



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 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>Africa is not a country The physical and human geography of Africa</p> <p>Tectonics Understand the theory of continental drift and recognise the patterns of earthquake, volcano and mountain belts as plate boundaries</p> <p>Development Understand that there are regional disparities of development within countries and to be able to identify reasons for poverty, including gender inequality</p> <p>Coasts Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and change over time.</p> <p>Rivers Understand the water cycle and drainage basin processes know how human and physical factors cause rivers to flood</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>The Slave Trade An exploration of the transatlantic triangular trade in the 17th and 18th Century and the impact that this had on the development of the U.K., USA and Africa.</p> <p>The British Empire A study of the relationship between Britain and her colonial positions Looking at the positive as well as the negative aspects.</p> <p>The French Revolution Changing roles of monarchy and religion in enlightenment Europe and how this gave birth to the modern nation state.</p> <p>The Industrial Revolution</p>



		relationships between different groups, as well as their own identity and the challenges of their time.	Industrialisation across Britain and the impacts that this had the country, people and politics. Women's Suffrage How suffragettes fought the status of women and the electoral system. Industrial Cities Pandemic, hygiene, class, technology, law and order – the social history of our closest historical counterparts.
	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>Buddhism Who was the Buddha? Why are there different groups of Buddhists? What do Buddhists believe? What are the Buddhist scriptures? How do Buddhists live their daily lives? Is Buddhism all about following rules?</p> <p>Christianity What do Christians believe about God? What are the two greatest commandments according to Jesus? How do Christians live? What do Christians believe about the afterlife? What is the church? How have Christian beliefs shaped our world?</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>Shakespearean Villains – Merchant of Venice Students will be given the opportunity to study a Shakespearean play in detail. Students will expand their knowledge and understanding of Shakespeare's use of language, themes, characterisation, setting and structure. They will also focus on contextual information in more depth and detail.</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>19th Century Literature – Gothic Short Stories Over the course of this scheme, students will develop a deep understanding of the periodic features of 19th Century Literature. They will analyse a range of writers and focus on their use of methods. In addition, they will require insight into Victorian values and life in Victorian England.</p> <p>Modern Text – Prince of Mist Students will develop their knowledge and understanding of the conventions of Gothic literature through reading a class novel 'Prince of Mist'. Using the novel as stimulus, students will also partake in a series of writing tasks in which they must display the ability to apply the conventions of gothic writing by designing their own creative use of characterisation, setting, language and structure.</p> <p>Wartime Literature – Journey's End and Poetry Anthology Whilst studying a modern drama text and an anthology of War Poetry, students will expand their knowledge and understanding of dramatic and poetic techniques. There will also be an element of necessary contextual research into WWI and II. Students need to develop a sense of understanding of how literature was impacted by such historical events.</p> <p>Adventure Non-Fiction Reading and Writing Students will read and analyse a series of non-fiction reading texts which follow the common theme of 'adventure'. Throughout this, students will develop their understanding of the stylistic features of different non-fiction writing and the ways in which a writer must adapt language in order to achieve a desired effect. They must then demonstrate an ability to adapt their own writing styles in order to appeal to an audience or purpose.</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>Wiederholung/Ich liebe Ferien Due to the period of lockdown, Y8 will spend the first half term revising topics and skills covered in Y7, in order to ensure that pupils are confident with the key skills of Y7 before embarking on further study. We will focus attention particularly on present</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>tense verb forms of regular and irregular verbs, basic word order and the future tense using werden + infinitive. Y8 will sit a diagnostic assessment (listening, reading and translation into English) at the beginning of term to ascertain their level of German post-lockdown. Writing will be assessed at the end of the half term.</p> <p>Thereafter pupils will cover the topic of holidays and will be introduced to the perfect tense in German.</p> <p>Bist du ein Medienfan/Bleib gesund In the first half term pupils will cover the topic of media, and will be encouraged to discuss preferences in different forms of media during lessons. The particular grammar focus for this unit of work is modal verbs. In the second half of the term, the topic covers food and drink, healthy eating and traditional German food.</p> <p>Klassenreisen machen Spass/Wir gehen aus These topics cover daily routine and travel, using three tenses, separable verbs and reflexive verbs. The case system in German is also introduced through the teaching of clothing and adjectives.</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 and Web Design Enhancing e-safety topic for age appropriate level. Students will showcase learnt knowledge by building a website. Basic HTML will be taught but web design tool to be used such as Wix.</p> <p>Networks</p>



			<p>Introduce input and output devices to students. How and why networks are used. Different network topologies available and in what environment we would use each one.</p> <p>Algorithms Searching and sorting algorithms – what is an algorithm and why a computer uses them. Explanation of different types of algorithm.</p> <p>Memory and Storage Hardware based topic on memory and storage. Primary and secondary storage. Differences between RAM and ROM. Students to showcase work by animation or PowerPoint (software dependent).</p> <p>Game Design Project Research based on the history of games and how they have become more advanced in recent years. Simple games made such as pong. Students then have a choice to design a style of game and develop it in Scratch – some students could be challenged with text-based programming dependent on ability.</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>Following the Maths 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 following the revised Year 8 Maths Mastery Curriculum. This has been designed to ensure crucial content missed in Year 7 is incorporated into the Year 8 curriculum for 2020-21.</i></p>



			<p>Autumn Term Prime Factors Comparing fractions Operations with fractions Percentages Sequences Forming and solving equations Forming and solving inequalities</p> <p>Spring Term Transforming 2D figures Linear graphs Ratio Graphs and rate of change Direct and inverse proportion</p> <p>Summer Term Univariate data Bivariate data Accuracy and estimation Circles and composite shapes Volume and surface area of prisms. 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	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.	Year 8 study an in-house scheme of work which follows the national curriculum and underpins key GCSE topics. <i>We will be adapting our curriculum for COVID-19 catch up by including missed topics from Year 7 Science. We will cover condensed topics in 2020-21 on Sound, Ecosystems and The</i>



	<p>To harbour in all our pupils a love and passion for Science and to inspire the next generation of Scientists.</p>	<p><i>Solar System in term 3 where possible, to ensure these topics have been taught prior to starting GCSE in Year 9.</i></p> <p>Autumn Term Keeping healthy Acids and alkalis Periodic Table Electricity</p> <p>Spring Term Magnets Movement & breathing Light Heating & cooling Photosynthesis & respiration</p> <p>Summer Term Chemical reactions Inheritance & evolution <i>Sound</i> <i>Ecosystems</i> <i>The Solar System</i></p> <p>(See Core Skills & Knowledge Maps on school website for more detail regarding specific content that is covered) 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>Autumn Term - Creepy Crawlies – Aboriginal Art Continuation of Formal Elements Colour Theory Observational Drawing Mark Making</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>Art History/ Research – Aboriginal Art</p> <p>Spring Term – Landscapes</p> <p>Introduction to Composition/Elements of a picture</p> <p>Art History/Research - Van Gogh, Hundertwasser, Seurat</p> <p>Observational Drawing</p> <p>Abstraction</p> <p>Media experimentation</p> <p>Summer Term - Illuminated Letters</p> <p>Introduction to Text in Art</p> <p>Art History /Research - Middle Ages - Street Art - Ben Eine – Manuscript.</p> <p>Colour Theory</p> <p>Font Exploration</p>
	<p>Drama</p> <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>Autumn Term</p> <p>Urban Legends</p> <p>Melodrama</p> <p>Spring Term</p> <p>Comedy and Tragedy</p> <p>Exploration of Shakespeare</p> <p>Summer Term</p> <p>The Seven Ages of Man- Exploration of a monologue.</p> <p>Actor Training (Non Naturalism)</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. Multiculturalism in our society</p> <p>To enable pupils to create exciting meals that are well presented. Pupils to begin to consider the environmental factors of food production</p> <p>To ensure that pupils have a clear and in depth understanding of the nutrients within the dishes that they create to improve understanding of food science</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 Introduction to multicultural foods Research and questionnaire results How has our society and lifestyle affected our multicultural food choices? Why do we eat more multicultural food? Practical sessions of multicultural dishes Science of bread, yeast, CO2 and gluten Gelatinisation in sauce making Extended questions re: environment or practice exam questions re Nutrition Nutrients and their function Evaluation of dishes made (from a nutritional viewpoint)</p> <p>Project 2 (time permitting) A closer look at carbohydrates and vegetables Carbohydrates practical sessions Designing dishes Evaluation and star profiling</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 Jazz Music Baroque Music</p> <p>Spring Term Folk Music of the British Isles Indian Music</p> <p>Summer Term Ska and Reggae Music</p>
	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>Sports & Physical Activities we teach include but are not exclusive to- Netball, Rugby, Football, Basketball, Handball, Badminton, Table Tennis, Gymnastics/Trampoline, Dance, Fitness Training, Cross Country, Rounders, Cricket, Tennis, Athletics. Sports Leadership opportunities.</p>



		<p>To offer competitive sports at a range of levels.</p> <p>To stimulate and maintain pupils' interest and enjoyment in PE in order to lead a healthy active lifestyle.</p>	<p>Basic GCSE Theory topics include:</p> <p>Components of fitness (speed, strength, power, cardiovascular endurance, muscular endurance, agility, balance, reaction time, coordination, flexibility)</p> <p>Training types (interval, continuous, circuit, fartlek, plyometrics, weight)</p> <p>Training principles (SPORT & FITT),</p> <p>Movement types (flexion, extension, abduction, adduction, rotation, plantarflexion, dorsiflexion),</p> <p>Health & fitness.</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. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. 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.
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CONCORDIA CRESCIMUS CURRICULUM

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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 Activities Programme Football Netball Gardening 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>House Art Competition House Creative Writing Competition House Quiz Monthly Creative Writing Competition</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>The Polam Press CC Challenges Activities Programme Street Art Science Club 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</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 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>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>House Membership School Council Faculty Prefects CC Champions Hosting and Guiding Anti-Bullying Ambassadors 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</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, Darlington College Visit, Enterprise Day, Curriculum area careers suggestions, Access to Careers Hub, resources and support, Jigsaw PSHE Big Question: <i>Can the choices I make now influence my future?</i></p>
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STRAND	CURRICULUM INTENT	CONTENT SUMMARY
NOSCE TE IPSUM	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Autumn 1: <u>Being in my World</u> Focus word: identity Can I choose how I fit into the world? Who am I? My 'family' 'Family Factors' Stereotypes and diversity The power of first impressions Making judgements Faiths and beliefs Personal identity</p> <p>Autumn 2: <u>Celebrating Difference</u> Focus word: tolerance How different are we really? Prejudice and discrimination Inequality and social injustice</p>



	<p>When things go right Defining bullying LGBT issues How things can make a difference Integrity and personal choices Spring 1: <u>Healthy Me</u> - mens sana in corpore sano (a healthy mind in a healthy body) <i>Focus word: respect</i> Can I be more responsible for my health and happiness? Me and my health Supporting long term health Dental health Healthy choices on... managing stress Healthy choices on...managing substances Substance misuse, exploitation of young people and the law Healthy choices on...medicines and immunisation Spring 2: <u>Dreams and Goals</u> <i>Focus word: aspirations</i> Can the choices I make now influence my future? Long-term goals and the importance of short and mid-term planning Careers What money can't buy On-line safety, positive and negative behaviours Money and earnings Keeping a track of spending The price of life The variations of incomes Gambling, danger, addictions, signs and actions Summer 1: <u>Relationships</u> <i>Focus word: integrity</i> Because I'm worth it...or am I?? Being in control of... myself Being in control of... my relationships</p>
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		<p>Being in control of...my personal space, both on and off-line Managing control and coercion in relationships Being in control of...social media, keeping safe and what is legal What to do if you are worried Summer 2: <u>Changing me</u> <i>Focus word: resilience</i> What factors can make an intimate relationship happy and healthy? Different types of relationship What's in a relationship The different types of close, intimate relationships that people can have What happens physically when individuals experience physical attraction Looks and smiles - feelings associated with attraction Where to get information to safely explore feelings about sexuality Does watching pornography help people to understand relationships? Alcohol and risks, including unprotected sex, non-consensual sex and what the law says in relation to sex and the steps someone could take if they had engaged in risky sexual behaviour</p>
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