</p> <p><b>Term 3</b> Revision and actual written examination Mock examination according to School timetable</p>	



		<p>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.</p> <p>To give pupils a good understanding of Food Science and how food processes work.</p>	<p><a href="https://filestore.aqa.org.uk/resources/food/AQA-8585-YR11-SOW.PDF">https://filestore.aqa.org.uk/resources/food/AQA-8585-YR11-SOW.PDF</a></p>
	Health and Social Care	<p>At Polam Hall School our Health &amp; Social Care curriculum aims to:</p> <p>Enable pupils to develop knowledge, understanding and skills in relation to the health and social care sector.</p> <p>Within this qualification our aim is, to distinguish different health and social care sector.</p> <p>To differentiate professional practice and the health and social care practitioner.</p> <p>To identify the human growth and development through the life stages.</p>	<p><i>We will be adapting our Health &amp; 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.</i></p> <p>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.</p> <p><b>Terms 1 2 3</b></p> <p><b><i>Introduction to the health and social care sector</i></b></p> <ul style="list-style-type: none"> <li>· types of provision: function and purpose</li> <li>· job roles of health and social care practitioners</li> <li>· access/referral procedures</li> <li>· ever-changing care needs</li> <li>· formal and informal care provision</li> <li>· regulation and inspection.</li> </ul> <p><b><i>Professional practice and the health and social care practitioner</i></b></p> <ul style="list-style-type: none"> <li>· responsibilities, skills, behaviours and attributes of health and social care practitioners</li> <li>· professional practice</li> <li>· professional development</li> <li>· legal frameworks, values and guidance</li> </ul>



			<ul style="list-style-type: none"> <li>• components of person-centred practice</li> <li>• teamwork and partnership working</li> <li>• career pathways.</li> </ul> <p><b>Human growth and development through the life stages</b></p> <ul style="list-style-type: none"> <li>• stages of development from conception to birth</li> <li>• potential effects on development of pre-conception experiences, pre-birth experiences and during birth experiences</li> <li>• life stages: - infancy - childhood - adolescence - early, middle and late adulthood</li> <li>• holistic development</li> <li>• theoretical perspectives</li> <li>• factors impacting on human growth and development</li> <li>• transition and significant life events across life stages</li> <li>• the role of care planning in relation to meeting individual needs and promoting well-being</li> </ul> <p><a href="https://www.qualhub.co.uk/media/8580/l2-ta-health-social-care-603-3294-3-key-facts-v20.pdf">https://www.qualhub.co.uk/media/8580/l2-ta-health-social-care-603-3294-3-key-facts-v20.pdf</a></p>
	<p>BTEC Music</p>	<p>To make a unique contribution to the learning of pupils at Polam Hall School.</p> <p>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.</p> <p>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.</p>	<p><b>Component 3</b></p> <p>Students will be given the opportunity to develop and present music in response to a given commercial music brief through performing stylistically accurate cover versions. They will also create original music using existing stylistic frameworks and traits and develop skills with the stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.</p> <p>The work will build on skills from Year 10 and will achieve the learning aims A, B, C D which forms the basis of work throughout the year.</p> <p>A Understand how to respond to a commercial music brief</p>



			<ul style="list-style-type: none"> <li>• A1 Features of a commercial music brief</li> <li>• A2 Planning to meet the demands of the music brief</li> <li>• A3 Considering constraints and intentions</li> </ul> <p>B Select and apply musical skills in response to a commercial music brief</p> <ul style="list-style-type: none"> <li>• B1 Develop and produce a response to a client brief</li> <li>• B2 Refining musical skills for a musical product</li> <li>• B3 Refining musical material</li> <li>• B4 Personal management</li> </ul> <p>C Present a final musical product in response to a commercial music brief</p> <ul style="list-style-type: none"> <li>• C1 Reviewing work based on client needs</li> <li>• C2 Quality of outcome</li> <li>• C3 Presenting own work to a client</li> <li>• C4 Relation of final product to the brief</li> </ul> <p>D Comment on the creative process and outcome in response to a commercial music brief</p> <ul style="list-style-type: none"> <li>• D1 Commentary on the creative process</li> <li>• D2 Reflect on the outcome of the musical product</li> </ul>
PE		<p>To offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance.</p> <p>To establish self-esteem through the development of physical confidence and competence.</p> <p>To offer competitive sports at a range of levels.</p>	<p>Term 1: Movement Analysis (Paper 1)          Term 1: Health, Fitness &amp; Well-being (Paper 2)          Term 2: NEA assessment &amp; written coursework          Term 3: Revision of both Paper 1 &amp; Paper 2 topics &amp; further examination practice.  <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582</a>          (See Core Skills &amp; Knowledge Maps on school website for more detail regarding content that is covered)</p>



		To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.	<b>Core PE</b> 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.
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### CONCORDIA CRESCIMUS CURRICULUM

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
<b>SPORT AND THE OUTDOORS</b>	<p>To develop skills of teamwork, responsibility and leadership through the experience of a range of sports and outdoor activities.</p> <p>To experience both winning and losing in order to develop resilience, sportsmanship, respect for others and for the rules of the game.</p> <p>To develop lifelong healthy lifestyle habits that improve self-esteem and positive mental and physical health.</p>	<p>Duke of Edinburgh, including expedition CCF Sports Day House Sports and challenges 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</p> <p><b>Activities Programme</b> Football Netball Gardening Sports Leaders</p> <p><b>Extra-Curricular Activities</b> See published termly details Dance: Ballet and Tap</p>



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<b>CREATIVITY</b>	<p>To develop the skills, confidence and imagination required to solve problems, take risks and innovate.</p> <p>To understand how creative fields, such as the arts, enhance our lives and how they inform our culture, heritage and British Values.</p> <p>To cultivate the ability to express oneself creatively in a range of fields.</p>	<p>House Art Competition House Creative Writing Competition House Quiz Monthly Creative Writing Competition The Polam Press <b>Activities Programme</b> 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 <b>Extra-Curricular Activities</b> See published termly details Theatre Visits Opera Visits</p>

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<b>PERFORMANCE</b>	<p>To develop the confidence necessary to perform in front of an audience and appreciate the importance of constructive feedback in learning how to improve.</p>	<p>House Plays House Music Class Readings Carol and Advent Services Candlelight <b>Activities Programme</b></p>



	<p>To engage in creative collaboration, learning how to work as a team and the importance of individual contributions to a collective effort.</p> <p>To improve communication and language skills so that our pupils can communicate effectively with others with confidence.</p>	<p>Drama and Theatre Skills Guitar Heroes Hot Topics - Discussion and Debate We Love the Musicals TUFS Thumbs Up for Shakespeare <b>Extra-Curricular Activities</b> See published termly details Choir Vocal Ensemble Wind Ensemble Senior School Production School Concerts Individual Music and Singing lessons as requested</p>
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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
<p><b>VOLUNTEERING AND MEMBERSHIP</b></p>	<p>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.</p> <p>To develop leadership skills and understand the importance of taking responsibility for others both as a leader and as a member of an organisation.</p> <p>To develop the resilience and the confidence to lead and to serve those who are in need.</p>	<p>School Council Representatives Faculty Prefects CC Champions hosting and guiding visitors Peer Mentors Anti-Bullying Ambassadors Wellbeing Ambassadors LGBTQ Smile Group Sports Leaders House Committee Until December: Interact Committee Until Easter: Head Students House Captains School Prefects</p>



		<p>Games Captain Music Captain Drama Captain Jack Frost and Sunshine Parties for Darlington Town Mission Calendared charitable events Pupil-led charitable events</p> <p><b>Activities Programme</b> Polam Volunteers</p> <p><b>Extra-Curricular Activities</b> See published termly details Interact Polam Heritage Society</p>
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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
<b>WORLD OF WORK</b>	<p>To understand the world of work by experiencing a wide range of interactions with institutions and people from different careers.</p> <p>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.</p> <p>To develop high ambitions and expectations for the future, along with good career management and employability skills, influenced by independent careers advice and guidance.</p>	<p>Careers Weeks activities and assembly Gofar on-line careers provision Presentations from QE, Darlington College, UTC, Carmel and ASK Apprenticeships Interview and application process preparation and support 1:1 interview with independent advisors Curriculum area careers suggestions Access to Careers Hub, resources and support Jigsaw PSHE Big Question: <i>Can I rely on myself to achieve my goals or do I need luck and destiny?</i></p>

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
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**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.

Due to Covid-19 Catch Up, the Y11 NTI Curriculum for 2020/21 will be delivered through a variety of means including workshops and drop down sessions, instead of in regular CC Time.

**Being in my World**  
***Focus word: identity***  
 Are we in the adult world at 16?  
 Focus on preparation for next steps and examinations

**Focus word: tolerance**  
**Healthy Me - mens sana in corpore sano** (a healthy mind in a healthy body)  
***Focus word: respect***  
 Should relationships, sex and sexual health be discussed more openly?

**Dreams and Goals**  
***Focus word: aspirations***  
 Can I rely on myself to achieve my goals or do I need luck and destiny?

**Relationships**  
***Focus word: integrity***  
 Is it possible to stay true to yourself and be in a healthy relationship?  
 Focus on preparation for next steps and examinations

**Focus word: resilience**