



ACADEMIC CURRICULUM

STRAND	SUBJECT	CURRICULUM INTENT	CONTENT SUMMARY
HUMANITIES	Geography	<p>To enrich pupils' learning experience by underpinning geographical themes with skills that are transferrable in their education and adult life.</p> <p>To study the “why of where.”</p> <p>To provide opportunities for pupils to learn about human and natural phenomena, and the interaction of both.</p> <p>To inspire and enable pupils to become observers and analysts of space, place, and environment on scales from the local to the global.</p> <p>To introduce pupils to a multifaceted discipline that bridges the social sciences, the humanities, and the physical sciences.</p>	<p>What is a geographer? Key aspects of studying people and places. How to use geographical data including maps.</p> <p>Natural resources The different elements that make up our planet and how they interact. What a biome is and how the rainforest biome works. How people use the Earth’s natural resources such as water, oil and energy supplies.</p> <p>Asia The physical landscape and climate of Asia. Changing population of Asia and its connection to the wider world.</p> <p>Population structure and change Understand the geographical concepts and ideas – population distribution, change, growth, migration, urbanisation</p> <p>My area To conduct geographical enquiries including how to use geographical data, including maps.</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>To help pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and</p>	<p>Historical Skills Short topic looking at the key skills used in Secondary History.</p> <p>The Norman Conquest The causes, elements and outcomes of one of the key events of English History.</p> <p>The Middle Ages Key aspects and themes affecting British and European History between 1066 – 1500</p> <p>The Tudors The European and English Reformation and the ensuing issues that this caused for the Tudor family.</p> <p>The Stuarts</p>

		relationships between different groups, as well as their own identity and the challenges of their time.	The Civil War, Commonwealth and restoration. This will explain the beginnings of Parliamentary Democracy.
	RS	<p>To enable learners to respond to a global landscape of religious belief and diversity.</p> <p>To help our children and young people to hold balanced and well informed conversations about religion and belief.</p> <p>To engender an interest in exploring, understanding and showing respect for different faiths and cultural diversity.</p> <p>To develop a knowledge and acceptance of religions and worldviews.</p> <p>To examine theology, philosophy and social science within a historical context.</p> <p>To foster the ability to “disagree agreeably”.</p>	<p>What is Religion? The Development of Religion, Finding the Major World Faiths, Connections Between the Major Faiths, Symbolising the Major Faiths, What Religions Share, Why Religion is Important in the World Today</p> <p>Who was Jesus? Why was Jesus’ birth so important? What miracles did Jesus perform and why? Was Jesus a man of peace or conflict? Why did Jesus die? And what was the resurrection? Is Jesus still relevant today?</p> <p>Monotheistic Religions – Islam & Judaism Finding the Major World Faiths, Connections Between the Major Faiths</p>

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LANGUAGES AND LITERATURE	English	<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>Origins of English - Beowulf Students begin the term by looking at the beginnings of English Language by focusing on an Anglo Saxon Text (Beowulf). Throughout this scheme, the primary focus will be on vocabulary and word etymology, giving students a firm understanding of how our language has developed over time.</p> <p>Origins of English – Shakespearean Openings Continuing with the theme of how our language has changed, students will read a series of Shakespearean openings with a focus on Shakespeare’s use of language. Throughout this scheme, students will also learn vital contextual information</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>about William Shakespeare and the time in which he was writing. In addition, students will become familiarised with a Drama text and will be taught the conventions of a play.</p> <p>Modern Text – A Monster Calls As part of the English curriculum, students must study a Modern Text. Through reading the class novel 'A Monster Calls', students will deepen their understanding of Literary devices and gain an appreciation for authorial techniques such as characterisation, themes and motifs, use of figurative language and structure.</p> <p>Power of Nature – Non-Fiction Reading and Writing Students will study a range of non-fiction reading such as magazine articles, blogs, newspaper articles, speeches, letters and autobiographical extracts. This will give them necessary insight into the conventions of non-fiction writing, with the focus of applying these skills through a series of writing tasks.</p> <p>Power of Nature – Poetry Anthology Students will read, annotate and analyse an anthology of poem based on the theme of 'nature'. Throughout this scheme, they will strengthen their knowledge of poetic devices and begin to focus on comparative writing.</p>
MFL		<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>Autumn Term Pupils will learn basic conversational French and will be given an introduction to grammar, in particular verb forms in the present tense, gender of nouns, and adjectives. This basic grounding will be built on throughout the rest of the KS3 course. They will then move on to discussing the school day, learning to tell the time in French, and discovering differences in the school systems of France and the UK.</p> <p>Spring Term In the first half term pupils will cover the topic of free time, developing their understanding of the present tense and how it works. Some irregular verbs will be introduced and pupils will be encouraged to write and speak in greater detail. The second part of the term will be concerned with the topic of home and</p>



		<p>local area. Pupils will be able to describe where they live and say what there is there. The grammar focus will be the use of modal verbs.</p> <p>Summer Term</p> <p>The final topic that is covered in Y7 is holidays. The grammar foci are the near future tense using aller + infinitive and reflexive verbs.</p> <p>We will also learn about the cultural life of France, and will study the film 'Les Choristes.'</p>
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STEM	Computing	<p>To prepare our pupils for an ever-changing work climate.</p> <p>To educate our pupils to become good digital citizens.</p> <p>To provide our pupils with creative opportunities to represent their ideas in different forms</p>	<p>E-Safety</p> <p>Introduction to KS3 E-safety. Many students starting to own personal devices so discussions on cyberbullying, digital footprint and personal information.</p> <p>Scratch</p> <p>Students should have done some form of programming with Scratch in juniors – block-based programming topic to introduce the constructs of programming; sequence, selection and iteration.</p> <p>Boolean and Binary</p> <p>Looking at logic gates and how computers interpret our language in binary. Basic binary conversion from binary to denary and vice-versa.</p> <p>Animation</p> <p>Using software to create an animation – software dependent on availability – can be done in Scratch and build on Scratch skills from half term 2.</p> <p>Design Project</p> <p>A creative topic designed to be an introduction to Creative iMedia and Business Studies. Students will be asked to research festivals, design logos, analyse costs and profits using formulae and spreadsheets.</p>



	<p>Maths</p>	<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>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>Y7 follow the Mathematics Mastery Curriculum which provides students with a deep conceptual understanding of mathematical principles, the ability to confidently communicate in precise mathematical language, while becoming mathematical thinkers.</p> <p>We will also be doing Numeracy Ninja's at the start of every Maths lesson, to fill gaps in students' basic mental calculation strategies and also to embed the required numeracy skills and fluency needed for the Maths GCSE course.</p> <p><i>We will be adapting our curriculum for COVID-19 catch up by revisiting shape and space and measure in Year 7 especially. All KS2 curriculum was covered pre-lock down however Polam Junior teachers identified this as an area that would benefit revisiting 2020-21 in Year 7 Maths.</i></p> <p>Autumn Term Numbers and numerals Axioms and arrays Factors and multiples Order of operations Positive and negative numbers Expressions, equations and inequalities</p> <p>Spring Term Angles Classifying 2-D shapes Constructing triangles and quadrilaterals Coordinates Area of 2-D shapes Transforming 2-D figures</p> <p>Summer Term Prime factor decomposition Conceptualising and comparing fractions</p>
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			<p>All operations acting on fractions Ratio Percentages</p> <p>https://www.mathematicsmastery.org/ofsted-and-curriculum-intent/ https://www.numeracyninjas.org/</p> <p>(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</p>
Science	<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>Year 7 study an in-house scheme of work which follows the National Curriculum and underpins key GCSE topics.</p> <p><i>We will be adapting our curriculum for COVID-19 catch up by ensuring Living Things and their Habitats is an area of focus in Science next year. Polam Junior teachers identified this as an area that would benefit revisiting 2020-21 in Year 7 Science.</i></p> <p>Autumn Term Cells Particles & matter Forces Reproduction</p> <p>Spring Term Elements, compounds and mixtures Energy Ecosystems</p> <p>Summer Term Separating techniques Sound</p>



		<p>The Solar system</p> <p>(See Core Skills & Knowledge Maps on school website for more detail regarding specific content that is covered)</p> <p>https://www.phs.woodard.co.uk/936/academic-curriculum/subject/15/science</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 pupil's transferable skills which prepare them for the world of work.</p>	<p>Autumn Term – Waterworld Introduction to the Formal Elements - Colour Theory, Shading, Observational Drawing, painting techniques Art History/Research MC Escher Exploration of Media</p> <p>Spring Term – Sundaes Continuation of Formal Elements - Observational Drawing – Tone, contrast, Shape and Form Imagination Intro to Graphic design – Simplification Art History/Research Janelle Dimmet/ Packaging/ Sundaes from USA Introduction to image rendering- Photoshop</p> <p>Summer Term – Illustration Art History/Research - Alice in Wonderland by Tim Burton and decorative qualities of Gustav Klimt Intro to Gothic Literature – Frankenstein Imagination – Creating illustrations inspired by Tim Burton and Gustav Klimt for a text.</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>Autumn Term Introduction to Drama. Building a foundation of basic performance and creative skills.</p> <p>Spring Term History of Theatre</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>Greek Theatre and Myths</p> <p>Summer Term</p> <p>Mime and Movement</p> <p>The Power of Words</p>
	Food	<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, safely and hygienically</p> <p>To ensure that pupils have a clear and in depth understanding of the nutrients within the dishes that they create and begin to understand the science of food.</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>Project 1</p> <p>Introduction to kitchen equipment</p> <p>Kitchen safety</p> <p>Correct and safe use of knives</p> <p>Introduction of the Eatwell guide</p> <p>Seasonality of fruit and vegetables</p> <p>Introduction to Macro and Micronutrients</p> <p>Enzymic browning</p> <p>Skills sessions/ practical sessions to improve cooking skills</p> <p>Project 2</p> <p>Was rationing in the war a healthier diet and lifestyle?</p> <p>How has sugar affected the recipes of today?</p> <p>How did rationing work?</p> <p>Food waste does it matter today?</p> <p>What do the nutrients in our food do?</p> <p>How can we resolve food waste at home?</p> <p>Practical sessions to improve skills</p> <p>Trip to Eden Camp</p>



	Music	<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>Autumn Term</p> <ul style="list-style-type: none"> • Introduction to Keyboard Skills and Treble Clef notation • Major Melodies • The Voice and Christmas Music <p>Spring Term</p> <ul style="list-style-type: none"> • Introduction to the Guitar • Rocking All Over the World <p>Summer Term</p> <ul style="list-style-type: none"> • African Music • The Blues
	PE	<p>Offer a broad range of physical activities and sports to stretch and inspire all pupils to their highest possible levels of performance.</p> <p>Establish self-esteem through the development of physical confidence and competence.</p> <p>Offer competitive sports at a range of levels.</p> <p>Stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.</p> <p>Provide opportunities for our pupils to compete in sport and other activities (Extra-curricular and enrichment activities).</p>	<p>Sports & Physical Activities we teach include but are not exclusive to: Netball, Rugby, Football, Basketball, Handball, Badminton, Table Tennis, Gymnastics, Dance, Orienteering, Cross Country, Rounders, Cricket, Tennis, Athletics.</p> <p>Basic GCSE Theory topics including: The Skeletal system (Bones, functions, joints) The Muscular system, Stages of a warmup (mobiliser, pulse raiser, stretching), Healthy lifestyles (diet, sleep, exercise), Healthy choices & stress/anxiety.</p> <p>Pupils will be taught to:</p> <ol style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Develop their technique and improve their performance in other competitive sports. Exploring and communicating ideas, concepts and emotions in dance.



			<p>d. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p> <p>e. Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems.</p>
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CONCORDIA CRESCIMUS CURRICULUM

STRAND	CURRICULUM INTENT	CONTENT SUMMARY
SPORT AND THE OUTDOORS	<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>Sports Day House Sports and challenges Carlton Lodge Residential Visit 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 Badminton Tennis Cricket Rounders - girls Table Tennis</p> <p>Activities Programme Football Gardening</p>



		<p>Netball</p> <p>Extra-Curricular Activities See published termly details</p>
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CREATIVITY	<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 CC Challenges</p> <p>Activities Programme Street Art Science Club Coding Chess Film Cartoon and Comic Strips Forbidden Baker Table Top Games and Activities Polam Press Journalists Russian Bike Maintenance</p> <p>Extra-Curricular Activities See published termly details Theatre Visits Opera Visits</p>



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PERFORMANCE	<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>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>House Plays House Music Class Readings Carol and Advent Services Candlelight</p> <p>Activities Programme Drama and Theatre Skills Guitar Heroes Hot Topics - Discussion and Debate We Love the Musicals TUFS Thumbs Up for Shakespeare</p> <p>Extra-Curricular Activities 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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VOLUNTEERING AND MEMBERSHIP	<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>House Membership School Council Faculty Prefects CC Champions Hosting and Guiding Anti-Bullying Ambassadors</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>Litter Patrol Jack Frost and Sunshine Parties for Darlington Town Mission Calendared charitable events Pupil-led charitable events</p> <p>Activities Programme Polam Volunteers</p> <p><u>Extra-Curricular Activities</u> See published termly details Interact Polam Heritage Society</p>
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WORLD OF WORK	<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 Grofar on-line careers provision Enterprise Activities Sunshine Party curriculum area careers suggestions access to Careers Hub resources and support Jigsaw PSHE Big Question: <i>Can my choices affect my goals and dreams?</i></p>

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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.

Autumn 1: Being in my World

Focus word: *identity*

How Do I Fit into the World I Live In?

Who am I?

Recognise that identity is affected by a range of factors

My Influences

Peer pressure and belonging

How peer pressure operates within groups

Prejudice and discrimination

I can challenge my own and others' attitudes

Accepting difference in others

My online identity

Understanding the potential impact and consequences of my online behaviour

Autumn 2: Celebrating Difference

Focus word: *tolerance*

Do we need to feel 'the same as' to belong?

Prejudice and discrimination

Bystanders are and their impact on bullying

Ways the Equality Act protects against prejudice and discrimination

Challenging stereotypes

Recognising and challenging discrimination in school

Challenging prejudice and discrimination assertively

Positive and negative discrimination

The Equality Act and protected characteristics

What bullying is and what it is not

Some of the motivations behind bullying behaviours

How respect has an impact on relationships

Spring 1: Healthy Me - mens sana in corpore sano (a healthy mind in a healthy body)

Focus word: *respect*

To what extent am I responsible for my mental and physical health?

How to recognise and deal with anxiety and stress



	<p>How health can be affected by emotions</p> <p>Triggers</p> <p>How physical activity can help</p> <p>Healthy choices...different substances and the effects they have on the body</p> <p>Why some people use them</p> <p>Healthy lifestyle choices... good nutrition, exercise and sleep</p> <p>Medicines and immunisations</p> <p>The role of vaccinations and differing views on this</p> <p>Spring 2: <u>Dreams and Goals</u></p> <p><i>Focus word: aspirations</i></p> <p>Can my choices affect my dreams and goals?</p> <p>Identifying dreams and goals and recognising that these may change over time</p> <p>Setting goals and celebrating success</p> <p>Identifying skills that may benefit the future, including employment</p> <p>Coping strategies and using experiences, including mistakes, to make changes</p> <p>How responsible and irresponsible choices affect dreams and goals</p> <p>Responding to a situation requiring first aid</p> <p>Summer 1: <u>Relationships</u></p> <p><i>Focus word: integrity</i></p> <p>What can make a relationship healthy or unhealthy?</p> <p>Positive qualities of healthy relationships</p> <p>My changing supportive relationships and how to manage this</p> <p>Getting on and falling out and managing conflict</p> <p>Discerning external factors in relationships</p> <p>Being a discerning consumer and the media</p> <p>Assertiveness in relationships</p> <p>The personal and legal consequences of sexting</p> <p>What is meant by consent</p> <p>Summer 2: <u>Changing me</u></p> <p><i>Focus word: resilience</i></p>
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		<p>How do I feel about becoming an adult?</p> <p>My changing body</p> <p>Changes that happen during puberty</p> <p>Understanding that practices such as female genital mutilation and breast ironing are forms of abuse</p> <p>What to do and where to go if worried about puberty or abuse</p> <p>Having a baby</p> <p>How a baby can be conceived</p> <p>How a baby develops and is born</p> <p>Different types of relationships</p> <p>links between positive, healthy family relationships and effective parenting</p> <p>Some of the roles and responsibilities of being a parent</p> <p>Image and self-esteem</p> <p>The impact of the media</p> <p>Where to go for help if worried about body image or self-esteem</p> <p>My changing feelings</p> <p>Changes in my brain during puberty</p> <p>The emotional changes during puberty</p> <p>Where to access support if worried about adolescence</p>
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