



ST MARY'S
CE HIGH SCHOOL

St Mary's CE High School

'Aspire - Challenge - Succeed'

Curriculum Book Year 9

Academic Year 2020-21

Dear Parents/Carers

The Curriculum Booklets are written to support you in supporting your child. The triangle partnership between home, student and school is essential, and never more so that this year following school closure. I commend this publication to you as a source of comprehensive information on the curriculum your child will follow this year, and urge you to take time to study it and discuss the contents with your child.

Yours faithfully



Nicholas Simms
Headteacher

"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where

"Through God's love, we are the rich soil where seeds flourish and roots grow",
Mark 4: 3-9

*This underpins our motto, **Aspire Challenge Succeed**, and is key to what we do. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

Curriculum Vision and Values

The school vision and values underpin the curriculum and this ethos permeates to the classroom and whole school experience of our stakeholders. We aspire to work together to create a safe, happy and exciting community where individual skills, talents and cultural heritage are respected and valued. Working in partnership with parents/carers and the wider community ensures that our students experience a broad and balanced education that prepares them to be successful and confident citizens in the twenty first century.

The school is committed to providing an excellent standard of education for all students allowing each individual to achieve their full potential regardless of ability.

Our Christian vision **“Through God’s love, we are the rich soil where seeds flourish and roots grow”** is taken from the Parable of The Sower (Mark 4: 3-9) and is the principle that underpins our work with our students, to support them to grow and develop in to young people who can lead lives of value.

Therefore, the key Christian values of friendship, trust, forgiveness, thankfulness, love and compassion are explicit not only in the curriculum but in all aspects of our work and serve to make our learning community welcoming and successful. All members of our community are expected to strive for excellence to ensure that all students are valued and can achieve.

Curriculum Intent

At St Mary’s CE High School, we have created a curriculum that is broad, balanced and is designed to foster the intellectual, physical, moral and spiritual development of our students. We believe that the curriculum must be inclusive so that every student has the opportunity to be successful and fulfil their academic potential as well as personal excellence. Therefore, every student at St Mary’s is encouraged to be aspirational in their outlook and to have high expectations of themselves within the classroom and school environment.

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversary
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

The Curriculum Booklet

The curriculum booklet is organised to explain what topics and skills students will be learning on a half termly basis so that parents/carers can support their child(ren) throughout the school year. There is information regarding the expectations that each subject area has for students, and strategies to support students to maximise their learning outcomes.

Start of GCSE’s

The Year 9 Curriculum formally converts to the GCSE curriculum in the final Summer term. Students will start their option process earlier in the term and with this in mind, it is important that students carefully consider the options that best support any career aspirations or personal interests that they have.

The Recovery Curriculum

This year is unique following school closure and many students being out of formal school learning for over six months. In response to this, we have developed a recovery curriculum for all students. This recovery curriculum is founded on the principles of well-being and compassion but will also focus on revisiting past learning to provide students opportunities to revisit past content and knowledge that may not have been

consolidated during the lockdown period. Staff will employ strategies such as metacognition and retrieval practice in order to support students bridge any gaps in skill and knowledge. Metacognition is the explicit teaching of how to learn and is a research based strategy that can enhance progress by over 8 months and retrieval practice is the art of revising past knowledge regularly so that what may not have been learnt or has been forgotten can be revisited, thus becoming embedded in the longer term memory.

Extended Learning

Extended learning is a vital extension of the curriculum offered at school, and allows students to consolidate or extend their learning in school. It also offers students opportunities to learn in different ways such as conducting projects where students have to manage their time over a half term or presenting their work in a different medium. Extended learning can be completed at home or in study clubs at school*. Students in Year 9 would be expected to be studying (as a minimum) between 45 minutes to 1 hour and 15 minutes in the core subjects per subject each week and in the foundation subjects each fortnight. Please provide your child(ren) with a quiet space for their work at home and encourage them to get into regular study habits from the very beginning of term. Details of work and activities set can be found on the website www.showmyhomework.co.uk

Examinations

Students will sit assessments across the school year to assess the skills and knowledge they have learnt and to address where gaps in learning exist so that teachers can actively plan to close these. However, to support students experience examinations there will be a set of annual formal examinations. The dates of these examinations for Year 9 are in January 2021.

An examination booklet will be published a six weeks to a month before the examinations in order to give students time to revise. We ask that parents/carers encourage students to use every possible opportunity to use staff expertise and the study opportunities that are provided for them so that they can stay on track with their studies and gain confidence in their ability to perform well.

We will be pleased to hear any feedback that you may have about teaching, learning and life throughout the academic year. We look forward to continuing our partnership work to ensure that all our students optimise their progress and are able to perform to the very best of their abilities.

E Watts

Mrs Emma Watts
Deputy Head Teacher

ENGLISH AND MODERN FOREIGN LANGUAGES

Director of English and Modern Foreign Languages	Ms Caroline Grounds
Lead Teacher of English	Yet to be appointed
Lead English Practitioner	Mrs Sara Attard
Lead Teacher of French	Mr Chris Rammell
Lead Teacher of Spanish	Ms Esperanza Iniesta

ENGLISH

A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables students both to acquire knowledge and to build on what they already know.

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Identity <ul style="list-style-type: none"> Poetry: <i>Half-Caste</i> (Agard), <i>The Right Word</i> (Dharker), <i>Vultures</i> (Achebe), <i>Not My Business</i> (Osundare), <i>Island Man</i> (Nichols), <i>Mirror</i> (Plath) Short Stories: <i>The Yellow Paper</i> (Gilman), <i>My Polish Teacher's Tie</i> (Dunmore) 	Analytical essay comparing challenges relating to identity.
Autumn Half Term 2	Novel Study - identity and suffering <ul style="list-style-type: none"> <i>Of Mice and Men</i> (John Steinbeck) A selection of non-fiction extracts to support contextual understanding of the text A selection of poetry (Langston Hughes, Maya Angelou and others from the Harlem Renaissance) to show the impact of racism during the great depression 	Analytical essay exploring suffering.
Spring Half Term 3	Identity <ul style="list-style-type: none"> <i>Play study: A View From The Bridge</i> (Arthur Miller) A selection of non-fiction extracts to support contextual understanding of the text <i>Use of movie extracts and media visuals to show the impact of the immigrant experience on popular culture.</i> 	Analytical essay exploring the influence of culture and identity on behaviour
Spring Half Term 4	Introduction to GCSE Language <u>Paper 1: Explorations in Creative Reading and Writing</u> <ul style="list-style-type: none"> Section A: Reading (One literature fiction text) Section B: Writing (40 marks) (25%) (Descriptive or narrative writing) 	Writing: Descriptive and/or narrative
Summer Half Term 5	<u>Paper 2: Writers' Viewpoints and Perspectives</u> <ul style="list-style-type: none"> Section A: Reading (40 marks) (25%) (One non-fiction text and one literary non-fiction text that are linked) Section B: Writing (40 marks) (25%) (Writing to present a viewpoint) 	
Summer Half Term 6	GCSE Spoken Language Endorsement <ul style="list-style-type: none"> Presenting Responding to questions and feedback Use of Standard English 	Writing to present a viewpoint – a speech for the spoken language endorsement presentation.

Skills:	<p>Reading</p> <ul style="list-style-type: none"> ▪ Respond to key ideas and concepts in set texts by demonstrating a more personal response. ▪ Use a range of carefully selected evidence to support interpretations and ideas. ▪ Analyse writer’s intentions by including a range of appropriate methods. ▪ Make wider contextual links and include the bigger picture. <p>Writing</p> <ul style="list-style-type: none"> ▪ To write in a style that is well-structured, articulate and carefully planned. ▪ To include appropriate and imaginative vocabulary according to task, purpose and audience. ▪ To write with technical accuracy - SPAG
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	Frequency, Length and Exemplars
Extended Learning	<ul style="list-style-type: none"> • Bedrock Vocabulary (3 times a week – marked online) • Non-Fiction texts to support in class understanding of topic
Assessment Tasks	One formal assessment at the end of each unit which will be graded by the class teacher. Regular extended writing in green progress books – student will self- assess and/or receive collective feedback with exemplar responses from the class teacher.
Formal Examination	<p>Assessment Week: January 2021</p> <p>Analytical essay exploring suffering in <i>Of Mice and Men</i>.</p> <p>Students will be assessed on their ability to analyse a literary text by developing an informed personal response in a forty-five minute exam.</p> <p>Students should use their books to revise and will be provided with a Year 9 revision booklet six week prior to the exam week.</p>

Student Independent Learning Tasks	Use the Collins Content revision books via SMHW: AQA GCSE Core book & Grammar for GCSE English.
Parent/Carers Can help by:	<ul style="list-style-type: none"> • Taking an active interest in the development of literacy (for example: reading the same book as your child, asking questions about what your child is reading, listening to audiobooks together). • Support your child’s completion of extended learning. • Attend performances / film screenings that will support knowledge, understanding and appreciation of literature (such as: film screenings of Shakespeare plays and performances, going to the Globe Theatre, programmes shown on TV linked to literary texts).

Curriculum Links to GCSE skills and content	The GCSE literature course will include a Shakespeare text, a 19 th Century text, poetry and drama text. The GCSE language course requires students to read a 19 th , 20 th and 21 st century fiction and non-fiction unseen text, write either a narrative or descriptive response as well as write to present a viewpoint.
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ENGLISH AND MODERN FOREIGN LANGUAGES

Director of English and Modern Foreign Languages	Ms Caroline Grounds
Lead Teacher of English	Yet to be appointed
Lead English Practitioner	Mrs Sara Attard
Lead Teacher of French	Mr Chris Rammell
Lead Teacher of Spanish	Ms Esperanza Iniesta

MODERN FOREIGN LANGUAGES

Learning a foreign language should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purpose and learn new ways of thinking.

	Curriculum Content - French	Curriculum Content - Spanish
Autumn Half Term 1	<u>My interests</u> Students learn to describe their free time interests and to formulate as well as answer questions on the topic.	<u>My leisure interests</u> Students learn to describe their free time interests including television and cinema. They are then able to formulate as well as answer questions on the topic.
Autumn Half Term 2	<u>Healthy Living</u> Students learn to describe their lifestyle and to understand the difference between healthy and unhealthy lifestyles.	<u>The world of work</u> Students learn to describe a variety of jobs and talk about their own job aspirations.
Spring Half Term 3	<u>The world of work</u> Students learn to describe a variety of jobs and talk about their own job aspirations.	<u>Healthy Living</u> Students learn to describe their lifestyle and to understand the difference between healthy and unhealthy lifestyles. They learn vocabulary of food and sport.
Spring Half Term 4	<u>Holidays</u> Students learn to describe their typical holiday preferences, as well as a recent holiday experience.	<u>Local and global environment</u> Students learn to describe their local living environment and what can be done to support it. They also study texts about life in other countries and learn to compare their own living environment with that of others.
Summer Half Term 5	<u>The world we live in</u> Students learn to describe their local living environment and what can be done to support it. They also study texts about life in other countries and learn to compare their own living environment with that of others.	<u>An adventure in Madrid</u> Students learn to describe their typical holiday preferences, as well as a recent holiday experience.
Summer Half Term 6	<u>GCSE Transition (Self, Family and Friends)</u> Students begin their GCSE course by ensuring they can conjugate verbs correctly in present, past and future tenses, before recapping their knowledge in a variety of contexts. They then produce correctly formulated sentences in each tense, before they apply their knowledge to writing	<u>GCSE Transition (Holidays)</u> Students begin their GCSE course by ensuring they can conjugate verbs correctly in present, past and future tenses, before recapping their knowledge in a variety of contexts. They then produce correctly formulated sentences in each tense, before they apply their knowledge to writing about their holiday

	about their character and interests along with those of family and friends.	preferences, a past holiday and future holiday plans.
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Skills	<ul style="list-style-type: none"> • Be able to recognise the first and third person (singular and plural) verb forms of present, past and future tenses when listening and responding to longer texts. • Be able to categorise language into present, past and future tenses when reading longer texts and be able to understand factual information in texts in order to respond to questions in the target language and English. • Use at least the first and third person verb forms when speaking on a topic. • Be able to use a minimum of three verb forms when writing an extended piece of language on a topic and be able to translate a text from English into the target language using three tenses.
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	Frequency and Length	Example of learning and assessment
Extended Learning	<ul style="list-style-type: none"> • Fortnightly vocabulary lists • Fortnightly grammar exercises 	<ul style="list-style-type: none"> • Vocabulary test in class. • Quizlet vocabulary learning online. https://quizlet.com/ • Task sheet to complete on a recently taught grammar concept, which is assessed in the subsequent lesson.
Exemplar Assessment Opportunities	<p>An interim assessed piece of writing once per half term.</p> <p>Two assessments per half term in either receptive skills (listening and reading), or productive skills (speaking and writing).</p>	<p>Students receive feedback and are required to improve their work.</p> <p>Students receive targeted feedback and are required to improve their work based on this.</p>
Formal Examination	Students take a reading and writing examination during their scheduled assessment week.	Complete a 40 – 90 word piece of writing about a recently covered topic.

Student Independent Learning Tasks	Students are required to learn 20 vocabulary items per fortnight for homework and receive a test on any 10 items. Students also complete grammar practice once per fortnight and are assessed on this in class.
Independent Active learning	Students can access the necessary grammar resources on SMHW, which reinforce understanding of the grammar concepts covered in lessons.
Parent/Carers can help by:	Testing your child on their set vocabulary. Ensuring that your child completes their grammar homework.

Links to GCSE and wider studies	Each assessed skill is equally weighted at 25% as per the GCSE requirements.
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MATHEMATICS AND COMPUTING

Director of Mathematics	Mrs Angela Johnston
Lead Teacher of Maths	Appointment yet to be made
Lead Teacher of Business	Mrs Christina Achilleos
Lead Teacher of Computing	Ms Aimee Dowd
KS3 Maths Coordinator	Ms Raina Naik

The Maths curriculum is designed to ensure that students appreciate Mathematics as a subject in its own right, and introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.

Our aim is that students will develop a love and appreciation of Mathematics by:

- Becoming fluent in mathematics through frequent and varied practice, so they are able to recall and apply knowledge rapidly
- Being able to reason mathematically by developing an argument, justification or proof using mathematical language

We recognise that Mathematics is of a cumulative nature and the repeated revisiting of content leads to progressively deeper understanding of the underlying principles and fluency. This allows students to apply these principles across a range of subjects and contexts.

MATHEMATICS

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Algebra: Sequences Algebra: Graphs	<p>Students are assessed at the end of each teaching module. This means that they will have 2 assessments in each 6 week half term. (Some adjustments will be necessary for longer/shorter terms)</p> <p>The first assessment will focus on the content of the first three weeks teaching only (interim assessment). The second assessment (final assessment) will be a longer assessment which includes the teaching content for the full half term.</p> <p>These knowledge based assessments are incorporated into each half term to improve students' retention and recall of information.</p> <p>Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and further extend their knowledge and understanding.</p>
Autumn Half Term 2	Geometry: Properties & Angles Geometry: Measures & Mensuration	
Spring Half Term 3	Number: Structure Number: Calculations	
Spring Half Term 4	Algebra: Manipulation Algebra: Solving	
Summer Half Term 5	Ratio: Ratio & Proportion Geometry: Transformations	
Summer Half Term 6	Data: Probability Data: Statistics	

	Frequency, Length and Exemplars
Extended Learning	<p>Extended learning tasks are set weekly and could be a pre-lesson learning task or consolidation of content taught during the week.</p> <p>These tasks may be written or set on an online resource website.</p>

	Additional extended learning may be set for revision purposes in preparation for an assessment
Assessment Tasks	Students are assessed at the end of each module. Class assessments are at present written tests.
Formal Examination	Assessments will take place in January 2021 and May 2021 Students will be assessed on any content taught over the year. The format will be similar to GCSE style exam papers and each paper will be approximately 45 minutes in length. Students should use their books to revise and will be provided with a revision booklet six weeks prior to the exam week in order to prepare for the assessment.

Student Independent Learning Tasks	Students can access the school text books through the following link https://connect.collins.co.uk/school/defaultlogin.aspx Additional useful websites include: https://www.mathsgenie.co.uk/gcse.html http://m4ths.com/gcse-page.html https://corbettmaths.com/
Parent/Carers Can help by:	<ol style="list-style-type: none"> 1. Please help support your child to be organised. It is important that they have the following equipment for all maths lessons: pen, pencil, rubber, maths set and calculator 2. Supporting your child with revision is appreciated. Encourage them to go through their class notes and practice the examples given. Further videos, explanations and practice questions can be found on a variety of websites, including those listed above. 3. Help your child by being positive about maths. Discuss problem solving and encourage them to be involved in real life situations involving maths (calculate best buys, cheapest tariffs etc) 4. Review extended learning and discuss assessment results with your child

Curriculum Links to GCSE skills and content	All topics covered in year 9 are linked to the knowledge required for the GCSE maths examinations at the end of year 11
Extra-Curricular or enrichment Activities	A number of enrichment activities take place across the academic year, including participation in the UK Mathematics Challenge. Details will be shared with students and published nearer the time of the events.

BUSINESS STUDIES

The Business Studies curriculum has been designed to provide a strong foundation in preparing for a vocational qualification. The Year 9 curriculum will provide learners with an opportunity to study a range of skills and knowledge relevant to the business world through practical participation in a range of vocational business activities

Intent

- Students will understand the terms enterprise and entrepreneurship
- Students will develop an understanding of recognising business opportunities
- Students will develop skills in how to make a business effective
- Whilst studying Business Studies students will learn
 - how to promote growth within a business
 - why businesses make marketing decisions
 - gain an understanding of operational decisions
 - gain an understanding of the financial decisions businesses have to make

Students who undertake Business Studies as a GCSE option will be prepared to face their future with the skills, ambition, passion and confidence needed.

	Curriculum Content	Assessment Opportunities
Autumn Term	Exploring Entrepreneurs and Market research <ul style="list-style-type: none"> • Characteristics of an Entrepreneur • Reasons for starting an Enterprise • Explore how market research helps enterprises meet customer needs and understand competitor behaviour • Using market research to understand customers Understanding competitors 	Your son/daughter will be assessed at the end of each teaching module. This means that they will have 1 assessment in each 6 week half term. (Some adjustments will be necessary for longer/shorter terms) Each assessment will be based on the learning that has taken place within the half term.
Spring Term	Exploring Enterprises and Factors affecting enterprises <ul style="list-style-type: none"> • What is an enterprise • Types and characteristics of small and medium enterprises (SMEs) • The purpose of enterprise • Internal Factors • External factors 	These knowledge based assessments are incorporated into each half term to improve students' retention of information. Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and extend their knowledge and understanding.
Summer Term	Promotion and Finance in an Enterprise <ul style="list-style-type: none"> • Marketing mix • Financial documents • Financial payments • Sources of revenue • Types of costs 	In addition your son/daughter will be set homework in order to reinforce their learning and improve their retention of information.

	Frequency, Length
Extended Learning	Students will be expected to submit homework based on their learning in class. Deadlines will be set through SMHW.
Assessment Tasks	Students will be given the opportunity for assessment through the following methods: <ul style="list-style-type: none"> - Yacapaca (online assessments) - End of topic assessment - Submission of homework
Formal Examination	Assessment week: January 2021.

	Students will be assessed on any content taught over the year. The format will be similar to GCSE style exam papers and each paper will be approximately 45 minutes in length. Students should use their books to revise and will be provided with additional revision material six weeks prior to the exam week.
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Student Independent Learning Tasks:	Case studies, research project and wider reading
Parent/Carers can help by:	Supporting with specific extended learning tasks Providing guidance with independent learning projects

Useful websites	http://www.bbc.co.uk/education/subjects/zpsvr82 http://www.bbc.co.uk/schools/gcsebitesize/
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COMPUTING

The Computing Curriculum has been designed to cover aspects of Computer Science, Digital Literacy and Information Technology. Students will be introduced to the IT skills they will need to support other subjects across the curriculum and will be introduced to programming, algorithms, some more complex elements of software packages and an understanding of computer hardware and how it works.

It is the aim of the department to enable students to develop skills and knowledge in computer science and digital technologies to prepare them for a future in a world where the use of this technology is fully embodied.

We aim to enable students to develop a love of learning for the subject and an understanding that there are no limits to their own development in programming and IT. An important life skill for anyone is to problem-solve. Using the strands of computational thinking will aid learners with their Computer Science studies and, as it is embedded within everyday life activities. Students will be given guidance on how to work safely on-line so that it will be second nature to carry out all the necessary steps for their own safety as well as those around them.

At KS3 students will be given the opportunity to develop their computer coding and digital technology skills. Learning the language of code is an important added bonus as students who develop their coding skills will be able to grasp the magic behind the computers. This will allow them to take their studies on to KS4 and to Further and Higher Education if they desire and ultimately secure a career within a large range of industries.

- Our core purpose at KS3 is to deliver an engaging and challenging computing curriculum through outstanding teaching and learning.
- To provide high quality computing education that equips students with computational thinking skills and creativity
- To create digitally literate students, that can use and express themselves and develop their ideas through ICT at a level suitable for the future workplace and as active participants in a digital world.

	Curriculum Content	Skills developed
Autumn Half Term 1	Cyber Security	Students will have a re-introduction to the network and how to store and retrieve files efficiently. They will then learn about the different laws that impact upon computers. They will also learn about how technology impacts upon us as individuals and society
Autumn Half Term 2	Spreadsheets Project	Students will be given a project in which they need to create spreadsheets that are suitable to support the management of a business, calculating profits and stock control.
Spring Half Term 3	Computational Thinking	Students will learn about the different aspects of computational thinking, including abstraction, decomposition, pattern recognition and algorithms. They will learn how these 4 things can help them with problem solving across different subjects.

Spring Half Term 4	Photoshop Project	Over the course of this term students will be asked to use their Photoshop skills to design, create, test and evaluate their own magazine cover. They will need to ensure that their magazine cover meets client requirements.
Summer Half Term 5	Python	Students will learn basic python programming skills including print statements and variables. They will also create a mini program that uses the skills they have learnt.
Summer Half Term 6	Option Choice DIT – Introduction to User Interfaces Option Choice Computer Science – Systems Architecture	Depending on which option students chose (DIT or Computer Science) They will complete a unit based on this to support their preparation for their GCSE option choice.

	Frequency, Length
Extended Learning	Students will be given homework every 2 weeks, this will available for students on SMHW and set by the class teacher.
Assessment Tasks	Students will be given the opportunity for assessment through the following methods: Yacapaca End of topic assessment
Formal Examination	Assessment week : January 2021 Students will be assessed on all content taught over the year through Yacapaca in a 60 minute assessment. Students will be provided with a Year 9 revision booklet prior to the exam week

Student Independent Learning Tasks:	Students interested in ICT can conduct a research project (in any format they like) on any of the key articles below: http://www.teach-ict.com/news/news_stories/news_graphics.htm http://www.teach-ict.com/news/news_stories/news_moral.htm http://www.teach-ict.com/news/news_stories/news_games.htm http://www.teach-ict.com/news/news_stories/news_history_computing.htm
Parent/Carers Can help by:	Supporting with specific extended learning tasks Providing guidance with independent learning projects

Useful websites	https://www.teach-ict.com/xml/submainlogin.php Username: EN75FB Password: python2
Extra-Curricular or enrichment Activities	Students will have an opportunity to join the Digital Leaders. Students who are selected as digital leaders can help to embed the use of technology across the school. They will attend regular meetings, support other students, and teach members of staff, run assemblies and other whole-school events.

SCIENCE AND TECHNOLOGY

Director of Science and Technology	Mr Michael McDougall
Lead Teacher of Science	Ms Emily Sloan
Lead Practitioner of Science	Yet to be appointed
Lead Teacher of Technology	Mrs Elizabeth McKinney

Exam Board and Syllabus:	<p>Twenty First Century Combined Science OCR 2016</p> <p>Twenty First Century Biology OCR 2016</p> <p>Twenty First Century Chemistry OCR 2016</p> <p>Twenty First Century Physics OCR 2016</p> <p>For students studying Separate Sciences</p>
Link to website:	<p>https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-combined-science-b-j260-from-2016/</p> <p>https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-biology-b-j257-from-2016/specification-at-a-glance/</p> <p>https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-chemistry-b-j258-from-2016/specification-at-a-glance/</p> <p>https://www.ocr.org.uk/qualifications/gcse/twenty-first-century-science-suite-physics-b-j259-from-2016/</p>

SCIENCE

Learners study biology, chemistry and physics using a narrative-based approach. Ideas are introduced within relevant and interesting settings which help learners to anchor their conceptual knowledge of the range of scientific topics required at GCSE level. Practical skills are embedded within the specification and learners are expected to carry out practical work in preparation for a written examination that will specifically test these skills.

	Curriculum Content	Assessment Opportunities
Autumn Term 1	<p>Unit B1: You and your genes</p> <ul style="list-style-type: none"> • What is the genome and what does it do? • How is genetic information inherited? • How can and should gene technology be used? <p>Unit C1: Air and water</p> <ul style="list-style-type: none"> • How has the Earth's atmosphere changed over time, and why? • Why are there temperatures changes in chemical reactions? • What is the evidence for climate change, why is it occurring? • How can scientists help improve the supply of potable water? 	End of unit tests for each module, 40 marks each test, taking 50 minutes to complete.
Spring Term 2	<p>Unit P1: Radiation and waves</p> <ul style="list-style-type: none"> • What are the risks and benefits of using radiations? • What is climate change and what is the evidence for it? • How do waves behave? • <i>What happens when light and sound meet different materials? (separate science only)</i> <p>Unit B2: Keeping healthy</p> <ul style="list-style-type: none"> • What are the causes of disease? 	End of unit tests for each module, 40 marks each test, taking 50 minutes to complete.

	<ul style="list-style-type: none"> • How do organisms protect themselves against pathogens? • How can we prevent the spread of infections? • <i>How can we identify the cause of an infection? (separate science only)</i> • How can lifestyle, genes and the environment affect my health? • How can we treat disease? 	
Summer Term 3	<p>Unit C2: Chemical patterns</p> <ul style="list-style-type: none"> • How have our ideas about atoms developed over time? • What does the Periodic Table tell us about the elements? • How do metals and non-metals combine to form compounds? • How are equations used to represent chemical reactions? • <i>What are the properties of transition metals? (separate science only)</i> <p>Unit P2: Sustainable energy</p> <ul style="list-style-type: none"> • How much energy do we use? • How can electricity be generated? 	End of unit tests for each module, 40 marks each test, taking 50 minutes to complete.

	Frequency, Length and Exemplars
Extended Learning	Homework tasks based on OCR 21 st Century Science Specification objectives. Each homework task should take approximately 60 minutes to complete.
Assessment Tasks	One formal assessment at the end of each unit which will be graded by the class teacher. Regular in-lesson exercises based on the Kerboodle series of activity sheets, and CGP workbook designed to assess understanding and application of scientific ideas. Opportunities for green pen marking and discussion of misconceptions held by students.
Formal Examination	Spring term end of year mock examinations consisting of the modules taught up until the date of the exam.

Student Independent Learning Tasks	<p>Use of OCR 21st Century Science Specification sheets, and CGP revision guides to aid student learning.</p> <p>Use of CGP workbooks to for further question practise at home.</p> <p>Use of recommended internet sources of information: https://www.bbc.com/bitesize/examspecs/zt7xxfr https://www.youtube.com/user/virtualschooluk/videos https://www.freesciencelessons.co.uk/videos/ https://www.senecalearning.com/</p>
Parent/Carers can help by:	<ul style="list-style-type: none"> • Ensure that your child is completing the extended learning tasks/activity sheets. • Ensure your child is revising properly for their end of unit tests and end of year exam. • Encourage your child to view online science animations and videos from suggested sources such as those links provided above. • Encourage your child to read around the subject and attend science fairs and museums.

Curriculum Links to GCSE skills and content	Students in Key Stage 4 continue with the process of building upon and deepening scientific knowledge and the understanding of ideas developed in earlier key stages in the subject disciplines of biology, chemistry and physics. For some students, studying the sciences provides the platform for more advanced studies, establishing the basis for a wide range of careers. For
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	<p>others, it will be their last formal study of subjects that provide the foundations for understanding the natural world and will enhance their lives in an increasingly technological society. Science is changing our lives and is vital to the world's future prosperity, and all students should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate the achievements of science in showing how the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas relating to the sciences which are inter-linked, and which are of universal application.</p> <p>A link to the curriculum for KS4 is given below: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf</p>
<p>Extra-Curricular or enrichment Activities</p>	<p>The Bronze Crest award (awarded by the British Science Association) will be offered to STEM club members in the Summer Term.</p>

TECHNOLOGY

Engineering

In Year 9 Design and Technology, students are given the opportunity to develop their analysis, designing, manufacturing and evaluative skills further. They will be working with a range of materials, including natural wood and cement. Students will complete 2 main projects; a box project focussing on wood joints and finishes and a Pop Art Lamp project whereby students will experience using cement to manufacture a product. Both projects touch upon topics such as environmental and social issues within design. Students are also given the opportunity to develop their self and peer assessment skills, including how to provide effective and specific feedback to others. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art.

	Curriculum Content	Skills developed
Autumn Half Term 1	D&T Box Project Students will be manufacturing a pine box, with a specific focus on manufacturing finger/comb joints and a lap joint. All students will be developing their accuracy and maths skills during this project, as well as problem solving.	<ul style="list-style-type: none"> Understanding the properties of different wood Understanding and practicing the manufacture of wood joints Ability to understand and provide feedback to others Develop workshop skills using the following hand tools; Belt sander, Sand paper, Files, Coping Saw, Tenon Saw, bench hook, try-square, steel ruler, hammer, centre punch Quality control and checks – enabling students to show high standards of outcome. Identifying where problems may occur in order to avoid them Problem solving Measuring and accuracy skills Understanding of environmental issues involving the use of natural wood
Autumn Half Term 2		
Spring Half Term 3	D&T Pop Art Lamp Project Students will investigate the Pop Art design movement, and use this as inspiration to design and manufacture an Acrylic and Cement LED/USB powered lamp. Students will also be given the opportunity to use CAD/CAM.	<ul style="list-style-type: none"> Revisiting existing knowledge of polymers and their manufacturing methods and properties Understanding how to correctly mix cement/ how to use cement/ properties of cement Measuring and accuracy Problem solving Develop workshop skills using the following hand tools; Belt sander, Sand paper, Files, Coping Saw, steel ruler, soldering iron, strip heater, hot gun and wet and dry paper. Understanding influential designers of the Pop Art era Technical and Isometric sketching skills Developmental skills and analysis of developments Cultural, environmental, social and moral issues within design Understanding the uses and purpose of electrical components (LEDs) Understanding and practicing soldering skills
Spring Half Term 4		
Summer Half Term 5		

	Frequency and Length	Example of learning and assessment
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Extended Learning	Students are given a homework menu with a series of differentiated tasks. On occasion where a student fails to complete the classwork set, they will be expected to finish work at home.	<ul style="list-style-type: none"> • Independent research on the different types of wood • Instructions on how to produce a lap and finger joint, including clear images and comparison • Tools and equipment/Health and Safety poster or card sort game • Client feedback on final product with further developments drawn and analysed
		<ul style="list-style-type: none"> • Pop art research • Initial ideas thumb nail sketches • 6R research (paragraph, poster or poem/rap) with links to the project • Technical/Orthographic of final design • Information on how to solder safely (poster, App or acrostic) • Pop art inspired page/pop up book on how to make your lamp • Poster/flash cards on social and cultural issues, with links to the project
Exemplar Assessment Opportunities	Students will be assessed on subject knowledge, designing, manufacturing and evaluating for each rotation.	<ul style="list-style-type: none"> • Assessment of manufacture at different points (Assessment of joinery and finish) • Environmental knowledge assessment • Final evaluation of finished product • Product analysis of existing pop art lamp • Lamp design ideas • Development of lamp designs • Final design of lamp • Manufacture of lamp
Formal Examination	During the examinations week, students will be tested on the area technology subject they are learning about that term. They will be assessed on either Design, Make, evaluating or their technical subject knowledge	

Student Independent Learning Tasks	Students are given a homework menu with a series of differentiated tasks.
Independent Active learning	Students are encouraged to investigate further design possibilities for their work outside of lessons, beyond the set homework, then bring their new found ideas to the classroom
Parent/Carers Can help by:	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt. Providing a clean plastic tub/pot to recycle and use as base mould.

Links to GCSE and wider studies	<ul style="list-style-type: none"> • Material properties • A range of manufacturing methods • Quality control/checks • Design skills and technical drawing • Understanding some of the most influential designers • Self and Peer evaluation • Use of composite materials • Environmental, Social, Moral and Cultural issues
Extra-Curricular and Enrichment Activities	At various times of year the department will offer extra-curricular clubs for KS3. St Marys regularly enter local and national competitions. These include the Rotary Tournament.

Health Studies

The Technology department at St Mary's aims to equip students with the skills to participate in engage in their world through challenging and exciting topics. Students will develop an understanding and application in the fundamental principles of health care by having the opportunity to explore the care system, body systems and basic first aid.

The skills outlined and delivered are designed and tailored to prepare students with essential life skills yet also develop their understanding of an area of the medical industry.

	Curriculum Content	Skills developed
Autumn Half Term 1	Body systems and disorders Students will explore 3 body systems, giving understanding to organ structure, disorders and diagnosis	<ul style="list-style-type: none"> Understand the cardiovascular system, common disorders and methods of diagnosis Understand the respiratory system, common disorders and methods of diagnosis Understand the digestive system, common disorders and methods of diagnosis
Autumn Half Term 2		
Spring Half Term 3	Basic first aid procedures Students will be taught the skills in order to assess the medical need at the scene of an accident and be able to apply basic procedures.	<ul style="list-style-type: none"> Be able to assess the scene of an accident Identify risks and continuing dangers Understand the first aid procedures for a range of injuries Be able to apply basic first aid procedures for a range of injuries
Spring Half Term 4		
Summer Half Term 5		

	Frequency and Length	Example of learning and assessment
Extended Learning	Students will be given differentiated tasks linked to their learning in lessons. On occasion where a student fails to complete the classwork set, they will be expected to finish work at home.	<ul style="list-style-type: none"> Independent research on what blood does for the body How to diagnose a Lung disorder
Exemplar Assessment Opportunities	Students will be assessed on subject knowledge and practical skills.	<ul style="list-style-type: none"> How do we breathe The cardiovascular system Assessing the scene of an accident (practical demonstration)
Formal Examination	During the examinations week, students will be tested on the Health Studies project they are learning about that term.	

Student Independent Learning Tasks	Students are given a homework menu with a series of differentiated tasks.
Independent Active learning	Students are encouraged to rehearse and practice first aid procedures at home, in the safe way demonstrated in lesson.
Parent/Carers Can help by:	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.

Links to GCSE and wider studies	<ul style="list-style-type: none"> Body Systems Body Disorders Risks and dangers Childcare Elderly Care Basic First Aid Communication
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Hospitality and Catering

The Technology department at St Mary's aims to equip students with the skills to participate in engage in their world through challenging and exciting topics. Students will develop an understanding and application in the fundamental principles of hospitality by having the opportunity design menus and produce professional dishes as well as experience in the service industry.

Hospitality and catering skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

	Curriculum Content	Skills developed
Autumn Half Term 1	Students explore a range of dishes to complement theory lessons based on science of nutrition and sustainability in cooking.	<ul style="list-style-type: none"> • Recipe adaptation for recipes • Developing practical plan for a recipe • Science of shortening • Science of Aeration • Understanding locally sourced foods • Choosing sustainable ingredients • Working sustainably in the kitchen
Autumn Half Term 2		
Spring Half Term 3	<i>Pastry Project</i> Students learn how to create Puff, Shortcrust and Choux pastry and how to apply their new skills to recipes.	<ul style="list-style-type: none"> • Puff Pastry • Shortcrust Pastry • Choux Pastry • How to adapt recipes to create a gourmet product • Understanding of the baking of fats • Quality control in batch production • Independent investigation of recipes and their cultural history
Spring Half Term 4	<i>Multicultural Foods</i>	
Summer Half Term 5	Student show understanding of the multiculturalism within Britain by exploring foods of their own and their peers culture	

	Frequency and Length	Example of learning and assessment
Extended Learning	Students are asked to source their ingredients for practical lessons on a biweekly basis. Students will be given differentiated tasks linked to their learning in theory lessons. On occasion where a student fails to complete the classwork set, they will be expected to finish work at home.	<ul style="list-style-type: none"> • Independent research on the different types cultural dishes • Write a fact sheet about street food, explaining what it is and providing examples of dishes. • Conduct an interview with a friend/family member to find out about their food likes, dislikes, etc. Write a customer profile from your results
Exemplar Assessment Opportunities	Students will be assessed on subject knowledge, Cooking Skills, Planning and Hygiene	<ul style="list-style-type: none"> • Recipe adaptation • Dish Designing • Cultural cooking methods • Raspberry oat bar practical plan
Formal Examination	During the examinations week, students will be tested on the area technology subject they are learning about that term.	

Student Independent Learning Tasks	Students are given a homework menu with a series of differentiated tasks.
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Independent Active learning	Students are encouraged to practice dishes at home before their practical in lesson times, this allows students to prepare for the lesson length of 1 hour.
Parent/Carers Can help by:	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt. Providing a clean plastic tub/pot to recycle and use as base mould.

Links to GCSE and wider studies	<ul style="list-style-type: none"> • Nutrition • Cooking Methods • Menu Proposals • Environmental issues • Customer Allergies • Cooking Techniques and preparation • Hygiene practice • Production Planning
Extra-Curricular and Enrichment Activities	At various times of year the department will offer extra-curricular clubs for KS3. St Marys regularly enter local and national competitions. These include the young chef Rotary Tournament.

Design and Technology

In Textiles students will demonstrate their ability to develop ideas through engagement with a culture of their choice, igniting inspiration fuelling flair and passion. Students will demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. Furthermore, students will demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other appropriate means as their work grows. Students will demonstrate an ability to present a personal response and produce a pair of pyjamas.

	Curriculum Content	Skills developed
Autumn Half Term 1	<p>Textiles Nightwear project</p> <p>Students will research into their chosen culture. They will produce a range of nightwear garments designs. Using their garments learners will experiment with a range of teacher lead decorative skills. Students will produce a high quality nightwear garment which is highly decorative. Pupils will demonstrate a range of seam, the inserting of a waistband and a hem.</p>	<ul style="list-style-type: none"> • Understanding the properties of different textiles • Understanding and practicing the manufacture of different seams • Ability to understand and provide feedback to others • Develop decorative textiles skills • high standards of outcome. Identifying where problems may occur in order to avoid them • Problem solving • Measuring and accuracy skills • Understanding of environmental, social and moral issues involving the use of textiles
Autumn Half Term 2		
Spring Half Term 3		
Spring Half Term 4		
Summer Half Term 5		

		<ul style="list-style-type: none"> • Developmental skills and analysis of developments • Cultural, environmental, social and moral issues within design • Demonstrate a range of decorative skills • Use of an Overlocker to finish seams
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	Frequency and Length	Example of learning and assessment
Extended Learning	Students are given a homework menu with a series of differentiated tasks. On occasion where a student fails to complete the classwork set, they will be expected to finish work at home.	<ul style="list-style-type: none"> • Interview a typical customer. Ask 10 questions & record the answers. • Create a moodboard • Carry out research into the different types of seams used to join fabrics. • Research into issues within Fashion and for each issue; Moral & Ethical, Cultural, Environmental & Social
Exemplar Assessment Opportunities	Students will be assessed on subject knowledge, designing, manufacturing and evaluating for each rotation.	<ul style="list-style-type: none"> • Product analysis of existing pop nightwear • Nightwear designs design ideas • Final design of nightwear • Manufacture of final product • Evaluation of final product
Formal Examination	During the examinations week, students will be tested on the area technology subject they are learning about that term. They will be assessed on either Design, Make, evaluating or their technical subject knowledge	

Student Independent Learning Tasks	Students are given a homework menu with a series of differentiated tasks.
Independent Active learning	Students are expected to develop their design journey by completing work that they were unable to during lessons, planning their time and adhering to deadlines.
Parent/Carers Can help by:	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.

Links to GCSE and wider studies	<ul style="list-style-type: none"> • Material properties • A range of manufacturing methods • Quality control/checks • Design skills and technical drawing • Self and Peer evaluation • Use of composite materials • Environmental, Social, Moral and Cultural issues
Extra-Curricular and Enrichment Activities	At various times of year the department will offer extra-curricular clubs or one-off workshops for KS3.

HUMANITIES

Director of Humanities	Ms Debbie Davies
Lead Teacher of Geography	Ms Louise Douglas
Lead Teacher of Religious Studies	Ms Tanitta Sandiford
Lead Teacher History	To be confirmed
Lead Teacher of PSHE	To be confirmed

GEOGRAPHY

Geography helps to provoke and answer questions about the natural and human worlds, encouraging students to develop a greater understanding of their world and their place in it. It helps to develop a range of decision making and enquiry skills that are transferable to other curriculum areas and which can be used to promote students' spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in students a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote students' interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We seek to prepare students for the world of work and for the future global challenges which they will need to grapple with.

Geography is a facilitating subject which means that students are taught a range of skills and knowledge which opens up a wide variety of further study options and career opportunities. Some of the careers open to geographers are: lawyer, medical professional, architect, journalist, investment banker, surveyor, microbiologist, photographer or even Prime Minister.

Students will cover four topics across the year. In addition to these four topics they will also learn a wide range of literacy skills, numeracy skills and fieldwork techniques.

Key question	Skills and core knowledge developed
Is a world without conflict impossible?	<ul style="list-style-type: none"> Local fieldwork skills Causes of global conflicts Impacts of conflicts globally and locally Map skills
What is the future of our planet?	<ul style="list-style-type: none"> Causes and consequences of climate change Causes of the refugee crisis Impacts of individual decisions on the planet Decision making skills
GCSE topics - Dynamic Development	<ul style="list-style-type: none"> What is development and how can it be measured? What has led to uneven development? How has an LIDC developed so far? What global connections influence its development? What development strategy is most appropriate?
GCSE topics - Global Hazards (TBC)	<ul style="list-style-type: none"> Why do we have weather extremes? When does extreme weather become a hazard? What processes occur at plate boundaries? How can tectonic movement be hazardous? How does technology have the potential to save lives in hazard zones?

Extended Learning	<p>A variety of extended learning tasks will be set throughout the year which will include:</p> <ul style="list-style-type: none"> Reading comprehension tasks Case study research Revision tasks
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	<ul style="list-style-type: none"> • Pre-learning activities • Field work activities
Exemplar Assessment Opportunities	Each unit will have an 'end of unit' assessment task along with others within the unit. These will focus on key GCSE skills as well as the content from the unit covered. Students will be given revision materials and students should use these along with class notes and feedback from previous tasks to prepare.
Formal Examination	<p>The formal assessment for year 9 will happen during year 9 assessment in April 2021. Students will sit a 45min exam in the hall with their teacher as invigilator.</p> <p>Students will be assessed on the content taught over the year through GCSE style questions.</p> <p>Students should use their books and knowledge organisers to revise and will be provided with specific advice in the weeks prior to the exam week. They can also use BBC bitesize which includes the core ideas we cover.</p>

Student Independent Learning Tasks	<p>Students should be watching the news and reading topical news stories ensuring they are fully aware of global current affairs. This can be by watching the news, reading a newspaper (online or printed) or by downloading a news app. Following the geography department twitter account will give students a good range of reading and other information sources @SMHSch_Geog</p> <p>There are many documentaries which cover key geographical ideas. Look out for presenters such as Simon Reeve who documents his global travels in a very accessible way or anything by Sir David Attenborough. Every week Geogglebox is available giving students an idea of the TV programmes on that week which will extend their geographical and general knowledge.</p> <p>Visit the United Nations Website and have a look around. Find out what they do and where they work.</p> <p>Research in detail Yemen, the conflict there and the impact conflict is having.</p> <p>Books that are a good read: Willard Price Adventures series; The boy who harnessed the wind by William Kamkwamba; Ascent of Rum Doodle by W. E. Bowman; Michael Morpurgo books like Running Wild, Boxing Day, Shadow, Kensuke's kingdom; The Almighty Dollar by Dharshini David</p>
Independent Active learning	<p>Plot a route on an OS map of the local area and follow it (make sure you do not go out on your own!)</p> <p>Look at the shops on your local high street – consider if they are chain stores or independent (they don't exist anywhere else), do you think the high street is thriving or declining?</p> <p>Take a look at Amnesty International's website or https://www.campaigncc.org/ or the Greenpeace website and see if there are any actions you feel you should get involved with.</p>
Parent/Carers can help by:	<p>Reviewing exercise books and reading through targets together</p> <p>Checking on time management for home learning tasks</p> <p>Reviewing assessment feedback</p> <p>Asking students to justify any decisions they make for example what mode of transport should be used for a journey with the advantages and disadvantages of each.</p> <p>Looking together at maps of the local area, the UK and the world. Talk to students about where you are travelling to, how long it will take and what you are passing.</p> <p>Making trips to museums or places of geographical interest such as coastal areas, Natural History museum, Thames Flood barrier, Epping Forest or Kew Gardens.</p>

Links to GCSE and wider studies	Geographical skills are taught throughout KS3 including map skills, numeracy skills, literacy skills, decision making skills and graphical skills. All topics taught throughout Y9 have content links to the GCSE specification. Assessments use GCSE command words and language to prepare students for GCSE examinations.
Extra-Curricular and Enrichment Activities	Geography film club is available for all students on a Friday lunch time in HU7. In this, we watch films with a geographical slant such as Lion and Everest.

HISTORY

The purpose of History is to engage young minds in the art of discernment and discrimination of evidence that encourages understanding of differing interpretations that exist about specific events.

Build up and inform the character of students, through understanding how diverse societies have been treated in the past in order to understand today and predict our future. To create a living history, that identifies social justice issues and understands this in the context of local, British and international societies.

Our Motif in History is to question everything!

Year 9 students are expected to leave the key stage grappling with the idea that history can change. Historiography is explicitly taught in order to understand how and why different histories are written and how historians provide different perspectives of the same historical event, concept or source. Students will explore the theme of diversity and the exploration of how communities have changed.

	Curriculum Content	Potential Assessment Opportunities
Autumn Half Term 1	Diversity and Immigration (1066-1900) <ul style="list-style-type: none"> Jewish communities and the expulsion of them. Huguenots Egyptian act Early African migration Slave trade The Irish migration Italian and German immigration 19th Century Jewish migration from Russia Impact of slave rebellions in British colonies. 	<ul style="list-style-type: none"> What does migration mean? Why did Jewish people come to England? How were Jewish people treated after 1066? How were gypsies treated after 1500? What was the Impact of migration of African, Irish, Italian and German people on British society? Why did slavery end in British colonies? Why did Jewish people migrate from Russia and how were they treated by local people?
Autumn Half Term 2	Diversity and Immigration (1900-present) <ul style="list-style-type: none"> Refugees and enemy allies (Belgium, Poland and Jewish) Empire Windrush Civil rights in the UK Immigration today Brexit 	<ul style="list-style-type: none"> How were refugees treated in the UK after the world wars? Why were people from the Caribbean sent to work in the UK after 1945? What does immigration in the UK today look like?
Spring Half Term 3	Black and British This unit is new and in its infancy of development.	<ul style="list-style-type: none"> Research project to find answers to a chosen question.

	Using new technology and the New college of the Humanities. Researching life in London during the Blitz focussing on the lives of Black British people.	
Spring Half Term 4	<ul style="list-style-type: none"> • Impact of war on healthcare • Impact of war on warfare 	
Summer Half Term 5	Genocide <ul style="list-style-type: none"> • Identifying features of genocide • The Holocaust – the road to the holocaust. • Impact on the holocaust on individual lives. • Rwanda 	<ul style="list-style-type: none"> • Was the holocaust inevitable? What is the impact of mass genocide?
Summer Half Term 6	Year 10 Timetable Students will begin their first GCSE unit – Anglo-Saxon Norman England <ul style="list-style-type: none"> • Types of groups In Anglo-Saxon society • Power of the king • Power of Earldoms • Local government • The legal system • Influence of the church • House of Godwin • Rising against earl Tostig 	

	Frequency, Length and exemplars
Extended Learning	Reading Comprehension set once a fortnight for 40 minutes that students will mark Historical task set once a fortnight for 40 minutes that the teacher will mark
Assessment Tasks	3 formal assessments over the school year to assess units taught Knowledge based assessments fortnightly to improve students retention of information – these may be on any topic taught across the term and year Exemplar assessments: <ul style="list-style-type: none"> • Explanation questions to assess students’ knowledge and analysis of key historical events • Evaluation questions to assess students ability to use their knowledge to make judgements on the cause or effect of events • Writing a narrative account
Formal Examination	Assessment week will take place in April 2021 and students will be examined in the hall. Students will be assessed on any content taught since Year 9 although there will be some questions that will examine content in Years 7-8. Students will be examined through two GCSE style questions (as exemplified above) in a forty minute examination Students should use their books to revise and will be provided with a Year 9 revision booklet six weeks prior to the exam week
Student Independent Learning Tasks:	Students interested in history can conduct a research project (in any format they like) on any of the key questions below: <ul style="list-style-type: none"> • Investigation on the historical roots of anti- Semitism

	<ul style="list-style-type: none"> • Research First-hand accounts of the Blitz to then produce creative writing on the experience of living through the Blitz <p>All submissions will be marked and rewarded</p>
Parent/Carers can help by:	<ul style="list-style-type: none"> • Reviewing exercise books and reading through targets together • Checking on time management for home learning projects- • Reviewing assessment feedback • Making trips to museums or places of Historical interest such as the Churchill War Rooms, Bletchley Park Museum, Imperial War Museum.

PSHE

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. The PSHE programme has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our **programme of study** aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

	Curriculum Content
Autumn Half Term 1	PENN resilience <ul style="list-style-type: none"> • Solving dilemmas and visualised relaxation • Overcoming procrastination and social skills. • Decision-making • Problem solving • Being in the present (L5 of breathe) • Taking in the good (L6)
Autumn Half Term 2	Sex and Relationships Education <ul style="list-style-type: none"> • Practical condom demonstration lesson • (Visit from health Visitor) • Revisit STI's and Contraception • Consent • British values: Identity • The LGBTQ+ Community
Spring Half Term 3	Healthy Relationships <ul style="list-style-type: none"> • Selfie safety • Eating disorders • Body Image • Child sexual exploitation • Abusive relationships • Peer pressure
Spring Half Term 4	Health and Safety <ul style="list-style-type: none"> • Alcohol awareness • Drugs and the law • Self-harm • Acid attacks • Growth mindset • Coping with stress • Managing anxiety
Summer Half Term 5	Careers and Finance <ul style="list-style-type: none"> • Income and expenditure • Tax and national insurance • How tax is spent – public money funding the UK

	<ul style="list-style-type: none"> • Budgeting and Saving • Career skills: Entrepreneurs • Career Skills: Teamwork • Career Skills: Communication
Summer Half Term 6	YEAR 9 MOVE INTO YEAR 10 IN WHICH PSHCE WHICH IS TAUGHT IN FORM TIME.

	Frequency, Length and exemplars
Extended Learning	There is opportunity throughout all of the PSHE lessons for extended learning in the challenge, more challenge and mega challenge activities.
Assessment Tasks	Assessment will take place at the end of each half term / topic – students will mind map what they know before the lessons and what they know after. These will be kept in an individual student folder. They will then receive a stamp in a ‘passport’ to say they have completed that part of the PSHCE learning journey.
Parent/Carers Can help by:	Talking through the course with students and encouraging students to put into practice what they have learnt.

RELIGIOUS STUDIES

Question Understand Accept

- Religious Studies allows students to respectfully **question** the views of others and their own.
- Religious Studies provides students with a good **understanding** of the thoughts, values and practices of others.
- Religious Studies encourages students to **accept** people and the diverse communities in which we live in.

The purpose of Religious Studies at St Mary's CE High School is to provide students with the tools to critically participate and reflect on the dynamics and the essence of society. It aims to educate young people in the development of religions and religious practices, as well as allowing them to explore and question philosophical and ethical viewpoints. It provides students with fundamental transferable skills of evaluation, analysis, communication, critical thinking and critical judgement. It encourages students to think beyond themselves and understand the world from a variety of views, building their character in the process. Through the exploration of ethical topics and questions concerning the ultimate nature of reality, Religious Studies allows students to consider concepts such as Right and Truth.

Throughout every lesson we have a range of skills that will develop students both academically and socially. Our curriculum is designed to draw on memory skills by recalling knowledge from lesson to lesson and year to year. Each lesson will require an element of comprehension through; religious text, sociological data or philosophical teachings. We use the text studied to teach students how to apply the beliefs of others to their practices and encourage students to introspect on their own application of the moral codes etc. We also allow students to analyse the text and the doctrine created by a variety of faiths and create their own justification for the purpose, usefulness and relevance of the teachings today.

	Curriculum Content	Potential Assessment Opportunities
Autumn Half Term 1	Buddhism <ul style="list-style-type: none"> • To have an understanding of key Buddhist beliefs. • To evaluate the ideas of Buddhism in relation to suffering. • To explore the life of Siddhartha Gautama and the importance he holds today. • Assess the role and importance of monks, 	Explain two of the Five Precepts. Describe how the Four Sights led Siddhartha Gautama to understand the Noble Truths.

		<p>'The teachings of The Buddha are the most important aspect of Buddhism today.' Discuss this statement.</p>
<p>Autumn Half Term 2</p>	<p>Suffering and evil</p> <ul style="list-style-type: none"> To understand how Buddhists and Christians respond to the idea of evil and suffering. To compare different religious beliefs about evil and suffering. Asses the inconsistent triad. To evaluate these religious beliefs and reach a conclusion on the use and validity of them. To explore and present current social causes (including but not extended to-UK Black Pride, Combahee River Collective, Youth Entrepreneurs, Black Lives Matter, Climate change organisations and youth Politics 	<p>Describe two contrasting beliefs about evil.</p> <p>'Evil only exists to make us know good.' Discuss this statement.</p> <p>'God cannot be omnibenevolent, omniscient and omnipotent.' Discuss this claim.</p>
<p>Spring Half Term 3</p>	<p>What is so radical about Jesus?</p> <ul style="list-style-type: none"> Explore who Jesus was. Historically and spiritually. Analyse the portrayal of Jesus from the Gospels to construct your own understanding of Jesus. Analyse Jesus' relationship with His disciples and the practises and teachings he encouraged them to spread worldwide 	<p>Was Jesus a liar, lunatic or Lord?</p> <p>'If Jesus just taught using words he would not have been crucified.' Discuss this claim.</p> <p>'The Transfiguration is the most important event in the Gospels.' Discuss this claim.</p> <p>Explain the symbolism found in the story of Jesus' Baptism.</p>
<p>Spring Term 4 – Summer Term 6</p>	<p>Start GCSE</p> <p>GCSE: Theme C: The existence of God</p> <ul style="list-style-type: none"> To explore different arguments supporting the existence of God. To explore different arguments against the existence of God. To compare and evaluate the validity of both arguments. Assess the concept of general and special revelation. <p>Theme F: religion, human rights and social justice</p> <ul style="list-style-type: none"> Analyse the status of women in religion. Explore Islamic and Christian teachings on the uses of wealth. Evaluate the role and execution of principles of freedom of religious expression. Explore prejudice and discrimination in religion, with predominant focus on race and gender. 	<p>Describe how the Cosmological Argument proves God's existence.</p> <p>Explain if '<i>God of the Gaps</i>' proves the non-existence of God.</p> <p>Explain two aspects of special revelation.</p> <p>Explain how the Quran is an example of special revelation.</p> <p>'Wealth should be disturbed equally.' Discuss this claim.</p> <p>Explain two roles of women in the church.</p>

	<ul style="list-style-type: none"> Understand wealth and exploitation focusing on; the right attitude to wealth, the uses of wealth and people-trafficking. 	<p>Explain two Human Rights laws.</p> <p>'The greatest issue in society today is exploitation.'</p>
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	Frequency, Length and exemplars
Extended Learning	<p>Reading Comprehension set once a fortnight for 1 hour that students will mark</p> <p>Religious Studies task set once a fortnight for 1 hour that the teacher will mark</p>
Assessment Tasks	<p>3 formal assessments over the school year to assess units taught. However, students will be assessed (through newspaper articles, quizzes, fact-files) at the end and throughout each topic.</p> <p>GCSE exam style questions set for end of unit -test. Peer marked plenaries based on exam style questions. Snap quiz to check the retention of subject content.</p> <p>Exemplar assessments: Multiple choice questions to monitor student knowledge of key terms. Descriptive and explanation questions to demonstrate an understanding of key ideas and concepts. Essay questions to develop argument and discussion of issues studied.</p>
Formal Examination	<p>Assessment week will take place on XXX.</p> <p>Students will be assessed on any content taught over the year through one GCSE style paper (with five questions) in a sixty minute exam</p> <p>Students should use their books to revise and will be provided with revision materials on Show my homework six weeks prior to the exam week</p>

Student Independent Learning Tasks:	<p>Students interested in Religious Studies can conduct a research project (in any format they like) on any of the key questions below:</p> <ul style="list-style-type: none"> To what extent would you agree that suffering is inevitable? Explore the ideas of Humanism in their response to any ethical issue of your choice. '<i>Religious people have no business in shaping rules in a modern secular society.</i>' Discuss. <p>All submissions will be marked and rewarded</p>
Parent/Carers Can help by:	<p>Reviewing exercise books and reading through targets together</p> <p>Checking on time management for home learning projects-</p> <p>Reviewing assessment feedback.</p> <p>Watching documentaries, such as <i>The story of God</i>.</p> <p>Discussing news items and showing the relevance of them to the student's studies. Discussing family traditions and experiences. Provide experiences of visiting other places of worship to experience another belief.</p>

Curriculum Links to GCSE skills and content	<p>Does God exist is from the AQA specification for GCSE.</p> <p>The GCSE course will focus on ethical and philosophical concepts of the impact and involvement of religion in society (Paper 2). All assessments replicate the questions in the GCSE paper.</p>
Extra-Curricular or enrichment Activities	<p>Students may have the opportunity to listen to a talk from the Buddhist society.</p>

PERFORMING ARTS

Director of Performing Arts	Mr Tony Crosby
Lead Teacher of Art	Ms Tina Papadopoullos
Lead Teacher of Physical Education	Mr Rosco Hunt
Phoenix Academy Lead	Ms Deborah King

ART & DESIGN

The Art department aims to promote an awareness of the visual language as a means of communication. With this students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Curriculum Content	Assessment Opportunities
Autumn Term 1	Magnified & Close Up Observational Studies Formal Elements Drawing Painting Lino Printing Composition and Scale Georgia O'Keefe Research and Study Gainor E Roberts Research and Study Digital Art / Photography	A3 Painting Final Piece Drawing Critical annotation and analysis Research and Investigation Literacy / spelling test
Spring Term 2	Asian Art Cultural Studies Colour Drawing Painting Textiles Mixed Media Photography Critical Studies and Analysis Wu Qingxia Katsushika Hokusai	A3 Mixed Final Piece Painting Observational drawing Critical annotation and analysis Research and Investigation Literacy / spelling test
Summer Term 3	Identity/Self Portraiture Formal Elements Observational Drawing Painting Annotation Research and Investigation Wire Construction Francoise Nielly	A3 Mixed Final Piece Painting Observational drawing Critical annotation and analysis Research and Investigation Literacy / spelling test

	Frequency, Length and Exemplars
Extended Learning	Digital Art project More in depth pieces of work on a larger scale
Assessment Tasks	A final piece of work to end the topic An artist research transcription and development

Formal Examination	Practical Assessments: November 2020 (Data cycle 1) December 2020
Student Independent Learning Tasks	Gallery Visit In depth artist research and analysis
Parent/Carers Can help by:	Parents can support students in: homework tasks independent learning tasks

DRAMA

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	BLOOD BROTHERS SCRIPT and THEATRE VISIT <ul style="list-style-type: none"> ▪ Exploration of the play, characters and themes 	(Component 2 & 3 – AO2/AO3/AO4) Assessment October 2020 Interpretation of key scene in performance and a written response	<ul style="list-style-type: none"> • Non Fiction Reading Tasks • Playwright reading tasks • Set design, production elements, staging, costume • Director and actor questions • Live theatre review • Regular reading/spelling and definition tests on key drama vocabulary • Revision activities to support exam preparation in January 2021
Autumn Half Term 2	BRECHT <ul style="list-style-type: none"> ▪ Epic Theatre techniques ▪ Devising work in the style of Brecht 	(Component 1 – AO1/AO2/AO4) Data cycle 1: November 2020 Assessment on devising and performing in a Brechtian piece Assessment November 2020 Assessment 2 December 2020	
Spring Half Term 3	PERFORMANCE from SCRIPTS	(Component 2 – AO2) Year 9 Exam week January 2021 Assessment on performance skills from script extracts Assessment February 2021	
Spring Half Term 4	TIE <ul style="list-style-type: none"> ▪ Elements ▪ Devising 	(Component 1 – AO1/AO2/AO4) Report window opens in February 2021 Data cycle 2: March 2021 Assessment on devising a TIE commission Assessment March 2021	
Summer Half Term 5	DEVISING From a range of stimuli	Assessment on the devising from a stimuli Assessment May 2021	

	Frequency and Length	Example of learning and assessment
Extended Learning	Students will have fortnightly Drama tasks (SMHW) – these will focus on Literacy/non-	Line learning in preparation for a scripted performance

	fiction reading/ and/or revision tasks and preparation for an assessment. (20-30mins) NB: Some tasks may require 'online submission' via SMHW	Research the historical, cultural and social influences on playwright's and theatre practitioners Costume, set, staging design Theatre review Director and Actor questions
Assessment Tasks	Students will receive a number of summative and formative assessments (see Assessment Opportunities above) Each assessment will be related to the half termly unit/topic and will closely be related to one of the key components of either devising, working on interpreting scripts for performance and exploring plays and the playwright's craft	This could be a practical assessment of a devised or scripted piece of drama. This could be a written assessment in the style of GCSE questions This could be an extended piece of writing based on design concepts

Student Independent Learning Tasks	It is expected that students interested in practical drama are completing additional rehearsal/practice at home and/or in pre-booked drama studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance
Parent/Carers can help by:	Checking on time management for home learning projects Reviewing assessment feedback Supporting with learning lines Watching and encouraging drama rehearsals and attending performances/showcases Making trips to the theatre to widen knowledge and understanding of performance and production elements
Curriculum Links to GCSE skills and content	All Activities and assessments replicate format and questioning on the GCSE examination materials including Devising, Performance from Text and Theatre Makers in Practice
Extra-Curricular Activities	Opportunities for Extra-curricular involvement. Tuesday lunchtime is LAMDA Public Speaking group for students interested in extending their experience of public speaking, exam entry. Friday lunchtime is year 7 & 8 Drama Club where students can broaden their experience of performance. (See also Phoenix Performing Arts Academy provisions)

MUSIC

The Performing Arts provide students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.

Music in Year 9: Building upon Key Stage 3 fundamentals and gained technical skills, this pathway recalls traditional musical learning balanced with contemporary, industry practises.

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	THEORY OF MUSIC 1 Basic Music Notation Treble & Bass Clef Time Signatures	Assessment October 2020 (Stave – traditional notation)	<ul style="list-style-type: none"> • Non Fiction Reading Tasks • The Stave Revisit (treble and bass clef)

Autumn Half Term 2	THEORY OF MUSIC 2 Treble & Bass Clef Bar lines Rests Articulation Dynamics	Data Cycle 1: November 2020 Assessment November 2020 Assessment December 2020	<p>recognition, time signatures and articulation/dynamics)</p> <ul style="list-style-type: none"> • Regular Literacy/Spelling and definition tests English and Italian key phrases for musical notation and articulation • Revision activities (support theory examination w/b 14th January) • Film Music composers research • Composition and sequences (chords – no instruments required) • Rehearsal/practice for AUDIT 1 (L2 coursework)
Spring Half Term 3	TECHNICAL SKILLS 1 Skills Audit Learning Process Diary Performing to an audience	Year 9 Exam week January 2021 'Life of Pi' Assessment January 2021	
Spring Half Term 4	TECHNICAL SKILLS 2 Learning Process Diary Performing to an audience	Report window opens February 2021 Data Cycle 2: March 2021 Assessment March 2021	
Summer Half Term 5	COMPOSING TO A BRIEF 1 Titanic Exhibition Brief - Underscore Ostinato Minimalism Drone COMPOSING TO A BRIEF 2 Chordal Compositions Melody Writing Initial Ideas & Setting up a portfolio Performance AUDIT 1 (L2 BTEC coursework)	Assessment May 2021 (Composing and performing to a brief – Titanic exhibition underscore) Data Cycle 3: June 2021 Assessment June 2021	

	Frequency and Length
Extended Learning	Students will have fortnightly Music tasks (SMHW) – these will focus on Literacy/non-fiction reading and research tasks or revision for an assessment. (20-30mins) NB: Some tasks may require 'online submission' via SMHW.
Assessment Tasks	Students will receive a number of summative and formative assessments (see Assessment Opportunities above) Each assessment will be related to the half termly unit/topic and will closely mirror the format of L2 Music examination exemplars.
Formal Examination	Examination week will take place in January and students will be examined in classrooms with their teacher as moderator. The Assessment will focus on traditional music theory skills. Students will be provided with a detailed revision leaflet during the lessons prior to the examinations week.

Student Independent Learning Tasks	<p>Students interested in music and the performing arts can complete additional study into traditional theory of music. Additional learning opportunities are provided every Monday evening and support entry to ABRSM theory of music examinations grades 1-8.</p> <p>It is expected that students interested in practical performance are completing additional rehearsal/practice at home and/or in pre-booked rehearsal studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance and theoretical skills. Instrumental and</p>
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	vocal tuition is also provided weekly with support from the Hertfordshire Music Service. For further information contact Ms D King.
Parent/Carers can help by:	Checking on time management for home learning projects Reviewing assessment feedback Listening to and encouraging rehearsals and attending performances/showcases Making trips to theatre/concerts/proms to widen viewing/listening skills

Curriculum Links to GCSE skills and content	All Activities and assessments replicate format and questioning on the L2 examination materials including 'composing and performing to a brief', researching into industry roles and analytical self-assessment and critique.
Extra-Curricular Activities	A broad range of opportunities for Extra-curricular involvement daily ranging from bands and choir groups, recording and composition/production skills to theory of music (ABRSM). (See also Phoenix Performing Arts Academy provisions)

PHYSICAL EDUCATION

Physical Education aims to create rounded students who find a passion in leading a well-balanced and healthy lifestyle through life long participation in sport and physical activity. We aim to give students the appropriate experiences and skills to be successful in further study and career opportunities in the sport industry.

In Year 9: Students are engaged in a 'pathway' to further studies in Sports Science. This is balanced with opportunities for health/fitness and wellbeing, through a variety of activities.

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	Dance (Developing advance styles and principles, individual and group performances, advanced choreography)	Practical Assessments: October 2020	<ul style="list-style-type: none"> • Extra-Curricular PE activities • St Mary's sports teams • St Mary's linked sports clubs • Coaching and officiating opportunities • Non-fiction reading
Autumn Half Term 2	Gymnastics (Refining complex skills and sequences of movement, use of advanced equipment, practice and performance) Invasion Games (Refining advance skills, tactics and strategies and application during full games play) Net/Wall Games (Refining advance skills, tactics and strategies and application during full games play)	(Data cycle 1 November 2020) Practical Assessments: December 2020	
Spring Half Term 3	Invasion Games (Refining advance skills, tactics and strategies and application during full games play) OAA (Resilience, adaptation,	(Year 9 Exam week January 2021) Practical Assessments: February 2021 (Report window February 2021)	

	collaboration, creative problem solving, trust, performance observation and analysis, communication and intellectual and physical challenges)		
Spring Half Term 4	Net/Wall Games (Refining advance skills, tactics and strategies and application during full games play)	Practical Assessments: April 2021 (Data cycle 2 March 2021)	
Summer Half Term 5	Athletics (Refining complex running, jumping and throwing techniques, using strategies in full competitive situations and rules and regulations) Striking and Fielding (Refining advance skills, tactics and strategies in full competitive situations)	Practical Assessments: May 2021	
		(Data cycle 3 June 2021) Practical Assessments: July 2021	

	Frequency, length and exemplars
Extended Learning	Students have the opportunity to participate in extra-curricular activities in a variety of sports. Giving them the opportunity to develop content covered during lessons, in a competitive environment. Students are also set a variety of tasks to complete via SMHW. These include: non-fiction reading, spelling tests and tasks that support and re-inforce student learning.
Assessment Tasks	Students are assessed at the end of each unit of work. Conditioned practices and full context games are used to assess students using the department's assessment criteria. Students are assessed using their performance pathway and their development in: leadership, knowledge, coaching and practical performance.
Formal Examination	Assessment week will take place in February 2021 .

Student Independent Learning Tasks	<p>It is expected that students interested in physical education are consistently engaging with the world of sport and developments within the field. This can include: large sporting events, media coverage of athletes, sport science developments and the leisure industry.</p> <p>It is also expected that students are participating in regular physical activities outside of lessons. Using the knowledge gained through our enriching curriculum it is expected that students strive to lead a well-balanced and active lifestyle.</p>
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