

Marple Hall School

Our Overarching Intention - “The Why”

We believe that, without exception, our students have individual talents and abilities and we are committed to providing a curriculum which is broad, rich and balanced in order to meet the needs of all. Our curriculum is well planned and progressive and seeks to build on the prior knowledge of students, make links and develop their understanding in all areas of their learning whilst addressing any knowledge gaps students may join us with, given the wide range of different starting points our students have. It is our intent that students will build their knowledge, skills and understanding through the study of an ambitious, knowledge rich curriculum. Our curriculum has our students and their needs at the heart of it, so that all students leave Marple Hall with the knowledge, skills and confidence to thrive in a challenging and ever-changing world.

We are very proud of the fact that students follow an English Baccalaureate (EBacc) curriculum to GCSE. For many years we have promoted an ‘early entry’ languages strategy which enables the majority of our students to have achieved a GCSE in French or Spanish by the end of Year 9. We passionately believe in the importance of language acquisition from an early age and our unique curriculum means that students gain confidence from the experience, starting their Year 10 curriculum knowing what it takes to be successful. Alongside promoting the EBacc we place equally high value on the contribution that creative, vocational and technical learning areas also make to every child’s development and our approach is for every student to follow their own pathway, based on strong careers advice and high aspiration for all learners.

We feel strongly that it is our moral responsibility to offer our students opportunities beyond the traditional classroom curriculum and see that whilst we are building knowledge in lessons it is of equal importance to build cultural capital and a character for learning. Through our offer, our intent is to structure a wealth of opportunities into our wider curriculum to enrich our students’ experience and enjoyment of school and to generate opportunities for students to accrue the cultural capital that they’ll need to be successful. There are a wide range of enrichment activities and events that cater for a variety of student interests and ensure equality of opportunity.

We believe it is absolutely critical that we ensure that all of our students become confident, fluent readers in order to enable them to access the curriculum fully and increase their chances of success later in life. All students at Marple Hall School are encouraged to read for pleasure through various different activities. Teaching and learning, throughout the curriculum, will provide the opportunity to explicitly teach reading and vocabulary skills and actively develop students’ oracy and writing skills.

Through a proactive and reactive approach to personal, social, health and economic education students learn about their wider world and discuss it confidently. As a result of our curriculum, students leave Marple Hall School well prepared for life in modern Britain and with a good understanding of British Values, in particular, those of tolerance, respect and democracy. It is our intention that students are empowered through our rich, broad and balanced curriculum to make ambitious choices at Post-16 and to unlock a successful future regardless of their starting point or background and support is in place for all students in this process.

Our Overarching Implementation - “The How”

Each subject area implements their curriculum through an approach specific to their specialist subject needs as defined by our own subject leaders following extensive subject-specific curricular research. Subject knowledge development is an integral part of our curriculum implementation, with dedicated weekly collaboration sessions between subject experts being well embedded across the school.

We ensure that all teachers are focused on building the knowledge, skills and understanding of our students through our ‘signature strategies’ approach to teaching and learning: **Climate, Pedagogy, Reading and Feedback.**

Climate

Routines and consistency are crucial. At the beginning of every lesson, students are welcomed at the classroom door and know that all staff have the highest expectations of them. All staff are focused on building strong, positive relationships with students using a calm, consistent and fair approach. A culture of praise is nurtured and rewards are used to praise and motivate students. Our Marple Hall Way and Faculty Protocols documents further summarise our whole-school approach to our behaviour for learning climate.

Pedagogy

During this stage of implementation teachers investigate students’ prior learning to help them identify the knowledge students will need to learn to be successful in this learning stage whilst explaining how the new learning links with the ‘bigger picture’. Next, teachers guide students through providing examples, thinking aloud and modelling steps. Many opportunities to practice along the way are provided with the aim of preparing students for independent practice. Retrieval practice is well embedded across the whole curriculum, enabling more responsive teaching.

Reading

All teachers are teachers of literacy. Literacy plays an integral role in learning, providing the foundation for the entire curriculum. As such, all staff recognise and share the responsibility for promoting literacy within their own subject area and across the school. Our main reading approach is: teacher-led whole class reading. We teach, model and scaffold academic reading so that students become strategic and knowledgeable readers. The teacher reads with the appropriate degree of fluency [pace, expression, stress and intonation]. Alongside this, explanations and questions are interspersed during reading to monitor comprehension and clarification of key vocabulary is provided.

Feedback

During this stage teachers regularly check students’ understanding systematically posing a large number of purposeful questions to: ignite curiosity; check what students know; and identify misconceptions, reteaching material as necessary. Teachers skilfully use a variety of formative assessment strategies most suited to their subject domain [or a specific topic or unit], with the key aim of providing students with feedback about the progress they have made thus far and about what they need to do next to make further progress.

Impact - “The What”

We believe that it is important to look at how the curriculum has had an impact on everyone we teach, regardless of their starting point. The impact of each topic or unit is monitored by our faculty and subject leaders who check student outcomes against the intended impact outlined in their topic/unit plans. In addition, regular subject specific curriculum development conversations are built into weekly collaborative ‘Planning Time’ sessions.

We track the progress and attainment of our students through regular and timely assessments. Teachers identify what students know, can do and understand. Our use of appropriate subject specific approaches such as personalised learning checklists and question level analysis ensures that, when required, intervention can be targeted at precise and specific knowledge gaps to ensure that all students achieve their potential.

The Quality Assurance (QA) process is a constant, ongoing process which checks the impact of the curriculum through a wide range of activities to enable all aspects of learning to be evaluated. Subject Leaders regularly QA their own curriculum areas to ensure the intent of the curriculum matches or exceeds the National Curriculum and is implemented correctly by every teacher in all classrooms. The subject specific ‘Signature Strategies’ are a key part of the Middle Leader QA process, regularly checked and revised to enable the intent of the curriculum to be fully achieved through consistent implementation.

At Senior Leader level, QA of all curriculum areas occurs twice per year through systematic Curriculum Reviews. Curriculum conversations are an integral part of the review process with discussions held between senior leaders, subject leaders, teachers and students. During a Curriculum Review, senior leaders and subject leaders work together to confirm whether the intent of the curriculum is appropriately ambitious and challenging, sequenced coherently and understood by all teachers involved in its delivery. How the curriculum is structured so that students remember, long-term, crucial content needed for subsequent learning is probed and checked through discussions and work scrutiny.

The purpose of education is not just about examination success but to genuinely prepare students for the next stage of their education, employment and lives. It is key for us that our students leave Marple Hall School with the emotional and intellectual literacy to be effective and active global citizens who have qualifications which give them choices alongside a desire to be life-long learners. As well as evaluating the effectiveness of our curriculum planning and teaching at subject level, we also consider students’ wider educational development within our curriculum quality assurance processes.

Art

'Creativity takes courage.' [Henri Matisse]

Students will develop independent thinking skills through exploring their creativity, preparing them for an art enriched future.

CURRICULUM INTENT

Students will develop a wide variety of skills including drawing, designing and painting, use of colour, printing, mixed media, sculpture and contextual research. Experimentation and risk taking is encouraged throughout to aid the development of creativity and independence. Students will be introduced to a broad range of artists in order to develop critical understanding which will inspire and encourage personal response. Students will be offered a supportive yet challenging curriculum to prepare them for an art enriched future.

CURRICULUM IMPLEMENTATION

- Year 7 students will be taught a solid foundation of the basic knowledge, skills and techniques in order to give them the confidence needed to develop their work independently. They will be encouraged to make strong critical decisions when working with a wide range of materials. Students will work on drawing skills in the first term followed by colour and painting skills in the second term, in the third term students will work with other arts and crafts materials such as clay and printing giving students a broad experience of art and design using a wide range of materials.
- Year 8 students will build upon the knowledge taught in year 7 to increase their proficiency in the handling of different materials and will begin to look more closely at different artists and art movements as starting points for their own work. Students will be given opportunities to take risks with their work and experiment with ideas and a wide range of materials.
- The focus throughout Year 9 will be on teaching students the importance of process when developing independent outcomes. This will build on their confidence with an experimental approach. Students will work on 3 different themes, Identity, Graphics and Cultures using various materials such as clay, drawing and painting and 3D work. Each theme will be open ended in order to give students the opportunity to develop their own ideas.
- GCSE students will refine their knowledge, understanding and skills and study a selection of artist's work as stimulus dependent on our external exam brief, all of which draw upon the rich knowledge acquired throughout Key stage 3.

Computing

'The biggest risk is not taking any risk... In a world that is changing really quickly, the only strategy that is guaranteed to fail is not taking risks.' [Mark Zuckerberg]

Our computing curriculum is ambitious and knowledge rich. Our students will go on to become independent digital citizens, embracing the evolving technological world confidently as innovators, risk takers and creators.

CURRICULUM INTENT

Studying Computing at Marple Hall equips students to be active confident users of technology. We deliver all projects on a spiral/iterative curriculum that includes the key concepts: Computer Science, ICT and Digital Literacy.

Projects are structured and revisited to provide an insight into the world of the key concepts, encouraging resilience, curiosity, spark and innovation as students learn through their mistakes and become experts in their own specialism.

Prior knowledge is built upon a range of computer based practical tasks, which are intertwined by skilfully delivered theoretical knowledge. The knowledge rich curriculum will allow students to progress into Computer Science, ICT or Enterprise and Marketing at KS4.

CURRICULUM IMPLEMENTATION

The KS3 Computing curriculum is delivered through a **spiral/iterative curriculum** where the key concepts are revisited every year through KS3.

We have two lessons across the fortnight and all lessons are underpinned by our faculty wide Signature Strategies and supported by our departmental 'non-negotiables'.

We plan our curriculum backwards starting with Year 9 as these projects include the key skills and concepts we want students to know. Year 7 is planned by teaching the fundamentals and having strong links with Year 6 schools in order to fill in any gaps.

All of our knowledge rich projects include the key concepts of Digital Literacy, Computer Science and ICT to prepare students for the future.

Our implementation is focussed on the learning and skills developed with necessary assessment points.

Drama

"We must all do theatre to find out who we are, and discover who we could become." [Augusto Boal]

Drama aims to inspire and motivate pupils to develop confidence and personal growth through self-expression.

CURRICULUM INTENT

The drama curriculum aims to develop self-confidence, cultural capital, and understanding of the world in which we live. Students learn how to work collaboratively to produce a variety of performance that challenges their existing ideologies, opinions and beliefs. The overarching aim of the drama curriculum is to provide a safe space for learners to experiment and take risks in order to develop well-rounded, caring, empathetic and happy individuals who have the confidence to speak eloquently and present themselves with pride and passion to the world.

CURRICULUM IMPLEMENTATION

The drama curriculum has been developed to ensure that all our curriculum intent is fulfilled in full and students are fully prepared for the future.

Pupils will learn how to:

- Develop and refine of vocal and physical skills
- Use characterisation in role
- Use staging, proxemics and use of blocking/stage direction
- Develop skills which are needed to work with a text.
- Develop understanding of character and point of view and subtext.
- Understand how dramatic medium and strategies can be used to create drama form and communicate meaning.
- Learn the process of devising a performance based on a given stimuli.
- Develop an understanding of historical and current theatre practitioners and the influence they have on theatre.

These skills and techniques will be taught through a variety of units/themes/topics such as:

Year 7 - Scripted Performance, Creating Theatre for Children and Shakespeare.

Year 8 - Scripted Performance, Comedy, and Theatre in Education.

Year 9 - Scripted Performance, Vocational workshops and Political Theatre.

English

Marple Hall School English Department is committed to inspiring a life-long love of reading and writing amongst its students through a thought-provoking and knowledge-rich curriculum.

CURRICULUM INTENT

- Students will be taught how to unlock the power of the written and spoken word so that they become expert and creative users of language.
- Students will be taught the strong foundations of grammar, punctuation and spelling so that they can communicate with confidence and accuracy.
- Students will read seminal literary texts, and learn about some of the greatest characters ever created in the English language.
- Students will understand that all texts have a message and that these messages are both context-specific and timeless.

Our Curriculum Intent is underpinned by a series of Intent Statements for the three areas of Narrative Writing, Argument Writing, and English Literature.

CURRICULUM IMPLEMENTATION

To deliver our Curriculum Intent, students follow an innovative narrative across KS3:

Year 7: Character - Villains

Our Year 7 Literature and Language curriculum focuses on **character**. In Literature, we look at how **villains** are presented in a range of seminal texts: 'Oliver Twist', 'The Tempest', and 'Frankenstein'. In Language, students write a description of a villain and write and deliver a speech in which they argue what should be done with people who do bad things. Fortnightly Hub lessons focus on famous villains, both fictional and real, in an anthology of texts.

Year 8: Places – Nightmare Worlds

Our Year 8 Literature and Language curriculum focuses on **places**, looking at how and why writers create dystopian or **nightmare worlds**. In Literature, students read 'The Giver', 'Animal Farm' and a selection of poetry. In Language, students write a description of a dystopian setting and write and deliver a speech in which they consider whether we are currently living in a dystopian society. Fortnightly Hub lessons focus on fictional dystopia in an anthology of texts.

Year 9: Theme – Love and relationships

Our Year 9 Literature and Language curriculum takes a **thematic** approach, exploring how **love and relationships** are presented in a range of texts. Students read 'Of Mice and Men', 'Romeo and Juliet' and poetry which explores parent-child relationships. They write a short story about a transformation and deliver a TED talk as part of the GCSE Spoken Language endorsement.

The delivery of our Curriculum Intent relies on high-quality, challenging and engaging lessons delivered by an expert Team.

Geography

'The whole of life is coming to terms with yourself and the natural world. Why are you here? How do you fit in? What's it all about?' [Sir David Attenborough]

Geography students are ambitious independent thinkers, with a curiosity that leads them to challenge their understanding of the world.

CURRICULUM INTENT

Our curriculum intent in Geography is an understanding of the connection between people, places and processes and having the skills to analyse, evaluate and formulate opinions on local and global challenges.

CURRICULUM IMPLEMENTATION

Our curriculum is a journey of exploration of the interdependence between the human and physical world. Our students exhibit the knowledge of an ever-changing planet which sparks their curiosity and desire to seek solutions to overcome contemporary and future challenges.

The KS3 Geography curriculum has been designed to challenge students at all stages from the moment they start Year 7; taking them on a journey that will prepare them for the future. Through the study of a range of human and physical topics, students have the opportunity to become experts in key geographical skills, including map, numeracy and literacy skills. Students will learn how to describe distributions, explain geographical processes and consequences and evaluate and make judgements on geographical issues.

Students start Year 7 with the topic 'Our Amazing World' which has been designed to introduce key geographical themes and issues that will allow them to build strong foundations in the subject. We then move on to look at River Landscapes and World Biomes with a focus on Rainforests. At the end of year 7 students we will explore the wildfire hazard, allowing students to critically evaluate the human and physical causes. While in Year 8 we will continue to build on this knowledge and these skills through the topics Tectonic Hazards, Urban Challenges, and Coastal Landscapes. Towards the end of year 8 students will study The Geography of Conflict with a case study focus on the country of Afghanistan.

Year 9 has been designed to build on the skills and knowledge from Year 7 and Year 8. Students will start the year by studying the topic 'Seven Worlds, One Planet' where we visit each continent to investigate unique landscapes and the challenges that exist within them. Following this we focus on the key question 'Are we set for a sustainable future' which we study through the topics 'Why is there a development gap?' and 'Are there enough resources to go around?'. Through these topics we are able to ensure the level of challenge is appropriately increased whilst also giving students essential knowledge about the future of the world we live in.

HISTORY

'We are not makers of history. We are made by history.' [Martin Luther King]

Passionate, knowledgeable and inquisitive learners, who throughout their journey garner a love of history that goes beyond the classroom.

CURRICULUM INTENT

Studying History at Marple Hall gives our students a clear understanding of the history of Britain and beyond. Our rigorous and carefully chosen curriculum is designed to enable our students to have a greater insight into the world in which they live, through studying what has come before and examining how the past continues to shape our future. History provides students with a knowledge of relationships, conflict and human behaviour, as well as the diversity of society. We provide a broad diet of social, political, economic, gender and military history, to enable our students to have a well-rounded view of the world. Skills are a key facet of History which enable students to learn to analyse sources and interpretations, develop their understanding of chronology; of change and continuity; of causes and consequence; and of significance. It is through these that students are not only able to comprehend the past, they are also able to add context to the present.

CURRICULUM IMPLEMENTATION

Year 7 begin their journey with a unit on the history of Manchester – from the Romans to the present day. As well as learning the history of the city, this topic builds on students learning at KS2, looking at key historical concepts and skills, and focusing on improving their understanding of chronology. Following this, students are transported far back in time to Neolithic Britain, where they examine the sources we have for finding out what life was like. The next component of our Year 7 curriculum looks at Angles, Saxons, Vikings and Normans, building up to a focus on 1066 and the Battle of Hastings. Subsequently, students follow a thematic study starting with William the Conqueror, looking at a series of Kings and the struggle they have had to control England. After this, students will head to 14th century Africa to study the Mali Empire ruled by Mansa Musa. Finally, students cross the Atlantic Ocean to learn about the Aztecs.

Year 8 sees students looking at Tudor England, with a key focus on examining how diverse society was in the 16th century. This is then followed by an analysis of the reign of Elizabeth I and how well she ruled England. Next students study the same time period, but head to India to learn about the Mughal Empire. The next unit is a comparison of the events that led to the executions of Charles I and Louis XVI – the French Revolution and the English Civil War. The next part of the Year 8 curriculum looks at the impact of the British Empire, with the final topic then being the Transatlantic Slave Trade, and how it connects to the Industrial Revolution.

Year 9 is where the curriculum focuses wholly on the 20th century, starting with the Votes for Women campaigns of the 1900s, before then moving on to World War One. Students then assess how 'roaring' the 1920s were in the USA, before moving on to examine antisemitism in Nazi Germany, and study the Holocaust through the My Voice project (testimonies of Holocaust survivors based in Greater Manchester). The final unit of the KS3 curriculum sees students analysing how far Britain changed in the 1960s.

Languages

'A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language.' [Noam Chomsky]

'Those who know nothing of foreign languages know nothing of their own.' [Goethe]

Inquisitive, independent and motivated linguists who are confident communicators and celebrate world diversity.

CURRICULUM INTENT

The overarching aims for our students are **to communicate clearly and confidently** and to have **a broad cultural awareness** in our multilingual and multicultural world.

The focus of the MFL curriculum is heavily directed to the development of students' communication skills, self-efficacy, a strong and durable retention of language, independence, and autonomy.

Through an emphasis on the three pillars of progression – phonology, vocabulary and grammar, students will gain a strong knowledge to enable them to converse confidently and reinforce many literacy skills from their first language. They will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a variety of contexts across all four language skills. Students will become resilient and competent linguists who are open-minded and versatile communicators.

In addition, students will have a curiosity and fascination in discovering the world and its people, as well as having an interest to deepen their understanding of different cultures and societies.

CURRICULUM IMPLEMENTATION

- Focus on **listening and speaking skills** at the start of every unit of work.
- **Sentence builders** central to all lessons, enabling students to build accurate sentences.
- Extensive **drilling of chunks** of language through meaningful games and speaking activities.
- Regular **'pop up'** grammar awareness on the first stages and then **explicit explanation of grammar** once students have learnt the chunks.
- Use of texts that are **90-95% comprehensible** flooded with chunks of language in order to build fluency and to avoid cognitive overload.
- Do lots of **highly structured** controlled writing tasks.
- Systematic **retrieval** of knowledge to produce deep and durable learning.

The KS3 curriculum is based on the following communicative functions so that students can communicate in a wide range of real-life situations:

- | | |
|---|---|
| 1. Describe people, places, and things | 7. Recount a past event |
| 2. Say what I and others do regularly | 8. Compare people and things |
| 3. Express likes, dislikes, and preferences | 9. Say what I and others have and do not have |
| 4. Give opinions and justify them | 10. Express a future intention or plan |
| 5. Indicate location | 11. Express feelings and emotions |
| 6. Ask questions | |

Students will study four topic areas in KS3 over the course of three terms. The scheme of work in Year 7 has been designed so that students make sustained progress in all four skill areas in order to provide them with a strong foundation and to cope with the demands of the GCSE course, which they will start in Year 8.

In KS4 students complete the GCSE in MFL throughout Year 8 and Year 9. We follow the AQA course and therefore our Scheme of work reflects this. Throughout the GCSE course, students will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practised and retrieved so that students are confident communicators in a variety of contexts across all four language skills.

Mathematics

'The definition of a good mathematical problem is the mathematics it generates rather than the problem itself.' [Andrew Wiles]

Happy, knowledgeable, problem solving learners who thrive throughout their mathematical journey and are determined to exceed their potential.

CURRICULUM INTENT

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Knowledge rich and mathematically literate pupils should make coherent connections across different ideas to develop fluency, reasoning skills and a competence in solving increasingly complex problems.

Our mathematics curriculum seeks to establish a high level of challenge, interleave topics and sequence lessons so that in each year students will study topics to a greater depth with the aim of building mastery and fluency. The curriculum provides opportunities for students to reason mathematically, make deductions and inferences and draw conclusions.

CURRICULUM IMPLEMENTATION

The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across different mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems through the overarching areas of:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Statistics and Probability

At all levels, students are provided with opportunities to behave mathematically and become independent learners. The emphasis is on empowering students to notice, make connections, explain, justify, conjecture, and prove. Throughout the students' journey misconceptions and gaps in knowledge are identified through assessments and are used as a powerful tool to inform future teaching.

Music

“Music is both a practical and academic subject. Musical learning is about thinking and acting musically. This means that music lessons should be about learning in and through music, not solely about music. Music lessons in school should be focused on developing imagination and creativity, building up pupils’ knowledge, skills and understanding.”

[Professor Martin Faultley]

Our practical and engaging Music Curriculum ensures skills development, while enabling every child to communicate through music and acquire the confidence to be independent and resilient Musicians.

CURRICULUM INTENT

Music at Key Stage 3 continues the journey towards building a universal foundation of musical understanding. The music curriculum at Marple Hall is built around three main strands: **Performing, Composing, and Critical Engagement**. The three strands of musical learning at KS3 develop with increasing challenge as pupils progress through Year 7 to 9. Year 7 Acquire, Year 8 Develop and Extended, Year 9 Refine. Skills develop incrementally over time. Pupils undoubtedly develop cultural capital, social skills and perseverance to become well-rounded individuals when studying Music.

CURRICULUM IMPLEMENTATION

- Across Key Stage 3 Music, pupils experience practical Music-making through instrumental band skills, keyboard performance and Music technology in our Mac Suite.
- Through these different practical experiences, we explore different genres and cultural traditions throughout history from Baroque to Modern 21st Century Music.
- The practical aspect of our Music lessons are underpinned with theoretical knowledge of musical notation, subject specific keywords, critical engagement and reflection.
- The areas of study are balanced, reviewing and developing skills in a way which ensures rigour and progress in the areas of Performing, Composing, Listening and Critical Engagement.
- Pupils get a balance of ensemble and solo work throughout the academic year.
- At Key Stage 4 pupils can opt for AQA GCSE Music or the BTEC Technical Award in Music Practice.
- Key Stage 4 builds on work from Key Stage 3, going into more depth when examining different genres of Music, and Music theory.
- A strong and sustainable music curriculum should lead seamlessly to inclusive extra and extended curricular music making and this is something the department endeavours to do.
- The department is supported by six visiting specialist peripatetic teaching staff who deliver instrumental and vocal lessons.

Personal, Social, Health and Economic Education (PSHEE)

Nothing in life is to be feared. It is only to be understood. Now is the time to understand more so that may fear less" [Marie Curie]

Through proactive and reactive PSHEE sessions, students learn about their wider world and develop the ability to discuss it confidently.

CURRICULUM INTENT

Personal, Social, Health and Economic Education (PSHEE) is a subject through which pupils develop the knowledge, skills and attributes they 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. PSHEE also helps pupils to achieve their academic potential.

CURRICULUM IMPLEMENTATION

At **Key Stage 3**, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHEE acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At **Key Stage 4**, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHEE reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Its delivery is based around three core themes:

- 1) **Health and Wellbeing**
- 2) **Relationships**
- 3) **Living in the wider world.**

Under core theme 1, students will cover self-concept, mental health and wellbeing, healthy lifestyles (KS3) /health-related decisions (KS4), drugs, alcohol and tobacco, managing risk and personal safety and puberty and sexual health (KS3) / sexual health and fertility (KS4).

Under core theme 2, students will cover positive relationships, relationship values, forming and maintaining respectful relationships, consent, contraception and parenthood, bullying, abuse and discrimination and social influences.

Finally, under core theme 3, students will cover learning skills, choices and pathways, work and career employment rights and responsibilities, financial choices, media literacy and digital resilience.

Philosophy

“Irrespective of whether we are believers or agnostics, whether we believe in God or karma, moral ethics is a code everyone is able to pursue.” [Dalai Lama]

By evaluating religious, ethical and philosophical worldviews, pupils can explore their own beliefs whilst gaining understanding, empathy and respect for others.

CURRICULUM INTENT

The Philosophy curriculum journey is intended to support pupils in all aspects of their lives so they grow to be well-rounded human beings. Learning about religious, spiritual, ethical, secular and philosophical world-views, along with gaining knowledge and awareness of human rights, is an essential part of belonging to a harmonious multi-cultural society. By promoting positive attitudes around personal development our students can explore their own identity and find meaning and purpose around their own beliefs, values and commitments. They can ignite a sense of curiosity and wonder for the ultimate questions of human existence. They will follow mysterious and profound lines of thinking through, to see where they lead. With an emphasis on social and moral development, we inspire students to take on the challenges of a continually changing modern world: to become proactive and empathetic local, national and global citizens. We are also helping our students achieve their academic potential by promoting the higher order thinking skills of critical analysis around a comprehensive appraisal of evidence. To be able to contextualise worldviews in terms of history, culture and society – and synthesise their research with other related disciplines: sociology, psychology and philosophy etc. – pupils can show originality and flair – and a mature, respectful and balanced outlook when taking on the most complex moral-dilemmas of our times. They will develop essential attitudes and skills for life.

CURRICULUM IMPLEMENTATION

Philosophy contributes dynamically to young people’s education in schools by:

- Looking at the historical and ongoing impact, both good & bad, of the world’s major religious traditions: namely The Abrahamic and Dharmic traditions.
- Provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- Recognising the diversity which exists within and between communities and individuals.
- Learning to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Enquiring into what enables different communities to live together respectfully for the wellbeing of all.
- Helping students’ articulate opinions, beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.
- Promoting British values of tolerance, respect, democracy, the rule of law and individual liberty – alongside the Marple Hall Spirit: determination, honesty, readiness, respect and spark.
- Tackling the most relevant and contemporary social issues such as: mental-health and emotional wellbeing, human rights, sustainable development, extremism and conflict resolution, gender socialisation, medical ethics, prejudice & discrimination etc. – whilst continually building on key knowledge, skills, values and attitudes.

SCIENCE

'Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.'
[Marie Curie]

Curious learners with the determination to investigate, question and analyse. They seek meaning and understanding of the world around them.

CURRICULUM INTENT

Powerful knowledge in science allows pupils to build up a body of key scientific knowledge and concepts. Pupils explore the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

CURRICULUM IMPLEMENTATION

Students are introduced to science at Marple Hall through the big ideas of cells, particles and energy and explore these in more detail through a series of topics that cover a broad range of knowledge. Knowledge is developed over time and links are made between new concepts and prior learning. Students become adept at applying their knowledge to unfamiliar contexts and using models to interpret the world around them.

For learners as individuals, their science education will help them to develop the understanding, powers of reasoning and attitudes that enable them to lead physically and emotionally healthy and rewarding lives. They will be able to develop ideas about the relationship between science, technology, society and the environment.

Science at Marple Hall covers the National Curriculum and beyond and allows students to experience a broad range of disciplines within science. There is a focus on practical science where scientific enquiry, procedure and techniques are explored. Developing student's scientific literacy means that students practice reading, writing and speaking like a scientist. Science lessons will always check prior knowledge, have well-structured explanations by expert teachers, offer opportunities for practice and check understanding through feedback.

Sport and Social Studies

"It's not whether you get knocked down, it's whether you get up." [Vince Lombardi]

Develop confident, self-motivated, healthy individuals who resiliently and relentlessly seek to excel physically, socially & mentally.

CURRICULUM INTENT

At Marple Hall School, we recognise the importance of PE and the role it has to play in promoting long term healthy lifestyles.

In the Marple Hall School PE department we use the 5 'P's as our curriculum intent:

1. Promote healthy active lifestyles and a lifelong involvement in physical activity.
2. Promote physical activity to improve Physical, social and mental health.
3. Provide opportunities to develop their Physical Me in PE – being active in a wide range of sports.
4. Provide opportunities to develop their Social Me in PE – leadership, umpiring and personal organisational skills.
5. Provide opportunities to develop their Thinking Me in PE – improving their literacy in PE and knowledge of the bones and muscles used in sport.

The intent of our PE curriculum is to develop pupil progress in 3 key areas of our **Me in PE** model.

Physical Me - Provide all students with high quality PE and sport provision across a range of sports.

Social Me - Develop leadership, organisation, teamwork skills and umpiring skills as well as personal attributes such as resilience.

Thinking Me - Develop deeper understanding of theory aspects of how the body works in sport. How skills are learnt and providing opportunities of challenge to show they can be improved.

CURRICULUM IMPLEMENTATION

- Embeds 4 key 'Fundamental skills' within a range of sports at Year 7
 - Progresses in Year 8 to 'Application of skills in a competition'
- Allows the exploration of 'Outwitting opponents with tactical ideas' at Year 9
- Offers several pathways at Key Stage 4 to ensure variety and opportunity
 - Promotes health and well-being and a lifelong love of physical activity
 - Allows for further opportunity in a variety of extra-curricular settings

Technology

“Creativity is allowing yourself to make mistakes. Design is knowing which ones to keep” [Scott Adams]

To equip students to be ready for a different type of future, one which creates culture, shapes values and determines the story tellers and innovators they can aspire to be.

CURRICULUM INTENT

Studying Technology at Marple Hall equips students with a curiosity and knowledge of the ever-changing society we live in.

Projects are structured and revisited to provide an insight into the world of design and how morals, culture, ethos and issues of sustainability underpin every day and future life. The key concepts of the Technology curriculum are planned and delivered through ever-evolving knowledge rich projects. This results in our learners being ambitious, curious innovators in their own specialism.

Prior knowledge is built upon through a range of project-based practical tasks, which are supported by skilfully delivered theoretical lessons. This knowledge rich curriculum increases the student's cultural capital and provides an effective curriculum that is accessible to all.

CURRICULUM IMPLEMENTATION

The KS3 Technology curriculum is delivered through a **spiral/iterative curriculum** where the key concepts are revisited every year through KS3.

We have four distinct specialisms in KS3 Technology: Food Studies, Fashion & Textiles, Product and Graphic Design with a KS4 option available for students to further deepen their understanding.

We have two lessons across the fortnight and all lessons are underpinned by our faculty wide Signature Strategies and supported by our departmental 'non-negotiables'.

We plan our curriculum backwards starting with Year 9 as these projects include the key concepts and skills we want students to know. We then plan Year 7 by teaching the fundamentals of design principles and food hygiene/basic food preparation skills.

All of our knowledge rich projects include our key concepts: research/knife skills, design/plan, make and evaluate to prepare students for the future.

Our implementation is focussed on the learning and skills developed and not the practical outcome with necessary assessment points.