



# **The Marlborough Science Academy**

## **SMSC Curriculum Audit 2016**

## Spiritual

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning willingness to reflect on their experiences.

Faculty of English			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Identity poetry The students explore the meaning of identity for themselves and their peers. As a non-denominational school we are able to see diversity in the classroom and discuss different cultures, backgrounds and beliefs through poetry.</p> <p>Gothic Horror The students explore a variety of texts and extracts from the Gothic genre. This enhances their analytical and creative skills. Students are able to dramatise and create settings and characters. This leads to a discussion about morality and the supernatural, which can be controversial and thought-provoking.</p>	<p>War Poetry Comparing and contrasting positive and negative attitudes of poets towards war. Looking at the historical context of the first world war and analysing the poetic techniques. Looking at human emotion and response to war. The scheme is timed to coincide with Remembrance Day.</p> <p><i>An Inspector Calls</i> Students are working towards their GCSE English. Building skills in analysis and writing. The text deals with moral and social conflict, the justice system and social hierarchy.</p> <p>Spoken Language Study This unit is a controlled assessment unit. The students are asked how digital media affects the way people speak. This encourages them to look at</p>	<p><i>Macbeth</i> Study of this play explores the extent of religious belief and the nature of evil. Students discuss morality and the impact of Christian religion on 16<sup>th</sup> century thought.</p> <p>Love through the Ages This historicist study includes contextual information about the role of religion in literature. Students explore religious references in texts. We also focus on how more traditional beliefs are challenged in modern texts.</p>	<p><i>The Memory Cage</i> Using the novel <i>The Memory Cage</i>, students explore the meaning of war and how we remember fallen heroes and being a conscientious objector. We look at how children become refugees and how children are adopted into families. We also look at the theme of aging, Alzheimer's and being admitted to an old people's home. Additionally, we examine the idea of family and how there are lots of different types of family.</p> <p><i>War Horse</i> Using the novel <i>War Horse</i>, we look at the themes and ideas of the first World War. The narrator is a horse therefore we look at the ideas about how war has changed, and technology. Students are given the opportunity to research different facts about the first World</p>

	different dialects and manner of speaking.		War such as the horses that were used.
<b>Faculty of Maths</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Problem solving and puzzles.  History of maths (this is taught within each new topic – e.g. Introduction to Pythagoras.	Exchange rate questions.	Student Led Teaching. Students teach their peers a new topic.	UK MT Maths Challenge. Students solve real life problems.
<b>Faculty of Science</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Using evidence to make sense of the world.  Considering new discoveries that came from experimentation and exploration of the world that then inspires awe and wonder.  Discussion of the origins of the earth and life in terms of evolution study and how the scientific view differs from that of major world religions.  Sexual health and relationships, sexually-transmitted disease, test tube babies, designer babies, sex before marriage, foetal development and birth.  Showing respect for differing opinions.  Consideration for animal rights.  STEM Cell Research Drug testing Environmental industrial impact	Using evidence to make sense of the world.  Considering our place in the world as both insignificant, in comparison with the scale of the universe, and significant in our genetic uniqueness.  The scientific perspective on the beginning of life on Earth through evolution and how this impacts the belief systems of various religions. Stem cell technology, genetic testing, cloning discussed from an ethical and moral perspective as well as a scientific one as part of the GCSE syllabus.  Showing respect for differing opinions.  Consideration for animal rights.  STEM Cell Research Drug testing Environmental industrial impact Genetic Modification	In depth study of the process of evolution by natural selection Showing respect for differing opinions.  Consideration for animal rights.  STEM Cell Research Drug testing Environmental industrial impact Genetic Modification Biotechnology	Consideration for animal rights.

Genetic Modification Biotechnology	Biotechnology		
<b>Faculty of Arts and Technology</b>			
<b>Art</b>			
<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>	<b>Enrichment</b>
<p>Students are asked to reflect upon the world around them and make connections between observation and thought. They are encouraged to discuss artist's work that conveys thought and feelings and reflect upon ideas for their own work when appropriate. A huge variety of artists are introduced across the key stage and within every project e.g. Georgia O'Keeffe, Michael Craig Martin, Patrick Caulfield, Seurat, Van Gogh, Akerman and Banksy.</p> <p>Students look at art work from all other cultures and religions at various times in the curriculum. E.g. Aboriginal work, Islamic Pattern, European art, African art and Indian art.</p> <p>Students are encouraged to explore and experiment with ideas and techniques to try and represent ideas from imagination or from the world as they see it. E.g. Making designs and patterns from nature, still life objects and people.</p> <p>All SOW incorporate these elements: Tone project</p>	<p>Students are asked to reflect upon the world around them and make connections between observation and thought. They are encouraged to discuss artist's work that conveys thought and feelings and reflect upon ideas for their own work when appropriate.</p> <p>Artists looked at include: Dave White, Nicola Hicks, Charley Harper and Jean Haines.</p> <p>Students look at work from all other cultures and religions at various times in the curriculum including political work from Banksy and Sheppard Fairy.</p> <p>Students are encouraged to explore and experiment with ideas and techniques to try and represent ideas from imagination or from the world as they see it.</p> <p>In all projects, students are asked to photograph and paint the world around them.</p>	<p>Students are encouraged to explore wide themes for example: Truth and Fantasy Surfaces Women in Society Emotions in Art</p> <p>These themes allow students to personalise their learning and explore avenues that they are keen to learn more about and reflect on. Students are required to offer their personal opinion and offer ideas about thoughts and feelings.</p>	<p>Students are able to come to Art club, enter community competitions or national competitions.</p>

<p>Colour project  Pattern and texture project  Design project  Landscape project  Urban landscape and Globalisation project</p>			
<b>Drama</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Drama relies on communicating feelings and emotions of the characters. All practical work explores student's empathy for others.</p> <p>Students have to develop their resilience through reflecting on their own work, and that of others, through verbal feedback and in their booklets.</p> <p>Most of the course requires students to work with others, developing team work, problem solving and the ability to compromise and see others' views as well as their own.</p> <p>As a creative subject, students are always using their imagination, to explore themes ideas and emotions.</p>	<p>Drama relies on communicating feelings and emotions of the characters. All practical work explores student's empathy for others.</p> <p>Students have to develop their resilience through reflecting on their own work, and that of others, through verbal feedback and in their coursework.</p> <p>Most of the course requires students to work with others, developing team work, problem solving and the ability to compromise and see others' views as well as their own.</p> <p>As a creative subject, students are always using their imagination, to explore themes ideas and emotions.</p> <p>Discussion of spirituality and religious symbolism in texts. Recent work exploring the refugee crisis in SYearia with Year 10. Year 11 explorations into American gun laws in relation to the</p>	<p>Drama relies on communicating feelings and emotions of the characters. All practical work explores student's empathy for others.</p> <p>Students have to develop their resilience through reflecting on their own work, and that of others, through verbal feedback and in their coursework.</p> <p>Most of the course requires students to work with others, developing team work, problem solving and the ability to compromise and see others' views as well as their own.</p> <p>As a creative subject, students are always using their imagination, to explore themes ideas and emotions.</p> <p>Discussion of spirituality and religious symbolism in texts. Including <i>Our Countries Good</i>, <i>Agnes of God</i> and <i>Lysistrata</i>.</p>	<p>Drama relies on communicating feelings and emotions of the characters. All practical work explores student's empathy for others.</p> <p>Through group work and performances students develop team work, problem solving and the ability to compromise and see others' views as well as their own.</p> <p>As a creative subject the students are always using their imagination, to explore themes ideas and emotions.</p>

	Columbine High School Massacre.		
<b>Food</b>			
<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>	<b>Enrichment</b>
<p>Throughout Key Stage 3, students are encouraged to use their creativity and opinions in their practical work. The majority of Food Technology lessons contain practical elements as students are assessed on their ability to prepare and cook a range of foods safely and hygienically. All students will cook sweet and savoury dishes to equip them with the skills required to eat a healthy and balanced diet after leaving school.</p> <p>Students will be developing basic skills using a wide range of healthy foods. This module aims to provide students with the knowledge of healthy eating, a balanced diet and recent government initiatives. All students are encouraged to follow basic recipes that allow them to express their creativity and imagination alongside developing key skills in food preparation and hygiene. Students are taught how to chop foods safely and hygienically as well as how to use equipment correctly. Alongside practical work, students are encouraged to develop their written work by evaluating their products, taste testing shop bought items and using technical language. Students will learn the basic function of</p>	<p>Students are encouraged to think about their own opinions to enhance their practical and design work in lessons. They are encouraged to begin thinking about the nutritional content of their dishes as well as the correct food hygiene procedures to prevent food illnesses.</p> <p>A strong focus on hygiene and safety prepares students for a healthy lifestyle when leaving school. Students will be taught about the risk of food contamination and bacteria and they are assessed on how they use these skills in practical work.</p> <p>The Year 9 unit of work focuses on cooking a variety of food from different cultures and different beliefs about food in the diet. Students also Look at sustainability and different farming methods</p> <p>Students are involved in preparing healthy alternative dishes. This allows students to understand a wide range of dishes with different cooking properties and nutrition, and opens up more opportunities for students to cook their own ideas for healthy and balanced meals.</p>		<p>Students have the opportunity to attend an after school 'Cooking Club', where they will enhance their knowledge of food outside lessons with other students.</p>

ingredients and their chemical properties with a combination of practical and experimental theory lessons.			
<b>Film and Media Studies</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	<p>Media Studies encourages spiritual, moral, social and cultural development in many ways – especially through encountering a range of different types of media from a variety of cultures. Students are encouraged to look at the beliefs of target audiences in order to judge what would appeal to them.</p> <p>Developing a sense of self through group work, understanding our individual strengths and weaknesses and reflecting on our own progress and development is a key aspect of spiritual development in Media Studies. Students are given the opportunity to develop their imagination and creativity and are encouraged to reflect on their experiences.</p>	<p>Media Studies encourages spiritual, moral, social and cultural development in many ways – especially through encountering a range of different types of media from a variety of cultures. Students are encouraged to look at the beliefs of target audiences in order to judge what would appeal to them.</p>	<p>Marlborough Podcast- ‘Question of the Month’. Roving reporters ask students to answer a social or philosophical question in a ‘voxpath’ style.</p>
<b>Music</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Respond to and reflect on different genres and styles of music.</p> <p>Be able to explore the emotions listening and playing music can provoke.</p> <p>Use imagination when performing and</p>	<p>Respond to and reflect on different genres and styles of music.</p> <p>Be able to explore the emotions listening and playing music can provoke.</p> <p>Use imagination when performing and</p>		<p>Respond to and reflect on different genres and styles of music.</p> <p>Be able to explore the emotions listening and playing music can provoke.</p> <p>Use imagination when performing and</p>

composing.	composing.		composing.
<b>Textiles</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Spiritual development is of a very high importance in design &amp; technology. Students investigate visual and tactile qualities of their own and others work. Year 7 reflect on different faiths and beliefs through a cultural cushion cover project, learning about other people's faiths and values.</p> <p>Independent thinking is encouraged to enable students to develop their ideas and to be able to express them. They evaluate different possible responses and interpretations and develop and apply their own ideas.</p> <p>Students get a great sense of enjoyment from creating products in textiles. The fun element of making, testing and evaluating using new skills gives students opportunities to challenge themselves and discover talents they may have been unaware of.</p>	<p>Students investigate visual and tactile qualities of their own and others work. They have the opportunity to reflect and wonder at the contrast between the modern and the natural world and how it influences designers both past and present during an interior design project.</p> <p>Independent thinking is encouraged to enable students to develop their ideas and to be able to express them in a variety of ways over various projects.</p> <p>Students evaluate different possible responses and interpretations and develop and apply their own ideas through a variety of design problems.</p>		<p>Investigate further beliefs and religions for design inspiration</p> <p>Investigate particular designers whose work is influenced by the modern or natural world.</p>
<b>DT Resistant Materials</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Students use imagination in presentation of design ideas.</p> <p>Students evaluate ideas through peer and self-reflection.</p> <p>Students communicate their ideas through a variety of mediums.</p>	<p>Students use imagination in presentation of design ideas.</p> <p>Students evaluate ideas through peer and self-reflection.</p> <p>Students communicate their ideas through a variety of mediums.</p>	<p>Students use imagination in presentation of design ideas.</p> <p>Students evaluate ideas through peer and self-reflection.</p> <p>Students communicate their ideas through a variety of mediums.</p>	
<b>Faculty of PE</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Students create and explore different performance skills, tactics and</p>	<p>Students create and explore different performance skills, tactics and</p>	<p>Students create and explore different performance skills, tactics and</p>	<p>Opportunities to attend and perform in extracurricular sports allow further</p>



strategies to produce movement, performances and opportunities that aid their learning.  Students also use their reflective skills to support their learning through experiencing success and failure or reaction to performance.	strategies to produce movement, performances and opportunities that aid their learning.  Students also use their reflective skills to support their learning through experiencing success and failure or reaction to performance.	strategies to produce movement, performances and opportunities that aid their learning.  Students also use their reflective skills to support their learning through experiencing success and failure or reaction to performance.	development of their skills through practice and performance against other schools or in front of audiences
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**Faculty of Business Studies**

Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
		Year 13 Event Management Course – As part of the Year 13 business A Level students plan and organise their own event. This task involves students working together as a class to organise every aspect. As a result students are constantly making decisions and relying on others to complete job roles.	Year 12 Young Enterprise Students are given the opportunity to set up and run their own business from the start. This includes setting up a bank account, registering the business, designing and creating products and advertising. Students set up and run business meetings which naturally lead to cooperating and resolving conflict.

**Faculty of Humanities**

**Classics**

Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	At Key Stage 4, students examine the spiritual beliefs of the Romans. They look at the gods, temples and sacrifices.  They cross examine the purpose of the temples and the use of gods to understand how relevant these beliefs were to their times.  Reflect on whether the Romans were in awe of the gods or whether or not they	At Key Stage 5 there is a development on spiritual belief in context to historical literature.  At AS there is an emphasis on the separation and mystery surrounding women’s beliefs and occasions. Students are able to speculate and reflect upon this.  Students evaluate the use of spirits, myth and gods in epics, histories and	Rome and Pompeii Trip KS4:  Exploration of temples and sacrificial altars.  Investigation into the houses and businesses of Pompeii.  Trip to the British Museum KS5:  Looking at the different pieces of evidence to develop an interest for

	<p>were scared.</p> <p>There is a lot of room for imagination and creativity as the students are able to create their own Roman gods based upon what is relevant to them.</p> <p>Look at the spiritual value of family through the roles of paterfamilias and matronas</p> <p>Compare and contrast their education with that of children their own age in the Roman, and also Greek, era.</p>	<p>plays in AS and A2.</p> <p>There is a focus on using spirit as an indicator of common belief rather than has literacy devices.</p> <p>They are expected to make more recent comparisons of divine intervention. Also to weigh up the cost of faith in each piece as a narrative device and also as jingoism.</p> <p>Students will enjoy learning more about the Romans but they will particularly enjoy the exploration of the Persian world which they will not have encountered elsewhere in their education.</p> <p>Students are encouraged to share their reflections.</p>	<p>values and faiths of the past.</p> <p>Enjoyment of discovering on their own and as a group.</p> <p>Using what they have learned at the museum and incorporate it into their studies.</p>
<b>Geography</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>The United Kingdom's Physical Geography.</p> <p>China's Human and Physical Geography: ethnic groups and culture.</p> <p>Mapping Continents: discovering the continents and countries of the world.</p> <p>Regional Inequality in China: investigating disparities in wealth between regions.</p>	<p>Extreme Weather.</p> <p>Climate Change: causes, impacts and solutions for countries around the world.</p> <p>Causes of Natural Hazards: causes, effects and solutions with regards to LICs and HICs.</p> <p>Causes of Flooding: creating and evaluating flood defences.</p>	<p>Rebranding Places: analysis of demographics.</p> <p>Extreme Weather: creating flood plans and flood defences for vulnerable areas.</p>	<p>Fieldwork Investigations based upon Microclimates, Infiltration, Crime Survey and Footpath Erosion.</p> <p>AS level Rebranding fieldwork investigating extreme weather and urban rebranding.</p>

<p>Development: Dharavi in Mumbai, India. Task on whether it should be destroyed or not.</p> <p>The UK's Varied Weather: learning about the causes of the weather around us.</p> <p>Settlement: looking at the factors that influence planning in cities and towns around us.</p>	<p>Reducing the Impacts of Flooding</p> <p>Reducing the Impacts of Tropical Storms: how religious beliefs can impact the death toll of tropical storms in Bangladesh.</p>		
<b>History</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Church in medieval times (e.g. Thomas Beckett).</p> <p>Tudor and Stuart era – Protestantism and Catholicism.</p> <p>Role of religion in empire building – missionaries.</p> <p>Role of religion in enforcing slavery.</p> <p>Religious campaigner's role in ending slavery.</p> <p>What people in the past believed in.</p> <p>Arguments between the Church and state.</p>	<p>Holocaust.</p> <p>Role of religion in the development of medicine.</p> <p>Opposition from the Church to the Nazi regime.</p>	<p>Religion in Tudor era.</p> <p>Suppression of religious freedoms in Communist countries.</p>	<p>Trip to see holocaust survivor</p>

## Moral

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Faculty of English			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Identity poetry The students explore the meaning of identity for themselves and their peers. As a non-denominational school we are able to see diversity in the classroom and discuss different cultures, backgrounds and beliefs through poetry.</p> <p>Gothic Horror The students explore a variety of texts and extracts from the Gothic genre. This enhances their analytical and creative skills. Students are able to dramatize and create settings and characters. This leads to a discussion about morality and the supernatural, which can be controversial and thought-provoking.</p>	<p>War Poetry Comparing and contrasting positive and negative attitudes of poets towards war. Looking at the historical context of the first world war and analysing the poetic techniques. Looking at human emotion and response to war. The scheme is timed to coincide with Remembrance Day</p> <p>An Inspector Calls Students are working towards their GCSE English. Building skills in analysis and writing. The text deals with moral and social conflict, the justice system and social hierarchy</p> <p>Spoken Language Study This unit is a controlled assessment unit. The students are asked how digital media affects the way people</p>	<p><i>Macbeth</i> Study of this play explores the extent of religious belief and the nature of evil. Students discuss morality and the impact of Christian religion on 16<sup>th</sup> century thought.</p> <p>Love through the Ages This historicist study includes contextual information about the role of religion in literature. Students explore religious references in texts. We also focus on how more traditional beliefs are challenged in modern texts.</p>	<p><i>The Memory Cage</i> Using the novel <i>The Memory Cage</i>, students explore the meaning of war and how we remember fallen heroes and being a conscientious objector. We look at how children become refugees and how children are adopted into families. We also look at the theme of aging, Alzheimer's and being admitted to an old people's home. Additionally, we examine the idea of family and how there are lots of different types of family.</p> <p><i>War Horse</i> Using the novel <i>War Horse</i>, we look at the themes and ideas of the first World War. The narrator is a horse therefore we look at the ideas about how war has changed, and technology. Students are given the opportunity to research</p>

	<p>speak. This encourages them to look at different dialects and manner of speaking.</p>		<p>different facts about the first World War such as the horses that were used.</p>
<b>Faculty of Maths</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Problem solving. Students collaborate, cooperate and justify with others to find the best solutions to mathematical problems.</p>	<p>Problem solving. Students collaborate, cooperate and justify with others to find the best solutions to mathematical problems.</p>	<p>KS5 students volunteer to assist in other maths lessons – students are rewarded with community points.</p> <p>Problem solving. Students collaborate, cooperate and justify with others to find the best solutions to mathematical problems.</p> <p>Student Led Teaching. Students teach their peers a new topic.</p>	<p>UK MT Maths Challenge Students solve real life problems</p>
<b>Faculty of Science</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Decisions in Science are made based on evidence (not prejudice)</p> <p>Considering and discussion of ethical aspects of scientific research and discovery e.g. stem cell research, environmental impact of industry, the political and economic concerns surrounding the carbon cycle, recycling and sustainability.</p> <p>Assessing the advantages and disadvantages of biofuels; playing different roles; coming to a consensus.</p> <p>Consideration for animal rights.</p> <p>STEM Cell Research</p>	<p>The ethics behind certain medical treatments and the impact and considerations of embryonic testing, stem cell research, abortion etc.</p> <p>The environmental impact of industry.</p> <p>Scientific discoveries and inventions need to be used responsibly.</p> <p>Students are taught to be both open minded (generating a hypothesis) and critical (demanding evidence)</p> <p>Discussion of new drug production.</p> <p>The science of climate change and the impact of human activity on the</p>	<p>Looking at the peer-reviewed and ethically monitored scientific process.</p> <p>Scientific research areas such as stem cell technology, blind and double blind studies, controls and variables, fair testing.</p> <p>Consideration of the moral dilemmas that can result in scientific developments.</p> <p>Consideration for animal rights.</p> <p>STEM Cell Research Drug testing Environmental industrial impact Genetic Modification</p>	<p>Decisions made based on evidence (not prejudice)</p> <p>Fair testing.</p> <p>Variables and controls in science and the need for these.</p> <p>The need for accuracy and precision, reliability and repeatability in experimental Science.</p>

<p>Drug testing Environmental industrial impact Genetic Modification Biotechnology</p>	<p>environment.  Loss of biodiversity.  Consideration of the moral dilemmas that can result in scientific developments.  The MMR vaccine falsely linked to autism without rigorous scientific testing and the implications of this on the health of a generation of children in the UK.  Consideration for animal rights STEM Cell Research Drug testing Environmental industrial impact Genetic Modification Biotechnology</p>	<p>Biotechnology</p>	
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**Faculty of Arts and Technology**

<b>Art</b>			
<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>	<b>Enrichment</b>
<p>By looking at artists and reflecting on their work moral issues are discussed and examined. E.g. Is it wrong to graffiti like Banksy? Does Andy Warhol make an accurate judgment of the world through his ideas on mass production?</p>	<p>Students are encouraged to take project ideas in their own direction. In Year 10 we look at Animals and Nature. Some students explore ideas such as Vegetarianism, Pollution, Urbanisation, Hunting, equality and Celebrating freedom and Beauty.</p>	<p>Students projects become completely personal at this stage and will often include strong viewpoints though visual imagery and written dissertation. Ideas from typical dissertations include: Why have there been no great women artists? Is all Painting autobiographical? Is Beauty universal? Can paintings tell</p>	

		stories? Does religious art still remain important?	
<b>Drama</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>KS3 classes work through a unit of work on bullying, discussing consequences and exploring the decisions made by the characters.</p> <p>Students have been looking at the technique of ‘marking the moment’, applying to the moment a decision was made that changed the characters path. Discussion of if this is a good decision, why and how to fix the problems. Most recently explored though characters disobeying parent’s instruction and challenging authority.</p>	<p>Year 11 workshop exploring the <i>Curious Incident Of The Dog In The Night-time</i>. Students explore the play practically, looking at how Christopher’s autism makes him see the world differently, people’s reactions to him and how he should be treated.</p> <p>Y11 workshop on The Columbine Massacre, debates of gun laws, right and wrong, consequences of actions.</p> <p>Y10 workshop on War, reflecting on the reasons for war, people’s reactions and the treatment of refugees.</p> <p>This Year’s exam theme is consequences, the Year 11 students have been devising work around the theme. Particularly looking at empathy and characterisation, resulting in seeing the world from other people’s perspective as well as their own.</p> <p>Year 9 performed a theatre in education piece on internet safety and cyber bullying for Year 5 and 6 children (Summer 2015).</p> <p>Year 10 re-enactment of a court case</p>	<p>Many of the texts studied at KS5 deal with moral issues, including <i>The 39 Steps</i>, looking at the law and accusations. <i>Equus</i> dealing with the consequences of your actions and the physical and emotional impact. <i>The Hot House</i>, exploring society and their view on boundaries and authority. <i>Woyzeck</i>, discussion of right and wrong, controlling emotions.</p> <p>Students are encouraged to explore various themes and discuss and justify their opinions.</p> <p>Previous stimuli have included the <i>Black Mirror</i> series by Charlie Booker. This stimulus resulted in some very interesting discussion of how to treat individuals who had offended. Students were then encouraged to explore the theme practically.</p> <p>Development of characters.</p>	<p>School Production – <i>Bugsy Malone</i>, discussion of why characters are doing what they do and the consequences of their actions. Reflection on the differences of the time period compared to now.</p> <p>LAMDA exams, Students explore the characters background, ideas and emotions. This develops their empathy and enables discussion about relevant moral and ethical issues.</p>

	based on work on knife crime. Discussion of the law, how it applied to their characters case.		
<b>Food</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Students are encouraged to work in groups to produce outcomes and explore the consequences if they are not a good team player.	Students are given opportunities to reflect on the social issues around food such as price and income. Acknowledging government guidelines for health and dietary requirements. Students reflect on the moral issues concerning food production in third world countries. Students look at the law in relation to food labelling and packaging. Having an appreciation for different diets and the reasons for choice of foods.		
<b>Film and Media</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	Studying how different cultures and genres are represented in a range of areas of the media, students explore moral issues in the media by looking at regulation and control learning about the responsibility of different media institutes.  Social Awareness unit. Students create poster campaign and a TV spot raising awareness of a social issue such as cyber bullying or teenage pregnancy.	Studying how different cultures and genres are represented in a range of areas of the media, students explore moral issues in the media by looking at regulation and control learning about the responsibility of different media institutes.  FILM STUDIES- A2 Students look at documentaries such as 'The Act of Killing' and analyse the relationship the audience develops with people who have committed such atrocities and the	Marlborough Podcast- 'Question of the Month'. Roving reporters ask students to answer a social or philosophical question in a 'voxpop' style.



		moral implications.	
<b>Music</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Respect others through group work.  Have respect for all genres of music.  Explore moral issues in music though the style of music history and listening.	Respect others through group work.  Have respect for all genres of music.  Explore moral issues in music though the style of music history and listening.		Respect others through group work.  Have respect for all genres of music.  Explore moral issues in music though the style of music history and listening.
<b>Textiles</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
In Textiles, we seek to develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised in designing and making new products.  We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making.  We encourage sustainable thinking through the active application of the '6 R's'.	Students are taught about the moral choices facing designers & manufacturers when deciding on materials.  We explore mass production and the implications of our society with regard to 'throw away fashion'. Students have the opportunity to discuss landfills and 'sweat factories' in third world countries and debate whether or not high street stores are ethically correct with their construction methods in the search for cheap clothing.  Students explore the use of recycling clothing/materials in the design and construction processes of their projects and use the six 'Rs' of sustainability to understand and apply ways of conserving the earth's resources. These issues are particularly addressed in a scarf and an interiors project.		Investigate the work of designers who actively use recycling in their work.

<b>DT Resistant Materials</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Students consider the moral and ethical implications of the materials they are using and the importance of restocking/replanting forests to ensure that resources and materials are sustainable.</p> <p>The moral implications of pollution and recycling and the consequences for future generations in terms of global warming and depletion of resources.</p>	<p>Students consider the moral and ethical implications of the materials they are using and the importance of restocking/replanting forests to ensure that resources and materials are sustainable.</p> <p>The moral implications of pollution and recycling and the consequences for future generations in terms of global warming and depletion of resources.</p>	<p>Students consider the moral and ethical implications of the materials they are using and the importance of restocking/replanting forests to ensure that resources and materials are sustainable.</p> <p>The moral implications of pollution and recycling and the consequences for future generations in terms of global warming and depletion of resources.</p>	
<b>Faculty of PE</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Opportunities are provided through sport to understand the right and wrong way to conduct yourself as a sportsperson and to learn how and why it is important to have respect for others and their abilities/learning</p> <p>Pupils are constantly encouraged to consider their actions and the effects they have on small groups and teams. Students will reflect on the ramifications of positive and negative actions and the outcomes they may provide.</p>	<p>Opportunities are provided through sport to understand the right and wrong way to conduct yourself as a sportsperson and to learn how and why it is important to have respect for others and their abilities/learning</p> <p>Discussions surrounding the rights and wrongs of cheating in sport (through drugs etc.) are examined and evaluated with reasoning considered for differing viewpoints</p>	<p>Opportunities are provided through sport to understand the right and wrong way to conduct yourself as a sportsperson and to learn how and why it is important to have respect for others and their abilities/learning</p> <p>Discussions surrounding the rights and wrongs of cheating in sport (through drugs etc.) are examined and evaluated with reasoning considered for differing viewpoints</p>	
<b>Faculty of Business Studies</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
		<p>Year 13 Event Management Course – As part of the Year 13 business A Level students plan and organise their own event. This task involves students</p>	<p>Year 12 Young Enterprise Students are given the opportunity to set up and run their own business from the start. This includes setting up a</p>

		working together as a class to organise every aspect. As a result students are constantly making decisions and relying on others to complete job roles.	bank account, registering the business, designing and creating products and advertising. Students set up and run business meetings which naturally lead to cooperating and resolving conflict.
<b>Faculty of Humanities</b>			
<b>Classics</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	<p>Through the study of literature such as <i>The Odyssey</i> and <i>Antigone</i>, students investigate, analyse and understand the moral dilemmas characters face. They critique situations based on knowledge of the character, knowledge of the author and also historical context. Often referring to what would take place in a modern context.</p> <p>Law is looked into with regards to the management of Pompeii, the treatment of women and also the management of slaves.</p>	<p>Law is heavily evaluated in AS and often compared to the civil and criminal Law of England. Solon's Law is heavily critiqued and examined by students applying it frequently to both Greek and Roman passages.</p> <p>Students are given multiple passages that cover questions of murder, rape and inheritance. Firstly, in a Greek and Roman context and then this is compared to modern society.</p> <p>Through the study of literature such as <i>The Odyssey</i> and <i>Antigone</i>, students investigate, analyse and understand the moral dilemmas characters face. They critique situations based on knowledge of the character, knowledge of the author and also historical context. Often referring to what would take place in a modern context.</p> <p>Cause and consequence is substantial to the teachings of the epics and also to the plays and indeed Herodotus'</p>	<p>Rome and Pompeii Trip KS4: Consequences of the behaviour and actions on a school trip (mainly good consequences due to exceptional behaviour)</p> <p>Trip to the British Museum KS5: Helps further student interest in the moral and ethical issues raised by the topics studied. E.g. Solon's Law.</p>

		<p><i>Histories.</i></p> <p>Herodotus' <i>Histories</i> is examined for the injustices served by the Persians and the Greeks before and during the extensive wars between the two cultures.</p>	
<b>Geography</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Settlement decision making: Heathrow expansion (yes or no?).</p> <p>Settlement rebranding: St. Albans as a sustainable city.</p> <p>Settlement decision making: Newcastle Great Park development (should it go ahead?).</p> <p>Geography of Crime: causes of crime and how it can be policed through geography.</p> <p>Natural hazards: when it should be mandatory to evacuate?</p> <p>Fairtrade: understanding the rules of Fairtrade and fairness in trade</p>	<p>Natural hazards: when it should be mandatory to evacuate?</p> <p>Tourism: how should coastal areas be managed?</p>	<p>Unit 3: Biodiversity Under threat – threats that face ecosystems and the environment.</p> <p>Unit 3: The Technological Fix – should new technologies be introduced in to countries to improve their level of development?</p> <p>Unit 2: Rebranding – advantages and disadvantages of different strategies and their impact on people, the economy and the environment.</p> <p>Unit 1: Globalisation – is globalisation good or bad? Investigating the good things and bad things about globalisation.</p> <p>Unit 4: Tectonic Hazards – does the level of development impact the effects of tectonic hazards?</p>	<p>Fieldwork data collection: collecting questionnaires about the opinions of people.</p>
<b>History and Politics</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment

<p>Causes of wars (various). Reasons for slavery. Treatment of slaves. What was wrong in society for example treatment of child workers, miners and industrial workers in general? How were the poor treated? Comparison in the lives of the rich and poor in Tudor times. Who should have power in society – the growth of democracy in 19th century Britain? Conscientious objectors in WW1.</p>	<p>Nazi policies. Treatment of the poor in Elizabethan England.</p>		
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## Social

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Faculty of English			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Identity poetry The students explore the meaning of identity for themselves and their peers. As a non-denominational school we are able to see diversity in the classroom and discuss different cultures, backgrounds and beliefs through poetry.</p> <p>Gothic Horror The students explore a variety of texts and extracts from the Gothic genre. This enhances their analytical and creative skills. Students are able to dramatize and create settings and characters. This leads to a discussion about morality and the supernatural, which can be controversial and thought-provoking.</p>	<p>War Poetry Comparing and contrasting positive and negative attitudes of poets towards war. Looking at the historical context of the first world war and analysing the poetic techniques. Looking at human emotion and response to war. The scheme is timed to coincide with Remembrance Day</p> <p><i>An Inspector Calls</i> Students are working towards their GCSE English. Building skills in analysis and writing. The text deals with moral and social conflict, the justice system and social hierarchy</p> <p>Spoken Language Study This unit is a controlled assessment</p>	<p><i>Macbeth</i> Study of this play explores the extent of religious belief and the nature of evil. Students discuss morality and the impact of Christian religion on 16<sup>th</sup> century thought.</p> <p>Love through the Ages This historicist study includes contextual information about the role of religion in literature. Students explore religious references in texts. We also focus on how more traditional beliefs are challenged in modern texts.</p>	<p><i>The Memory Cage</i> Using the novel <i>The Memory Cage</i>, students explore the meaning of war and how we remember fallen heroes and being a conscientious objector. We look at how children become refugees and how children are adopted into families. We also look at the theme of aging, Alzheimer's and being admitted to an old people's home. Additionally, we examine the idea of family and how there are lots of different types of family.</p> <p><i>War Horse</i> Using the novel <i>War Horse</i>, we look at the themes and ideas of the first World War. The narrator is a horse therefore we look at the ideas about how war has</p>

	unit. The students are asked how digital media affects the way people speak. This encourages them to look at different dialects and manner of speaking.		changed, and technology. Students are given the opportunity to research different facts about the first World War such as the horses that were used.
<b>Faculty of Maths</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Enhanced Maths Family Holiday Project. Students plan a holiday for a family given constraints and create a leaflet to show the outcome.	Data Collection Students develop social skills in order to collect information on a variety of different cultural events.	Student Led Teaching Students teach their peers a new topic.	UK MT Maths Challenge Students solve real life problems.
<b>Faculty of Science</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Science through collaboration.  What we do today that will impact on our future and on future generations.  Assessing the advantages and disadvantages of biofuels; playing different roles; coming to a consensus Energy – Different methods of generating the electricity we need are explored and students are encouraged to debate on the best methods to minimise the environmental impact.  Fertilisation and child development Lifestyle Diet Eco – Inc. Green Party and other Political Views Energy Efficiency Global Warming Alternative fuels	Sharing ideas, data and results within the Scientific community.  Society needs to make wise decisions based on evidence when aiming for a more sustainable way of living as energy costs rise and natural resources are depleted.  Growing concern that there may be long-term health effects arising from some of the chemicals used to make everyday products.  Unbalanced view of the risks and benefits of the use of chemicals in society.  Fertilisation and child development Lifestyle Diet Eco – Inc. Green Party and other	Examining and discussing evidence and journal articles from the scientific community.  Discussing international scientific projects e.g. CERN  Sampling of a local environment to evaluate pollution levels and quality of the habitat.  Fertilisation and child development Lifestyle Diet Eco – Inc. Green Party and other Political Views Energy Efficiency Global Warming Alternative fuels	Practical work develops social skills such as team-working, cooperation, using resources effectively and thinking about safe practices.

	Political Views Energy Efficiency Global Warming Alternative fuels		
<b>Faculty of Arts and Technology</b>			
<b>Art</b>			
<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>	<b>Enrichment</b>
Students are primarily focused on techniques and skills during KS3 but are introduced to artists who touch upon social and political ideas. These are discussed and often ignite an interest to explore at a deeper level at KS4	Students are expected to actively participate in class discussions about artists who often explore these social issues such as greed, homelessness, equality, freedom, respect, tolerance and ideas that they see as affecting their world. These often relate to artists that students then reflect upon and explore similar ideas through their own photography, drawing or painting.	Students from all ethnic backgrounds are encouraged to explore ideas around their own social background this has included students of migrants exploring leaving their homelands and re-settling here whilst still remembering connections between their two societies. Students from different religious backgrounds comparing their parent's ideals with their own. Students produce visual artworks, journals, power points and essays relating to these themes and often present to the rest of the group.	Local competitions such as the Abbey Station gate design  Billboard designs for the Westminster Lodge works  6 <sup>th</sup> form volunteers helping with technician to organise materials and displays. Students helping and supporting other younger Year groups in class.
<b>Drama</b>			
<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>	<b>Enrichment</b>
Students participate in group work every lesson. Groups are decided by teacher and students are encouraged to work with everyone in the class at some point.  Becoming a character, allows students to think about other beliefs, view points and communities. It also develops empathy as students engage in	Students participate in group work every lesson. Groups are decided by teacher and students are encouraged to work with everyone in the class at some point.  Becoming a character, allows students to think about other beliefs, view points and communities.	At KS5 students explore many social issues, this Year both Year 13 groups are basing their pieces on the acceptance and understanding of mental health issues. This has included a lot of research into the disorders as well as the organisations to help. Students have then devised characters affected by mental health and developing empathetic responses.	Students from Y7-13 come together to work on the school production, working as a team and developing their relationships and communication skills.  Having two casts for <i>Bugsy Malone</i> has allowed older students to mentor younger cast members.



<p>discussion to see how their character would be affected.</p> <p>Group work encourages independent thinking, problem solving, communication and teamwork.</p>	<p>Group work encourages independent thinking, problem solving, communication and teamwork.</p> <p>Year 10 workshop on war, involved an in role debate about refugees, students encouraged to select a character with differing opinions to themselves.</p> <p>Year 11 workshop on Columbine Shootings, involved an in role debate about gun laws in America.</p> <p>Year 10 re-enactment of a court case based on work on knife crime. Discussion of the law, how it applied to their characters case.</p>	<p>Previous stimuli have included the <i>Black Mirror</i> series by Charlie Booker. This stimulus resulted in some very interesting discussion of how to treat individuals who had offended. Students were then encouraged to explore the theme practically.</p> <p>Students give verbal feedback to one another, using constructive criticism to develop their work and that of others.</p> <p>Thorough their own interpretations of the texts being studied in Unit 1 and Unit 4, KS5 students must direct others, developing their communication and teamwork skills.</p>	
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<b>Food</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Throughout Key Stage 3, students are encouraged to use their creativity and opinions in their practical work. The majority of Food Technology lessons contain practical elements as students are assessed on their ability to prepare and cook a range of foods safely and hygienically.</p> <p>All students will cook sweet and savoury dishes to equip them with the skills required to eat a healthy and balanced diet after leaving school. Students will be developing basic skills using a wide range of healthy foods.</p>	<p>Students are encouraged to think about their own opinions to enhance their practical and design work in lessons. They are encouraged to begin thinking about the nutritional content of their dishes as well as the correct food hygiene procedures to prevent food illnesses.</p> <p>A strong focus on hygiene and safety prepares students for a healthy lifestyle when leaving school. Students will be taught about the risk of food contamination and bacteria and they are assessed on how they</p>		<p>Students have the opportunity to attend an after school 'Cooking Club', where they will enhance their knowledge of food outside lessons with other students.</p>

<p>This module aims to provide students with the knowledge of healthy eating, a balanced diet and recent government initiatives. All students are encouraged to follow basic recipes that allow them to express their creativity and imagination alongside developing key skills in food preparation and hygiene.</p> <p>Students are taught how to chop foods safely and hygienically as well as how to use equipment correctly. Alongside practical work, students are encouraged to develop their written work by evaluating their products, taste testing shop bought items and using technical language.</p> <p>Students will learn the basic function of ingredients and their chemical properties with a combination of practical and experimental theory lesson</p>	<p>use these skills in practical work. The Year 9 unit of work focuses on cooking a variety of food from different cultures and different beliefs about food in the diet. Students also Look at sustainability and different farming methods</p> <p>Students are involved in preparing healthy alternative dishes. This allows students to understand a wide range of dishes with different cooking properties and nutrition, and opens up more opportunities for students to cook their own ideas for healthy and balanced meals.</p>		
<b>Film and Media</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	<p>Developing media ‘personalities’ as active consumers and producers allow students to explore their social development within the subject. Working in groups and taking different roles and responsibilities is one of many teaching aspects that allow students to achieve best possible results.</p>	<p>Developing media ‘personalities’ as active consumers and producers allow students to explore their social development within the subject. Working in groups and taking different roles and responsibilities is one of many teaching aspects that allow students to achieve best possible results.</p>	<p>‘Question of the Month’. Roving reporters ask students to answer a social or philosophical question in a ‘voxpath’ style.</p> <p>Students work as a team with different responsibilities to create the podcast content.</p>

	Social Awareness unit. Students create poster campaign and a TV spot raising awareness of a social issue such as cyber bullying or teenage pregnancy.	FILM STUDIES: Working in groups and taking different roles and responsibilities is one of many teaching aspects that allow students to achieve best possible results.	
<b>Music</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Experience in collaboration in performing and composing through working in different sized groups.</p> <p>Work within as part of a school community through taking part in school concerts and shows.</p> <p>Perform outside of the school environment and interact with a variety of people as a result.</p> <p>Be able to give feedback to others on the music they compose or perform.</p>	<p>Experience in collaboration in performing and composing through working in different sized groups.</p> <p>Work within as part of a school community through taking part in school concerts and shows.</p> <p>Perform outside of the school environment and interact with a variety of people as a result.</p> <p>Be able to give feedback to others on the music they compose or perform.</p>		<p>Experience in collaboration in performing and composing through working in different sized groups.</p> <p>Work within as part of a school community through taking part in school concerts and shows.</p> <p>Perform outside of the school environment and interact with a variety of people as a result.</p> <p>Be able to give feedback to others on the music they compose or perform.</p>
<b>Textiles</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Social development is a key feature of all Textiles lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others.</p> <p>We encourage students to give each other reminders when standards fall</p>	<p>Behaviour and the safety and learning of others has high priority and students are encouraged to give each other reminders when standards fall short of the collective expectation.</p> <p>Emphasis is placed on developing the ability to work with others and to</p>		<p>More able students are encouraged to assist less able students, especially during practical lessons.</p>

<p>short of the collective expectation. This establishes and maintains a safe, secure, learning environment.</p> <p>We place an emphasis on developing the ability to work with others and to accept each other's unique personality. We encourage effective conversations about the work we do through self &amp; peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes.</p> <p>Students are given opportunities to work in small teams and pairs and by peer assessing work they learn from each other and are taught to articulate their ideas through combining drawing, discussion and annotation.</p>	<p>accept each other's unique personality.</p> <p>We encourage effective group conversations about the work we do through self &amp; peer evaluation, and to give and accept constructive criticism as a vehicle to improve students learning outcomes.</p> <p>Students are given opportunities to work in small teams and pairs through projects such as the scarf project where some painting and printing techniques require team work.</p>		
<b>DT Resistant Materials</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Students work is celebrated both in class and in displays including the Technology Exhibition in July.</p> <p>Students work is displayed on walls and on the school website.</p>	<p>Students work is celebrated both in class and in displays including the Technology Exhibition in July.</p> <p>Students work is displayed on walls and on the school website.</p> <p>Social and moral issues are covered in GCSE and A-level product design – this is evidenced in student folders</p>	<p>Students work is celebrated both in class and in displays including the Technology Exhibition in July.</p> <p>Students work is displayed on walls and on the school website.</p> <p>Social and moral issues are covered in GCSE and A-level product design – this is evidenced in student folders</p>	
<b>Faculty of PE</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Activities are provided to encourage cooperation, teamwork, competition,</p>	<p>Students will learn the key skills of leadership and how to implement those with younger students in sporting</p>	<p>Activities are provided to encourage cooperation, teamwork, competition,</p>	

<p>rules, self-discipline and fair play</p> <p>Opportunities are provided to work and compete with/against other schools in through sport to develop a healthy sense of competition</p>	<p>situations through volunteering</p> <p>Activities are provided to encourage cooperation, teamwork, competition, rules, self-discipline and fair play</p> <p>Opportunities are provided to work and compete with/against other schools in through sport to develop a healthy sense of competition</p>	<p>rules, self-discipline and fair play</p> <p>Opportunities are provided to work and compete with/against other schools in through sport to develop a healthy sense of competition</p>	
<b>Faculty of Business Studies</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
		<p>Year 13 Event Management Course – As part of the Year 13 business A Level students plan and organise their own event. This task involves students working together as a class to organise every aspect. As a result students are constantly making decisions and relying on others to complete job roles.</p>	<p>Year 12 Young Enterprise Students are given the opportunity to set up and run their own business from the start. This includes setting up a bank account, registering the business, designing and creating products and advertising. Students set up and run business meetings which naturally lead to cooperating and resolving conflict.</p>
<b>Faculty of Humanities</b>			
<b>Classics</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	<p>Students often work in groups or both presentation and class work.</p> <p>Most lessons require student interaction e.g. lesson on the market forum: vendors and customers, lesson on government: political opponents, voters and people of influence.</p> <p>Revision lessons include group work. Students helping students learn.</p>	<p>At KS5 all students are expected to contribute to class discussions.</p> <p>Students share reading, ideas and essays.</p> <p>Debate and prolonged open discussion are necessary in order to promote the higher level of thinking this course demands of students.</p>	<p>Rome and Pompeii Trip KS4: Working in groups. Being part of a group on a residential trip. Being trusted in small groups in various social scenarios from finding lunch to exploring Pompeii. Trip to the British Museum KS5: Cooperating as a group to explore the museum.</p>

	Reaffirms both their learning and contributes to their peers.	Students practice their tolerance of faiths and beliefs by roleplaying as Greeks and Persians.  Students also examine the socio-economic changes of Athens and indeed the Persian empire to better critique Herodotus' work. Modern comparisons are drawn upon.	Visiting the capital of England.
<b>Geography</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Microclimate Fieldwork Investigation  The Trade Game  Montserrat Decision Making  Infiltration Fieldwork Investigation	Sandy Decision Making Thinking Skills  Coasts Fieldwork Trip  Langdale Development Thinking Skills  Reducing Conflict in the Lake District	The Role of Tesco Role Play – impacts of TNCs in LICs and HICs.  Rebranding Thinking Skills Exercise on Cornwall	Coasts GCSE Fieldwork Trip  Rebranding and Extreme Weather AS Level Fieldwork trip
<b>History and Politics</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Magna Carta. Development of towns. Life in Medieval village. Role of monarchy. Development of Empire. Role of Women. English Civil War. Life for industrial workers. Patriotism in WW1.	Rise of the Nazis The end of democracy in 1930s Germany.	Single party states vs democracy. Voting Patterns. PR voting systems. Representation. Electoral reform. Referendums. Political parties. Pressure groups. Lobbying. British constitution. The Judiciary. Role of parliament. Local democracy. Devolution. The EU.	Magna Carta. Development of towns. Life in Medieval village. Role of monarchy. Development of Empire. Role of Women. English Civil War. Life for industrial workers. Patriotism in WW1.

		Links between church and state.	
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## Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Faculty of English			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Identity poetry The students explore the meaning of identity for themselves and their peers. As a non-denominational school we are able to see diversity in the classroom and discuss different cultures, backgrounds and beliefs through poetry.</p> <p>Gothic Horror The students explore a variety of texts and extracts from the Gothic genre. This enhances their analytical and creative skills. Students are able to dramatize and create settings and characters. This leads to a discussion</p>	<p>War Poetry Comparing and contrasting positive and negative attitudes of poets towards war. Looking at the historical context of the first world war and analysing the poetic techniques. Looking at human emotion and response to war. The scheme is timed to coincide with Remembrance Day</p> <p><i>An Inspector Calls</i> Students are working towards their GCSE English. Building skills in analysis and writing. The text deals with moral and social conflict, the justice system and social hierarchy</p>	<p><i>Macbeth</i> Study of this play explores the extent of religious belief and the nature of evil. Students discuss morality and the impact of Christian religion on 16<sup>th</sup> century thought.</p> <p>Love through the Ages This historicist study includes contextual information about the role of religion in literature. Students explore religious references in texts. We also focus on how more traditional beliefs are challenged in modern texts.</p>	<p><i>The Memory Cage</i> Using the novel <i>The Memory Cage</i>, students explore the meaning of war and how we remember fallen heroes and being a conscientious objector. We look at how children become refugees and how children are adopted into families. We also look at the theme of aging, Alzheimer's and being admitted to an old people's home. Additionally, we examine the idea of family and how there are lots of different types of family.</p> <p><i>War Horse</i> Using the novel <i>War Horse</i>, we look at</p>



<p>about morality and the supernatural, which can be controversial and thought-provoking.</p>	<p>Spoken Language Study This unit is a controlled assessment unit. The students are asked how digital media affects the way people speak. This encourages them to look at different dialects and manner of speaking.</p>		<p>the themes and ideas of the first World War. The narrator is a horse therefore we look at the ideas about how war has changed, and technology. Students are given the opportunity to research different facts about the first World War such as the horses that were used.</p>
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**Faculty of Maths**

Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Enhanced Maths Multiplication methods – students use different cultural methods for calculating multiplication.</p> <p>Enhanced Maths Dewey Decimal System Students are taught an understanding systems for cataloguing books used in libraries world-wide.</p> <p>Enhanced Maths Family Holiday Project Students plan a holiday for a family given constraints and create a leaflet to show the outcome.</p> <p>Enhanced Maths Maths Quest Books Students use a variety of maths knowledge set into different environments to enhance maths application skills.</p> <p>Reading timetables/two way tables Students learn how to read bus and</p>	<p>Converting Units Students covert between units used in different countries across the world.</p> <p>Data Collection Students develop social skills in order to collect information on a variety of different cultural events.</p> <p>Maths and Us Students use maths (especially measuring) to compare themselves and others.</p> <p>Problem solving Students collaborate, cooperate and justify with others to find the best solutions to mathematical problems.</p>	<p>Problem solving Students collaborate, cooperate and justify with others to find the best solutions to mathematical problems.</p> <p>Student Led Teaching Students teach their peers a new topic.</p>	<p>UK MT Maths Challenge Students solve real life problems.</p>

<p>train timetables and solve problems with them.</p> <p>Problem solving Students collaborate, cooperate and justify with others to find the best solutions to mathematical problems.</p>			
Faculty of Science			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Cells, tissues, organs and systems – Students look at organ transplantation in terms of life changing benefits and reasons why/why not someone would choose to be on the organ donor register.</p> <p>Muscles and bones – The importance of exercise and fitness is covered and the impact of drug use in sports.</p> <p>Ecosystems – Students look critically at the impact that humans have on other species and how we can minimise this negative effect.</p> <p>Mixtures and separation – Students investigate methods of providing safe drinking water for disadvantaged communities around the world and the impact that this can have on their lives.</p> <p>Consideration for animal rights.</p> <p>Development of scientific ideas Speciation Evolution</p>	<p>Consideration and debate about the impact scientific discoveries make on politics and vice-versa e.g. stem cell legislation.</p> <p>Making students aware of what they as individuals can do, as well as how the government has policies and laws to tackle air pollution.</p> <p>Consideration for animal rights.</p> <p>Speciation Evolution The Big Bang Theory The shape and composition of the Solar System.</p>	<p>Consideration for animal rights</p> <p>Evolution – examined in depth to look at the evidence – both organically arising in nature and simulated through scientific investigation.</p> <p>The Big Bang Theory</p> <p>The shape and composition of the Solar System Scientific advances originating in history with the context they were made in examined to further student understanding.</p>	<p>Consideration for animal rights.</p>

The Big Bang Theory The shape and composition of the Solar System			
<b>Faculty of Arts and Technology</b>			
<b>Art</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>During KS3 students look at a wide range of artists of different culture such as Aboriginal, African, Indian Art and how it has influenced European Art.</p> <p>Students look at how the wider arts link such as poetry, music, dance and visual art.</p> <p>Students are encouraged to help with drama productions and stage props and sets.</p> <p>Students are asked to take part in larger school projects such as murals and installations. These have included, the Rhino which involved parents helping their children collaboratively, murals in technology, murals around drama and PE, and a Gypsy and Romany project looking at travellers' history, this was then taken and hung in HCC building at the heart of the travellers' link community.</p>	<p>Students are asked to explore this as part of their assessment criteria for GCSE, so all projects contain exploration of cultural influence in art. This is a huge area and has hundreds of examples.</p>	<p>Students are asked to explore this as part of their assessment criteria for GCSE, so all projects contain exploration of cultural influence in art. This is a huge area and has hundreds of examples.</p> <p>Every student has evidence of this in their portfolio.</p> <p>Students are asked in both Year 12 and Year 13 to explore artists who have controversial or particular viewpoints to deliberately challenge their thoughts and ideas about how they see the world. They produce a PowerPoint on these artists in Year 12 and in Year 13 a dissertation. These themes reflect the diverse and rich culture of our students and their interest in others.</p>	<p>Students are taken to Art Galleries and sometimes residential trips such as New York, Berlin, etc.</p> <p>They are also exposed to other artists and practitioners where appropriate and consider different approaches to life and how others view the world.</p>
<b>Drama</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
At KS3 students explore characters	Students often develop their own	Texts studied often have cultural	Drama club students have explored

<p>through the use of Hot Seating, asking questions of one another in role. This makes students focus on their characters background and how this will affect their responses.</p> <p>Stimuli used in lessons comes from a range of sources, in the past this has included: an image of a family praying at a mosque, a Christmas nativity picture and music from African drumming group.</p>	<p>characters in response to a statement or social issues, they then have an in role debate regarding this. Students must work hard to make their characters responses realistic and true to the characters background.</p> <p>Year 10 War workshop explored stimuli from different wars and different sides. An in-role debate on refugees featured characters who were very religious, who had been refugees themselves, those who had a political view and those who were of a different age. This proved to be a mature and interesting debate as often students' own view points were different to those of their characters.</p> <p>Texts studied often have cultural references and terminology; these are discussed and explored in class. Students are encouraged to read around the subject in order to inform their practical work.</p>	<p>references and terminology; these are discussed and explored in class. Students are encouraged to read around the subject in order to inform their practical work.</p> <p>Study of <i>The 39 Steps</i>, explored cultural differences of the characters, particularly in dialect and lifestyle.</p> <p>Study of theatre history, particularly the work of Shakespeare, in shaping theatre of today for Unit 4 exam allows students to understand the lifestyle differences from Elizabethan England and how these ideals are reflected in modern theatre and media.</p>	<p>different stimuli related to cultural events. These have included newspaper articles and music from religious celebrations.</p>
<b>Food</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Throughout Key Stage 3, students are encouraged to use their creativity and opinions in their practical work. The majority of Food Technology lessons contain practical elements as students are assessed on their ability to prepare and cook a range of foods safely and hygienically. All students will cook</p>	<p>Students are encouraged to think about their own opinions to enhance their practical and design work in lessons. They are encouraged to begin thinking about the nutritional content of their dishes as well as the correct food hygiene procedures to prevent food illnesses.</p>		<p>Students have the opportunity to attend an after school 'Cooking Club', where they will enhance their knowledge of food outside lessons with other students.</p>

<p>sweet and savoury dishes to equip them with the skills required to eat a healthy and balanced diet after leaving school.</p> <p>Students will be developing basic skills using a wide range of healthy foods. This module aims to provide students with the knowledge of healthy eating, a balanced diet and recent government initiatives.</p> <p>All students are encouraged to follow basic recipes that allow them to express their creativity and imagination alongside developing key skills in food preparation and hygiene. Students are taught how to chop foods safely and hygienically as well as how to use equipment correctly.</p> <p>Alongside practical work, students are encouraged to develop their written work by evaluating their products, taste testing shop bought items and using technical language.</p> <p>Students will learn the basic function of ingredients and their chemical properties with a combination of practical and experimental theory lessons.</p>	<p>A strong focus on hygiene and safety prepares students for a healthy lifestyle when leaving school.</p> <p>Students will be taught about the risk of food contamination and bacteria and they are assessed on how they use these skills in practical work. The Year 9 unit of work focuses on cooking a variety of food from different cultures and different beliefs about food in the diet. Students also Look at sustainability and different farming methods</p> <p>Students are involved in preparing healthy alternative dishes. This allows students to understand a wide range of dishes with different cooking properties and nutrition, and opens up more opportunities for students to cook their own ideas for healthy and balanced meals.</p>		
<b>Film and Media Studies</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	Developing an understanding and appreciation of a wide range of cultural influences through studying a range of	Developing an understanding and appreciation of a wide range of cultural influences through studying a range of	Marlborough Podcast: Students understand the different cultural needs of the school audience in picking topics

	<p>media texts, gives students an insight into how ones culture and background can have an impact on the study of Media. Developing an understanding of how different audiences from different cultures respond to media texts plays an impact part of this process.</p> <p>Social Awareness unit. Students create a poster campaign and a TV 'spot' raising awareness of a social issue such as cyber bullying or teenage pregnancy.</p>	<p>media texts, gives students an insight into how ones culture and background can have an impact on the study of Media. Developing an understanding of how different audiences from different cultures respond to media texts plays an impact part of this process.</p> <p>FILM- AS Film students study British culture in film and an understanding of 'Britishness' and British values.</p> <p>A2 Students study 'Women in China' and how development of women's rights and depiction on film differs from the UK.</p>	<p>and articles.</p>
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<b>Music</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Have respect for a diversity of music through studying different styles of music.</p> <p>Understand the different musical heritages of the music they perform and listen to.</p> <p>Understand different jobs and roles within the music industry.</p> <p>Have the opportunity to go to the theatre or a concert.</p> <p>Have an appreciation of a wide variety of music from around the world and the UK.</p>	<p>Have respect for a diversity of music through studying different styles of music.</p> <p>Understand the different musical heritages of the music they perform and listen to.</p> <p>Understand different jobs and roles within the music industry.</p> <p>Have the opportunity to go to the theatre or a concert.</p> <p>Have an appreciation of a wide variety of music from around the world and the UK.</p>		<p>Have respect for a diversity of music through studying different styles of music</p> <p>Understand the different musical heritages of the music they perform and listen to</p> <p>Understand different jobs and roles within the music industry</p> <p>Have the opportunity to go to the theatre or a concert</p> <p>Have an appreciation of a wide variety of music from around the world and</p>

			the UK.
<b>Textiles</b>			
<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>	<b>Enrichment</b>
Students are encouraged to look at methods of fabric decoration from a variety of cultural backgrounds and a project in Year 7 focuses on India and the Aboriginal culture of Australia. Students look at different faith celebrations such as Diwali and at different beliefs such as the aboriginal dreamtime. They use these as a starting point for their design brief and develop their design ideas by researching the history behind these celebrations and beliefs. Students compare similarities and differences between how things were made in the past and how they are made today.	Students learn about a variety of methods of fabric decoration from across the globe and how to apply these techniques to fabric products. The various projects completed during KS4 looks at a range of decorative techniques including embroidery, applique, quilting, beading, various painting and printing techniques, patchwork and pleating. Students research each technique and its cultural background to help in their understanding of the wide range of cultural influences that have shaped their own heritage and the work of present day designers. During an interiors project students investigate particular cultures from around the world and have the opportunity to use this research as the basis of their design work.		Investigate and practice further cultural embellishment techniques.  Investigate further cultures and/or particular designers who use different cultures as part of their design influence.
<b>DT Resistant Materials</b>			
<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Key Stage 5</b>	<b>Enrichment</b>
Students in RM are made aware of cultural influences in the design of products (they are shown products from other cultures and gain an appreciation of the skill of making them e.g. African face masks, musical instruments and ethnic wood carved artefacts)	Students in RM are made aware of cultural influences in the design of products (they are shown products from other cultures and gain an appreciation of the skill of making them e.g. African face masks, musical instruments and ethnic wood carved artefacts)	Students in RM are made aware of cultural influences in the design of products (they are shown products from other cultures and gain an appreciation of the skill of making them e.g. African face masks, musical instruments and ethnic wood carved artefacts)	

Students study the work of influential designers and examine how they make design decisions based on social, cultural and moral issues.	Students study the work of influential designers and examine how they make design decisions based on social, cultural and moral issues.	Students study the work of influential designers and examine how they make design decisions based on social, cultural and moral issues.	
<b>Faculty of PE</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
Sports are included on the curriculum that have significant cultural influence in other parts of the world (New Zealand – rugby, SE Asia – badminton, cricket – West Indies) and are discussed in terms of their impact.  Participation in sporting opportunities is ingrained throughout the curriculum	Sports are included on the curriculum that have significant cultural influence in other parts of the world (New Zealand – rugby, SE Asia – badminton, cricket – West Indies) and are discussed in terms of their impact.  Participation in sporting opportunities is ingrained throughout the curriculum	Sports are included on the curriculum that have significant cultural influence in other parts of the world (New Zealand – rugby, SE Asia – badminton, cricket – West Indies) and are discussed in terms of their impact.  Participation in sporting opportunities is ingrained throughout the curriculum	
<b>Faculty of Business Studies</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
			Year 12 Young Enterprise Students are given the opportunity to set up and run their own business from the start. This includes setting up a bank account, registering the business, designing and creating products and advertising. Students set up and run business meetings which naturally lead to cooperating and resolving conflict.
<b>Faculty of Humanities</b>			
<b>Classics</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
	Students examine a breadth of Roman and Greek culture. Such as the following: gods, temples, myth and sacrifice.	Students examine a breadth of Roman, Greek and Persian culture.  They examine the laws and beliefs of the Greeks, Romans and Persians.	Trip to Rome and Pompeii KS4:  To understand how we have drawn conclusions about Roman culture.



	<p>Entertainment: Coliseum (gladiatorial battles, executions, hunts, animal shows and navy re-enactments), Circus Maximus (animal hunts, teams, charioteers, horses, curses etc.), theatre (comedy and tragedy), storytelling, role of the bard, drinking games, dinner parties, gambling and exotics</p> <p>Family life: The role of the paterfamilia, matron, household slaves, country slaves and children. Family prestige. Men, women and their different roles.</p> <p>Government: Laws, elections, graffiti, power and emperors.</p> <p>Buildings and archaeological evidence: pottery, writings, graffiti, casts, remains, interpretations – changing analysts, Giuseppe Fiorelli</p>	<p>They examine at length the differences between cultures and compare to modern British culture.</p> <p>Students are encouraged to explore the depths of ancient cultures to find the stems of today's culture.</p> <p>Roman, Greek and Persian myth are core to the structure the majority of their modules, therefore the examination and evaluation of Greek, Roman and Persian culture is vital to their understanding and doing well in their exams.</p>	<p>Exploring ancient cities as group and as smaller groups. – The Roman Forum, Coliseum, Circus Maximus etc.</p> <p>To fully comprehend what they have seen in lessons to a full scale town.</p> <p>Trip to the British Museum KS5:</p> <p>To understand how we have drawn conclusions about Roman, Greek and Persian culture.</p> <p>Looking at coins, statues, temples etc.</p>
<b>Geography</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
<p>Kevin McCloud: Slumming it up! A look at socio-economic groups in India's largest slum.</p> <p>Development: The factors that contribute to the development of countries</p> <p>Ecosystems: Tropical Rainforest tribes</p>	<p>The Development Gap</p> <p>Laos: Using Tourism to Develop</p> <p>Tourism: socio-economic benefits and problems created from tourism in different countries</p>	<p>Unit 3: Superpower Geographies – impacts of communism and capitalism on the world.</p> <p>Unit 1: Going Global – impacts of colonialism and countries.</p> <p>Unit 2; Geographical Investigations – rebranding of areas through</p>	<p>Fieldwork trip to Walton on the Naze.</p> <p>Rebranding Places fieldwork</p>

The Rise of China – a look at the culture of China and different socio-economic groups.		investigating their past and what the needs of areas are.	
<b>History and Politics</b>			
Key Stage 3	Key Stage 4	Key Stage 5	Enrichment
How society has changed How technology changed peoples' lives during the industrial revolution. Medieval village life. King against Parliament Britain at war Elizabethan poor Slave Trade Impact of the Black Death. Increase in the franchise in 19th century Britain.	Migration to the USA – 'melting pot'. How technology changed peoples' lives in the USA during the 1920s.		