

Whole School Curriculum Intent

Key Stage Three

Provide a broad and balanced curriculum which gives all ability ranges an education equipping them with critical core knowledge, understanding and skills in each subject. The curriculum prepares students effectively for future learning without limiting their learning to examination preparation. It balances a strong focus on numeracy, literacy and scientific learning with a holistic education in the arts, performing arts, languages, humanities, technologies and computing so that students develop a rich cultural capital associated with each subject. Engagement is inspired by a rich and varied learning experience, where progress made in learning and as an individual is celebrated. Progress in learning is enhanced by a stimulating and high-quality extra-curricular education available to students across the Key Stage.

Key Stage Four

Provide a curriculum that enhances student's cultural understanding, core knowledge and is suited to our student profile, balancing compulsory learning with pathways for sub-groups or individuals, which inspire and engage students whilst keeping future choices open and developing their academic and personal resilience. Engagement is inspired by a rich and varied learning experience, where progress made in learning and as an individual is celebrated. Progress in learning is enhanced by a stimulating and high-quality extra-curricular education available to students across the Key Stage.

Key Stage Five

To provide an academic curriculum progressing learning from Key Stage 4 or opening-up new opportunities, which is matched to our student intake profile and is delivered through differentiated Pathways for individuals (informed by prior attainment). The curriculum inspires and engages students whilst also equipping them with cultural capital successfully broadening horizons and preparing them for progression at 18, and for their future life as learners, employees, employers and informed citizens.

Art, Design and Technology

Mission Statement

Art, Design and Technology subjects sit in the curriculum to develop students practical hands-on learning experience. Students develop the skills to be independent and creative developing their knowledge of both technical and life skills. Our curriculum is one that offers something for all, where diversity and individuality is celebrated, and personal outlet is encouraged and embraced.

Key Stage Three Subject Intent

Art, Design and Technology subjects sit in the curriculum to develop students' visual and oral literacy. One, which develops students' as lifelong learners through their exposure to new subjects, themes, materials, skills and techniques in the early KS3 years. Our broad subject areas drive learning to enhancing and embracing students, creativity, imagination through exploration of media and processes. Where student thrive on new experiences and aspire to achieve the extraordinary.

Visual stimulation through displays and exhibitions of work, drive learning and sets high expectations to inspire and challenge throughout early foundation years. Celebration of work through competitions, clubs, trips and students exhibits captivate and drive passion for future progression, enhancing aspirations and embracing person goals. Design is the common thread across Art, Design and Technology, where students develop the skills to be independent and creative, such as developing: products, artwork, sculptures, food, garments and packaging are some examples of purposeful and individual outcomes developed at KS3.

Our Curriculum is built to develop students' knowledge of both technical and life skills. With an emphasis on learning the importance of take risks, whilst developing an understanding of aesthetic qualities of their own work and the wider world of Art, Design and Technology. Students develop technical skills and knowledge across the subjects and key stages. Our curriculum journeys are designed specifically to extend and expand on learning whilst consolidating previous knowledge and skills to prepare for future development. Working away from preconceptions and embracing diversity making our curriculum accessible for all.

In the early years, students develop the skills around routines and best practice when working in practical subjects and curriculum areas. Learning Life skills: tidying up, presentation, organisation, classroom routines, managing resources and materials whilst working as a team are fundamental to success and enjoyment of KS3. To be ready for the independence offered at GCSE and A level. The board curriculum offers a breath of knowledge built on experiences, discussions, whilst developing life skills, ideas and values. Students learn to respect their environment and equipment, with some consideration for ecological issues and being resourceful with materials. Students learn through project based learning. Students develop their written skills investigation the work of others, evaluating outcomes, whilst conversational confidence is a key to assessment and understanding in our subject areas.

Year 8 and 9 years are built to extend on that knowledge and independence learnt in Year 7, but to encourage more personalise learning and outcomes with less modelling to enhance prior learnt behaviours and routines. Key stage 3 fuels the passion for emotionally strong lifelong learners who aspire to be the best the possibly can.

Key Stage Four Subject Intent

Art, Design and Technology subjects at GCSE sit in the curriculum to extend our visual and oral literacy. At GCSE these begin to encompass the importance of personal choice, further independence, self-discovery, and individualisation as the driving force of our broad curriculum areas. The diversity of our curriculum is wide and broad, allowing all students of all abilities to make personal informed choices for subject selection at GCSE in ADT. Careful support and guidance during the progression stage from KS3 to 4, are built into our ADT plan. Developing students and parents knowledge and understanding of what our subjects offer across ADT. Encompassing an outlet avenue to all students of all abilities ensuring they feel confident to perform successfully in one or more areas in ADT.

GCSE offers a new layer of self-awareness, social, cultural and moral diversity across ADT. In some of the Art and Design subjects, this is an outlet for personal projects and investigations that unpin the deeper conceptual thoughts, which can act as a layer of support to some of our more vulnerable students. Our curriculum is one that offers something for all, where diversity is celebrated and personal outlet is encouraged and embraced. ADT seeks to raise aspirations for students of all abilities, regardless of academic achievement. Independent skills learnt at KS3 are developed upon; time management and personal choice drive students' independence and the smooth transition from learning at KS3 to GCSE. Written and visual language, use of subject terminology are key to success and understanding of the Assessment Objectives from KS3 to 4.

Refining skills and understanding the wider knowledge of a broader variety of ingredients, materials, styles and processes inform students' choices whilst influenced by the wider world of Art, Design and Technology. Enhancing students' opportunities to extend on basic use and understanding of techniques from KS3. E.g. Pencil use to graphite stick, watercolours to oil paints in Fine Art. Cooking pasta to making pasta in Food Preparation and Nutrition. Developing digital skills with subject specific software (adobe) in Graphics to designing functional products. Product Design casting to vacuum forming. Making fabric samples to garments in Textile Design. All subject areas develop and extend on technical skills and knowledge taught at Key stage 3 to 4, this is an integral part of students learning journey, which is embedded in our curriculum planning

Developmental work on personalisation of presentation skills in workbooks/ folders portfolios/sketchbooks, scale, size and time management are all-important learning focuses at KS4. Developing students own style in ADT subjects, drawing on personal interests, strengths and in some cases self-expression. Students have an opportunity to develop and share their interests through coursework-based work and sustained projects. Which lead to more opportunities for peer discussion and sharing of group ideas. There are opportunities to take personal experiences and apply them to real life world problems. Individual and holistic development is embraced and encouraged through celebration of all work from all students - in our end of year in our GCSE and A level exhibition. Celebration of work within the local community from invites to exhibitions, Residents' afternoon tea, embeds our strengths in ADT.

Future aspirations in careers and educational experience and routes are enhanced at KS4, lead by subject assemblies with our ADT KS5 Ambassadors as role models. Outside agencies support our career pathways for example: Guest chef, Royal Navy chefs, workshops with Arts University, Elite Art group, clubs, gallery visits, trips, and our residential in Conway working with artist, all extended learning opportunities fuelling passions to the wider world of ADT. Key stage 4 supports the technical processes and life skills learnt at KS3, whilst extending on their visual, critical, emotional and personal development.

Key Stage Five Subject Intent

Art, Design and Technology subjects at A level sit in the curriculum to extend our visual and oral literacy. At A level, students lead learning through a 'Personal Investigation'. Students build on their knowledge developed at GCSE, extending their self-discovery and independence. The Art and Design A level course is designed to develop students as individual artists and designers encouraging them to become aware of their strengths and passions in their own genre.

Year 12 builds the bridge between GCSE and A level following the more traditional AS route. This Year is built around discovery and investigation, learning new techniques and skills whilst embracing risk taking. Scale becomes important and students are encouraged through workshop led lessons to work out of their comfort zones: on the floor, easels, working in the darkroom, making small and large scale models and prototypes and learning to use new IT programmes. Time management and independent work is encouraged and students embrace the opportunity to work in the wonderful university hub the Da Vinci building offers. In Year 13 Fine Art and Textile students have their own studio space to display work. Working in the building in their own time on their own work is embraced by all disciplines.

Conceptual and critical analyses of own work and the work of others is integral to individual learning and is at the driving force for developing literacy skills and higher order thinking - developing a broader knowledge of their own subject terminology and understanding. Opportunities for peer discussion and sharing of group ideas are introduced to build confidence and awareness of self-value, supported by learning from one another. A level embraces supporting each other's ideas and values preparing students for the next steps for university adding a level of maturity through discussion based learning seen in, group critics and evaluations.

Extended learning opportunities such as gallery trips, life drawing, AUB relationships/workshops talks, exhibitions, students work own displays in internal and external exhibitions, are crucial to celebrate and embrace work of all students of all abilities. Setting expectations high and being the best you can possibly be, whilst learning those important life skills about who you are as an individual, support our student's social, moral and cultural understanding and wellbeing.

At KS5 many students take on the role of the subject ambassador in Art and Design and Technology. It is a prestigious role, which involves students at KS5 being a huge support to the Da Vinci team of staff and students. The opportunity to share student's passion and enthusiasm for a particular subject is at the forefront of the ambassador role, individuals develop their confidence in working with other creative students across the school. This role supports progression for KS4 – 5 transition. Ambassadors highly value students, who work with lower school to share their experiences, knowledge and passions.

Aspirations for Further Education in the wider world of ADT are embraced and students are supported in their next steps. Many choosing to do the foundation course at Arts University Bournemouth and then progress onto degree level. A Level in ADT develops confident self-aware individuals. Who not only develop the high end skills in their genre and passion, but also those all-important life skills as they develop who they are as individuals whilst very in tune with the wider world around them.

Citizenship

Mission Statement

Highcliffe School Curriculum Intent

Citizenship is the study of politics, rights and responsibilities, active citizenship and life in modern Britain. Students become politically literate, empowering them to partake in our democracy. Gaining an understanding of human rights enables students to ensure their rights are upheld in every area of their lives. Students learn the importance of showing respect to others, to encourage community cohesion. Students develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. They gain ability to recognise bias, critically evaluate arguments, weigh evidence and seek alternative interpretations and sources of evidence - essential skills valued by higher education and employers.

Key Stage Four Subject Intent

Studying GCSE Citizenship, students follow the OCR Citizenship Curriculum, this enables learners to understand and appreciate their rights and responsibilities at home, in school and as young citizens in their wider community. Students explore and understand the benefits and challenges of living in a modern, culturally diverse, tolerant and democratic society while, at the same time, developing a growing understanding of people's interdependence locally and globally. The complex array of ideas and current issues taught allow students to develop their own knowledge and understanding of the United Kingdom's role in an increasingly complex world. The units taught at Key Stage 4 give students the opportunity to analyse and evaluate some of the most significant political issues of our time.

Topic 1; Rights, the legal system and the law encourage students to engage and understand the importance of Human Rights and how they are protected within our current political system and the legal system today. This covers a broad period of time and enables students the ability to draw broad comparisons about the protection of human rights over time. Topic 2; Democracy and the Government offers students a focussed and in-depth investigation into the makeup of the political system today, considering how political parties vary in their views and what the work of the Houses of Parliament actually is in relation to our own lives today. Topic 3; The UK and Wider World incorporates all the previous learning from the previous units to encourage students to gain a well-rounded and secure understanding of the context of the UK within International relations and the position it holds within certain organisations like NATO for example. Ultimately, the skills and knowledge learnt across the three units culminate in students becoming active citizens. They are able to understand the position of a citizen within society and encourage awareness and change of different issues through different methods of activism in their own projects within the school environment.

The whole of the Citizenship Studies course both challenges and inspires students to engage in the complexities of society today. Through a range of rigorous assessment points, students will gain the skills of leadership, team-work, research, literacy, advocacy and debate to become an active, knowledgeable and considerate participant in their society. The Citizenship curriculum will also help to inspire students further beyond the taught curriculum with a programme of outside the classroom opportunities, guest speakers and academic engagement. The study of Citizenship is also an excellent avenue for opening many opportunities in further academic study with a range of different subject areas such as History, Geography, Politics, Economics and Sociology being available and building on the previous foundations that have been learnt through the GCSE.

Business Studies and Computing

Mission Statement

Highcliffe School Curriculum Intent

To equip our students with the necessary skills and knowledge to develop their social, economic and technological awareness and to enrich their employability skills to help inform their choices of future pathways. We want to build awareness of cyber security to give mechanisms to help student's combat current challenges around online behaviour.

Key Stage Three Intent

Provide a broad curriculum that gives all ability ranges an experience that prepares and informs their decisions about their future learning, academic and life choices and their social, emotional, personal and citizenship development.

To develop the skills needed for the linked subjects at KS4 and to provide a good basis for students to use in other areas, both inside and outside of their school life. Engagement is inspired by a rich and varied learning experience, where progress made in learning and as an individual is celebrated.

Key Stage Four Intent

Provide a successful curriculum that is suited to our student profile, balancing compulsory learning with optional pathways for sub groups or individuals, which inspire and engage students whilst keeping future choices open and developing their academic and personal resilience.

To create effective problem solvers who have the necessary knowledge, skills and experience to develop their interest further and to improve their knowledge and understanding effectively.

Presenting students the opportunity to explore real business issues and how businesses work, enabling them to apply business knowledge and understanding which instigates further interest, analysis and judgement and informs choices for further learning and career pathways.

Key Stage Five Intent

To provide a successful curriculum suited to our student intake profile, balancing core learning with guided, differentiated pathways for sub-groups or individuals which inspire and engage students whilst successfully preparing them for progression at age 18 and future life as learners, employers and citizens.

To give the students a real world understanding of the use of technology in the wider world and to provide a theoretical level of knowledge in the history and inner workings of key aspects of the computer. To cultivate creative and dynamic problem solvers, both when using technology and in general, by developing the key skills of computational thinking.

To give students a deep understanding and engage learners to enhance their awareness of current affairs and key Economic and Business topics to enrich and develop their cultural capital and prepare them for a rapidly changing external environment. To equip students with the analytical and evaluative skills required to form judgments and opinions about why key decisions are taken by the government and the impact on the world around us. We want learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge to help them prepare for progression to employment, apprentices and further education.

Drama

Mission Statement

Within Performing Arts Drama we aim to celebrate, encourage and nurture the development of students creativity, skill base and knowledge of Drama and Theatre.

Key Stage Three Intent

The performing arts subjects, drama and dance, are incorporated within the KS3 curriculum to help create depth and balance through a more creative and practical skills base. This **broad and balanced** approach is **inclusive and diverse** in its organisation and delivery. Students are introduced to **core knowledge, understanding and skills** at the start of KS3 that is then developed and embedded in preparation for the GCSE specification at KS4.

Students are introduced to **transferrable skills** at this key stage to develop more **effective and confident learners** at KS4 and **beyond**; these skills are also highly regarded by Higher Education providers and employers. Through **creative problem solving** and group work, students focus on becoming **independent, responsible** and more effective **communicators**. This is explored practically through scripted and devising units of work that have students **creating, performing and responding** through a **rich and varied experience** of **contexts**, genre and styles of theatre.

Students follow a curriculum where the focus of progress is on improving skills and nurturing wellbeing. Students have varied experience of performing arts input at KS2 so the Performing Arts curriculum at **KS3 celebrates and encourages students as individuals**.

The Performing Arts Curriculum is enhanced by **extra-curricular opportunities** available to students across KS3. Further genre and styles of theatre are explored and skills are developed **inclusively** for those students preparing for and participating in practitioner workshops and live theatre performances. Opportunities to perform for their peers across year groups or more formal audiences are offered at Highcliffe School or within the **local community**.

Key Stage Four Intent

The KS4 curriculum continues to help develop depth and balance through a practical, creative and more reflective skills base. This **broad and balanced** approach is **inclusive and diverse** in its interpretation of the specification. Students develop and apply **core knowledge, understanding and skills** from the start of KS4 following the OCR GCSE Drama specification.

Student learning follows on from the strands of creating, performing and responding at KS3 by more formally promoting the academic aspects of the subject through: **Devising** Theatre, Presenting and **Performing** Texts and the Performance and **Response** at KS4.

Our KS4 Curriculum allows learners the opportunity to develop research skills, they **problem solve through exploring, experimenting** and working **collaboratively** using effective **analysis, evaluation and communication skills**. Preparing for final performances students improve their **independence, sense of responsibility** and **confidence**.

The above developed **transferrable skills** at KS4 enhances students' adaptability preparing them for **Higher Education and employment**. A **rich and varied experience** of **contexts**, selected set texts, genre and styles of theatre are further experienced, changed and adapted to suit the cohort and **students as individuals**.

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At KS4 **literacy** is promoted through extended writing and extended oral work, combined with the use of key subject specific language. Progress made is regularly identified in learning through tracking and celebrated by sharing best work and by rewarding it through the rewards policy.

The Performing Arts Curriculum at KS4 is enhanced by **extra-curricular opportunities** available to students at KS4. This supports student's **independence** allowing them to organise their own group rehearsals outside of lessons with their peers, or **promoting ownership of their progress** theoretically by utilising coursework drop in sessions.

To prepare KS4 students for **future learning and careers** they have opportunities to work with professional practitioners and Performing Arts Companies, taking part in various workshops either in school or off site in professional settings. There is a multitude of **diverse opportunities** to access watching live theatre and performing in professional venues both locally and nationally.

English

Mission Statement

English holds a central place in the curriculum as language is power: it underpins all learning. We aim for our students to develop critical awareness, the ability to craft their writing, an appreciation of

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literature, and the confidence to articulate their ideas. We use language and literature to explore and nurture life skills such as resilience, self-expression and creativity. Students will become more empathic and tolerant through encountering a range of texts that allow students to think beyond their own time and place. Through the subjects offered by the English department, our students will be empowered to explore, understand and question the world, people, and themselves.

KS3 Subject Intent

Cultivate student confidence and enjoyment through a varied and engaging curriculum which allows students to grow as individuals, increase their cultural capital, explore representation, embed key life skills, discover the wider world, and develop an appreciation for the written and spoken word. Provide students with the opportunity to explore a wide range of texts and skills to help with further study in English and the wider curriculum. Prepare students effectively for future learning without limiting their learning to examination preparation, ensuring confidence in analysis, evaluation, examining context, comparison and constructing well-crafted extended writing in a variety of forms. Build on prior learning to revisit and improve skills, allowing for the retrieval and consolidation of previous knowledge. Provide opportunities for students to develop key literacy skills in reading, writing and oracy to advance students' communication skills for future study and success at KS4 and 5. Promote stretch and challenge through the years to develop critical thinking. Provide regular assessment and targeted feedback to enable student progress. Provide opportunities for extracurricular learning with a focus on developing a passion for English, as well as personalised advice and guidance.

KS4 Subject Intent

Provide students with the opportunity to explore a more challenging and focused range of texts and skills to help with further study in English and the wider curriculum. Enable students to become critical consumers of texts, confident communicators, self-reliant independent learners, and socially aware, responsible adults. Prepare students effectively for GCSE examinations through building on prior learning to revisit and improve skills. Promote retrieval of previous knowledge, drawing upon the development of all three literacy strands. Explicitly promote stretch and challenge through the years, underpinning with regular assessment and targeted feedback, as aligned with key learning objectives. Cultivate student confidence and resilience in the subject. Provide opportunities for extracurricular learning with a focus on developing a passion for English, as well as personalised advice and guidance. Extracurricular opportunities enhance the learning experience with a focus on supporting and extending knowledge and skills, as well as personalised advice and guidance.

KS5 Subject Intent

Provide students with the opportunity to explore an academic range of texts and skills that will help with careers and higher study in English/Film/ Media and the wider curriculum. Educate students to be able to engage critically with texts on an exploratory and analytical level. Support students in being able to manage time and organisational elements with research, essay writing and extended projects (in particular the NEA). Inspire students to become adults who are curious about the world and willing to challenge ideas. Promote independent learning in the subject area and beyond. Enable students to become sophisticated and effective communicators. Using the curricula, introduce new concepts; build on prior learning to revisit and improve skills; promote the development of all three literacy strands; explicitly promote stretch and challenge through the years. All this is underpinned with personalised assessment and targeted feedback, aligned with key learning objectives. Inspire and enhance student understanding further by offering extra-curricular opportunities with a focus

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on extending knowledge and experience, and encouraging personal investigation. Provide personalised advice and guidance to support students' wider learning and aspirations beyond KS5.

Geography

Mission Statement

'Geographers have potential to be well-informed global citizens, using their unique combinations of knowledge and skills to make a positive difference in the world. Geography helps us all to be more

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socially and environmentally sensitive, better informed, and more responsible as citizens and employees.’ (Royal Geographical Society).

Key Stage Three Intent

The intent of the Geography Department at Highcliffe School is to teach Geography in a context that will stimulate students curiosity about the ‘physical’ and ‘natural world’ around them, understanding the ‘wider meaning’ and to inspire a future generation of Geographical Investigators. Geography underpins a lifelong ‘conversation’ about the Earth as the home of humankind. (GA manifesto 2018). The intent to teach the students about the wider world as opposed to just their home location. Develop an awareness of different cultures and reasons for those cultures to encourage empathy and a global awareness. To assist students in understanding the impact that they as individuals have on our planet e.g. Climate Change, Fragile Environments and Fast Fashion.

Students are introduced early to a range of skills to create ambitious and enthusiastic evidenced based Geographers, including:

- Fieldwork skills (sampling techniques).
- Constructing graphs with multiple sets of data (climate graphs).
- Spatial Distribution of key features (hazards).
- Describe the distribution using key geographical terminology.
- Interpret a range of Geographical sources (maps, photographs, GIS, graphs).
- Writing at length ‘write like a Geographer’.

It is our intent that our students shall have independent Geographical investigation/enquiry skill set which can be applied in a number of contexts and subjects and enable students to problem solve – a skill which is necessary in their future lives and prepare them for careers and make them GCSE ready.

Key Stage Four Intent

The Geography Department at Highcliffe School follows the AQA exam specification.

The aims and learning outcomes of the course are to allow students to develop and extend their knowledge of locations, places, environments and processes, at a range of different scales. To explain the social, economic and environmental impact of this.

To explain and evaluate the inter-relationships between human action and physical processes across a range of topics and scales.

Develop and apply key Geographical skills such as:

- Interpreting and constructing cartographic, graphical and statistical evidence including GIS and recognising spatial distribution patterns.
- Calculating key statistical data manipulation.

Apply fieldwork techniques to a range of human and physical enquiry questions with the aim of challenging or accepting key geographical theory.

Key Stage Five Intent

The Geography Department at Highcliffe School follows the AQA exam specification. This enables students to broaden their horizons by developing their knowledge of places, processes and sustainability. This is achieved through an in-depth understanding of fundamental processes in physical and human geography at a range of temporal and spatial scales.

Students will be able to recognise and analyse the complexity of human and physical interactions at all geographical scales and assess the role these play in contributing to key world issues.

Students will be given opportunities to develop key transferrable skills that can be used post education, for example, becoming confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches. For example:

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- Independent, confident and ambitious Geographers who are able to set their own research questions and collect data to support their own enquiries (NEA).
- Analysing key sources (quantitative and qualitative) of information for patterns, anomalies and trends (6 mark questions across all units)
- Superbly structured answers that offer evidenced based opinions and come to reasoned conclusion (9 and 20 mark questions across all units).

Health and Social Care

Mission Statement

Highcliffe School Curriculum Intent

Our course enables students to learn about the 3 main strands of health care, social care and childcare. Students develop **knowledge and understanding** in a broad range of mandatory and optional units through case studies and research.

KS5 Subject Intent

Our KS5 curriculum is matched to our student intake profile and offers a platform for vocational studies in a Level 3 Cambridge Technical qualification.

The qualification provides students with a broad range of topics within health care, social care and childcare. It promotes opportunities for students to draw from case studies and opportunities to undertake research to compliment learning and create skills that will be used throughout their lives. These skills encourage students to begin to challenge the way they perceive the world we live in. Furthermore, highlighting how human relationships, physical environments and socioeconomic status may influence how they develop.

Literacy is promoted through extended writing, combined with the use of challenging key subject terminology of the 3 areas of health and social care. Progress made is regularly identified in learning through tracking and celebrated by sharing best work and by rewarding it through the rewards policy

The KS5 curriculum inspires and engages students whilst also equipping them with **cultural capital** successfully broadening horizons and preparing them for progression at 18, and for their future life as learners, employees and informed citizens in the field of health and social care.

Through KS2 primary links students participate in events that develop their communication and evaluation skills.

Opportunities are available for students to develop into future leaders through subject ambassador roles and further promoting their subject at open evening and 6th form taster days.

History

Mission Statement

Highcliffe School Curriculum Intent

The History department intends to deliver a broad and diverse History curriculum that encourages students to investigate the past through the study of competing narratives. Students develop historical skills through a rigorous and challenging curriculum that equips them to explore the past.

Key Stage Three Intent

At Key Stage 3, students are given the opportunity to study a broad and diverse curriculum, consisting of a range of topics in British, European and world History over a 1000 year period. Students are introduced to core narrative threads that underpin political, ideological, religious, economic and social themes. In Year Seven, students will focus on Conquest, Christianity and Crisis. In Year Eight, the students focus around the age of Power and Revolution, and finally in Year Nine, students will engage with 20th Century conflict, turning points and its impact on everyday people. The curriculum also provides students with a component of cultural capital with links to elements in local society, and an understanding of the wider world.

Many of the topics taught at Key stage three, allow for enquiries into the diverse experiences of women, the indigenous people of America, those implicated in the slave trade and working class people. This enables students to appreciate the diversity of peoples experiences in the past.

Students will be introduced, in Year Seven, to a range of historical skills, through rigorous and challenging activities, which both engage and inspire students. The Key Stage 3 curriculum at Highcliffe School, equips students with the skills and knowledge necessary to continue their journey to both Key Stage 4 and Key Stage 5.

Key Stage Four Intent

At Key Stage 4, students follow the Edexcel 9-1 History Curriculum which allows for a broad and diverse study. Students explore Medicine Through Time and the Western Front, Early Elizabethan England, The Cold War, and USA: Conflict at Home and Abroad. The enquires taught allow students to embed and recall key knowledge and skills that are required for students to successfully achieve. The units taught at Key Stage 4 enable students to explore complexities within social, political, and economic History.

Medicine Through Time provides students with an understanding of the invisible forces of History over a broad period where they are able to develop clear comparisons between time periods and identify where continuities and changes occur throughout the past. Early Elizabethan England offers students a focused, in-depth enquiry into a transformative era of British History, with clear conceptual links to both the Key Stage 3 and Key Stage 5 curriculum. The Cold War enables students to gain a well-rounded, secure understanding of the context of contemporary international relations and the consequences of political decisions. Finally, USA: Conflict at Home and Abroad provides students with an in-depth enquiry into the forces of social and political change, from individual and collective activism to high-level policymaking and international relations.

All units at Key Stage 4 challenge and inspire students to engage with competing narratives and analysis of evidence. Through a range of rigorous assessment points, students will develop the skills to study History with confidence and understand the significance of events

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from the past and explain how they have shaped Britain and the world. The History Department aims to inspire students further in their learning beyond the taught curriculum with a programme of outside of the classroom opportunities, guest speakers, and academic engagement.

Key Stage Five Intent

The Key Stage 5 curriculum offers students the opportunity to explore a broad and diverse curriculum through the OCR exam board. Students in Year 12 study two pivotal moments in British and European History through the exploration of the Causes of the English Civil War and the Rise of Nazi Germany. Students in Year 13 investigate a diverse history of different marginalised groups in American society and their competing narratives through an in-depth study of Civil Rights in the USA. These topics encourage students to study in greater depth the topics that they have been introduced to at Key stage 3 and 4, allowing students to pick up core narrative threads that underpin political, ideological, religious, economic and social themes.

Furthermore, the History department aims to inspire students further in their learning, beyond the taught curriculum with a programme of outside of the classroom opportunities, guest speakers, Top University event; which are carefully targeted to encourage vulnerable student groups' to participate.

Students can further develop their historical skills of analysis of contemporary documents, evaluation of a range of academic interpretations, and engagement with contemporary historical debate and are able to communicate their ideas clearly and convincingly. Ultimately culminating in the 4000 word essay based independent enquiry, of their choice, which allows students to utilise the skills set that they have mastered throughout their study of History at Highcliffe School. This rigorous and challenging project is a culmination of seven years of historical study which ultimately prepares students for further academic study.

Maths

Mission Statement

KS3 Subject Intent

To create an environment where students feel confident in their own ability, are prepared to take risks and accept that mistakes are part of learning mathematics. The key intent of the curriculum at KS3 is developing students understanding of the fundamental concepts, ideas and mathematical structures they are exposed to. Students who grasp concepts rapidly will be challenged through rich tasks which require deep connected thinking.

There are many connections across all aspects of mathematics and this means that particular topics will have prerequisites. This informs the sequence of learning throughout the curriculum to ensure that students are not exposed to new topics without a sound understanding of linked prior knowledge. Students will also be exposed to multiple representations of mathematical concepts and focus students attention on 'how' and 'why' problems are solved rather than 'what' the final answer is.

Mathematics at Key Stage 3 aims to build confidence and resilience in budding mathematicians, who reflect on their own learning, develop independence, problem solving and reasoning skills.

KS4 Subject Intent

Build upon the fundamentals of mathematics developed over the course of Key Stage 3 to enable students to reason mathematically and be able to solve problems in an effective systematic way. The KS4 curriculum is designed to ensure the content delivered to students is suitable for their needs. The curriculum will be fluid in order to match the needs of each teaching group and focussed upon students targeted attainment outcome.

Key threads will run through the two years with regular recall and practice alongside delivery of new content. Explicit links will be made to the Assessment objectives and connections will be made from the work carried out in lessons to what it looks like in an exam.

Algebraic manipulation, numerical fluency and multiplicative reasoning will remain a key focus, in lessons and beyond to deepen understanding. This will provide the best preparation for students who wish to study mathematics post 16. UKMT

KS5 Subject Intent

The foundations of the Key Stage 5 curriculum are to enable students to successfully transition from Key Stage 4 to the challenge of A-Level and Further Mathematics. Students will continue to develop resilience and independence enabling them to overcome challenges as they deepen their mathematical knowledge.

The curriculum is sequenced in a way so that student's draw on prior knowledge. Links are consistently made between Pure and Applied content to enable students to see the bigger picture to develop them to be more cohesive mathematical thinkers.

Students will be supported in developing their ability to supplement the learning which takes place in lessons with private study to consolidate their understanding. This will enable students to be prepared in their future study/employment post sixth form.

GCSE Maths Resit Subject Intent

Build, and often re-build, each student's confidence in a subject that they have previously not passed. Develop students' understanding of the foundational principles of mathematics to ensure that they can both access and achieve in the more difficult material; often, this will mean identifying and remedying gaps in knowledge. Provide a supportive environment where mistakes and misconceptions can be shared and remedied without embarrassment, while regularly identifying and celebrating progress that has been made. Motivate students to achieve the grade that they need.

Core Maths Intent Statements

Studying Core Maths helps students develop their quantitative and problem-solving skills. It has been specifically designed with employers, universities and professional bodies in mind to increase the employability of school leavers and apprentices.

Core Maths is intended for students who have passed GCSE Mathematics at grade 4 or above, who have an interest in Mathematical concepts but who have not chosen to study AS or A level Mathematics. It is usually studied alongside A level or vocational courses, especially those that incorporate mathematical skills. Core Maths is equal in size to an AS level qualification and graded A-E. Topics that are studied are based upon and taught using real life contexts which makes Core maths very relevant to every day life.

Modern Foreign Languages

Mission Statement

Highcliffe School Curriculum Intent

We aim to create global citizens with the curiosity to travel and interact with people from cultures other than our own. Students will develop an awareness of how language works and will widen their understanding, knowledge and use of a range of language competencies in a range of contexts. As students become more competent and independent, they will foster transferrable skills including communication, critical thinking, research and creativity.

Key Stage Three Intent

MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship and curiosity to travel.

The curriculum builds on any prior learning at KS2 by reinforcing vocabulary, basic grammar and pronunciation.

The KS3 curriculum allows students to explore diverse topics and more complex grammar, allowing them to express themselves in a foreign language.

The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It also serves to enrich students' use of their mother tongue through comparison of the language and culture of another country. The organisation of the topics studied at key stage 3 moves the learner from understanding and giving personal information to forming opinions on wider issues on both a local and global scale.

Differentiation, particularly for SEND, should enable all learners to reach their full potential.

The curriculum is challenging for the most able as it deals with topics requiring higher order thinking, such as rights and responsibilities, the environment and important global issues.

The curriculum promotes skills transferable to a wide range of careers, equipping learners to study and work in or with other countries.

Now that the political context is settling down, residential trips to France and Spain are planned for year 9. These will enable learners to put their learning into context and provide them with the experience the culture of the country studied.

Key Stage Four Intent

MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship and curiosity to travel.

The curriculum builds on prior learning at KS3 by revisiting many of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication.

The GCSE curriculum allows students to deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.

The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It is also serves to enrich students' use of their mother tongue through comparison of the language and culture of another country. *The organisation of the topics studied at key stage 4 promotes critical thinking on a wide range of issues which go beyond their own cultural experience and sets them up as intercultural citizens.*

Highcliffe School Curriculum Intent

Differentiation, particularly for SEND, should enable all learners to reach their full potential.

The curriculum is challenging for the most able as they are expected to be able to manipulate language both for purpose and audience.

Careers: the aim is to develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.

Key Stage Five Intent

The A-level curriculum builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for learners who wish to progress to employment or to further study, including a modern languages degree. The approach is a focus on how French/Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the French/Hispanic world by focusing on young people and their political engagement. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where French/Spanish is spoken, and their language skills. They do this by using authentic spoken and written sources in Spanish. The literary texts and films studied offers opportunities to link with the themes. In Spanish the play *La casa de Bernarda Alba* is linked to the sub-theme Modern and Traditional Values while the film *El laberinto del fauno* is connected to the sub-theme Monarchies and Dictatorships. In French *Tartuffe* is linked to the sub-theme of Political Life, while *La Haine* is linked to aspects of Politics and Immigration.

They appreciate, analyse and become able to respond critically in writing in French/Spanish to the work they have studied, including a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation.

Through the Individual Research Project, learners develop research skills in French/Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where French/Spanish is spoken.

Music

Mission Statement

Our aim is to provide a Music education where students experience music-making through collaboration with others and which gives students of all abilities the opportunity to succeed and take pride in a quality musical outcome. The Music curriculum is designed to support students to foster resilience, to become creative problem-solvers, to develop social skills and acquire musical literacy. Furthermore we aspire to engender a life-long appreciation of Music that resonates in many different areas of school life, contributes to the health and well-being of students and the school community as a whole, through the vehicle of a comprehensive extra-curricular and enrichment programme balanced within the context of an academic focussed curriculum.

Key Stage Three Intent

Educate students to further understand how Music-making forms a significant part of society across a range of different cultures enriching the lives of both individuals and the community and strengthening the shared bonds of support and trust that allow the class, the school and the wider community to feel connected to others and part of something bigger. Build on students' understanding of the processes of creative collaboration and thinking and of individual expression, building confidence and promoting well-being through mutual support and positive critical evaluation. Develop the aptitudes for a maturing learner by nurturing transferable skills such as imagination, resourcefulness, problem solving, teamwork, communication, resilience, self-regulation, self-assessment and reflection, skills that are interleaved throughout the curriculum design that builds deeper understanding through increasing depth and complexity. Build academic resilience by sequencing topics that regularly revisit skill sets and musical disciplines, but each time adding a layer of complexity to the "spiral" system through practical music making. Engage students in extending their learning beyond the classroom through a carefully planned enrichment programme offering a wide range of extra-curricular opportunities accessible to students of all abilities and inspire students to consider Music-making opportunities beyond the school and in the wider community through visiting practitioners, professional ensembles, venues, and through links via the Music Education Hub partners working collaboratively.

Key Stage Four Intent

Music at KS4 enhances and strengthens the student's musical experiences further through a varied curriculum. Music engages students through creative collaboration and thinking and at the same time, provides opportunities for the individual student to show progress in an expressive way. A wide range of extra-curricular opportunities and enrichment are offered to all students for any ability. The Music student continues to develop into the mature learner by nurturing transferable skills such as developing imagination, resourcefulness, problem solving, teamwork, communication and resilience – linking into the whole-school ethos.

The Music curriculum at KS4 allows the student to further develop skills learnt from KS3, including rehearsal skills, ensemble skills, listening and appraising skills, composition skills and performance skills. Opportunities to understand the wider context of musical styles and cultural links are also part

Highcliffe School Curriculum Intent

of the KS4 curriculum. The current OCR specification allows there to be opportunities to strengthen and refine skills through a variety of different styles of music.

The KS4 curriculum continues with a “spiral” system, regularly revisiting skill sets and elements but diving deeper into each style, highlighting how some styles can be linked and making comparisons between them.

Key Stage Five Intent

Build on analytical listening skills established during Music lessons in previous Key Stages allowing students to appreciate the complexity of sound in its finest detail. Inspire creativity through the story of the development of Music Production and the innovations of individual Producers working within the limitations of technology of their time. Provide relevant practical scenarios to allow students to apply problem-solving skills and discover creative solutions in preparation for ongoing learning whether in higher education or the workplace of the future. Enable students to assimilate a broad repertoire of skills and production styles and instilling a confidence to be able to apply this knowledge to new and unfamiliar contexts. Develop students’ critical thinking skills through an understanding of the processes and analysis of artistic choices made in commercial productions and the evaluation of the applications and limitations of production technologies across different eras and providing balanced arguments with a well-supported conclusion. Provide enhanced learning opportunities through the Music Enrichment programme, visiting practitioners, work experience opportunities and additional graded exam qualifications.

P.E

Mission Statement

Our curriculum promotes inclusion, equality and diversity through a broad, balanced and varied curriculum that is progressive across all key stages.

Students learn skills and understanding by participating in competitive experiences, purposeful skills-based practices and fitness-based activities. Students also develop physical confidence, build on their health, fitness and well-being and develop character values.

The curriculum also promotes the academic aspect of PE through differentiated pathways preparing them for future opportunities.

KS3 CURRICULUM INTENT

Our KS3 curriculum is **inclusive, broad and balanced**, which promotes **equality and diversity**. Our curriculum develops their **skills and understanding** through **purposeful competitive experiences** alongside understanding the value of why **regular participation** in physical activity improves fitness, health, and wellbeing.

Our KS3 curriculum provides opportunities for students to be **physically confident** in a way that supports their **health and fitness** and develops **character values** such as resilience, respect, responsibility and fairness.

Our KS3 schemes of work offer **rich and varied progressive learning experiences**, where **success is celebrated** as a key motivational factor. We aim to equip students with the tools necessary to lead a lifelong healthy lifestyle.

Our KS3 curriculum promotes the academic aspects of the subject through developing key **subject vocabulary, cultural capital** and **theoretical elements** through preparing them for **future learning** through a **variety of pathways**.

Our KS3 curriculum is enriched by a wide range of **extracurricular opportunities** for participation and competition (learning and development) further developing their character values and reinforcing the benefits of participating healthy lifestyles.

Our students are encouraged to take part in competitive sports clubs and participative activities outside of school through **club links** and **community incentives**.

Students will learn how to;

Use a range of knowledge, skills (*hands*) tactics and strategies to overcome opponents (*head*) (in purposeful skills-based practices and competition) through games and individual activities.

Develop technique (*hands*), creativity and improve performance (*head*) in other competitive (individual) activities

Plan to improve their physical fitness and learn how to look after their physical health, well-being and mental health

Develop and demonstrate character building values including resilience, respect, responsibility and fairness, which underpins lessons (*heart*)

KS4 CURRICULUM INTENT

Our KS4 core PE curriculum is **inclusive, broad and balanced** and continues to promote **equality and diversity**. It further develops their **skills and understanding** through **purposeful competitive experiences** alongside understanding the value of why **regular participation** in physical activity improves fitness, health, and wellbeing.

Our KS4 curriculum provides opportunities for students to be **physically confident** and develop their leadership skills through pathways that further **character values** such as resilience, respect, responsibility and fairness as well as developing the skills relevant to many careers.

Our KS4 schemes of work offer **rich and varied progressive learning experiences** in participation and competition. **Success is celebrated**, but students also learn how to cope with failure.

Our KS4 examination curriculum **promotes the academic aspects** of the subject through enhanced learning opportunities in GCSE PE and Sport Science allowing students to follow academic and vocational studies. **Literacy** is promoted through extended writing and extended oral work, combined with the use of key subject scientific, psychological and socio-cultural terminology. Progress made is regularly identified in learning through tracking and celebrated by sharing best work and by rewarding it through the rewards policy.

Our KS4 curriculum is enriched by a wide range of **extracurricular opportunities** for participation and competition and further develops and promotes character values, healthy lifestyles and opportunities for leadership.

Our students are encouraged to take part in competitive sports clubs and participative activities outside of school through **club links** and **community incentives**.

KS5 CURRICULUM INTENT

Our KS5 curriculum an academic curriculum which progresses learning from Key Stage 4 which is matched to our student intake profile and is delivered through the **differentiated pathways** of A Level and Cambridge Technical qualifications.

Our KS5 curriculum further promotes the academic aspects PE and Sport academic and vocational studies as in KS4. **Literacy** is further promoted through extended writing and extended oral work, combined with the use of more challenging key subject scientific, psychological and socio-cultural terminology. Progress made is regularly identified in learning through tracking and celebrated by sharing best work and by rewarding it through the rewards policy

Highcliffe School Curriculum Intent

The KS5 curriculum inspires and engages students whilst also equipping them with **cultural capital** successfully broadening horizons and preparing them for progression at 18, and for their future life as learners, employees and informed citizens in the field of sport, recreation and health.

Through KS2 primary links students participate in events that develop their planning, organisation and leadership skills.

Opportunities are available for students to develop into future leaders through subject ambassador roles and further promoting their subject as well as coaching and officiating younger students in extra-curricular activities.

Enrichment opportunities allow participation in a range of health, fitness and competitive activities, which help to support living a sustained active health lifestyle and to develop new interests which may be undertaken in future life.

Highcliffe School Curriculum Intent

Politics

Mission Statement

Studying Politics help provide students with a rich, deep and challenging **understanding of contemporary political institutions and theory**. Politics students will follow and understand the demands of a modern and evolving political environment, both in the United Kingdom and the United States. Students will be equipped with the ability to understand the wider political context so that they are able to **recognise their position in society** and the world around them.

KS5 Subject Intent

Our KS5 Politics curriculum is a rich, wide-ranging and challenging curriculum that will develop students understanding of contemporary political institutions, processes and theory. Students will follow the Edexcel A Level specification which reflects the demands of a modern and evolving political environment, both in the United Kingdom and the United States. Students gain a deep understanding of key political themes and ideologies that thread through the foundations of both British and American politics. In Year 12 students will study the nature and structure of UK politics from analysing and understanding voting behaviour to evaluating the strength of the different branches of government. This will be accompanied by an engaging analysis of the three defining ideologies of Conservatism, Liberalism and Socialism and the continually evolving ideas of Feminism. This subject knowledge prepares with the core principles to approach the comparative challenges of studying US Politics in Year 13, ultimately concluding in students being able to compare and contrast key themes and principles within both political systems.

Furthermore, Politics aims to inspire students further in their learning, beyond the taught curriculum with a programme of further higher-level reading from a range of sources including political scientists, commentators and politicians. There are also outside of the classroom opportunities, guest speakers, Top University event for students to engage further interests.

Students can further develop their political skills of analysis and evaluation through a range of different assessment objectives, that challenge students to consider the high level debate questions posed within the political sphere. Not only this, but politics also requires students to engage with aspects of Economics, Law and Public policy, culminating in a well-rounded understanding and well-established perspective on Political opinion.

PSHE

Mission Statement

Personal, Social, Health and Economic (PSHE) education at Highcliffe aims to develop the knowledge, skills and attributes that students need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. Within this subject, students also cover the statutory teaching of Relationships and Sex Education (RSE) and Health Education

KS3 Subject Intent

To provide the students with knowledge and skills which will equip students for the opportunities and challenges of adolescence and adult life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

KS4 Subject Intent

To support the students whilst they are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. It deepens the knowledge and understanding of students, while giving them the opportunity to extend and rehearse skills, and further explore attitudes, values and attributes in relation to 'health and wellbeing, relationships and living in the wider world.

KS5 Subject Intent

To prepare students to manage their current lives and lay the foundations for managing future experiences. The themes relate to young people's current experiences to ensure students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives

Psychology

Mission Statement

We believe that Psychology can make a powerful impact on student's lives by giving them a unique and profound insight into their own and other's behaviour. Through an exploration of the scientific method, we aim to develop students' critical perception of the world around them. This enables us to address two fundamental questions: What shapes human thought and behaviour? How can we apply this understanding in the real world to improve people's lives?

Key Stage Five Intent

Psychology is the scientific study of the mind and behaviour. Alongside being presented with a range of theories we will equip students with the skills to enable them to understand and evaluate psychological research.

Lessons also reflect and return to the underlying principle that psychology is a subject that has real world application and is constantly evolving. This means students are regularly exposed to psychology academics and practitioners, for example through TED talks and news items, so that they understand that psychology is a dynamic, current, and active area of academia with real relevance to our understanding of the world and human behaviour. Students will develop a psychological worldview – using appropriate language to understand themselves and the world around them.

Students will be able to apply their psychological insight in a wide range of occupations once they leave education; the skills and knowledge students develop in psychology have value across many work sectors including health care, business, education, law, social care, and media. In lessons, students will be given the opportunity to develop their practical skills, such as individual or group research projects, collaborative learning, and presentations.

Students will be supported to be able to succeed in their exams and assessments demonstrating the impact in terms of mastery and application of the subject. We have a significant number of year 13 students applying to university who will be supported encouraged to explore the wide range of options available. This shows that by taking Psychology at A-Level, students recognise that Psychology has offered them a new language and framework for understanding human behaviour.

Religious Studies

Mission statement

Highcliffe School Curriculum Intent

The curriculum allows students to become critical thinkers and develop enquiring minds, gaining the skills of debate and interpretation.

We believe that addressing questions of believe, value, meaning and truth while reflecting on the influences of modern life can help to foster personal views within a pluralistic society and the wider global community.

We encourage students to explore and understand our diverse world, and the influence on values and actions.

Key Stage Three Subject Intent

At key stage 3, students are given the opportunity to study a broad and balanced curriculum, consisting of a range of topics. Our first unit on the life of Jesus takes into account the varying experiences students have had in their primary schools and ensures a good background to Christianity. Though this unit we begin to ask the big questions about belief and meaning, which leads on to an introduction to Philosophy, where students can draw upon their core knowledge and understanding and develop their skills of enquiry. Making connections and understanding key arguments prepares students for their future learning right through to A level. The final unit in year 7 builds again upon key philosophical questions with a focus on Hindu believes, values and traditions.

In year 8 we draw upon the skills developed in year 7 and focus on faith in action, starting with how believes and values can lead to political action, followed by action within a faith. This is undertaken through the study of Christianity, Islam and Buddhism, which allows for opportunities to develop cultural capital and understanding of the wider world.

In year 9, the focus builds core knowledge and understanding further, developing skills needed for undertaking a GCSE course in the future, but also the skills needed for future relationships and becoming informed and thoughtful members of society. Our Human relationships and equality unit s complement both the key stage 4 GCSE course and the PSHE courses throughout the Key stages. Though the main perspective is through a study of Christianity, we believe that it important that the curriculum is broad and balanced and is mindful of the diverse world in which we live. For this reason, students will also undertake a study of the values within Judaism and Humanism, both of which also complement the GCSE course.

The Key stage 3 curriculum is rigorous and challenging, allowing students to become independent thinkers. Students are provided with experiences outside of the classroom such as visits to the Sikh Gurdwara and The Mosque. They will also take part in a Hindu experience day during activities week, engaging in a variety of workshops with visiting speakers.

Key Stage Four Subject Intent

It is our aim to provide a curriculum that encourages a reflective approach to study and inspires students to engage intellectually and personally, enhancing their spiritual and moral development and well-being.

The Key stage 4 curriculum builds directly on the units studied at Key stage 3 and requires students to reflect on their own moral compass and readily apply it to modern ethical challenges.

Highcliffe School Curriculum Intent

The non-examined course focuses on Science and medical ethics, the different views and challenges raised by modern science, the religious influences of science and ethical issues.

The curriculum allows students to develop an understanding of how different schools of thought contradict or compliment each other. They are encouraged to formulate their own opinions consider the views of other individuals, groups and societies.

The Non-examined curriculum focuses on knowledge, understanding and skills that both compliment the GCSE option and the A level courses, ensuring they are fully prepared for future academic study, as well as difficult decisions in life.

Students who opt for the GCSE course follow the OCR 9-1 Religious Studies curriculum for a broad and diverse study. Student explore three components; Religious Philosophy and Ethics from a Christian perspective, Christianity (Beliefs, values and traditions) and Judaism (Beliefs values and traditions) The curriculum encourages students to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs.

Students are given the skills needed to develop their own personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.

Extra-curricular opportunities include visiting the local Synagogue and engaging with speakers from the Christian and Humanist community.

The skills developed are beneficial to a continuation of academic study, both within Religious Studies and other curriculum areas. We aim provide a scaffold for students to find their own voice in the world.

Key Stage Five Subject Intent

The Key stage 5 curriculum links back to many of the units covered in both the Key stage 3 and 4 curriculum. Students who opt for the Religious Studies A level study the OCR specification, which allows continuity from the GCSE course. The curriculum has three components; Philosophy, Ethics and Buddhism.

The Key Stage five curriculum provides a coherent and thought provoking and rigorous programme which prepares students for progression to Higher Education. Students are encouraged to further develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. We aim for students to hone their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.

Extra-curricular opportunities include; attending lecture, such as the Candle conferences and visiting a Buddhist retreat.

It is hoped that students will develop a life-long love of learning and an openness to the diverse world in which we live.

Highcliffe School Curriculum Intent

Science

Mission Statement

To educate, inspire and promote the understanding of the role Sciences play in human endeavour. Students will be able to make rational life choices, develop skills relevant to future careers and contribute meaningfully to a modern society.

Key Stage Three Intent

Educate students to have a basic understanding of scientific principles and how these relate to everyday life (eg vaccines/global warming/pollution) Enable students to develop teamwork and logical skills and the ability to draw conclusions based on observations and data from practical investigations. Develop an understanding of how Science works.

Introduce students to a range of STEM activities including competitions and clubs both as part of lessons and extra-curricular. Encourage KS2 transition with Y6 forensics Day and Y6 Science lessons at Highcliffe. Use of Activities Week to inspire and engage students with different aspects of Science not necessarily taught in the Science curriculum and to introduce the idea of possible career routes in Science.

Key Stage Four Intent

Educate students to further understand the role sciences play in human endeavour and how scientific understanding can help us to make rational life choices and understand modern developments within society, as well as developing skills relevant to many careers. Build on students' understanding of scientific principles, skills and methods learnt at KS3, so that students identify logical solutions to new topics and develop their scientific literacy including being able to discuss a case study or argue a hypothesis with evidence and rigour. Promote literacy through extended writing and extended oracy, combined with the use of Tier 3 vocabulary as well as key scientific terminology. Core knowledge and understanding is developed for the majority of students by studying Double Science. Enhanced learning opportunities are available through Separate Sciences to students most inspired by the Key Stage 3 curriculum or where they are beneficial for future pathways. Develop student's academic resilience using a spiral curriculum where cumulative testing challenges them to recall and use prior learning as topics become more complex, and by providing opportunities for them to learn from their mistakes or challenge misconceptions. Regularly identify progress made in learning and celebrate it by sharing best work and by rewarding it through the Rewards Policy. Inspire students further and extend their learning beyond the taught curriculum with a programme of STEM activities, Medics events, guest speakers, and the Top University event; which are carefully targeted to encourage vulnerable student groups' participation.

Key Stage Five Intent

Educate students to acquire a firm understanding of key scientific principles and detailed technical knowledge, opening pathways to Science and technology vocations.

Students will be able to relate technical knowledge to developments in society (eg climate change/sustainable development) Further develop logical thinking and problem-solving skills and scientific literacy. Facilitate extend practical and organisational skills.

Topic areas taught at KS4 will be revisited in each subject's A Level course in more breadth and depth. As Science is a spiral curriculum this will building upon previous knowledge, content and skills to enhance a greater comprehension and appreciation of Science.

STEM activities at KS5 include; trips to Higher Education providers (eg biomedical imaging, high voltage lab); opportunities to study subjects in 'the field' (eg Biology Field Trips, Chemistry work in Southampton University laboratories); Talks by visitors (eg genetic engineering as part of Science week); aspiring medics and vets programme

Highcliffe School Curriculum Intent

Sociology

Mission Statement

Sociology offers students rigorous training to critically examine the social world including groups institutions cultures and interactions. We seek to enable students to understand social stratification and social phenomenon to allow them to consider the effectiveness of social policies to address society's most pressing problems.

KS5 Subject Intent

Studying Sociology gives students the opportunity to delve deeper into society and understand how it functions through critically examining ways of life. Sociology A level builds upon foundation knowledge within humanities subjects. The sociology curriculum has been sequenced in such a way that is most beneficial to student learning, starting with topics that are most applicable to students' everyday lives. For example, beginning the course assessing the British education system whilst simultaneously studying what we mean by contemporary family. We move to more complex topics with increasingly greater sociological concepts and knowledge once students are secure in their ability to apply real world examples. We aim to inspire students in sociology through the consistent linking to everyday life encouraging discussion and curiosity surrounding contemporary issues. For example, the impact new media has for different cultural groups in society. We further student curiosity by linking areas of the course to future pathways. Research methods and sociological debates awakens students to the different routes a sociologist can take, whether humanities based or as a social scientist. Crime and Deviance engages students in an area of society linked to social justice and injustice. This area of the course leads to a wealth of enrichment opportunities featuring aspirant law and criminology pathways. The critical examination of society equips students with the skills of analysis and evaluation which are essential to A level study and corresponds well with leadership and management in the workplace.