



Curriculum Handbook 2020/21

The SDCC Curriculum in a Nutshell

- Ensure all recognise the wealth of opportunities available for them to **ASPIRE**.
- Provide experiences for all to **ACHIEVE** academic and personal skills needed to pursue these aspirations.
 - All will **THRIVE** confidently making a positive contribution to their own wellbeing as well as those around them.

Everything we do at Stoke Damerel Community College is centred around our Core Values. We want Stoke Damerel students to have high **aspirations** of themselves and of what they are capable of, to **achieve** both academically and beyond the curriculum and **thrive** in all they do.

A Stoke Damerel learner is literate, inquisitive and confident by the time they leave us. Everyone has a different starting point and our curriculum both acknowledges and supports this. Our curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality of life in our school. Our aim is to provide a broad, balanced and extensive curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

Some of the rationale behind our curriculum is to address the following;

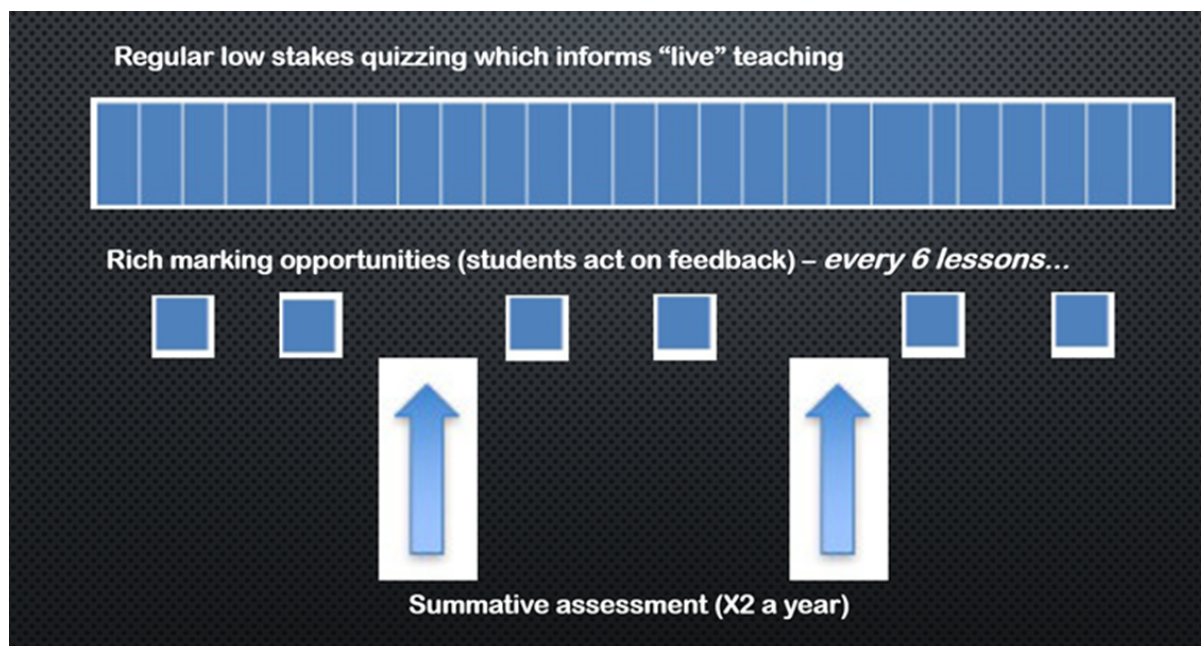
- Some of students arrive narrow minded in terms of tolerance.
- Several students arrive below age related expectation. (See Appendix 6)
- A large proportion of our students come from homes with low income. approximately 45% eligible for pupil premium but a large number are only marginally above this level. SDCC serves an area with the highest deprivation indicator.
- If our students go to university then the majority would be the first generation university member of their family.

Is the Curriculum a Progression Model?

For all year groups, the year is split into four 9 week cycles.

Week 1	Assess prior learning	Teachers assess students prior knowledge to inform future planning and students receive Knowledge Organisers
Week 1 - 7	Teaching	Teachers will formatively assess students during lessons
Week 8	Assessment Week	Information regarding the style of assessment below. Assessment used to in from teacher and student of the progress they are making and this is reported to parents
Week 9	Review and Improvement Week	Range of teaching and learning activities to cover gaps or deepen knowledge and skills.

We organise the curriculum by teaching our pupils in nine week cycles of work. Each cycle starts with an assessment of prior knowledge so teachers know what each student already knows and where there are misconceptions. This information is used to inform the teachers planning and subsequent teaching. Feedback and live marking is an active part of lessons, however, in the middle of a cycle teachers will evaluate each pupil's progress and provide guidance for the remainder of the module, we call this feedforward. At the end of the cycle, each pupil will be assessed on the learning that has taken place in previous weeks. This will be repeated in all subjects and for all cycles throughout the year.



How do subjects plan their curriculum?

All subjects start with their curriculum intent (see appendix 1). All subjects have a clear curriculum map which highlights what will be taught where and more importantly why they have placed that topic/skill where they have. Each subject has this document and we have shared it on the school website so parents and students can see how what they are teaching fits into a 7 year progression model. All of our subjects have also worked collaboratively to ensure that they not only consider their subject when planning their progression but also what is taught in other subjects and how this best fits together. At the start of each cycle teachers share that cycles plan with students (see appendix 2) which includes the knowledge to be covered, how this links in with previous and future content (the sequencing), possible misconceptions, any enrichment opportunities and also how it will be assessed. They also include additional resources, further activities to support how students can extend their learning. (These sheets are in all students books).

How do we know students learn the curriculum?

Subjects have clear expectations of what students should know at the end of each cycle (see appendix 3). We believe in supporting students to develop independence. We put a lot

of emphasis on the recall of knowledge and then once the knowledge is embedded we develop students ability to think more deeply and apply this knowledge to different scenarios. This is seen clearly in our assessment and homework model. We know students have learnt the curriculum through a low stakes quiz in every lesson, live marking, mid cycle feedforwards lessons and our end of cycle assessment.

In Year 7-10, cycles 1 and 3 the students assessment is short knowledge based questions to ensure they have the knowledge at their disposal to answer more complex in depth questions. In cycles 2 and 4 the assessment is in two parts. One part knowledge recall and one part more complex questions which require the application of knowledge. Some subjects may choose to allow students to have knowledge organisers for part 2. Year 11-13 is a mixture of the two and also includes exam style questions and past papers.

What impact does homework have?

Homework for each year group is self-quizzing, using our tailor-made knowledge organiser. The quantity is dependent on the year group and KS4 (year 10 and 11) also have application of knowledge questions to complete. Mathematics use Hegarty Maths as opposed to self-quizzing. This enables students to spend time practising the recall of knowledge that they need for each subject that cycle as well as previous cycles as subject leaders have interleaved previous content. Science use Tassomai in addition to self-quizzing. At Key Stage 3, homework also includes reading.

How do we ensure an effective start to Key Stage 3?

We believe that our curriculum planning starts before our students have joined Stoke Damerel Community College through our extensive transition programme. Our feeder Primary Schools are visited by a member of our Leadership Team and our Learning Manager for Year 7, and a bespoke package around transition has been carefully planned and implemented to ensure that all students needs are met and they are challenged from the outset. This starts their journey with us, providing us with information on prospective students in order to make sure that they have a well-supported and positive start. The SENCO will visit SEND and vulnerable students to make their transition more personalised and bespoke through enhanced transition arrangements. Students with low KS2 SATs scores and a low reading age who would struggle to adapt immediately to the demands of secondary education, embark on our foundation curriculum. These students are taught in smaller groups, receive additional literacy and numeracy lessons, as well as regular one to one support with our interventions team. They are given extra English and literacy input with a view to these students being able to access more of the mainstream curriculum when their comprehension, reading age, writing skills and technical accuracy have improved. The year group is split into two populations x and y, this enables 60 students in set one to support the notion of a self-fulfilling prophecy. This is the case in English, Maths, and Science although beyond this students are generally in slightly mixed ability groups.

As our 'nurture' students (and those from our ASC unit who require it) develop their skills we begin to work with them and support them into a more mainstream setting. Alternatively,

some students move out of the class for specific subjects. This gives all children the best possible chance of success.

We have sent every single Maths and English teacher into one of our feeder primary schools to spend at least one day looking at the depth of detail and challenge our future students are exposed to whilst in years 5 and 6. On top of that, one member of each department has regular contact with Primary Schools to ensure coherent continuation of the curriculum. Our English and Maths MAT transition leads work closely with our Primary Schools to support transition. This involves regular visits, joint learning walks, and paired curriculum planning.

Closing the vocabulary gap

All teachers are teachers of literacy and we have appointed specialist staff to develop whole school literacy strategies. An ex-primary deputy supports intervention and our MAT wide literacy coordinator is a primary specialist. All students read a classic novel everyday in tutor time. We know through research the impact that raising reading ages has on a child's educational performance. We are mindful that on average our students have had less words spoken/read to them than the average student and this supports in rectifying this. Through the choice of the novels it also enables students to discuss a wide range of cultural issues within their tutor group. It improves cultural literacy, reading fluency and also exposure to tier 2 vocabulary. Finally, and perhaps more importantly it helps them develop a love of reading and encourage them to get lost in books in their own time! In years 7 and 8 we have a daily 'Drop Everything and Read' programme. The students bring their own books and the teacher also models reading to the class. Our teachers have **all** received training on literacy, Key Stage 2 'expected standard' and our vocabulary strategy. We use the SEEC model. Select, Explain, Explore, Consolidate to develop vocabulary.

If a student in a class is unable to answer a question through our cold calling we bounce the question, but go back to that student at the end of that dialogue to summarise. We encourage all of our students to answer verbal questions in full sentences and use correct vocabulary. This is built on the Oracy research and further supports their writing. Our Oracy lead works closely with the literacy team.

Teaching and Learning

Please refer to our 'Teaching and Learning' handbook for our teaching principles.

How does behaviour impact on our curriculum?

Students are expected to show a positive and engaging attitude to their learning. We make no apology for our high standards and these standards are evident through our behaviour policy. All students have the right to learn and all teachers have the right to teach. If a student disrupts learning they receive a B1 and their name is written on the board. If they disrupt learning again they receive a B2 and go to our recovery centre. The teacher at 3pm will have a restorative conversation with the student so that the relationship is rebuilt and the student takes responsibility in improving their behaviour in future. Students are expected to continue with their learning in our Recovery Centre, building of their knowledge for that teaching cycle.

What is the rationale behind the curriculum design?

We ensure a broad and balanced curriculum that enables our children to both **achieve** and be **aspirational**. We have a 3 year Key Stage 3 and a 2 year Key Stage 4. Our starting point was the National curriculum <https://www.gov.uk/national-curriculum/key-stage-3-and-4>.

In year 9 our students specialise in an '**art**' of their choice. They must continue Geography, History and French and then must opt for at least one of these in Key Stage 4 (year 10). All students study Modern Britain and are entered for RS in Year 10. In year 9 students can choose an additional option to study and they can choose a further option in year 10.

We make **Modern Britain** compulsory for all as we are passionate about teaching our children to be tolerant of others, be able to debate in a civilised and constructive way, to be aware of the changing culture in which we live in and increase their cultural capital. All of which may not be nurtured at home to a consistent level for all of our students.

All year groups have a comprehensive **careers programme** and **PSHE** is taught as a separate entity in year 7 and 8 and **RSE** is delivered in year 9. *Please refer to our Modern Britain Intent statement.*

When it comes to GCSE all of our students will study English (Literature and Language, Mathematics, Science, Modern Britain (RS), at least one humanity, at least one art, plus two options of their choice. We offer a full and extensive range of GCSE and vocational subjects at key stage 4. Our KS4 BTEC qualifications provide a good progression route for some students into level 3 and our GCSE support academic A-Level study into university courses. *For further information please refer to our Curriculum Model - appendix 4.*

Our curriculum is effective when considering the destinations of our students. Our NEET figure at 2.2% is low and due to our locality a large number of our students move on to vocations in healthcare, travel and tourism, business and other apprenticeships. We are fortunate to have Babcock on our doorstep and as our **Business Enterprise Partner** offer our students fantastic opportunities. We find a large number of children opt for Health and Social Care, Business Studies and Sport as part of their options at both GCSE and A-Level.

Are there alternatives?

We have a nurture pathway for approximately 5% of students who are significantly below ARE. In year 7 and 8 this pathway includes intervention before or after school with specialist trained phonics teachers including an ex-primary teacher. One to one or small group reading in tutor time as opposed to whole class 'track the reader'. Students are taught together to enable additional support, smaller groups and more appropriate work that should enable more rapid progress.

In year 9 students have the 'Foundation course' instead of Option 1. These life skills and additional literacy and numeracy are crucial in developing their confidence and supporting them for future employment. At Key Stage 4 students continue with the foundation programme, undertaking Prince's Trust work, studying catering (this includes healthy eating and healthy lifestyles), alongside GCSE in English, Maths, Science and an option.

What does our Character Curriculum look like?

Character curriculum at Stoke Damerel is something that is intrinsic to everything we do. By promoting positive character traits, such as the Stoke Damerel '6', we aim to create successful learners, confident individuals and responsible citizens. This is not simply something that we aspire to achieve within the normal school day, but is something that is further enhanced and developed by our 'THRIVE' project (Co-curricular/ Extra Curricular program), 'Curriculum collapse days', 'Curriculum Enrichment week and the Wednesday '5' program in the Sixth form.

What is the THRIVE Project at Stoke Damerel Community College? THRIVE are the alternative sessions that students can access both inside and outside of the curriculum. These happen before school, at lunchtime, after school and some even happen in the evening or at weekends. We have themed them according to whether they are:

SERVICE

ACTIVE

STUDY SUPPORT

CREATIVE

SOCIAL

CHALLENGE

The aim is to ensure that all students have access to an enriched and varied curriculum, where they have the opportunity to compete, perform, get creative and be challenged as well as a whole host of other opportunities!

The expectation is that all students will participate in a range of these opportunities.

Students will work towards completing their bronze, silver or gold awards in each of the sections of the 'Stoke Damerel 6'.

Curriculum Collapse days -

We make full use of our curriculum collapse days and map them from year 7 to 13 to support students to develop their wider knowledge and to help them continue their aspire, achieve and thrive philosophy and mindset beyond the subjects.

	Term 1	Term 2	Term 4	Term 5	Term 6
Year 7	Introduction Growth Mindset/Resilience Postcard competition	Healthy Lifestyles Understanding Mental Health and Trauma Post COVID	STEAM Event Waste Busters Reduce Reuse Recycle	Knife Crime Understanding Knife Crime and the City Context	Day of Difference Challenging racial stereotypes.
Year 8	Keeping Safe in the digital world Online Safety (RSE)	Careers Step into the NHS Health Curriculum. Careers in Health	STEAMM	Who Cares Project Part 1 Understanding Mental Health and Trauma Young Carers	Who Cares Project Part 2 Understanding Mental Health and Trauma Young Carers
Year 9	Careers Project Introduction to Careers Polit and career pathways	Keeping Safe in the digital world Youth Produce Sexual Imagery (RSE)	Year 9 Community Project Hate Crime and prejudice based discrimination.	Prevent Knife Crime County Lines - understanding the issues facing vulnerable young people.	Session 1 Modern Britain PPE Session 2 Understanding Mental Health and Trauma Coping with poor Mental Health
Year 10	Personal Growth Objectives Managing Self and future visioning	Wellbeing and Mental Health	Modern Britain Exam Prep	Careers Introduction to Employers	LGBT+ Diversity Week Justforyou resources

Year 11	Revision skills - preparing for Year 11	Coping with Stress Mindfulness	Sexual Health and Healthy Relationship	Science Revision	
Sixth Form	How to become an effective year 12 learner. Year 13 University activities	Sexual Health - Eddystone Project	Well being. Keep yourself well and coping with Stress	Year 12 will be working with tutors on aspects of their future: finance, UCAS, C.V.s. They will be based in their tutor bases. Year 13 Revision	LGBT+ Ethical debate

What does the Post 16 curriculum look like?

We offer 2 pathways Academic and vocational. On top of the standard A Level curriculum we offer Core Maths to encourage students to continue learning these key skills and the uptake has increased year on year. We also offer a successful vocational pathway and offer GCSE Maths and English where appropriate. Our post 16 wider curriculum offer is in depth and we firmly believe these opportunities are what makes our Post 16 successful.

We want to improve students' understanding and life chances through focussing on:

- Aspiration
- Community
- Respect
- Well-being
- Expedition
- Extra-Curricular
- Leadership and Service
- Enquiry
- Communication

The Wednesday 5 Programme

(6 strands delivered on a needs basis with some aspects needing more time depending on delivery and assessment.) Some of the sessions will be stand alone and reacting to student needs. We keep a record sheet of what sessions the students have attended. All students undertake one of Duke of Edinburgh, Princes Trust or the EPQ.

1. **Accreditation** - EPQ / Prince's Trust / D of E / The Edge / Sports Leaders / Young Enterprise.

2. **Lifeskills** - First Aid / Cookery / Finance
3. **Well-Being** - Arts / Exercise / Clubs / Drama
4. **Futures** - Careers / University / WEX
5. **Community** - Mentoring / Volunteering
6. **Aspiration** - Debating Society / Reading Scholars / Exeter / Inspire2Involve

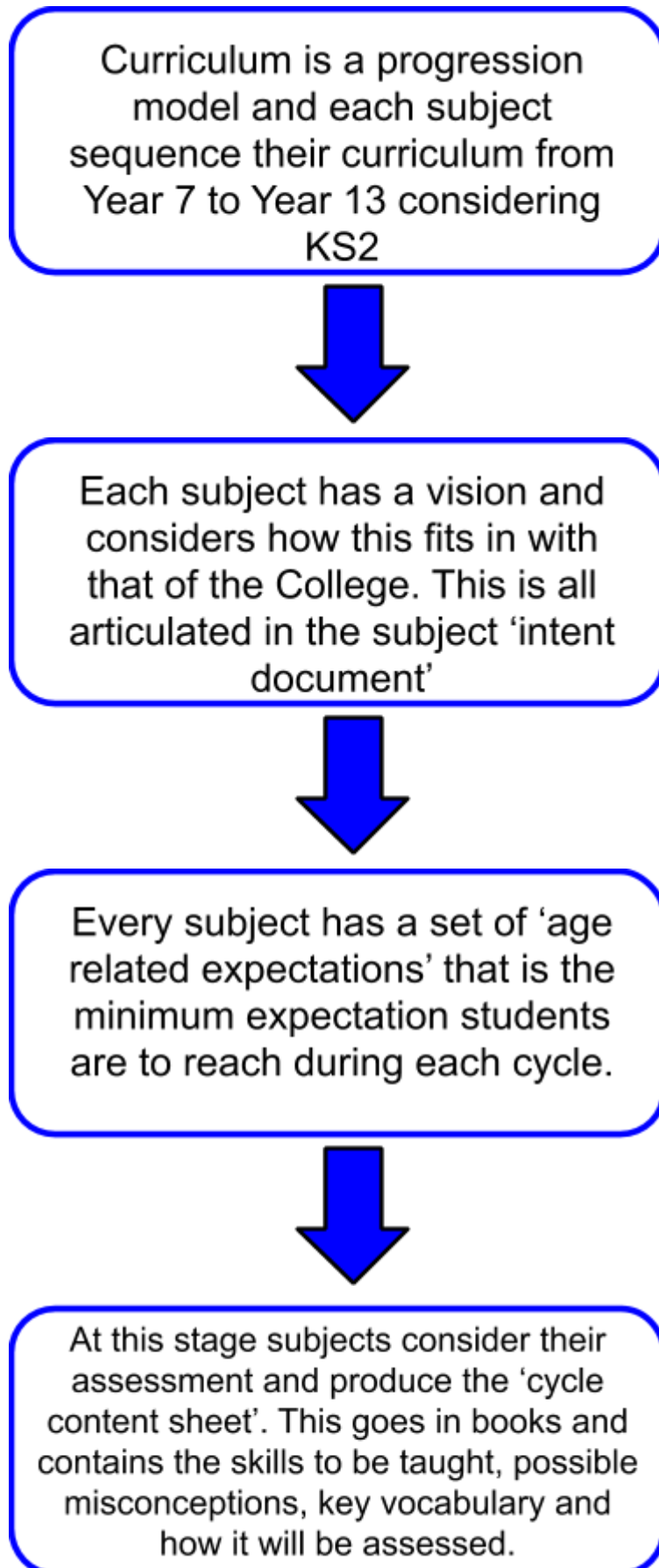
We know this is having a positive impact as the percentage of students applying to University is now 65% of our Sixth Form, up from 30% in 2019.

This builds on our 2019 figures of;

Class 2017 - Destinations (Y13 Leavers)	Nos	%
End of phase transfer - FE/6th form college	2	3.7%
Normal leaving age - Employment	11	20.4%
Normal leaving age - Higher education institutions	22	40.7%
Normal leaving age - Training	11	20.4%
Other reason	2	3.7%
Unknown	6	11.1%
Grand Total	54	100%

* Other represents 2 students taking a gap year before starting their University course.

Subject Flow Chart



Appendix 1 - History example of 'intent documentation'

History

The purpose of the History curriculum at Stoke Damerel is to provide a broad oversight into History; to systematically and critically examine the haphazard development of multi-cultural Britain with British Values at its core. Looking at the development and challenges to democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. The curriculum will **aspire** to give students an understanding of their cultural and historical background.

The History curriculum will look at significant period in History as identified by the History National curriculum and will enhance and support students knowledge of the country in which they live. It will **aspire** to give students a love of History and create a learning environment in which all can **thrive** to **achieve** their full potential.

The key stage three curriculum will provide structured and progressive preparation for GCSE History in terms of key historical skills, relevant background knowledge and assessment requirements, which will help them to **achieve** successful at Key stage 4.

Our overarching ambition for all students is that when they finish their study of History, they will love and appreciate the study of the past, they will understand how far Britain and the wider world has embraced 'British Values' and be armed with the skills to **thrive**, to be critical and enquiring citizens ready to face the challenges ahead.

Year 7	Cycle 1	<p>The Norman Conquest (National Curriculum 1 - 1066 -1509 development of church, state and society) Looks at the Norman Conquest of England - its consequences of this event - Castles / Feudal system- development of diversity Impact on law- Feudal system (linking to Rule of Law - British value) Development of crime and punishment - Trial by Ordeal Explain why / narrative accounts / describe key features This is taught here as it is a great way to introduce the Year 7 to a love of History. It creates a love of learning as well as being a significant event in British History. It is the beginning of the current legal system, development of the monarchy and close ties with Europe. The element on Law and Order links to the GCSE Crime and Punishment Unit. It also facilitates the introduction of the skills needed for future success in History</p>
	Cycle 2	<p>Religious Rollercoaster (National Curriculum 2 - 1509 to 1745 - reformation) religious differences - changes to the church made by Henry VIII and why Edwards and Mary's impact on religion - religious changes under Elizabeth. Puritans, Catholics and James I t - opposition to the monarch (links to diversity / tolerance - British Values) Skills of explaining why, how far do you agree, This is taught here as it prepares students for the future unit of Modern Britain. Chronologically it fits well as it shows how the power of the monarchy developed. It also builds on students knowledge from KS2 and continues the thirst for knowledge .It also sets the scene for the GCSE Paper 2</p>
	Cycle 3	<p>Human Rights - The Slave Trade (National Curriculum Ideas, Industry and</p>

		<p>political power) The slave trade, Middle Passage and plantations. Abolition of the slave trade (link to the development of towns / impact on Britain - Diversity (BV)).</p> <p>The reason that this module is sequenced here is a prerequisite for the 'Day of Difference curriculum collapse day'. It is also a significant event in British History and one which students enjoy learning about. It allows staff to explore the concepts behind racism at a time when they are able to understand the concepts involved</p>
	Cycle 4	<p>Horrible Histories - Important events that have impacted on Britain - Black Death and Peasants Revolt (National Curriculum 1066-1509)</p> <p>Charles I and the Civil war - impact on witchcraft and law enforcement - impact on democracy (BV - Rule of Law) (National Curriculum 1509-1745)</p> <p>The purpose of this module is to build on those studied during the year and particular those significant events in British History which inspire a love of History through story telling.. The Civil War has a significant impact on the development of crime and punishment which is studied at GCSE namely witchcraft, the development of highway robbery and a decline in religion</p>
Year 8	Cycle 1	<p>World War One - Life in the Trenches</p> <p>Consequences of WWI - votes for women (link to BV - democracy)(National Curriculum challenges for Britain - suffragettes)</p> <p>Differences between WW1 and WW2- impact of technology weapons of mass destruction</p> <p>This module is studied here because it helps students to understand the significance of Remembrance Day which is studied each year at SDCC. The topic is studied as its implications for the world and British society are immense - end of Empires, development of suffrage and also the rise of dictatorships and facism</p>
	Cycle 2	<p>Human Rights The Slave Trade (national Curriculum Ideas, Industry and political power)The slave trade, Middle Passage and plantations. Abolition of the slave trade (link to the development of towns / impact on Britain - Diversity (BV)</p> <p>Holocaust - linked to British values of Tolerance and Mutual Respect- understanding of contemporary world and troubles in the Middle East.</p> <p>Developing an understanding of blame and causation-linked to National Curriculum 4 Challenges to Britain.This module builds on that of the Slave trade last year and also links to the commemoration of the Holocaust in January every year. Students are mature enough to cope with the harrowing nature of this material.</p>
	Cycle 3	<p>Consequences of Pearl Harbour - develops an understanding of the contemporary world and introduces the idea of short term, long term consequences. Contains the impact of the atom bomb and the development of the nuclear debate. Also covers significant events of the 20th century - Space race, assassination of JFK and the Vietnam war to spark the love of learning.alternative styles of government link to British Value - Rule of Law. Links to national curriculum point 7 significant issues in World History. These modules have been designed to inspire an interest in History by looking at events that have created debate in recent history. They will help students to be able to</p>

		evaluate events, look at different interpretations and make judgements.
	Cycle 4	Horrible Histories Part 2 - allows for the coverage of significant events in History which also sparks a love of learning. Factories in the 18th century links to British value of enterprise and the development of social class and exploitation. Jack the Ripper allows students to develop their investigation skills and compare with life today. 9.11 is a major event in the 21st century which has impacted on all lives challenge for Britain - links to National Curriculum 4. Also links to British value of tolerance and mutual respect This module builds on that in Year 7 again allowing them to study significant events in world history which have created the modern world.
Year 9	Cycle 1	Crime and Punishment 1000-18000 Thematic unit which builds on aspects learned in KS3. based on premise of continuity and changes - political, economic, social and religious which feeds into all subsequent units. This allows students to acquire this knowledge which they can then apply to future units. Links to the development of democracy from Year 7 and 8 and helps to explain diversity in society. Skills of explanation, similarity and difference, and narrative are also developed in this unit.
	Cycle 2	The Cold War 1943-68 Developing the importance of economic and political factors in governing countries(capitalism v communism).Builds on the Year 8 unit of the impact of Pearl Harbour and links to British value of Democracy and Individual Liberty. Unit looks at how the Cold War developed and builds the skills of consequence and narrative. The concepts studied in this unit are complex and students needs to revisit them several times before the examination. The content builds on that studied in KS3
	Cycle 3	Henry and His Ministers - Wolsey This section looks at the impact of political factors on religion which ultimately leads to diversity in England which links to the British Value of tolerance and mutual respect. Looks at the reasons behind the English reformation and the role of the individual in bringing this about. The skills of explanation and how far do you agree are practised in this unit.which were first introduced in Cycle 1 Links closely to Modern Britain Christianity and builds on the Year 7 module of the Tudor roller coaster.
	Cycle 4	Weimar Germany 1919-34 In this cycle we will look at the impact of democracy on Germany. It will also focus on how the Treaty of Versailles ultimately failed and rather than prevent WWI it caused it. Skills of useful, explanation and inference will be practised in

		<p>this module. The reason for placing this module here is the skills it involves are more complex than those studied in the previous three cycles. The theme of democracy versus dictatorship links closely to the British value of Rule of law and the Modern Britain modules on democracy studied in Year 7 and 8. It also links to the Holocaust module studied in Year 9</p>
Year 10	Cycle 1	<p>Crime and Punishment 1800-2000 This module picks up from Year 9 unit- it looks at the development of Rule of Law (British Value) by development of the police force and prisons. Continues to develop the idea of continuity and change over time. Also contains the unit on Whitechapel. It is studied here as students really enjoy this module and this helps to reengage a love of learning. It builds on the Horrible Histories module in Year 8</p>
	Cycle 2	<p>The Cold war 1968-1991 Looks at the moves towards greater tolerance (British Value) with Detente - its failure due to the Soviet Invasion of Afghanistan. The importance of MAD is keeping world peace and the ultimate fall of Soviet Union due to economic rather than political reasons. Focus is on importance of events. Students experience difficulty in comprehending this module and so need time to process and revisit it.</p>
	Cycle 3	<p>Henry and His Ministers - Cromwell and the Reformation Development of Protestant Church - impact of changes of religion on British society resulting in diversity. Development of the Rule of law - more power to the monarch. Role of the individual in developing British society Focus on How far do you agree questions</p>
	Cycle 4	<p>Nazis Germany 1934-39 Role of individual on changing society - young, women. Lack of tolerance and mutual respect in the treatment of minority groups importance of this for contemporary society Focus of interpretation questions</p>

Appendix 2 Example of Maths Cycle Content sheet - these are glued into students books

Y11 Higher - Cycle 2 - Mathematics

Unit	Sub	Knowledge taught	Possible misconceptions	Further support (Hegarty)
6	a	Graphs: the basics and real-life graphs	Substitution Reading/Displaying Data	880,881,712,713
	b	Linear Graphs and coordinate geometry	Substitution Rearrange formula	208 - 216
	c	Quadratic, cubic and other graphs	Substitution Rearrange formula	251 - 256
7	a	Perimeter, area and circles	Written Methods Properties of 2D shapes Substitution	563, 540, 541, 555
	b	3D Forms and volume, cylinders, cones and spheres	Properties of 3D shapes Substitution	582. 575. 578
	c	Accuracy and bounds	Rounding	132, 137,138,139
8	a	Transformations	Coordinate geometry	656, 646, 647
	b	Constructions, loci and bearings	Equipment use	683, 669
9	a	Solving quadratic and simultaneous equations	Rearrange Formula Substitution	244,245, 190,191,192
	b	Inequalities	Expressions Equations	270,272
11		Multiplicative reasoning	Ratio/Proportion Written Methods	738, 716, 725

Prior Knowledge	Vocabulary	Vocabulary
Completion of Previous Cycle Written Methods Equations and Expressions Rearrange Formula Simplifying fractions Expanding Brackets Properties of 2D/3D shapes Averages and Range	Equations Inequalities Nth Term Squares, Cubes, Primes Parallel Corresponding Supplementary Perimeter Area Volume	Interior Exterior Regular Polygon Irregular Mode, Median, Mean Range

Assessment:

Low Stakes Quiz – Testing this cycle, the previous cycle and previous stages.

Feedforward opportunities:

Minimum of two feedback forward tasks during the cycle, plus the assessment

End of cycle assessment:

Assessment covering this cycle, and the previous one.

Appendix 3 - Example of Age Related Expectations document. Used to support ALL students reach their full potential and ensure support and intervention is timely and most importantly precise.

By the end of **Topic 1 in Year 7**, students...

...will know this:

...and will be able to write something similar to this (although examples may differ):

Animals adapt in order to survive in a hostile environment' Explain this statement (6 marks)

Cold environments (both polar and tundra) are found in high **latitude** areas and mountainous regions of the world. They are hostile environments because the temperature is below -10 °C for the majority of the year. This makes it very difficult for plants and animals to survive.

One animal which has adapted to survive in the polar environment is the Arctic Fox. They follow larger animals such as polar bears in an attempt to steal their food. This is important in the polar environment because there aren't many animals who are able to survive in the low temperatures so food is scarce.

Another animal is the Polar Bear. They are excellent swimmers and can smell a seal up to 20 miles away and under 3 feet of ice. This is important in the polar environment because they may have to travel long distances to find food. This makes most animals not able to survive the low temperatures.

Evaluate the strategies used to reduce the threats caused by humans in cold environments (9 marks + 3 SPaG)

Cold environments (both polar and tundra) are found in high latitude areas and mountainous regions of the world.

One strategy used to protect cold environments are conservation groups. The World Wildlife Fund (WWF) is a conservation group that helps to protect Arctic environments in Canada. WWF supports scientific research to help protect species such as the polar bear, narwhal and Greenland Shark. However this might not work because people may not want to listen, and because conservation groups can not arrest anyone, people may still break the rules.

Another strategy is the use of technology. This includes the use of insulated pipes contained within outdriers to carry domestic services such as water and electricity to people's houses. For example, the trans-Alaskan pipeline is a superb example of how technology helps development without damaging the environment. Oil is a valuable resource and provides a strong source of income for the economy. However, new technology is expensive and companies will be forced to charge people more for their oil.

A final strategy is creating international agreements. For example the Antarctic Treaty which was signed in 1959. The treaty bans the disposal of nuclear waste, therefore conserving the environment and it encourages tourism but applies strict controls in terms of numbers and landing sites to minimize impacts. However, as Governments and Leaders change it can be difficult to keep everyone in agreement on how areas should be controlled.

Appendix 4a - Curriculum model

3. Curriculum Model and Timeline Implementation 2019/20

All hours are over a two week period

	Y7	QCA Guidance	Y8	QCA Guidance	Y9	QCA Guidance	Y10	Y11
Maths	9	6	9	6	9	6	9	9
English	9	6	9	6	9	6	9	9
Science	6	6	6	6	9	6	9	9
Computing	2	2	2	2	3	2.5	5	6
Geography	3	2.5	3	2.5	3	2.5	4	5
History	3	2.5	3	2.5	3	4	2	2
Languages	3	4	3	4	5	4	2	5
Art	2	2	2	2	2	3	5	6
Drama	2	0	2	2	2	2.5	6	
Music	2	2	2	2	2	2.5	6	
PE	4	3	4	3	2	2.5	6	
Modern Britain	3	2.5	3	2.5				
PSE/Mindfulness	2	1.5	2	1.5				

Timeline

For the start of year 9 students choose one Art option (Art, Music, Drama, Media, Dance, Photography)

For the start of year 9 students choose one option subject (Business, Child Development, IT/Computer science, Catering, Health and Social Care, Sport, Travel and Tourism, Sociology)

For the start of year 10 students choose Geography, History or French

For the start of year 10 students choose any additional subject

All students sit GCSE RS at the end of year 10

We have taken the decision to even out the hours allocated to Geography, History and French. We invest in Modern Britain and the reasoning behind this is made clear in our Modern Britain statement. Students at Stoke Damerei have more exposure to the Arts than the recommended hours. The Open Option A being started in Year 9 is to meet the needs of our children and our community and the large number that go on to successful vocational pathways. This is further supported by the strength of our open bucket.

Appendix 4b Sixth Form blocks (adapted annually)

Post 16 Blocks				
Block 1	Block 2	Block 3	Block 4	Block 5
Maths	Physics	Biology	Chemistry	Geography
History	Psychology	Media	Sociology	Food
Photography	Sport (Single)	Drama	Sport (Double)	English Literature
Sport (Triple)	IT	Further Maths	Business	Dance
H and S Care	Art	Travel and Tourism	Child Development	Computer Science
Maths (GCSE)	Core Maths	Philosophy	French	English (GCSE)

Appendix 5 - Context

Whole school context in 2019/20

School level trends

					Quintile*				
		2018	2019	2020	Low				High
					Q5	Q4	Q3	Q2	Q1
Number on roll	School	1331	1306	1289	■	■	■	■	■
	National	961	978						
% girls	School	48	46	46	■	■	■	■	■
	National	50	50						
% FSM6 pupils	School	46	46	30	■	■	■	■	■
	National	28	28						
% SEND support	School	19.0	24.4	22.7	■	■	■	■	■
	National	10.6	10.8						
% SEND EHC plan	School	5.1	5.4	5.0	■	■	■	■	■
	National	1.6	1.7						
% of EAL	School	11	11	11	■	■	■	■	■
	National	17	17						

* Quintile boundaries have been derived from January 2019 School Census data

Appendix 6

Year 7 - Below Age Related Expectation

Reading = 99 students - 37%

Maths = 76 students - 28%

GPS = 74 students - 27%

Year 8 - Below Age Related Expectation

Reading = 91 students - 35%

Maths = 76 students - 30%

GPS = 71 students - 28%

Appendix 7 Modern Britain Statement

MODERN BRITAIN STATEMENT

At Stoke Damerel we take great pride in the broad range of opportunities we offer our students both within the curriculum and beyond. We believe in respect and tolerance for all individuals and groups, so they learn without prejudice. It is our aim at Stoke Damerel is to deliver the highest quality education to all our students in a dynamic Britain where student's success is not limited by faith, race, gender, sexuality or wealth.

It is essential that we meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development our students.

At Stoke Damerel promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs takes place in a wide range of opportunities and experiences.

Democracy

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems. At Stoke Damerel we promote the importance of democracy through such things as:

- The election of our college councils and year 11 ambassadors
- Students being given the opportunity to make choices both within lessons and the curriculum
- Students are encouraged to challenge their own views and the views of other
- The ethos of the college of one of promoting equality for all
- Students are taught about British democracy through Modern Britain lessons
- Students have the opportunity to visit the Houses of Parliament

The Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced. At Stoke Damerel we promote the importance of the rule of law through such things as:

- School has its Behaviour for Learning policy that has been developed in consultation with our students.
- The school invites community police in to discuss local issues
- Students visit the local courts to gain an understanding of the judicial system
- Students participate in the Mock Trial event that takes place annually
- Drugs and Alcohol education takes place through PSHE and the pastoral curriculum
- Students are trained to be Peer educators in Smoking cessation and the use of Drugs and Alcohol
- Close working relationships with the local Police as part of our pastoral care.

Individual Liberty

Individual liberty suggests the free exercise of rights generally seen as outside Government control. At Stoke Damerel we promote the importance of individual liberty through such things as:

- The Students feel safe and secure and confident in sharing their views to keep themselves and others safe
- PSHE and Modern Britain curriculum allow students to learn about the importance of being free to make your own choices
- Students are actively encouraged to discuss and have dialogue about their rights and responsibilities in Britain today
- The wealth of extra-curricular activities and clubs available to all students.
- There is an extensive information, advice and guidance (IAG) process within the College giving the opportunity for choice at key transition points

Mutual respect

The proper regard for an individual's dignity, which is reciprocated.

At Stoke Damerel we promote the importance of mutual respect through such things as:

- There is a strong ethos within the College— promoting personal identity, anti-bullying, relationships (inc. consent), emotional health, gender and career stereotypes, sexism, racism, homophobia, GRT etc...
- Behaviour in lesson is in the majority of lessons is outstanding
- Students are used to interview new staff and provide hospitality at events

- We carry out “You say, we do” assemblies where student’s views are acted on and progress fed back to the students
- Year Teams deliver assemblies focusing on topical issues such as the conflict in Syria.
- The College’s uniform was developed with consultation with all stakeholders.

Tolerance of those of different faiths and beliefs

A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one’s own.
At Stoke Damerel we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Modern Britain and PSHE taught to all students across Key Stages 3
- Spirit, Moral, Social and Cultural of learn are evident in all lessons and SOW
- Theatre groups such as the Barbican Theatre group are brought in to deliver the *Day of Difference* looking at racism in Britain and challenging stereotypes
- Every year we support Holocaust Memorial day and have taken students major events around the country
- Students have the opportunity to visit local places of worship