

MARSHFIELDS SCHOOL CURRICULUM 2021-22

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.

Primary Curriculum

The Primary Curriculum at Marshfields is topic based with subjects being taught linked to themes and using key, high quality, texts. Although there is a focus on developing literacy and numeracy skills, including phonics, a broad and balanced curriculum is delivered which includes specialist teaching in some areas such as art and DT.

In Year 5/6 there is a two-year rolling program of topics with different texts identified for each year:

Year 1

- Animals
- Transport
- Places
- People who help us
- Food
- Journeys

English

Texts used during English and the wider curriculum themes include Elmer, Six Dinner Sid, Owl Babies, Mrs Armitage on Wheels, Mr. Gumpy's Outing, Whatever Next, Beegu, Where the Wild Things Are, The Rainbow Fish, The Tiger Who Came to Tea, Avocado Baby, Handa's Surprise, Rosie's Walk, On The Way Home and Lost and Found.

Early reading and writing skills, including phonics, are taught as well as reading and writing for different purposes including stories, instructions, recounts, letters and factual writing.

Maths

Areas of maths covered include Number and place value, comparing, more and less, addition and subtraction, multiplication and division, shape, measures, money and data.

Science

During each theme a range of science topics are covered. These include Animals including humans, Magnets, Light, Floating and sinking, Materials, Plants, Rocks, Habitats, Food and food chains, Life cycles and States of matter. Working Scientifically is a continuous feature to support questioning skills, developing ideas and independence.

Humanities

Humanities are taught linked to the termly theme and books. Areas covered include The Local area, Changes over time, Events/people in the past, Different countries, Weather, Old and new, Maps, where food comes from and Buildings and places.

PE

With links to the themes and books focused on each term, PE includes Movement and direction, Throwing and catching, dance, Ways to travel and move over equipment, Team games and Ball skills.

Performing arts

Music, dance a drama are built into the curriculum to support and enhance learning around the themes. Drama to retell and act out stories, Movement to music, using instruments to create sounds, Listening and responding to music and performing including singing.

Computing

Computing is used across the curriculum to support learning and provide a range of ways to demonstrate and present learning in other subject areas. This includes developing keyboard skills, how to use the internet to research, how to use pictures and text and create documents, creating and using pictures and moving objects including using basic programming.

Year 2

- Food
- Animals
- Journeys
- Time for bed
- A twist in the (fairy) tale
- Lost and found

English

Texts used during English and the wider curriculum themes include: The Gruffalo, The Very Hungry Caterpillar, Hairy Maclary, Brown bear Brown bear, Come on Daisy, Dear Zoo, the train ride, The elephant and the bad baby, We're going on a bear hunt, Can't you sleep little bear, Peace at last, Goodnight moon, Japer's bean stalk, Each peach pear plum, Shhh, Hug, You choose and Dogger.

Early reading and writing skills, including phonics, are taught as well as reading and writing for different purposes including stories, instructions, recounts, letters, factual writing and lists.

Maths

Areas of maths covered include Number and place value, comparing, more and less, addition and subtraction, multiplication and division, shape, measures, money and data.

Science

During each theme a range of science topics are covered. These include Animals including humans, Forces, Light and sound, Floating and sinking, Plants, Habitats, Earth and space, Life cycles, Materials and properties and States of matter. Working Scientifically is a continuous feature to support questioning skills, developing ideas and independence.

Humanities

Humanities are taught linked to the termly theme and books. Areas covered include Land use and where food comes from, Weather, Past and present, unfamiliar places, people in history, Changes over time, Homes.

PE

With links to the themes and books focused on each term, PE includes Healthy and active lifestyles, movement and ways to move, Ways to travel over equipment, Throwing and catching, Team games, Running and jumping.

Performing arts

Music, dance and drama are built into the curriculum to support and enhance learning around the themes. Drama to retell and act out stories, Movement to music, using instruments to create sounds, Listening and responding to music and performing including singing.

Computing

Computing is used across the curriculum to support learning and provide a range of ways to demonstrate and present learning in other subject areas. This includes developing keyboard skills, how to use the internet to research, how to use pictures and text and create documents, creating and using pictures and moving objects including using basic programming.

A primary style curriculum is also offered in Year 7.

This is topic based with subjects being taught linked to themes and using key, high quality, texts. There is a focus on developing literacy and numeracy skills, including phonics, alongside a broad and balanced curriculum. This is delivered by a core class teacher supported by specialist teaching in some areas such as art, humanities and PE.

Themes and texts for the Year 7 Primary offer are:

- Animals – Gorilla, Meerkat Mail
- Dilemmas – Not now Bernard, Flat Stanley, Amazing Grace
- Heroes – Hodge Heg, Traction man, Fantastic Mr. Fox

- The world around us – The flower, Dr Xargle’s book of Eathlets, Tuesday
- We’re not scared – The owl that was afraid of the dark, Emily Brown and the thing,
 - Who’s afraid of the big bad book
- Working together – Frog and Toad together, Pumpkin soup, The giraffe the pelly and me

ENGLISH

Year 7 focus on core Literacy skills alongside the School’s Year 7 thematic curriculum. This is supported with a range of carefully selected fictional and non-fiction texts. Within the schemes of learning we incorporate activities such as spelling, grammar and punctuation, phonics, writing, speaking and listening, drama games, improving writing techniques, celebration of written work, guided reading, reading comprehension, kinesthetic activities, art and craft and shared reading.

Year 7 Themes include:

Autumn 1 Space, linked text ‘Goodnight Spaceman’

Autumn 2 Ancient Civilizations, linked text ‘The Minotaur’

Spring 1 Exploring Other Worlds, linked text ‘The Lion, the Witch and the Wardrobe’

Spring 2 Railways, linked text ‘The Railway Children’

Summer 1 Healthy Me, non-fiction unit.

Summer 2 Peterborough (planned to update to a media/film unit in 2022)

Year 8:

Autumn 1 – The Twits – Novel study.

Autumn 2 – A Christmas Carol – Novel Study

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

Spring 2 – Shakespeare – A Midsummer Night’s Dream (S & L drama focus)

Summer 1- Two Weeks with the Queen- Novel Study

Summer 2 – Creating a Narrative

Year 9:

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

Autumn 2 –Private Peaceful- Novel study incorporating Remembrance and War Poetry.

Spring 1 – Non-fiction writing (writing to inform/persuade)

Spring 2 – Shakespeare – Romeo and Juliet

Summer 1 –Holes – Audio-Visual Text study

Summer 2 – Creating Poetry / Functional Skills English Preparation.

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:

- ‘I can’ statements that link to Bsquared progression steps
- Bsquared progression steps skills link to the assessment of Reading, Writing and Speaking and listening skills.
- Phonics, high frequency words, common exception words and spelling assessed and recorded in the SPAG Markbook grids alongside Bsquared assessment. Literacy intervention team also have access to these files to update alongside the teacher.

- Reading ages assessed within English Lessons. Salford Reading Test implemented by Literacy Intervention team and support staff.

Year 10

From September 2021, the primary focus of our KS4 curriculum will be Functional Skills Entry Level English. This change came after review of our students' next steps, with colleges and workplaces requiring a more Language centered qualification. During year 10 we intend to deliver two English Language lessons a week, which are given to the study and preparation for Functional Skills. The third lesson of the week is devoted to English Literature and completion of coursework units for WJEC Entry Pathways Additional English.

Functional Skills works as an on-demand assessment course. We intend to deliver the course over 2 years of KS4 with mock assessments in year 10 and controlled assessments in Year 11. If pupils' progress data shows a need to move assessment dates, we will make changes to assessment dates to support pupils' success through the course.

Year 10 EN2 & EN3 groups:

Functional Skills English

Entry Level 1-3

Autumn 1-2 Reading
Spring 1-2 Writing
Summer 1-2 Speaking and listening

WJEC Additional English Pathways (Entry Level 2-3)

Autumn 1 -2 Creating Narratives
Spring 1-2 Exploring Shakespeare
Summer 1 -2 Exploring Poetry

Year 10 EN1 Group:

Functional Skills English Level 1

Autumn 1-2 Reading
Spring 1-2 Writing
Summer 1-2 Speaking and listening

WJEC Additional English Pathways (Entry Level 3)

Autumn 1 -2 Creating Narratives
Spring 1-2 Exploring Shakespeare
Summer 1 -2 Exploring Poetry

Year 11

Year 11 EN2 EN3 groups are completing their WJEC courses from 2020-21. We have a bespoke plan this year to complete WJEC units, cash in a Literature qualification and then focus entirely English Language with the intention of students achieving a Functional Skills English Qualification. Year 11 EN1 will focus on completing their Level 1 Functional Skills English. 80% of the group passed their Reading component in 2020-2021. 20% will resit in summer term.

Year 11 EN3 group:

WJEC Additional English Pathways (Entry Level 2)
Functional Skills English Entry Level 1-2

Autumn 1-2 WJEC Coursework Poetry and Exploring Shakespeare
Spring 1-2 WJEC Coursework Film Genres and completion of portfolios
Functional Skills Writing/Reading
Summer 1-2 Functional Skills Writing/Reading and Speaking and listening

Year 11 EN2 group:

WJEC Additional English Pathways (Entry Level 3) 1x lesson a week CWK catchup
Functional Skills English Entry Level 2/3 3x lessons a week

Autumn 1-2 Reading
Spring 1-2 Writing
Summer 1-2 Speaking and Listening

Year 11 EN1 Group:

Functional Skills Level 1

Autumn 1 – 2 Writing
Spring 1 – 2 Speaking and Listening
Summer 1 – 2 Revision and re-sits/ Level 2 preparation.

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.
- The exam board is 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.

We also offer Additional English Pathways, which is a 100% coursework-based qualification 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 must be passed – Reading/Writing/Speaking & Listening. These are Pearson Edexcel qualifications which include a Functional Skills exam sat as each student is ready.

There is also ongoing formative assessment through books and activity in lessons of:

- Assessment of Reading, Writing and Speaking and listening skills as a continuation on from Bsquared assessment.
- Phonics, high frequency words, common exception words and spelling assessed and recorded in SPAG Markbook grids

POST-16

In Post-16 we deliver Functional Skills English E1 – E3 & L1—L2 which includes reading, writing, and speaking and listening. This is a Pearson 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 regarding spelling, punctuation, and grammar.
- It supports the improvement of whole school reading and every student's reading skill.

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. Our aim is for students to 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.

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 using flashcards, word walls, reading books and matching word families around the school. Phonics testing is completed by the English department twice a year and where gaps in students' phonological awareness are identified, individual targets and recommended practice are recorded in the English SPAG Markbooks. The Literacy intervention team also takes elements from the Ruth Miskin program Read, Write, Inc. and Dockside Books support students to make progress with phonics.

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. In September 2021 we introduced a library system of book banding. The Accelerated Reader programme has been successful, but we have adapted our approach and culture of reading. The change was prompted by the redesignation of our school as a centre for LD.

We needed a reading system in school that promoted reading for pleasure and allowed continuity and familiarity of a banding system students are exposed to in other settings. The bands are linked to phases of phonics and reading for pleasure is encouraged over the old culture of comprehension quizzing. The Library will evolve to become the Multimedia and Learning Centre with ICT and books available for students throughout the day. Next door, a relaxing and calming space has been created for reading for enjoyment and pleasure.

The library stocks an extensive selection of books banded between 0-16 and also a 'free reading' section. 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.

We have continued access to myON from Renaissance Learning for another year. This subscription offers hundreds of online books for students to read and in school and at home and reading for pleasure. Pupils' can be supported further with their reading through the accessibility features of the website; audio narration, highlighting, dictionary, zoom and many more. Teachers will also be able to use myON in form time and lessons to provide reading & writing connections within their subject areas including teacher set projects and homework tasks. MyON system also tracks pupil achievements on tasks, providing additional data on pupils' reading.

Reading Assessment

Salford Sentence Reading Test

We assess reading ages and advise book banding through Salford Sentence Reading testing. This is facilitated by ASy as Intervention Lead and completed termly. Testing is facilitated during English SPAG lessons at the beginning of every term.

Salford Sentence is a one-to-one reading test which provides standardised scores for reading accuracy, reading comprehension, and reading age.

From testing ASy can share data with Tutors as to the appropriate banding for each reading age in their tutor group. In Term 3 2021 we completed all banding and testing ready for our new reading system starting in September 2021. We intend to re-test reading in October 2021 to allow time for the new system of reading to embed.

Reading time will continue in P1 Strategy time in form groups. Targeted Literacy Strategy runs alongside this facilitated by the Intervention team. (Literacy strategies-based students EHCP targets)

Lexia

Lexia is a reading intervention programme new to the school and to launch in September 2021. Based on student performance in an online program, Lexia alerts and recommends specific intervention and practice resources, with the intentions of closing the literacy gap of students who need support with their progress in literacy and reading. The programme provides data for different elements of literacy and provides a programme of work. Lexia sits as intervention tool within our centre. We currently have 60 licences which will be in rotation of targeted students.

Baseline

As part of ASy's Literacy intervention, Literacy Baseline assessment is completed for Year 5-7 starters. This baseline assessment enables ASy to track starting and end points end of year 7 and KS3. Salford, HFW, phonics are assessed for all students and Lexia for students with significant barriers to literacy.

Book bag project

Successful Book Bag reading programmes ran in 2019-2020. Now we are able to send items home safely, we are looking forward to re-launching this additional Literacy Intervention. ASy will select material appropriate to students-based reading age and ECHP targets and the project is run and reviewed yearly. Reading is encouraged at home with a parent, carer or sibling using a carefully selected range of books to support progress in phonics and reading (Read, Write Inc/ Dockside). In review of 2019-2020 we saw increases in the student's Reading Age and Scaled Score, and most of the students felt positive about reading with a parent/carers at home, feeling that it showed regular support and value to their efforts.

We know from other's research into this area of reading skill development that the frequency of a positive reading experience is a major factor in increasing confidence. We also believe that enjoying and sharing the experience with a supportive adult or reading partner adds to the likelihood of retaining the decoding skills we all need to read effectively.

HUMANITIES

KEY STAGE 3

From September 2021 we are running a redesigned curriculum to develop our schemes of learning, so they reflect our department's ethos of awakening a sense of wonder, inspiring the imagination, encouraging learners to engage with the world around them and the most important issues facing humanity, and to help develop the skills necessary to interpret and articulate the past and the present. We have ensured KS3 receives a balanced curriculum in Humanities with careful rotation of Geography, History and Religious Studies topics. Our purpose of study links closely to the KS3 National Curriculum framework whilst also trying to close the gap from KS2 learning for our learners with SLD.

In Geography we aim to inspire in pupils a curiosity and fascination about the world and equip them with knowledge about diverse places, people, resources, and natural and human environments.

We aim to impart an understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

In History We aim to inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We aim for pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In RS Our teaching of RS intends to support the development of individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Year 7 study History, Geography and RS sit alongside the School's Year 7 thematic curriculum. This is supported with a range of carefully selected topics that run alongside the themes of Space, Ancient Civilizations (Romans), Around the World, Railways in the past and around the world, Healthy Lifestyles and Peterborough.

	Autumn	Spring	Summer

	Term 1a (SPACE)	Term 1b ANCIENT CIVILISAIONS	Term 2a AROUND THE WORLD	Term 2b (RAILWAYS)	Term 3a (HEALTHY LIFESTYLES)	Term 3b PETERBOROUGH
Year 7 7HM 2 lesson a week. Oak and Maple 1 lesson a week.	Geography Weather and Climate	RS Intro into the 6 Major religions	Geography Where we live	History What is History?	RS Community and Belonging	History Romans

	Autumn		Spring		Summer	
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 8	History Tudors	Geography Cold Environments	RS Ritual and Celebration	Geography Population	RS Christianity and Humanitarianism	History Medieval Times/ Civil Rights
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Year 9	History WW1	RS Moral issues and Rights- life and death	Geography Tectonics	History WW2	RS Moral issues Human rights	Geography Tourism

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 and Non-British History
- Medicine and Health through Time
- Religious studies
- Taking a role in society
- Local history
- Tourism

This course is assessed continuously through oral questioning, observations, and teacher assessments. These are designed according to the individual needs in the class and Bsquared Progression steps. 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 recognize 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.

ART

KEY STAGE 3

Throughout the year, Key Stage 3 students are taught to express themselves through a variety of media including paint, collage, printing, mixed media & clay. Their themed projects link to artists, art movements and world cultures.

Yr7 artwork includes:

- A group mural painting based on Space.
- A mixed-media collage of jungle animals.
- A clay bowl shaped like a piece of fruit.

Yr8 artwork includes:

- A Pop-Art painting & clay cupcake pot.
- A comic-style self-portrait.
- An illusion project.
-

Yr9 artwork includes:

- A Surrealist photomontage collage.
- One-Point Perspective painting.
- A modern sculpture project inspired by the Burghley House Sculpture Garden trip.

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

- Individual sketchbooks & final pieces are marked; the marks are transferred to the B-Squared assessment grid at the back of the pupil's sketchbook.
- On the B-Squared assessment grid, students are assessed how they: generate and develop ideas, handle equipment & use media, respond to artists and cultures, and execute their final artwork.
- Teachers 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.

These topics ensure that students are prepared to follow the GCSE Art courses in Key Stage 4. Art is a form of communication using a variety of media which allows students to express their feelings through visual media.

[KS4 & KS5 Art & Design](#)

In Key Stage 4, we offer GCSE Art, Craft and Design or GCSE Photography.

In Key Stage 5 Art, we follow the GCSE Art, Craft and Design course which also includes some photography.

These courses develop students' understanding of art & photography throughout history, world cultures, religion & societies. Pupils complete themed projects linked to artists, art movements and cultures allowing pupils to communicate their feelings through various visual media.

GCSE Art, Craft & Design

The GCSE Art & Design course we offer is through the Eduqas exam board.

Key Stage 4 students are taught to express themselves through a variety of media including:

- acrylic paint,
- silk-painting,
- lino & mono printing,
- mixed-media collage
- clay models
- DSLR photography

Both coursework & exam project are marked using the GCSE Assessment Objectives covering 4 areas:

- AO1 Critical Thinking - developing ideas through investigations, demonstrating & critical understanding of sources.
- AO2 Creative Making - refining work by exploring ideas, selecting & experimenting with media, materials, techniques & processes.
- AO3 Reflective Recording - record ideas, observations & insights relevant to intentions as work progresses.
- AO4 Personal Presentation - present a personal & meaningful response that realises intentions & demonstrates understanding of visual language.

Assessment: Coursework portfolio = 60%. Exam project = 40%.

GCSE Art & Design - Photography

The GCSE Photography course we offer is through the Eduqas exam board.

Key Stage 4 photography students are taught to plan, sketch and capture images using Digital SLR cameras. Students study photographers linked to themed projects, for example, 'Nature' and 'Portraiture'. Photography students will explore and develop their ideas through completing:

- Sketches of ideas,
- Artists' response,
- Shoot plans,
- Manipulating images using photo-editing software,

Students undertaking GCSE photography may study the following areas:

- Documentary photography
- Photojournalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image: film, video and animation.

Both coursework & exam project are marked using the same GCSE Assessment Objectives covering 4 areas:

- AO1 Critical Thinking - developing ideas through investigations, demonstrating & critical understanding of sources.
- AO2 Creative Making - refining work by exploring ideas, selecting & experimenting with media, materials, techniques & processes.
- AO3 Reflective Recording - record ideas, observations & insights relevant to intentions as work progresses.
- AO4 Personal Presentation - present a personal & meaningful response that realises intentions & demonstrates understanding of visual language.

Assessment: Coursework portfolio = 60%. Exam project = 40%.

PHYSICAL EDUCATION

Aims:

Develop students in a broad range of physical activities.

- Ensure students are active for appropriate periods of time.
- Ensure students are aware of the competitive nature of sport and associated activities.
- Enthuse students to lead healthy, active lifestyles.

Students will study and practice elements within several different sporting activities. Students will study 'Healthy Active Lifestyle', a scheme of work designed to enable students to see the benefits of being active and encourage students to take responsibility for their own health and hygiene.

As students' progress they will have the opportunity to study PE in greater detail through a BTEC course designed to enhance a more theory-based approach and allow students an insight into the wider world of sport. Throughout each year students will also be given opportunities to lead others either by taking on the role of coach or official during lessons. Students are assessed regularly throughout, their performance, their knowledge, and their soft skills.

KEY STAGE 3

Throughout Key Stage 3 students will be study and practise elements of the following topics:

- Accurate Replication of Movement (e.g., Gymnastics)
- Invasion Games (e.g., Football)
- Striking and Fielding Games (e.g., Rounders)
- Net and Wall Games (e.g., Badminton)
- Outdoor Education (e.g., Orienteering)
- 'Modern' Sports (e.g. Frisbee)
- Swimming

KEY STAGE 4

BTEC Sport

During Year 10 and 11 students study the **Pearson BTEC Level 1 Introductory Certificate in Sport**. The course is designed to provide students with a better understanding of how their bodies work, the benefits of training and exercising in several formats and how they can best look after their bodies through diet and nutrition; there is also considerable thought given to the organisation of sport and active leisure within the community, and further afield, which lends itself to the prospects of careers within the sports industry.

The students undertake the following units: A1 - Being Organised; A2 - Developing a Personal Progression Plan; SP7 - Playing Sport; SP9 - Assisting in a Sports Activity and SP12 - Keeping Active and Healthy. Whilst the expectation is that students will achieve the Certificate level (five units) there is the option to achieve the Award level (two units).

Whilst elements of the course are practical there is a much greater expectation than earlier experiences of PE that students will undertake theory work. Students will be expected to research and record relevant information and produce written work based on their own ideas. Regarding the practical element there is a greater emphasis on the roles within sport (such as organisers, managers, and officials) rather than just the participants. Whilst some sporting ability is useful there is a greater recognition for those that undertake different roles and, above all, make the effort to engage in the activities.

Assessment: approximately 75% written coursework and 25% practical.

DESIGN TECHNOLOGY

KEY STAGE 3

Throughout Key Stage 3 students develop skills in:

- Basic hand tool skills and accuracy with measuring
- Materials and techniques including 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.
- Critically reflecting and responding to peer-to-peer, teacher and personal feedback
- Observing and recording design processes
- Introduction to electronics, textiles, woodwork, metal work and graphics

These skills are developed through the following projects:

Year 7

- A 3D sculpture from mixed materials of a space habitat
- A lantern inspired by the world around us, and different cultures made with wood and fabric
- Exploring mindfulness to create a sensory box from wood and fabric
- Linking history with DT to produce Victorian inspired toys
- Producing a desk tidy inspired by their favorite animal
- Creating with jewelry or an artefact inspired by Flag Fen from either clay or metal

Year 8

- A t-shirt, poster of sign made from mixed materials focused on ocean pollution
- A car toy made from wood, plastic and mixed materials powered by air
- A monster model made from cardboard investigating the links to science
- An animal shelter made from wood
- A wooden pen with acrylic embellishment completed on a laser cutter
- A sensory book made from fabric

Year 9

- Looking at the history of medieval shields to create our own from wood based on our heritage, favorite sports team or hobbies
- Investigating mindfulness to create a sensory mobile phone from mixed materials
- Looking at different design movements such as Memphis to create a USB Light
- Creating musical instruments with recycled materials and connecting circuit boards to bring them to life!
- Exploring arcade games to create our own ball bearing game from wood
- Choosing a material of choice developed throughout the year to produce a working clock

Assessment begins from lesson 1. Students are marked on problem solving, recall of taught information and skills, tool skill, imagination and build quality of finished products. The curriculum is designed to prepare students for the GCSE 3-Dimensional Design course which involves the students planning and designing a product that fits to a client's brief.

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 how to critically think, improve our problem-solving skills and build on our imagination through taught skills and specialist equipment.

KEY STAGE 4

GCSE Art & Design - Three-Dimensional Design

In Key Stage 4 Design Technology we offer the GCSE course in Three-Dimensional Design, through the exam board Eduqas. The course develops students' understanding of design throughout history, religion, world cultures & societies and allows them to communicate their feelings and ideas through various avenues. They also learn to understand the use of design in their culture, society & religion.

Students can explore their ideas through several design pathways, a few examples are below:

- Sculpture
- Ceramics
- Jewellery design
- Architecture
- Interior Design
- Product Design
- Design for theatre, film, and television

The following topics are explored:

- AO1 Critical Thinking - developing ideas through investigations, demonstrating & critical understanding of sources.
- AO2 Creative Making - refining work by exploring ideas, selecting & experimenting with media, materials, techniques & processes.
- AO3 Reflective Recording - record ideas, observations & insights relevant to intentions as work progresses.
- AO4 Personal Presentation - present a personal & meaningful response that realises intentions & demonstrates understanding of visual language.

Assessment: Coursework portfolio: 60%. Exam project: 40%

CACHE CARING FOR CHILDREN KEY STAGE 5

At Marshfields we offer KS5 students the opportunity to complete an award or certificate in Caring for Children. 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 their core subjects to vocational learning.

The qualification covers:

- How to look after, respect, communicate and listen to children and how to keep people safe
- The importance of play
- How play promotes children's learning and development
- 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

SCIENCE: KEY STAGE 3

In Key Stage 3 we follow the whole school's thematic approach to teach the national curriculum topics. This creates important links across the school's curriculum supporting a holistic learning program.

Themes:

Term	Year 7	Year 8
1	Space – Science Safety	All Around us
2	World Around Us	Lifestyles and Well Being
3	Railway Children	Tomorrows World
4	Our Community – Peterborough	Equality and Diversity
5	Healthy Lifestyles	Under investigation
6	Out to Discover!	

Each topic is internally assessed through a variety of methods including work in lessons, practical tasks, projects and linking to the whole school assessment package.

The science curriculum has been written to meet national curriculum standards and is bespoke for Marshfields students. The learning journey is designed to support pupils in gaining the key skills and concepts in preparation to begin qualification pathways in year 9.

Areas of Study:

Biology	Chemistry	Physics
<ul style="list-style-type: none"> • Animals including humans • Plants • Living things and their habitats • Evolution and Inheritance 	<ul style="list-style-type: none"> • Properties and changes of materials • Rocks • States of matter • Everyday materials and uses of everyday materials 	<ul style="list-style-type: none"> • Forces and magnets • Light • Sound • Electricity
Working Scientifically		

The areas of study are repeated, delving into more depth in the second year. This building block approach supports pupils in gaining foundation knowledge and develops scientific skills through imbedded learning. Working Scientifically is a continuous feature as it builds important questioning skills, developing ideas and independence.

SCIENCE: YEAR 9 and KEY STAGE 4

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

- Biology
- Chemistry
- Physics
- Working Scientifically

In year 9 all pupils begin the AQA qualification pathway. All KS4 Science qualifications employ continuous assessment of work in lessons, practical skills, and soft skills. In KS4 Students continue a qualification pathway that offers the highest opportunity for attainment. All have specific methods of assessment:

AQA Entry Level Science – Single Award / Double Award:

Using a combination of practical and formal assessment pupils demonstrate their scientific skills.
BTEC Level 1 Award/Certificate in Applied Science: Production of a portfolio of work demonstrating the skills and knowledge gained.

Science qualifications provide students with a wide range of skills, including writing, drawing, reading, research, practical working, methodology of following instructions and processes, discussion, reasoning, and questioning skills. The skills developed through science link throughout life. These skills are useful for many practical based careers, engineering, mathematical work, and medical careers. Students learn about how their body works and how to look after their physical well-being. It gives them knowledge of how and why the world around them does what it does and how they can play an important role within the community offering insight into our changing planet.

LAND BASED STUDIES: KEY STAGE 5

This is an options course designed to ensure all students achieve a BTEC Award in Land Based Studies. Students will follow a programme of study which will conclude with an assessed activity. Work completed in portfolios will also be assessed by their teacher.

For the Award, students will study:

A2 - Developing self

- Conducting a personal skills audit.
- Identify areas for personal development.
- Planning a programme of self-development.

Assessed activity - students will plan to attend an assessed career development meeting. They will explain their personal strengths and how they have developed this over time. They will explain what they are working on next, and how the new skills will relate to the world of work.

LBS13 - Introduction to Estate Management

Planning maintenance of the school site throughout the seasons.

Planning planting and harvesting of fruits and vegetables.

Delivering soft and hard landscaping work throughout the school site.

Following safe working practices including when using tools.

Assessed activity - students will be given a small section of the school site each. They will need to audit the area, plant the work that needs to be completed and then conduct each task themselves with limited adult support.

FOREST SCHOOL: KEY STAGE 2 AND 3

Marshfields School is fortunate to be able to offer a Forest school experience for our KS2 and 3 students. Forest School focuses on recognising the social, emotional, and physical needs of our students through creating learner inspired activities based on providing a lifelong positive impact through our weekly sessions. The course is designed to help students build on skills such as working as part of a team and being able to carry out simple instructions safely, these activities will help to ensure that students will gain independence skills for the future.

Brief outline of the course

Forest Schools is a process that happens over a prolonged period, and this is part of what makes it a unique educational approach, setting it apart from other outdoor learning. Over the course of the academic year, we aim for students to engage and establish relationships with self, peers, staff, and others as well as the outdoor environment.

Through our weekly sessions students will take part in team building exercises. These will consist of shelter building and team games, learning how to safely handle and use tools, learning bush craft skills such as knots and fire lighting. As well as this they will be given the opportunity to explore the environment around them by taking part in several holistic activities encouraging students' curiosity, creativity, and natural learning, which in turn develops their psychological, social, and emotional growth.

HOSPITALITY AND CATERING: KEY STAGE 4

Hospitality and Catering is a 2-year course for year 10 and 11 students, at the end of the course students will have gained an entry level qualification. Throughout the course students will develop an understanding of the day to day running of a hospitality and catering business such as a Café or restaurant. They gain this through studying entry level 1 or 2, covering a range of units on health and safety, job roles, cooking skills and customer service. Each unit will be assessed through a mixture of witness statements, practical work, and some written work.

The units we will cover are:

Entry 1	Entry 2
<ul style="list-style-type: none"> · Kitchen Hygiene · Exploring Opportunities in Hospitality and Catering · Make a meal · Everyday food and drink preparation · Understand a balanced diet 	<ul style="list-style-type: none"> · Kitchen Hygiene · Exploring Opportunities in Hospitality and Catering · Make a meal · Food and drink preparation · Understand a balanced diet. · Serving food and drinks · Customer service

Using the skills that they gain throughout the Hospitality and Catering course; year 10 and 11 students will run the Marshfields café. The café takes place at Marshfields every Friday, and is open to the public, offering a variety of baked goods and hot drinks. Year 10 will make the produce for the café and Year 11 run the café. This provides vital life skills for the students such as independence, cooking, and work experience, giving them the opportunity to have face to face interaction with customers and following the rules and regulations of a workplace environment.

HOSPITALITY AND CATERING: KEY STAGE 5

Hospitality and Catering for POST 16 is a 1 year course, at the end of the course students will have gained an entry level 1, 2 or 3 qualification. Throughout the course students will develop an understanding of the day to day running of a hospitality and catering business such as a Café or restaurant. They gain this through studying entry level 1, 2 or 3 covering a range of units on kitchen hygiene, exploring the hospitality and catering career sector, cooking skills and techniques and serving prepared food and drink. Each unit will be assessed through a mixture of witness statements, practical work, and some written work. In the second year of Post 16, students will be able to explore Hospitality and Catering in a further education setting.

Entry 1	Entry 2	Entry 3
Kitchen Hygiene Exploring Opportunities in Hospitality and Catering Selecting and using cooking equipment Make a meal Everyday food and drink preparation Understand a balanced diet Cooking techniques Preparing drinks and snacks	Kitchen Hygiene Exploring Opportunities in Hospitality and Catering Make a meal Food and drink preparation Understand a balanced diet. Serving food and drinks Cooking techniques	Kitchen Hygiene Exploring Opportunities in Hospitality and Catering Make a meal Food and drink preparation Food safety and storage Serving food and drinks Cooking techniques

FOOD: KEY STAGE 2

In Key Stage 2 we follow the whole school's thematic approach to teach the national curriculum. This creates important links across the school's curriculum supporting a holistic learning program.

Themes:

Term	Year 5/6	
1	Animals	Hygiene, Health and Safety. Healthy diet. Healthy and Balanced Meals.
2	Transport	Food origins Healthy savoury dishes and snacks.
3	Other Worlds	Exploration and preparation of foods for different dietary needs.
4	World Around Us	Exploration and preparation of favourite foods and special foods.
5	Food	To begin to understand how food is grown, reared made. Exploration of food groups. Preparation of healthy and balanced snacks and products.
6	Journeys	Exploration of foods from around the world, different cultures and different religions.

Each topic is internally assessed through a variety of methods including work in lessons, practical tasks, projects and linking to the whole school assessment package.

The Food Technology curriculum has been written to meet national curriculum standards and is bespoke for Marshfields students. The learning journey is designed to support pupils in exploring food and food concepts and key skills in preparation to begin KS3 Food Technology.

FOOD: KEY STAGE 3

In Key Stage 3 students cover the key skills to create a firm foundation of food theory and practical skills to enable students to prepare and store food in a safe and hygienic way.

Food Topics:

Term	Year 7	Year 8	Year 9
1	Kitchen Hygiene, Health and Safety Chopping and Peeling Skills	Recap on Kitchen Hygiene, Health and Safety. Chopping and Peeling	Recap on Kitchen Hygiene Chopping and Peeling
2	Fruits and vegetables	Dough Making	Basic Baking

	Chopping and Peeling Skills		
3	Savoury Baking skills and food preparation. Scones and Muffins	Premade components	Dough Making
4	Savoury Baking skills – exploration of toppings and flavours. Pizza and pastry toppings and fillings	Meat Safety including the use of knives and chopping boards	Premade components with sweet and savoury knowledge
5	Sweet baking skills and food preparation. Scones and cakes.	Meat Safety incorporated within whole meals	Meat Safety
6	Sweet Baking skills – exploration of toppings and flavours. Desserts, flap jack and tarts.	Basic Sauces	Basic Sauces

Each topic is internally assessed through a variety of methods including work in lessons, the The curriculum has been written to meet national curriculum standards and is bespoke for Marshfields students. The learning journey is designed to support pupils in gaining the key skills and concepts in preparation to begin subject choices and qualification pathways in year 10 onwards.

FOOD: KEY STAGE 4

NCFE Level 1 Certificate in Food and Cookery Skills is a 2-year course taken over years 10 and 11. The programme of study includes 4 units of work that are all internally assessed. The course has been designed to provide learners with the skills knowledge and understanding of using different cooking techniques and methods required for further study, apprenticeships, or careers within the sector.

Throughout their study, learners will develop skills including how to:

- Prepare and cook using basic skills
- Plan and produce dishes for a purpose
- Ensure a safe and hygienic environment

Learners will also take away valuable knowledge of:

- Food and its functions in the body and in recipes
- Balanced diets and modification of recipes for health purposes

The 4 units are consisting of the below:

1. Preparing to cook
2. Understanding Food
3. Exploring balanced diets

4. Plan and produce dishes in response to a brief

SMALL ANIMAL CARE: KEY STAGE 4

The Open Awards Entry 1, 2, 3 and Level 1 Award in Animal Care Skills is a 2-year course providing practical experience and knowledge of the animal care sector which supports engagement, participation, achievement, and progression for students at Entry Level and Level 1. The course gives students hands on experience of working with animals in a real-life environment and helps them decide whether to undertake further training or employment within this occupational area. Students visit a working farm for the practical aspects of the course, whilst theory lessons take place in school.

Whilst studying this qualification, students will gain skills to enable them to:

- gain work-related skills in animal care
- develop generic employability skills
- prepare for further learning and training and / or develop knowledge / skills within this occupational area
- gain an insight into core activities within this occupational area to allow them to make informed career decisions

Students complete a portfolio of evidence to demonstrate their skills and knowledge towards the following topics:

Entry 1 to Level 1
<ul style="list-style-type: none">• Exploring Opportunities in Animal Care• Exploring Working with Animals• Feeding Animals• Looking after and caring for animals• Checking that a small animal is healthy• Pet Care• Working with animals and developing confidence• Assisting with preparing and storing feedstuffs for small animals• Assist with the maintenance and cleaning of animal accommodation

COMPUTING: KEY STAGE 3

At Key Stage 3 students learn about:

1. Healthy Lifestyles
2. The local community
3. Using different devices
4. Programming
5. Computer modelling

6. IT security & cybercrime
7. Using different software & hardware (computer science)
8. Minecraft STEM projects

Students are assessed throughout the duration of the topic as ongoing assessment and feed into the school's B-squared assessment system. Assessment also considers 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.

COMPUTING: KEY STAGE 4 & 5

Students follow the Open Awards IT User Skills (ITQ) qualification and study the following topics:

1. Improving productivity
2. Using Email
3. Understanding Online Security
4. Desktop Publishing
5. Design Software
6. Collaborative Technology

Those students that have not accessed Computing as an option subject in Key Stage 4 are afforded the opportunity to take the course in Key Stage 5.

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 assessment task which is used as evidence for the exam board. Assessment also considers 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.

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.

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 whilst also learning how to avoid fraud and scams and how to perform checks on the identity of those they interact with online.

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.

[ASDAN BRONZE / SILVER / GOLD](#)

ASDAN is a vital component of preparing students for adulthood. They do a PLAN & REVIEW of at least 3 modules. It gives them the underpinning knowledge to help with future employment and preparation for adulthood. 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.

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

Students can 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 math's
- 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
- Combined Studies
- Three of these modules will be covered over the year equal to six credits.

MATHS

The Maths Curriculum at Marshfields, as well as supporting numeracy skills, is also in place to support our learning skills for many subjects. The Maths helps us to have better problem-solving skills and a themed problem-solving week raises the profile of this important life skill across all key stages. 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. We believe in a targeted thematic based curriculum at KS3 that integrates and maps the necessary skills and knowledge for all courses on offer at KS4 and beyond.

KEY STAGE 3

Students will follow a topic-based curriculum each term mapped to the Connecting Steps Assessment Criteria of B-Squared, covering the key areas: Number; Measurement & Geometry; Statistics & Probability. Themes are carefully chosen to help engage student interest and make Maths relevant to real life.

In Year 7 the themes are Animals; Dilemmas; Heroes; The World Around Us; We're Not Scared; Working Together.

In Year 8 the themes are Holiday; My Pocket Money, Savings & Finance; The Park Project; Adventure Island; Healthy Lifestyle; Transport.

In Year 9 the themes are Café Capers; Games; Changing Rooms; The Zoo Project; World of Work; Summer Sports.

Towards the end of year 9 students will start transitioning to their qualification schemes of work to support them gaining target grades at the end of Year 11. They will be working towards AQA Entry Level Maths, Level 1 Number and Measure and/or GCSE Maths, depending on students' individual targets and pathways.

Students complete ongoing assessment throughout the year and progress is reported using the B-Squared data model. Each student will receive a termly target sheet and 'What are we learning?' grid that helps both student and teachers to effectively track the individual learners' progress over time.

KEY STAGE 4

We offer qualifications according to student need in:

- AQA Entry Level Certificate (1-3)
- Edexcel Number and Measure (ANM10)
- Edexcel GCSE Foundation

In Year 10 and 11 topics include:

- Number, Calculation and Accuracy
- Algebra (expressing relationships)
- Number Theory
- Measurement
- Geometry
- Ratio
- Probability
- Statistics
-

Assessment is continuous for ELC, and students sit them after each topic has been taught to support their learning needs. The GCSE and Number and Measure course has two exam papers is externally assessed in May/June of Yr11, although an earlier examination date in January is possible in certain circumstances.

KEY STAGE 5

At KS5 students can continue to progress on their individual pathways starting with Functional Entry Level qualifications, progressing onto Edexcel Level 1 and 2 Number and Measure. GCSE re-sits may also be an option if required. These courses support Preparation for Adulthood for our students for Further Education and beyond.