

MARSHFIELDS SCHOOL CURRICULUM 2019-20

Purpose

At Marshfields School we aim to prepare our young people for the opportunities, responsibilities and experiences of adult life through spiritual, moral, cultural, emotional, academic and physical development. We believe that learning is an enjoyable, lifelong process and we will inspire, challenge and support our students by recognising individual needs and talents. By providing a broad and balanced range of learning experiences we will encourage all students to achieve their potential and exceed their expectations.

Marshfields offers equal opportunities to every child from all backgrounds; regardless of gender, beliefs, sexuality, disability and ethnicity in all aspect of the curriculum and school life.

We aim for our curriculum to:

- develop literacy, numeracy, ICT and oratory skills;
- develop self-confidence and raise self-esteem;
- develop emotional literacy and social skills;
- develop cooperative skills and a mutual respect for the needs and rights of others;
- promote self-discipline, intellectual challenge, high expectations and independent enquiry;
- acquire the knowledge and skills relevant to adult life and employment.

ENGLISH

KEY STAGE 3

Year 7:

Focus on skills within Year 7 themes.

Spelling, Grammar and Punctuation, Writing, Speaking and Listening, Drama Games, Improving Writing techniques, Celebration of written work, Guided Reading, Reading Comprehension, Kinaesthetic Activity, Shared Reading.

Year 8:

Autumn 1 – Two Weeks with The Queen – Novel study.

Autumn 2 – A Christmas Carol – Novel Study

Spring 1 – The News and Reporting – Non-Fiction study – incorporating The Titanic.

Spring 2 – Kensuke's Kingdom – Novel Study – Descriptive Writing Focus

Summer 1 – Shakespeare – A Midsummer Night's Dream (S & L focus)

Summer 2 – Creating a Narrative

Year 9:

Autumn 1 – The Curious Incident of the Dog in the Night-time – Novel study

Autumn 2 – Private Peaceful incorporating Remembrance and War Poetry.

Spring 1 – Advertisements (Non-fiction)

Spring 2 – Holes – Audio-Visual Text study

Summer 1 – Shakespeare – Romeo and Juliet

Summer 2 – Creating Poetry

Assessment:

“**What we are learning**” **grid assessment criteria** at the end of each (roughly 6 week) curriculum topic to ensure content and specific learning goals for that topic have been met.

Ongoing formative assessment through books and activity in lessons of:

- Writing: 91 separate “I can” statements
- Reading: 136 separate “I can” statements
- Speaking & Listening/Communication: 76 separate “I can” statements

Why do we teach this subject?

To enable communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.

KEY STAGE 4

Year 10 – Additional English Pathways 2 Year course + SPAG

Autumn 1 – **Exploring Narratives (E2)**

Noughts & Crosses (Play)

Autumn 2 – Exploring Audio-Visual Text – Film 1

Spring 1 – Exploring Narratives (E2) Jekyll and Hyde

Spring 2 – Exploring Audio-Visual Text – Film 2 + Warner Bros. Studio

Summer 1 – Creating Narratives (E2)

Summer 2 – Exploring Shakespeare (E2) (Much Ado About Nothing)

Year 10 M Group: Additional English

Pathways 2 Year course + SPAG Functional Skills E3

Autumn 1 – Exploring Narratives (E3) Noughts & Crosses (Play)

Autumn 2 – Exploring Audio-Visual Text – Film 1

Spring 1 – Exploring Narratives (E3) Jekyll and Hyde

Spring 2 – Exploring Audio-Visual Text – Film 2 + Warner Bros Studio

Summer 1 – Creating Narratives (E3)

Summer 2 – Exploring Shakespeare (E3) (Macbeth)

Year 11 - Additional English Pathways 2 Year course + SPAG

Autumn 1 – Exploring Poetry + John Clare’s Cottage

Autumn 2 – Exploring Shakespeare (E2) Macbeth

Spring 1 – Exploring Film Genres (E2)

Spring 2 – Exploring Film Genres (E2)

Summer 1 – Film Project

Summer 2 – Film Project

Year 11 M Group

Additional English Pathways 2 Year course + SPAG Functional Skills L1

Autumn 1 – Exploring Poetry + John Clare’s Cottage (E3)

Autumn 2 – Exploring Shakespeare (E3) Much Ado About Nothing

Spring 1 – F/S English L1

Spring 2 – F/S English L1

Summer 1 – F/S English L1

Summer 2 – F/S English L1

What are the assessment requirements for the course?

- At Entry Levels – internal controlled assessments once the student is deemed ready.
- At L1 & L2 – On demand external exam paper once the student is deemed ready.
- Which Exam Board for the course?
- Edexcel/Pearson Functional Skills English

These qualifications are continually assessed. All careers and all college courses require some level of Functional Skills English qualification. The subject enables communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment. English makes a unique contribution to the curriculum.

We also offer Additional English Pathways, which is a 100% coursework based qualification started in Year 10 including internally assessed and moderated units of work (at the completion of Year 11). Sample units are then sent for External Verification. SPAG + Functional Skills English is assessed through internal controlled assessment at Entry Levels and external on-demand examination at L1.

3 components have to be passed – Reading/Writing/Speaking & Listening. These are WJEC qualifications which include a Functional Skills exam sat as each student is ready.

POST-16

In Post-16 we deliver Functional Skills English E1 – E3 & L1—L2 which includes reading, writing and speaking and listening. This is an Edexcel course at L1 and L2 and is assessed continuously. All careers and all college courses require some level of Functional Skills English qualification.

We teach this course because:

- It enables communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.
- English makes a unique contribution to the curriculum:
- It develops an appreciation of English Literature.
- It develops an enthusiasm for the written and spoken word.
- It helps build communication skills and the ability to express opinions in a succinct way.
- It offers students opportunities to study authors and learn the purpose of their work.
- It offers students opportunities to perform in plays and to use role play, speech and presentation skills.

- It supports every other subject with regard to spelling, punctuation and grammar.
- It supports the improvement of whole school reading and every student's reading skills.

READING

Reading is taught both discretely and as an integral part of the curriculum. Students are encouraged to become confident, enthusiastic, reflective and independent readers. They experience print in variety of forms and for a variety of purposes and learn to read for enjoyment, information and interest. Students participate in shared reading, peer reading, guided reading as well as individual reading. Through these, the students are encouraged to decode text in a variety of ways, such as in the use of phonics. In addition to this, they are shown how to and attempt to derive meaning from texts. Students are encouraged to share personal preferences and opinions about books.

The school takes elements from the Ruth Miskin programme Read, Write, Inc. (including phonics). Teachers are encouraged to pitch their teaching at the appropriate phase for their children. In addition to phonics, children are also encouraged to recognise high frequency words by sight. This may be done through the use of flashcards, word walls, reading books and matching word families around the school. Where gaps in student's phonological awareness are identified, individual targets and recommended practice activities will be recorded in the appropriate section of their student planner.

Students have regular access to a well-resourced library within the school. It has a wide range of resources in a variety of media organised into Fiction and Non-Fiction sections. The library stocks an extensive selection of Accelerated Reader Books which are arranged according to ASOS book levels. All students are then encouraged to select, borrow and then return the books, reflecting a real life scenario. They are also encouraged to take these books home to share with parents/carers/siblings. Students will also take part in book events such as World Book Week. Local and National Authors are invited to instruct and enthuse our students to gain a passion for books.

MATHS

KEY STAGE 3

KS3 is split between Number and Space with Space being project based. Number is covered over the first three terms followed by two terms of Space before a final term to review Number. KS3 students are assessed annually using the PIMs test to assess Maths application and the Age test which assesses Number work.

The studies at KS3 will lead on to AQA Entry Level Maths, Level 1 Number and Measure and GCSE Maths. They can also lead on to Functional Skills qualifications in Maths. We teach these topics to ensure students have mathematical understanding in preparation for adulthood. Maths helps us to ensure students have mathematical understanding in preparation for adulthood. Maths helps us to have better problem-solving skills. Maths helps us to think analytically and have better reasoning abilities. Analytical and reasoning skills are important because they help us solve problems and look for solutions in real life.

KEY STAGE 4

In Year 10 and 11 topics include:
Yr. 10 & Yr. 11

- Number calculation and accuracy;
- Algebra (expressing relationships);
- Number Theory;
- Geometry;
- Ratio
- Probability
- Statistics

Assessment is on-demand for ELC and FS qualifications and students sit them when they are deemed ready, however the GCSE course is assessed in May/June of Yr11. We offer qualifications according to student need in:

- ELC – AQA
- Number and Measure – Edexcel
- GCSE – Edexcel

KEY STAGE 5

At this stage we offer the Edexcel maths Functional Skills qualifications which are designed to develop the learner's ability to represent situations using mathematics, analysing calculations, solving problems and interpreting mathematics to explain situations

Exams can be taken at any age or time of year and are continuously assessed.

SCIENCE

KEY STAGE 3

In Key Stage 3 we teach the following topics:

- Cells, Reactions, Electricity
- Particles, Forces, Elements
- Body systems, Space, Reproduction
- Ecology, Rocks, Heat. Sound
- TReactions, Health, Energy
- Metals, Genes, Forces
- Cells, Changes, Communication
- Reproduction, Acids, Spectrum,
- Body control, Atoms, Medical rays

Each topic is internally assessed through a variety of methods including work in lessons, practical tasks and end of topic tests. These take place throughout the duration of the topic, with the end of unit test completing each topic. Assessment of soft skills is also carried out for each topic.

KS3 Science leads into Entry Level, BTEC and IGCSE qualifications. Science qualifications are

useful for any practical based careers, medical careers, mathematical work and medical careers. Science gives students the key to understanding the universe, and their place in it. Students gain an understanding of how the universe works, and how they fit in. They learn about how their body works, and how and why the world around them does what it does.

KEY STAGE 4

At Key Stage 4 students learn through the specific science subjects:

- Biology
- Chemistry
- Physics
- Scientific devices
- Exam techniques
- Revision and exam preparation

All KS4 Science qualifications employ continuous assessment of work in lessons, practical skills and soft skills. On top of this, the different qualifications have specific methods of assessment:

- Entry Level (OCR): End of Item Tests, Can-Do Tasks, and coursework.
- BTEC (EdExcel): Production of a portfolio of work demonstrating the skills and knowledge gained.
- IGCSE (EdExcel): 3 terminal exam papers, Biology, Chemistry and Physics.

Science qualifications provide students with a wide range of skills, including writing, reading, research, practical working, discussion skills and drawing. This plethora of skills are useful for any practical based careers, medical careers, mathematical work and medical careers. Students gain an understanding of how the universe works, and how they fit in. They learn about how their body works, and how and why the world around them does what it does.

ART

In Key Stage 3 students are taught through the following topics:

- Space
- Pop art
- Portraiture project (self-portrait drawing & Julian Opie style self-portrait painting.
- Matisse Cut-Out project (collage & clay plate)
- One-Point perspective landscape painting & Surrealism painting
- Portraiture (self-portrait drawing & Picasso style self-portrait painting.
- Modern Sculpture project based on the Burghley House Sculpture Garden trip.
- Modern Architecture - designing a modern building.

Each topic is internally assessed through a variety of methods including:

- Individual sketchbooks & final pieces are marked; the marks are transferred to the Assessment grid at the back of the pupil's sketchbook.

- Teacher assess sketchbook work by giving 'What Went Well' & 'Even Better If' comments. The 'EBI' comment involves a short task or skill for the students to complete at the start of the next lesson. On completing the 'EBI' task, students then 'tick' & initial their teacher's comment.
- Students are assessed for their evaluations of final 2D or 3D piece and questions answered during the lesson.
- Progress Log in the front of a pupil's sketchbook showing their current & target level, media/skills practiced & homework's completed for each term.
- On the Assessment grid students are assessed for the following:
- Generating Ideas & Artist Research: Sketchbook work and final piece.

These topics ensure that students are ready to sit the GCSE in Key Stage 4. Art is a form of communication & expression using a variety of media, which allows them to develop their feelings through visual media.

Key Stage 4

At Key Stage 4 students learn about the following:

- Angie Lewin project (line and wash painting & silk painting)
- View Through painting Project
- Native American Mask clay project
- Mock Exam project Spring Term - Edexcel GCSE Exam Project
- Completing outstanding Edexcel GCSE Portfolio work
- Clay pots & bowls for Xmas Fayre.

Coursework portfolio is 60% of the final grade and the exam project is 40% of the final grade. Both coursework & exam project are marked using the same GCSE Assessment grid covering 4 areas:

- AO1 – Developing ideas through investigations, demonstrating & critical understanding of sources.
- AO2 – Refining work by exploring ideas, selecting & experimenting with media, materials, techniques & processes.
- AO3 – Record ideas, observations & insights relevant to intentions as work progresses.
- AO4 – Present a personal & meaningful response that realises intentions & demonstrates understanding of visual language.

Each project consists of sketchbook work that supports a final 2D or 3D piece. During May, the coursework from Yr10 & Yr11 is assessed & marked by staff. In mid-June, the External Moderator from the Edexcel exam board moderates a large selection of the cohort's portfolios and exams. Each project is internally assessed against the GCSE AOs through a variety of methods including: Individual sketchbooks & final pieces are marked; the marks are transferred to the GCSE Edexcel Assessment grid at the back of the pupil's sketchbook.

KEY STAGE 5

At Key Stage 5 students learn about:

- Winter Landscapes
- The Sea-Side Shop
- Cakes
- Set Design
- Iconic Images of Britain
- Use of mark making and drawing.
- Visual research, using drawing and cameras
- Planning and designing.

Projects are produced in school, this makes up the coursework that is marked and moderated in school. The exam board will look at and assess this coursework. These BTECs are 100% coursework. Successful completion of the Level 1 Programme can progress to the Level 2 in Art and Design. Alternatively you might want to seek employment in the Art/Design sector or move on to a related vocational programme.

PSHE

PSHE education gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Personal, Social, Health and Economic (PSHE) education is a school subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help students to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps students to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

WHY IS PSHE EDUCATION IMPORTANT TO STUDENTS?

PSHE education helps students to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps students to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Students agree that PSHE education is a vital part of their preparation for life, with 92% of those who have been taught the subject believing all young people should receive high-quality PSHE lessons.

In 2015, the UK Youth Parliament made 'A Curriculum which prepares us for Life' a top priority, based on a consultation of almost a million young people. This was the third year in a row that PSHE education has been voted a priority by young people. PSHE education is supported by leading youth bodies such as Girlguiding and the British Youth Council.

WHY IS PSHE EDUCATION IMPORTANT TO SCHOOLS?

While schools are not required to teach PSHE education, the subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of students". Schools must "promote the spiritual,

moral, cultural, mental and physical development of students at the school and of society, and prepare students at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep students safe.

A growing body of research shows that students who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps students to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly valued by employers.

WHY IS PSHE EDUCATION IMPORTANT TO PARENTS?

An overwhelming majority of parents support the view that schools should prepare children for life and work, not just for exams. 90% of parents say that all schools should teach PSHE education according to 2015 YouGov polling commissioned by the PSHE Association and the subject is supported by leading parent bodies including Mumsnet, PTA UK and the National Governors Association. We believe that parents welcome a partnership between home and schools which supports their children's personal and social development and help deal with issues of increasing complexity such as those related to mental health and staying safe, both online and offline.

HUMANITIES KEY STAGE 3

Students learn about the following:

- What is history?
- Normans and Castles
- Victorians
- Map Skills
- Weather/Climate
- Rainforests
- Romans
- Medieval times
- WWI
- Around the World
- Volcanoes
- Earthquakes
- Native Americans
- Tudors and Stuarts
- WWII- armed forces
- St Lucia- Caribbean
- Coasts and Rivers
- Global Warming

KEY STAGE 4

At Key Stage 4 students follow the WJEC Entry Level Qualification in Humanities. The topics are chosen according to the individual cohort on an annual basis but may include:

- Moral Issues
- Tectonics
- British History
- Medicine and Health through Time
- Plagues and Epidemics
- Public Health through the Victorian age
- Study of an Individual in History

This course is assessed continuously through oral questioning, observations and teacher assessments. These are designed according to the individual needs in the class. Humanities teaches many fundamental skills such as critical thinking, analysis and creativity. This then can help provide a good basis for further learning in any subject or as a general life skill.

Humanities is taught to allow students to develop understanding and awareness of the world around them today and in the past. They will learn about people in their communities and other communities around the world. They will recognise that what has happened before them has shaped the world they live in today. They will develop key skills of enquiry, investigation and critical thinking.

As a result of our curriculum students will learn to:

- Develop an awareness of the World around them recognising similarities and differences of locations and cultures;
- Identify and describe key events throughout British and World History and how they have shaped the Britain/World we live in today;
- Recognise own and others' beliefs and values;
- Develop research and analytical skills;
- Promote a desire to ask why.

PHYSICAL EDUCATION

KEY STAGE 3

Throughout Key Stage 3 students follow courses in:

- Swimming
- Athletics
- Invasion Games
- Healthy Active Lifestyles
- Accurate Replication of Movement
- Striking and Fielding Games
- Baseline Tests

- Gymnastics
- Basketball
- Cricket
- Hockey
- Rounders

Students are assessed at regular points following a baseline test. Unit tests assess knowledge, performance, written tests, soft skills and leadership. Sport ensures that students have a healthy, active life and a good foundation for the BTEC option at Key Stage 4. The curriculum ensure students learn:

- How to work in a team.
- How to lead different people.
- How to stay healthy.
- How to communicate with others.
- How to take part in competition.
- Rules and skills of different sports and activities.
- How to solve problems.
- Qualifications in PE.
- How to be more resilient.

KEY STAGE 4

Core sport involves the following options:

- Netball
- Healthy Active Lifestyles
- Dance
- Volleyball
- Cricket
- Boxing
- Dodgeball
- Handball
- Leadership
- Athletics
- Hockey
- Gymnastics, Zumba, Yoga
- Rounders
- Orienteering
- Rugby
- Table Tennis
- Softball
- Football

For those who opt for sport in the options we deliver the OCR BTEC Sport and Active Leisure qualification.

FOOD

KEY STAGE 3

Year 7 learn about Health, Safety and Hygiene. Basic skills and use of equipment. Space – rocket kebabs, space wraps, earth biscuits, Rock Cakes.

Year 8 students learn about bread, the functions of yeast and the science of bread making. Bread around the world. Food origins, from wheat grain to bread. Food provenance, curries, pasta, pancakes, cous cous. Food choice and sustainability; vegetarianism and Veganism, Special diets and intolerances, Eatwell guide and Nutrition.

In Year 9 they move onto Nutrients and the Eatwell guide. Pastry making and where it fits in a healthy diet. Job of fibre in the diet and staple foods around the world. Fruit and Vegetables and Main meal preparation.

Each topic is internally assessed through a variety of methods including the use of the students' tracker sheet, their practical outcomes, the development of their practical skills and regular marking of their books using active questioning. These take place throughout the duration of the topics as ongoing assessment and feed into a final level for the topic at the end of each term. This subject will prepare students for a course of study at KS4 in GCSE Food Preparation and Nutrition.

Food Technology contributes to students' enjoyment through the opportunities it gives them to actively develop food products in response to the needs and wants of others. It develops a sense of achievement and **Success** when their food takes shape, creating a very **Happy** student. The satisfaction that students gain from making products contributes towards their self-esteem and sense of wellbeing. I teach my students to develop their ability to make informed choices about food for healthy eating and help them develop their practical capability to prepare and cook a variety of dishes and meals to achieve a healthy diet. By having internal and external accreditation students have something to **Aspire** to. The nature of my Key Stage 3 and GCSE courses makes learning **Purposeful** and has given them the confidence to use these all important life skills. Everyone needs Food! Food teaching is an **Exciting** and ever changing subject. Students are given the opportunity to design and make a wide range of products suited to the **Diverse** Society in which we live.

KEY STAGE 4

GCSE Food includes topics such as:

- Food, Nutrition and Health
- Food Science
- Food safety
- Food Choice
- Food Origins

Students complete NEA 1 in the September – November of Year 11 = 15%, NEA 2 November

February of Y11 = 35%. There is an external written exam June of Y11 = 50%

This course ensure students gain vital life skills about one of life's most basic needs. It can lead onto Level 1,2,3 college courses and jobs in the food industry which is still one of the UK's biggest employers. The course teaches students:

- All about Food.
- A wide range of food preparation skills.
- What food is composed of, why we need it and how it affects our health.
- How food can be prepared and cooked skillfully and safely to produce nutritious meals for different people.

ASDAN

ASDAN is a vital component of preparing students for adulthood. It gives them the underpinning knowledge to help with future employment. Students are able to have a more invested interest in the curriculum taking more ownership and responsibility for the outcome i.e. level. This develops:

- Teamwork
- Independent learning
- Coping with problems
- Use of maths
- Use of English
- Use of IT

Topics in this course include:

- Communication
- The Community
- Home Management
- The Environment
- Number Handling
- Health & Survival
- World of Work
- The Wider World
- Beliefs & Values
- Three of these units will be covered over the year.

ASDAN EMPLOYABILITY: KEY STAGE 4 AND 5

Students must Plan Do and Review each module for Asdan Employability. They must gain 6 credits for each level. The booklet states evidence needed and expects them to give summaries of achievements and a personal statement. The course starts at the beginning of academic year runs through to end of May. There are no formal exams – the course is assessment based and externally moderated.

Employability is very much about planning and building a portfolio of evidence, something they need to learn to do independently in prep for college courses.

In this course students learn about the following themes:

Communicating with Others at work

- Exploring Job Opportunities
- Health & Safety in the Workplace
- Maintaining Work Standards
- Tackling Problems at Work
- Travelling to Work
- Working with others
- Learning through Work Experience

A selection of these units will grow a portfolio of evidence to gain the required credits. This runs throughout the year, there is no formal exam work is called for and moderated externally. This gives the underpinning knowledge and training to assist students with their work placement and beyond preparing for adult life.

DESIGN TECHNOLOGY

KEY STAGE 3

Throughout Key Stage 3 students develop skills in:

- Basic hand tool skills and accuracy with measuring
- Materials and techniques and how and where to use them
- Looking at design from other cultures and time periods
- Designing for the needs of others and how to make products others will want to own and buy.

Assessment begins from lesson 1. Students are marked on problem solving, recall of taught information and skills, tool skill, imagination and build quality of finishes products. The curriculum is designed to prepare students for BTEC 2/3D art and Design, GCSE Product Design, mechanics, building courses and any course where the ability to research and understand the needs of others will lead you to an answer

DT is delivered to give the students the ability to understand how and when to change the shape of the objects and materials around us is vital. We can make things we need, mend things we value, help others and work in groups to solve problems. We can understand how best to use the world's resources and understand why the things we buy and use look and behave the way they do. We can make good decisions on what we should buy and use.

The curriculum builds students' confidence in making decisions and learning from situations where

the unexpected happens and we need to review and look again at the things we have made. We learn.

KEY STAGE 4

We look at using the skills we learned in KS3 in familiar and unfamiliar situations. We make jewelry, furniture and other useful and attractive objects for the home and for sale. Projects run for roughly one to two terms to fully explore the possibilities and deal with changing needs. GCSE DT is marked 1-9, 50% is coursework, known as NEA and 50% is written exam. BTEC is offered at Entry Level and L1 and is coursework only We use AQA Unit Awards for accessing skills based certification for some of our learners.

Depending on the course they are following, assessment is throughout the year and may involve an end of course exam.

COMPUTING

At Key Stage 3 students learn about:

- Space
- Ancient civilizations
- The world around us
- The Railway Children
- Programming
- Computer modelling
- The Digital World
- Spreadsheets
- Minecraft programming

Students are assessed throughout the duration of the topic as ongoing assessment and feed into a final SLIDE stage for the topic at the end which feeds into an overall SLIDE stage throughout the year. Assessment also takes into account the transferable skills for each topic and the students' progress in soft skills such as the ability to discuss and answer questions about their learning.

This subject will prepare students for a course of study at KS4 in either Level 1 or Entry Level IT User Skills as it provides a strong framework for these courses. Computers, which includes electronic devices such as smart phones, games consoles and tablets, are becoming an integral part of both out home and work lives. It is imperative that our students have the tools and knowledge to a) use these technologies and b) stay safe and secure when using them. Many of our students come to us with a basic understanding of how to use computer devices to understand and access the world around them and it is our job to embed and expand upon this. Socially and emotionally the internet provides our students with ways to interact with the world that they perhaps find inaccessible in "real life" and this is an important part of helping those students to grow.

Students gain an understanding of how to access learning tools safely (e.g. YouTube), how to

interact appropriately (e.g. on social media) and a wide variety of skills they will need for the world of work. Through knowledge of how to use the internet they will be able to access online sites which are becoming increasingly important for tasks such as registering car tax, voting and accessing bank accounts. They will be able to email job applications and produce CV's and presentations. It inspires them to think about how their online behaviour can affect their offline lives and ethical issues such as online consent and accessing private data which in turn leads to discussions about their own online rights and values and the rights of others whom they interact with online.

KEY STAGE 4

Students follow the TLM INGOTS qualification and study the following topics:

- Improving productivity
- Digital modelling
- Graphics and design
- Collaborative technologies
- IT security and safety
- Digital editing and publishing

Each unit is internally assessed through a variety of methods including practical computing tasks, online worksheets and keyword quizzes plus end of unit online quizzes. These take place throughout the duration of the topic as ongoing assessment and feed into a final SLIDE stage for the topic at the end which feeds into an overall SLIDE stage throughout the year. Assessment also takes into account the transferable skills for each topic and the students' progress in soft skills such as the ability to discuss and answer questions about their learning. In KS4 there is the added layer of coursework which takes the form of producing practical pieces of work and showing their planning for and evaluation of each piece of work. For students where it is appropriate they will also sit an online exam.

Computing will aid any students wishing to study ICT in further education and/or going on to a workplace where ICT skills and knowledge are required.

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which are becoming increasingly important for tasks such as registering car tax, voting and accessing bank accounts.

They will be able to email job applications and produce CV's and presentations. It inspires them to think about how their online behaviour can affect their offline lives and ethical issues such as online consent and accessing private data which in turn leads to discussions about their own online rights and values and the rights of others whom they interact with online. In KS4 they also study further issues such as fake news, malware and hacking.

LAND BASED STUDIES KEY STAGE 4 AND 5

This is an options course is both key stages, earning students qualifications from Pearson Entry Level 1 to 3. The topics include:

- Developing Practical Skills for Maintaining Plants.
- Plant Flower Bulbs for Naturalisation or Bedding.
- Understanding Soils.
- Introduction to Pruning Trees and Shrubs.
- Introduction to Ground Preparation.
- Soil Identification and Testing.
- Assist with Planting and Establishing Plants.
- Assist with Maintaining Plants.
- Assist with the Vegetative Propagation of Plants.
- Assist with the Propagation of Plants from Seed.
- Assist with Identifying the Presence of and Controlling Common Pests and Diseases.
- Prepare and Plant a Container for Display.
- Planting and Staking a Tree.

This is a non-exam course. Each unit has a list of criteria. All the criteria needs to be met in order to pass this course. Student's coursework is kept in a portfolio. Student's evidence is assessed by the tutor and internally verified. Coursework is then externally verified by BTEC moderators. Coursework is assessed in many ways. Written work is assessed through comprehension skills, end of unit tests and questioning and marking of work. Practical activities are observed and witness statements are written. Photographic evidence is also used in their portfolios.

The course starts in September and is completed by the following May. This ensures that the work is externally verified and amendments made if necessary within the timescale required. We teach gardening not only provides opportunities for increasing scientific knowledge and understanding, improving literacy, numeracy and oracy, but also improves students' confidence, resilience and self-esteem. It gives them a sense of responsibility and fosters positive behaviour, particularly for those with behavioural and learnings difficulties.

Students engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. Achieve a nationally recognised vocationally related qualification. This leads to

progress to employment in the land-based sector. It also shows the value of gardening in developing active citizens and carers for the environment.

PERFORMING ARTS

KEY STAGE 3

Throughout the key stage students will learn about the following topics:

- Drama: Story Sequencing/ Pantomimes- Autumn Term.
- Dance: Around the world/ Global- Spring Term.
- Music: Soundscapes/ Production- Summer Term.
- Dance: Elements of dance/Choreography- Autumn Term.
- Music: Orchestra- Spring Term.
- Drama: Stage directions/ Production- Summer Term.
- Music: Film Music/ Composers- Autumn Term.
- Dance: Different Genres- Spring Term.
- Drama: Scripts/ Production- Summer Term.

Each topic is internally assessed though a variety of methods including portfolio work, short quizzes and performance based evaluations. The young person's portfolio provides evidence of the journey made in Performing Arts and the skills which are transferable for each topic.

What future courses and/or careers will this subject help with for after Yr11/P16?

This subject will prepare students to continue in to KS4 to study a Level 1 Bronze Arts award in KS4.

The Performing Arts play a hugely significant role in helping young people to develop their creative skills with others with confidence. While Performing Arts allow children to develop creative passions, they simultaneously teach young people language and communication skills, helping them to communicate effectively

Performing Arts not only allows you to express yourself but also helps develop life skills needed in your adult life.

- It helps young people develop skills in:
 - confidence
- self-presentation
- teamwork and collaboration
- time management and organisational skills
- self-awareness
- self-discipline
- an open mind and the ability to move beyond boundaries and experiment with different ideas
- communication skills

- analytical, critical and research skills
- the ability to cope with criticism and learn from it
- stamina.

KEY STAGE 4

At Key Stage 4 we deliver the Bronze Arts Award which requires students to build a portfolio of assessed work covering the following:

Arts Inspirations- Autumn Term

- Supervised Arts Leadership- Spring Term
- Participation / Performance- Autumn Term
- Enjoying the Arts as an audience member-Autumn Term
- Unsupervised Arts Leadership- Spring term
- Participation/ Performance- Autumn Term

The Bronze Award assesses young people at QCF Level 1 standard in the following areas:

- Art form knowledge and understanding
- Creativity
- Communication
- Portfolio evidence starts to be collected from Year 10 and the moderator assesses in April of the young person's year 11.

After this course the student can go on to study a Silver award Level 2 or on to college to study a level 2 BTEC in different Performing Arts genres. Performing Arts provides the young person with broad skills that are in demand across all industries.

CAFÉ: KEY STAGE 4 AND 5

Throughout the year students in this group learn how about:

- Making cakes following a recipe. Cakes to be cooked to a high standard for resale
- Change of cakes on a 6-weekly cycle
- Food hygiene covering handwashing / self-care, bacteria growth health safety
- Use of equipment,
- Developing self-help skills
- Developing fine motor skills
- Working towards independence
- Costing (how much does the cake cost to make)
- Real life work experience
- Repetition to embed knowledge and build on skills

The course is assessed through worksheets and observations leading to the completion of AQA units which will prepare students for catering courses, independent living and working routines.

The subject is taught to:

- Build confidence
- Working towards independence
- Working with others
- Social skills
- Communication skills
- Students awareness that products have to be of a certain standard
- Awareness of environmental health and their powers.
- Work experience

BTEC CHILD'S PLAY: KEY STAGE 4 AND 5

At Marshfields we offer KS4 & KS5 students the opportunity to gain a BTEC in Child Development. The early years sector focuses on the learning, development and the care of children from birth to age five. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis. This qualification provides opportunities to apply learning from GCSE English to vocational learning.

The qualification covers:

- The characteristics of children's development from birth to five
- Factors that affect growth and development
- The importance of play
- How play promotes children's learning and development
- Reasons why children may need support
- Child-friendly environments to support play, learning and development in children from birth to five
- Supporting all children to learn and develop physically, intellectually, emotionally, socially and adapting activities to support children's play, learning and development

