Art	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• All PPTs are carefully prepared with clear expectations of what the student should achieve. Bullet points are read out at the beginning of each lesson and images on the slides support the written words, videos are also embedded. • Live demonstrations are given by the teacher and sometimes students working on the document camera are shown on the whiteboard. • Yr7 students attend Glebelands School with varying degrees of Art knowledge. **The Formal Elements of Art** are the building blocks to any piece of artwork and are taught to all students in Yr7. These include *Line, Pattern, Shape, Tone, Colour, Form & Space.* • Creative and purposeful presentation of sketchbook work is encouraged in both KS3 and KS4. • Exemplar sketchbooks are modelled to all classes. • The Art information sheet at the front of the student's sketchbooks supports SEND students with Art specific vocab, and sentence starters. • KS4 Disadvantaged learners are given a free basic pack of Art materials at the beginning of their GCSE course including a sketchbook, graphite pencils, coloured pencils, pastels, water colours, acrylic paints and brushes.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• A variety of artists with diverse backgrounds and cultures are studied to inspire and develop students' creative thinking. • Creative careers are written on The Art information sheet in the front of the student's sketchbooks. • Different skills and techniques are taught including drawing, painting, collage, 3D clay and mixed media. • Students are encouraged to experiment and take risks. • Displays in the Art room are frequently changed to inspire all students.
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• Opportunities for KS4 to work in the Art rooms after school. • Creative competitions are organised by outside groups such as The Arts Society Cranleigh, Cranleigh & District Lions club. • All GCSE Art students are given the opportunity to buy quality art materials at the beginning of their course. • Students are shown inspirational videos of creative people talking about their jobs. • Once a year, a selection of students' Artwork is exhibited at Cranleigh Arts Centre along with the 7 other Cranleigh schools. • KS4 gallery visits to the Watts gallery and sculpture gardens are organised and students encouraged to go • KS4 creative workshops to the Watts Gallery are organised and funded by The Arts Society Cranleigh • Art club for KS3

Computing	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• All students begin with a project in Y7 where despite what they have covered at Primary they can all achieve an end result of using computing concepts. • Key words underlined and emphasized on PP's. • Quality First teaching - Help guides/ Video tutorials/FAQ sheets.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• Variety of KS3 topics covered which covers the KS3 curriculum points (Expect the computing safety which is covered in LFL) • Key skills are taught which students will use for life (spreadsheets). Not all schools do this as they concentrate on computing concepts. Problem solving skills (finding out a solution themselves which out asking for too much assistance). • Breaking down tasks is taught is taught in programming (all years)
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	Y7 - I begin Y7 with an exciting computer game building topic to grip their attention and begin to think about programming techniques in a visual manner. This uses a piece of software that they would not have used in primary school and is used to deliver GCSE Media. Following on from that we look at presenting information. Students are introduced to the compacts or Logical Operators and are asked to use Boolean expressions to locate information about their chosen computing inventor. They are then asked to create a multimedia presentation to combine their findings. They can use these skills cross-curricular in research tasks and also learning how to present information effectively. I teach this early on as the important skills they learn can be used throughout their whole time at Glebelands. We then return to programming but this time they learn to write their own code. This builds on the concepts they have learnt in topic one and builds on this knowledge from KS2. Project four then continues to get students to learn to Code In java using the Micro bits. Y8 - Students begin Y8 learning how to code in a 2ND written language HTML. They are asked to build 3-page websites for a specific audience. This revisits the 2Nd topic taught in Y7 which covers presenting information. I think it is vital students are taught to pitch products to an appropriate audience. This combines both IT and Computer science again. It also makes them use the logical operators taught to find out themselves how to code certain aspects (scrolling text/ Input forms etc.). Students move onto the next project of spreadsheets which involves them building their own models for a real-life situation of a takeaway company. This involves computer science in programming as IF statements and Macro's are included. I feel this is a great unit as it covers IT and Computer science. This used to be taught in primary school and at KS3, but most schools do not teach it, so I have included it. They can use these skills in multiple subjects for building graphs and modelling.

	We then return to coding in Python and build on the skills taught in Y7. For loops and then writing flow charts. It embeds the knowledge taught in Y7 and we move on to more advanced coding. Y9 - begins with looking at how Data is stored on the computer and looking at what Binary is and how to convert Binary to decimal and vice versa. Students also look at Binary addition. The lessons involve them using spreadsheets as well to help calculate the conversations which builds again on knowledge taught in Y8 of using spreadsheets. It also gives them a rest from programming skills. We continue with looking at logic gates and Truth Tables. This is very different to 7/8 where a lot of skills have been taught. Continue with Python and Java programming to build on knowledge taught in Y7/8 and this boosts their knowledge and revises previous learning. This means that every year at KS3 they have done some programming and their knowledge should be brilliant. In this unit we build and look at testing tables and flow charts which builds upon knowledge taught in previous years. The programming is much more complex, Read write to files and get them to answer some GCSE style NEA work.

Drama	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• Theatre styles/techniques and cultural relevance in history in all 3 years at KS 3 is an indication that we want our curriculum to challenge students and give a strong theatrical baseline • Text-based units in each year of KS3 to increase literacy and Oracy as well as being a key component of dramatic performance • Text choices at KS3 are frequently of GCSE level e.g. The Pitchfork Disney (Y7); The Curious Incident of The Dog in The Night-Time (Y8) and DNA (Y9) • Oracy elements included for all KS3 year groups to promote 'soft' skill of spoken expression and to challenge students to express themselves in every lesson. • All writing/theory exercises to be taught by using accessible example answers and writing frames to allow students to broaden their vocabulary and to emulate these approaches in their own writing • Dept. scaffolding strategies taught to give structure to SEND student responses to texts and when writing creatively and discursively. Sentence starters and sentence structures are explicitly taught to help SEND students increase the complexity and accuracy of their writing. Vocab sheets /knowledge organisers provided in booklets. • Students continually asked to think about performance and performance skills in every lesson as well as Drama in wider context and provide supported reasoned responses which display students' own opinions of these skills • GCSE Boost sessions targeted on under-achieving students and to 'catch-up' left behind learners • Performing in school shows encourages students to go outside their comfort zone challenging their self-perception of their own resilience.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• Analytical approach to Drama theory embedded in all lessons (KS3-KS4)– promotes the ability to sift evidence and read for deeper, more subtle meanings and effects of performing dialogue, how different approaches can gain different effects. • Devising units (Y7 (Darkwood Manor) Y8, Y9 (Practitioners) and KS4) encourage students to think about their own responses to topics such as War, Prejudice and Oppression as well as expanding a general breadth of creative thinking • Diversity of topics opens the students to a variety of dramatic techniques, styles and forms • Oracy within performance and rehearsal develop presentational and social skills • GCSE course text (Blood Brothers) encourages students to think and discuss issues such as: family identity (Nature vs Nurture), the nature of love, poverty and inequality, Social Class, depression/mental health and social and personal responsibility • Theatre trips and visiting performers/workshops to give further breadth and understanding of careers in the performance industry • School Productions to open minds to performing as well as backstage roles
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• KS3 curriculum built to encourage progression of performance skills and theatrical knowledge in designated key areas • When writing, students are encouraged to express themselves with dynamism and flair and to creatively analyse their own/others' performances • Thrive – Drama Club/Short-film club • Theatre visits (1 per term) and in-school performances (e.g., Macbeth for Yr. 11) • Theatre trips and visiting performers/workshops to build understanding of Drama and careers in the performance industry – gaining excitement for Drama • School Productions to allow students to Thrive in gaining extra performing experience and backstage roles - gaining excitement for Drama

DT	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• The knowledge pupils come with from our feeder schools varies so greatly that we must start our curriculum in yr. 7 assuming no prior knowledge. • Food lessons give them the skills they need to cook at home, which they may not have encountered. • Repeat/recall, build skills through a project, and spiralling up. • Use of dual coding in many lessons to support SEND. • Booklets structured to allow support for SEND students without holding back HA. • The current SEF target is to include resources such as glossaries in booklets and visual displays of vocabulary to encourage more technical use. • Using etymology e.g. Thermochromic
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• Ensuring breadth through having four specialist areas (not all schools do) and still having variety within that through the key stages e.g., different projects in each year rather than repetition. • We teach career realistic skills to all key stages, so they see what they are learning is relevant beyond school. • We reference different people and cultures within our projects (e.g., Diwali in Timbers, male Textiles designers) • Future learning – problem solving and life skills, empathy, all skills useful regardless of career choices. • Future learning – At Godalming they study Art and Design labelled as D&T, so we are not prepping our students for their courses at all. • Future employment – We refer to careers in D&T through our projects, but this could be expanded upon. • Already do: Robotics competitions focus a lot on careers in engineering • To try: Open day trips, Getting speakers in, Trips in general, e.g., Design Museum
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• Skills are built upon across all key stages, getting more and more expert as they get older. This also gives them the opportunities to thrive as they feel confident in skills already learnt, and therefore safe to try new skills built on this confidence. • Each project follows a design process, with realistic sequencing, so they know what comes next. • Every year we refine our projects, to ensure we get the highest level of work from the students year after year. • Robotics Club, Textiles Club

English	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• Shakespeare study enshrined in all 3 years at KS 3 is an indication that we want our curriculum to challenge students from a young age. Text-based units (e.g. Poetry of Conflict) include texts drawn from diverse cultural and historical backgrounds so that students are asked to confront issues that may be unfamiliar to them. • Text choices at KS3 are frequently of GCSE level e.g. Of Mice and Men in Yr. 9; ***Catrin*** and ***This Room*** used in Poems of Conflict) • Oracy elements included for all KS3 year groups to promote 'soft' skill of spoken expression and to challenge students to express themselves (e.g. ***Campaign*** in Yr. 9) • Dedicated and monitored reading lessons where students are encouraged to read independently and widely – Accelerated Reader programme used to motivate students and support book choices • All writing units to be taught by using high quality exemplar texts to allow students to broaden their vocabulary and to emulate these approaches in their own writing • Dept. scaffolding strategies taught to give structure to SEND student responses to texts and when writing creatively and discursively. Sentence starters and sentence structures are explicitly taught to help SEND students increase the complexity and accuracy of their writing. • Students continually asked to think about texts and topics and provide supported reasoned responses which display students' own opinions • GCSE Boost sessions targeted on under-achieving students and to 'catch-up' left behind learners
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• Analytical reading – promotes the ability to sift evidence and read for deeper, more subtle, meanings and effects • Discursive writing units encourage students to think about their own responses to topics such as climate change, public transport and social media. • Diversity of texts opens the students to different voices and different cultural backgrounds • Oracy tasks help to develop public speaking skills • GCSE course texts encourage students to think and discuss issues such as: gender and identity, the nature of love, poverty and inequality, corruptive power of ambition and social and personal responsibility
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• KS3 curriculum built to encourage progression of skills and knowledge in designated key areas • Read and writing units structured around texts to ensure that reading skills can be revisited in writing units • When writing, students are encouraged to express themselves with dynamism and flair – sophisticated use of humour is also encouraged • Youth Speaks – national Rotary Club competition • Thrive – creative writing club, film studies, proposed reading group • Theatre visits (e.g. An Inspector Calls) and in-school performances (e.g. Macbeth for Yr. 11) • Author visits in collaboration with Guildford Book Festival

Geography	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• Geography opens up pupils' sense and importance of place. Many have had limited experience of real geography from primary schools. • Through the study of geography at KS3 pupils can start to understand the level of diversity and how development can be encouraged. This encourages the power of education to help a country out of poverty. • All PowerPoints follow the same formula across all year groups. Titles in BLUE, thinking tasks in GREEN, sentence starters in RED. • Main tasks have a tiered level of sequencing. • We provide literacy mats for long tasks • We work with LSA's to get the most for our SEN students. • We start all questions with the 8 key words from GCSE. • GCSE style questions are printed on yellow paper and systematic planning support is given. This starts at yr. 9 when they receive personal feedback to improve. • We encourage all pupils to 'Speak like a Geographer'. • We take pride in our work; we encourage books to be of a high standard. Pupils track their progress. All pupils boost their own work every lesson and to a larger extent, every 6 weeks.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• Our intent is simple to inspire awe and wonder. • As classroom teachers we are passionate about our subject and keep up to date with reading and documentaries etc. We share this with pupils and each other. • We relentlessly study a range of countries at a variety of levels of development and a variety of scales as part of the curriculum and case studies. • In all year groups we undertake groupwork, decision making and debates. All pupils are encouraged to take part and contribute. • We actively encourage questions from all students. • Rooms, PowerPoints, displays display maps and images to encourage debate. • We keep up to date with our changing world and current events, we take time out of our lessons to talk about them. • Iceland, Local fieldwork
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• Skills are developed over both Key Stages. We start with baseline assessment at the start of year 7 to see their strengths and weaknesses. • We develop from geography skills to larger more complex issues as they reach year 9. As the curriculum develops, we are always looking for ways to get more students out of the classroom. We undertake microclimate assessments with year 8, took yr. 10 to West Witterings to investigate long Shore Drift and had yr. 11 create their own fieldwork in Cranleigh. • We take yr. 11 to Iceland to look at how a country thrives from tectonic hazards. This starts many with a passion to travel.

History	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• The curriculum plan links from Primary School learning beginning with the migration of Anglo Saxons and then progressing through a chronological exploration of Britain and the wider world. Through the study of History at KS3 pupils make explicit links to broad key themes such as society; economics, politics; gender; religion and power. Pupils explore change and continuity through time periods. • Texts in lessons have been selected to be challenging and accessible for all. • Units have associated key words that are explicit in the lessons. • Source and Interpretation boost tasks take challenging written material and provide a structured scaffold for interpretation. • There are a variety of tasks in lessons to promote student engagement. • We have glossary lists; knowledge organisers and structured differentiation for SEN pupils. • We have a member of the History department who is tasked with improving and providing dedicated SEN resources. • Pupil books are marked as per departmental feedback policy and praise is given with stickers and stamps. • Pupils are encouraged to use formal language and teachers model the language to be used. • We take pride in our work; we encourage books to be of a high standard. Praise is given for excellent presentation and effort. • Teach Boost Teach is firmly embedded into Departmental planning for all year groups. Stickers are used to track progress. • Trips: We would like to restart our trips to the Tower of London and Arundel Castle. • Addition to lessons: National Archive live online workshops in place for KS3: Y7: What is History? Y8: Rebellion and Revolution. Y9: The Great War.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• As a team we review our curriculum offer annually and respond to student feedback on the annual student survey. We adapt lessons to ensure we are aiming for high levels of engagement and excellent student progress. • We start most lessons with a hook title; source or stimulus to involve pupils at the start. • We plan a mixture of activities to ensure pace and make time fly. • We deepen and broaden departmental knowledge with our share reading scheme and use this to improve lesson content. • We demand high levels of commitment in lessons and expect pupils to try their best at all times. We monitor formal use of language in lessons; group work and written work to ensure students know there is a high standard to be achieved. • In all year groups we undertake groupwork, decision making and debates. All pupils are encouraged to take part and contribute. • In all year groups pupils are expected to be able to write at length and produce essays which show balance and conclusions. • Link to Godalming College Politics Dept for World Politics club
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• Key historical skills are developed as pupils progress from Year 7 to Year 11. • All students are formally assessed regularly at key points in the term and those assessments are finely tuned to ensure that we are assessing skills and content over time. • The curriculum plan links from Primary School learning beginning with the migration of Anglo Saxons and then progressing through a chronological exploration of Britain and the wider world. Through the study of History at KS3 pupils make explicit links to broad key themes such as society; economics, politics; gender; religion and power. Pupils explore change and continuity through time periods. • We plan a lively and varied curriculum that explores the history of the British Isles; Its place in the wider world and also units which look at the wider world including Medieval Africa; The British Empire rise and fall and Civil Rights in Britain and the USA. • We plan interactive sessions with the National Archives that link with our school curriculum; Year 7 – the Domesday Book, Year 8 – Slave Rebellions and Year 9 – The Western Front • Extra-curricular trips have been planned for Year 7 to visit the Tower of London and Hampton Court Palace to tie in with their work on the Norman Conquest and the reign of the Tudor's, Thrive: World Politics, Women's Herstory

Languages	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• Students' starting levels in languages vary, as some primary schools teach Spanish while others teach French. We therefore begin Year 7 assuming no prior knowledge, but we build progress quickly and frequently use the discovery method to challenge students. • Lesson activities are selected to be appropriately challenging and to regularly recycle language, increasing complexity while strengthening retention. • High level grammatical structures are introduced throughout KS3 and are taught in full sentences. Students increasingly use more complex language in both their written and spoken work. • Images are used to represent vocabulary. This supports SEND students and is beneficial for all learners. • Knowledge Organisers are used to support the writing of full sentences. These assists SEND students through their clear layout and act as a scaffold both in lessons and for homework. • Coloured background slides are used, and font size 14 is encouraged for printouts and tests to improve accessibility. • We maintain high expectations. At KS4, students are taught the Higher curriculum, with scaffolding for lower attaining students through activities such as listening gap fills, sentence starters, and support boxes on slides. • Students are encouraged to use accurate linguistic terminology eg: such as cognates and infinitive verbs. This terminology is consistently used and revisited to help students understand how language structures work. Students are provided with a nomenclature sheet containing key linguistic terms for reference during lessons and independent study." • Assessments are marked using GCSE dockets, ensuring students are challenged and supported in reaching their full potential. • Good presentation is consistently encouraged by teachers in all student work.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• Cultural lessons are embedded throughout the curriculum to encourage interest in the cultures behind the languages studied. These lessons broaden students' perspectives and open their minds to the diversity of French and Spanish speaking countries they may not have experienced. • A dedicated Year 9 film/documentary project enables students to explore the history of a target language country before studying a related film. This builds cultural understanding, encourages critical reflection on past events, and prepares students for future study such as A level film analysis. It also deepens awareness of how historical events shape the present and why these must not be repeated. • Students explore similarities and differences between languages, helping them understand how languages are formed, structured, and connected. This analytical approach supports the development of intellectual thought, patterns spotting, and help students to understand their own language in more depth. • Regular discussions highlight how language learning opens doors to employment and helps develop key transferable skills, such as communication, problem solving, adaptability, and intercultural understanding. • During Careers Week, we show students how people who studied languages have progressed into a wide range of careers. • Independent vocabulary learning strategies are explicitly taught to promote ownership of learning. Throughout the year, students' trial different methods, building metacognitive awareness and developing revision habits that support both current study and future academic success. • Students study a wide range of topics across KS3 and KS4 (including phonics) ensuring breadth of knowledge and exposure to diverse linguistic and cultural content. Alongside this, deliberate repetition and recycling of language encourage deeper thinking as students learn to manipulate familiar structures across different contexts, strengthening intellectual flexibility and long term retention

Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• The curriculum is carefully planned to enable students to talk about themselves, then others, and including the wider world. Topics and vocabulary are regularly recycled and revisited to ensure that students leave Glebelands confident in addressing a wide range of themes. • In Year 7, all students study two languages. This allows them to experience both subjects fully and make an informed decision about which language they would like to continue studying from Year 8. • In KS3, students complete three assessments each year covering all key skills, as well as an end of year speaking assessment. These assessments include both recent and previously learned language to support long term retention. • A language trip to Spain or France is offered in alternate years. This supports students' language learning and provides the opportunity to experience the culture of another country. • We offer a fun and interactive curriculum with a wide variety of activities designed to support learning, revisit key content, and commit knowledge to students' long-term memory. • Students' learning and homework are enhanced through an online platform, where teachers can monitor progress and provide tailored support. • Y11 lunchtime and after school Boost sessions allow students to revisit learning they may have found challenging, giving them the opportunity to improve and build confidence. • Guidance documents and teacher support help students understand how to revise effectively before assessments. They are given specific, structured activities designed to help them become confident linguists.

Learning for Life

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
7	**Managing change**	**Friendships, respect and relationships**	**Staying safe online and offline**	**Celebrating difference**	**Puberty and Body Development**	**Politics, Parliament and me**
	Introduction of L4L at Glebelands	Respect and relationships	Why is best to avoid gangs?	Multicultural Britain	Intro to puberty	Why is politics important?
	Getting to know people	What makes a good friend?	How do I stay safe on line?	What is your identity?	Puberty (Girls focus)	How is our country run?
	Staying safe in and out of school	Friendships and managing them	Grooming and online gaming	Nature v Nurture	Puberty (Boys Focus)	Creating a political party
	What is a community?	Being positive	What is alcohol?	The Equality Act 2010	Personal hygiene & oral hygiene	Elections and campaigning
	Careers and your future	Peer pressure and influence	What are the dangers of smoking?	Breaking down stereotypes	Growing up	Exploring inside parliament
	Introduction to Xello	Bullying	Energy drinks and caffeine	Prejudice and discrimination	Assertiveness, consent & hormones	Who is our PM?
	Transition points in your life	Consent and boundaries	Knife crime and safety	Challenging islamophobia	Self-esteem & empowerment	
8	**LGTBQ+ Explored**	**Dangerous society online and offline**	**Proud to be me & careers**	**Law Crime and Society**	**Identity Relationships and Sex Education**	**Physical Health and Mental Wellbeing**
	Exploring LGBTQ introduction	County lines	Employability skills	Desert Island living project	Introduction to RSE	What is good health & wellbeing?
	Homophobia in schools	Drugs & UK gangs	Proud to be me & careers	What is community spirit	What is a healthy relationship?	What is mental health?
	Supporting those that are LGBT+	Substance misuse	Careers interests and jobs	Decision making & constitution	Dealing with conflict	Positive body image
	Challenging discrimination	Online safety & cyber bullying	Self-esteem & media	Criminals law & society	Sexual orientation	What is child abuse?
	Breaking down stereotypes	Grooming boys and girls	Labour market information	Law making process in the UK	Gender identity & Equality Act	Types of bullying
	Transphobia	Drugs education & Alcohol safety	Exploring careers	Prisons & reform	Introduction to contraception	Healthy eating and cholesterol
	Coming out	Child Exploitation and online protection	Xello careers computer programme	Punishment & Restorative justice	What is love?	Stress management
9	**Legal and Illegal Drugs**	**Combating Extremism and Terrorism**	**Essential Life Skills**	**Body Confidence**	**Sex the Law and Consent**	**Contraception and STIs**
	Introduction to drugs	Conspiracies & extremist narratives	From failure to success	Self-esteem changes	Sexual consent & the law	STI lesson – the big STI game
	Different types of addictions	Extremism in all its forms	Essential First Aid and CPR	What are our reproductive organs?	FGM & the law	Contraception methods available
	Cannabis products	What is terrorism?	Importance of happiness	HBT – Bullying in all its forms	Delaying sexual activity	Realities of using contraception
	Drug classifications	Proud to be British?	What is anger?	Dealing with grief and loss	Why have sex?	Sexual harassment & stalking
	"Party drugs" – the dangerous side	Radicalisation process	Saving and managing money	Media and airbrushing	Relationships & partners	HIV & AIDS
	Exploring illegal drugs and effects	What is Anti-Semitism?	Social media & online stress	Cancer prevention	Pleasure	HIV - discrimination & prejudice
	Volatile substance abuse	Prevent	Choosing our options	Healthy lifestyles	What are STI's?	

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
10	**Mental Health and Wellbeing**	**Rights and Responsibilities**	**Exploring Relationships and Sex Education**	**Violence Crimes and Seeking Safety**	**Exploring World Issues**	**Exploring British Values**
	Child Abuse (CSE) Child Sexual Exploitation	Instagram generation and targeted advertising	Campaigning against FGM	Honour based vio0lence and forced marriages	International organisations and what they do	Critical thinking and fake news
	Types of mental health	Marriage and family	Sexting and the law	Online gambling	Peace, war and conflict	What is a cult?
	Self-harm and suicidal thoughts and support	Rights and responsibilities	Safeguarding against pornography	Keeping data safe	Women's rights and equality	Exploring British values
	Promoting emotional wellbeing	All about WEEX	Domestic abuse and sexual violence	Modern day slavery	#MeToo movement	LGBTQ+ rights and equality
	Mental health and wellbeing	Choosing the right placement	Condoms, safe sex and STIs	Preventing knife crime	Gender equality	What are human rights?
11	**Staying Safe**	**Your future and beyond**	**Sexual Health**			
	Psychoactive Substances and the associated dangers	LGBTQ+ rights across the world	Child on child abuse	GCSE Preparation		
	Festivals, drugs and addiction	Dealing with exam stress and anxiety	Alcohol and bad choices	GCSE Preparation		
	War on Drugs	Preparation for practiced interview day CVs	Sexual harassment	GCSE Preparation		
	What to do in an Emergency	Preparation for practice interview day Personal statements	Respect and Relationships	GCSE Preparation		
		Mock Exams	Contraception revisited	GCSE Preparation		

Maths	Examples in our curriculum

Challenge aspirations
 	
• Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
• how the curriculum has been designed and taught so that pupils read at an age-appropriate level
• How you adapt and design your curriculum to meet the needs of pupils with SEND
• Choices around empowering vocabulary
	• High targets (using FFT 20), which we then review at the end of each year and increase if we think appropriate – this now happens from the end of year 7.
	• Challenging curriculum with 4 tiered strands to follow – all of these strands allow for a minimum of grade 4 to be achieved.
	  • Each strand allows for students to be challenged at an appropriate level and speed
	  • Each strand has a range of aspirational topics – Pythagoras in springboard 8, trigonometry in springboard 9, circle theorems and algebraic proportion in Extension 9 etc.
	• We set students to place them on the correct SOW, we also regularly review these settings and will make changes when needed. Students are aware of this process and will challenge themselves to move up a set/ stay in their current and not move down.
	• Statistics offered to all students. This is carefully intertwined into the SOW from year 7 and slowly increases up to KS4.
	
	Additional maths offered to challenge students who can work comfortably on the extension SOW.

Open minds through encouraging intellectual thought and curiosity
 	
• Breadth
• Knowledge and skills for future learning and employment
	• A wide variety of work covered in all strands of maths – all sets see a wide range of maths and are pushed to see some harder skills; this gives them a greater culture capitol as they go into the wider world as they will have all had exposure to aspects of maths that are used.
	• Examples of real-life applications
	  • Some examples of application questions of anecdotal parts of lessons
	  • Speakers to come in and discuss the maths they use in their day-to-day life – particularly the more mains stream professions to make this accessible to all. Preferably Glebelands alumni to give an extra link to our current students.
	• Activity sessions to be run during the year that are not 'traditional maths lessons' but instead engage the students in a more practical hands-on way. This may be in classes, tutor groups or mixed ability groups.
	• Cross-curricular links being made- we are now trying to include technical language from other departments. In some case to replace language that we use that is not needed for exams or to go alongside mathematical language that must remain.
	• Exam questions to be used from other departments where maths is involved.
	
	UKMT – these allow top end students to process maths in different ways and see more applications of a skill they may have learnt in class.

Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• Our SOW is built in a way that students will see the same skills year on year but will recap and then further build on them, meaning that they are always improving. • The regular assessments build a feeling of success in for students as they see the skills they have been practicing come up and their scores improve • The repletion of the first 25 marks in a strand's milestone allows for clear progress to be shown for students to know what they are aiming for. • Module sheets are provided to all students at the beginning of a module- these detail what they are going to learn, allow them a place to condense their notes and also a set of revision questions they can use to jump start revision. Revision is an area we are working on and are trying to provide students with the skills and resources needed so they can thrive in maths revision and succeed in maths exams. • Boost sessions offered to all students in year 11 PM tutor. • Small, targeted boost sessions offered after school to year 11. • Maths centred thrive options.

	• Regular homework in a variety of different formats. • Students have access to both Hegarty and Maths Pad which allow them to look into topics at home away from the classroom. Pupils provided with equipment if needed -calculators, rulers etc.

Music	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	Our music curriculum offers opportunities to sing, perform, compose and appraise through a wide variety of musical contexts. Social disparities are addressed through provision of a wide range of musical resources including: contextual musical instruments (orchestral, pop and rock and world), up-to-date music technology (MacBook's, PCs and software including Sibelius and GarageBand) and printed and written resources to support student understanding and appraisal of music and music theory. We work closely with Surrey Arts to promote the take up of musical instrument lessons. This includes communicating funding opportunities for students who are pupil premium, young carers or who are looked after children. We also provide targeted 1to1 instrument lessons for students who are severely disadvantaged or have become disengaged with learning, in order to modify their outlook and behaviour to improve their chances of whole-school success. The prior abilities of students are considered, with resources produced to challenge every level of musician, from beginner through to expert. This aims to address the disparity in prior music education and opportunity, whilst also catering for SEND. All electronic resources have coloured backgrounds; booklets are printed in A4 with size 14 font; instructions given one or two points at a time; students are given questions and adequate thinking time, and clear instructions are given on INSIGHT for homework. A Smart Board is used for presentation and annotation of written work, with the addition of a staved notation whiteboard to support students learning about staff notation. The systematic approach to learning musical language is approached through regular retrieval practice (through homework and recap activities in lessons), and supporting explicit vocabulary development with written, verbal and demonstrated examples. These are further enforced through the use of dual-coded visual materials. Written tasks support student's ability to copy, link/match, decipher (fill in gaps) and problem-solve (terms and images) in order that they can recall key musical language. Musical language is put into practice through music. Students apply their learning about musical elements through singing, performing and composing music, using given briefs and criteria. The narrowed focus of musical elements for each module in music acknowledges cognitive load theory, and enables them to deepen their learning and understanding of music. This is supported through thinking and questioning based upon the taxonomy of thought and Socratic reasoning (with visible classroom displays). Students are encouraged to comment critically on their own music, as well as music listened to by others. This enables them to practice skills and recall and apply knowledge that they have gained in and outside of school.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	In key stage 3, our students study key musical elements, language and context through: • KS3: 6 disciplines of drum kit, vocals, keyboard, music theory (all from debut to grade 2), creativity and music production. Year 7 work through debut-level music and activities. Once mastered, and ideally in year 8, students move onto grade 1. Once mastered, and ideally by the end of year 9, students move onto grade 2. This enables all students to reach the minimum performing standard on at least drums, vocals or keyboard prior to Level 2 courses e.g. GCSE Music (in order that they work towards grade 4 by year 11). Students learn instruments through set works: e.g. Year 7: Another Brick In The Wall Pink Floyd, Try Everything Shakira and Mr Brightside The Killers. Repertoire expands in year 8 and 9 to give student more choice over the music they learn, perform and produce. Year 9 currently focus on learning to play drum kit, whilst learning about the genealogy of music. This covers all popular music genres since the late 1800s through to present, and also includes music from Areas of Study as part of Edexcel GCSE Music. In key stage 4, students' areas of study for GCSE music include: Instrumental Music from 1700 to 1820; Vocal Music; Music for Stage & Screen; Fusions) in order to further their knowledge and skills in performing, composing and appraising. They also listen to and study a

	wider range of related music, in order that they can comment confidently and critically on unfamiliar music in the future. In all, this prepares them for higher study of music at college and university. All students are invited to attend music trips that organised for each term. Students are encouraged to seek out and attend live music that they enjoy. They will be offered opportunities to attend events in a variety of contexts in order to broaden their cultural awareness.
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	Through year 7 and 8, students focus on specific musical elements in each module, in order that they can process and deepen their understanding. Each musical element is revisited throughout key stage 3, in order to aid retrieval speed and strength, but give specific focus to module outcomes with albeit limited curriculum time. Modules in key stage 3 support students opting to study music in key stage 4. Musical elements, language and context are fundamental aspects of performing, composing and appraising music. By studying these throughout key stage 3, key stage 4 students have a firmer foundation of understanding to support further depth of learning. Areas of study listed above relate to those areas studied at key stage 3. A variety of different music is studied at key stage 3 in order to improve breadth of exposure to music, supporting their wider listening skills in key stage 4. Opportunities to sing, perform and compose throughout key stage 3 will enable students to grow in confidence in order that they are able to perform for assessments and during internal and external events. From the outset, students are required to perform in front of each other in small groups of their choosing, then selected at random to perform in front of the class. This addresses student accountability. This sequencing of opportunities acknowledges prior disparity in music education in former settings, but also enables students to increase in confidence and capability, irrespective of their musical experience or background. We offer extra-curricular programme in music, including: musical theatre club and orchestra. We perform to the public at annual events including the Christmas Carol Concert, Spring Concert and whole-school musical production (including Sister Act; Legally Blonde Junior; Lights, Camera, Action; High School Musical and Wizard of Oz). We actively encourage and facilitate students to play and rehearse musical instruments during break and lunchtimes, in order that they can pursue their own musical interests and explorations. We involve our own students and those from feeder primary schools in collaborative musical events, which include the Glebelands Orchestra Day, involving over a hundred students learning to play a musical instrument and perform as part of a whole orchestra. We provide opportunities for students to perform to their peers through assemblies and internal events.

PE	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	Challenge Tasks explicitly written on whiteboards- some are written into lesson outlines. These may be physical/social/behaviour 4 learning. Activities differentiated to challenge students. Students asked to set personal targets and challenge themselves to achieve these Learning objectives in PE are not only physical. The objective may also link to other aspects of physical literacy (cognitive/social/emotional). This challenges students to think of PE as more than simply practical. Emotional- develop resilience/controlling emotions, Social- work with others, listen and contribute ideas. Cognitive- understand rules/tactics and adapt in group/team situations The challenge may be more social (collaboration skills/communication/teamwork) Theory work in PE also challenges perceptions. GCSE theory content included in lessons (half termly focus) Theory knowledge assessed by tests in Year 8 and 9 GCSE- High expectations and scaffolded support for students when developing exam technique (6/9-mark questions) Sports leadership qualification, Student leadership of extra-curricular activities, Extra-curricular activities
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	Models based practice to ensure we teach PE in a variety of ways. The different models allow students to experience PE in different ways. Some models ask students to take more of a lead in learning, greater collaboration or co-operation. By altering 'How 'we teach we develop opportunities for students to practice other skills (social/emotional/cognitive) Students are asked to plan, perform and evaluate in lessons, this means that they are asked to reflect on their performances and think about how they and others can improve. This develops skills other than physical. The teaching of other skills (co-operation, teamwork) opens students' minds to other aspects of PE. Breadth of activities ensures students experience several activities to allow them to develop better understanding and to also develop transferable skills between activities GCSE PE question of the week- challenge board to be displayed in PE foyer Physical literacy is a key focus and integral aspect of department intent – truly aiming to develop skills for the future. Theory topics in KS3- Varied and linked to GCSE

Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	PE does this through models of teaching- students get to participate in lessons in different roles (coach, official, leader). This allows students to thrive in other roles within a PE lesson The curriculum includes a wide range of activities that allow students to experience different activities but, in enough depth, to ensure that they can demonstrate progress year on year. The students build on skills and knowledge from previous years and the aim is for students to transfer skills and fundamental movement skills between activities. The fundamental motor skills are taught and reinforced in warmups- with physical literacy tasks used as part of the warmup Students grouped carefully to allow progress Thrive outside of lessons, Different roles for students outside of lessons, Cups and colours awards- students recognised for extracurricular effort, Sports leadership opportunities Opportunities to participate in competitive and non-competitive sporting activities We offer extra-curricular programme covering a variety of sports

RE	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	• Feeder school knowledge varies therefore must assume less than basic knowledge. • Baseline assessment used to identify ability levels • Knowledge Organizer handed out at the beginning of a topic which lists key vocab and ideas • Pupils make explicit links to theological, philosophical, ethical and sociological strands • All lessons start with a retrieval activity • PowerPoints are clearly set out with suitable background and font for SEN students. Expectations of learning are made clear and aims and outcomes are differentiated • All PowerPoints contain challenging tasks that involve deeper thinking • Reading material is selected to challenge and provoke curiosity with age-appropriate translations. • The curriculum is planned in line with SACRE – (SURREY AGREED CURRICULUM FOR RE) and National schemes of work. • Lessons contain VAK activities; this means that they appeal to all student learner types • Scaffolding – sentence starters are provided and sometimes modelled but there is also enough flexibility for students to develop and expand on these • Collaborate with Learning Partners schools – meet regularly, share resources, fine tune rationale and discuss "good" RE in sessions, pitched at how to improve grades and student engagement at all levels.
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	• The syllabus is reviewed annually to take results from student survey and staff feedback into account • Broad and Balanced curriculum at KS3 – Theology, Philosophy, Ethics, Sociology integrated into the curriculum • All 6 religions visited, blend of A01 and A02 assessments – learning about religion and learning from religion • All religious ideas are linked to scriptural references that students are required to apply and evaluate through explanation and example • Intellectual curiosity is triggered though linking academic ideas learnt to practical examples – current affairs worldwide • Reading material is diverse and inclusive of a variety of belief systems • Students are encouraged not only to answer questions but also to ask questions • Groupwork and discussion is used to peer assess, expand knowledge and skills – reflecting on wider application • Invite external visitors to speak to students: St Nicholas Church, Gideons
Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	• A01 and AO2 – RE skills fit in well with GCSE course • GCSE style questions are threaded into all assessments at key stage 3 with accompanying scaffold • Knowledge **and** skills are assessed across the curriculum • Scaffolding is gradually reduced with progression – we expect students to make excellent progress in RE • Baseline test in year 7 aims to provide a common starting point for learning whilst also identifying gaps in knowledge • PERLS – flexibility to tap into student curiosity, students particularly enjoy philosophy and ethics and the endless possibilities to tap into natural curiosity • In line with SACRE expectations, KS3 and KS4 Curriculum. • Discussions with professions in the field – NATRE, SACRE, Facebook groups and Local schools – SAFE

Science	Examples in our curriculum
Challenge aspirations • Considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills • how the curriculum has been designed and taught so that pupils read at an age-appropriate level • How you adapt and design your curriculum to meet the needs of pupils with SEND • Choices around empowering vocabulary	All targets set at above FFT20 – aspirational for all. SOW content completely prescribed by National Curriculum. Offer Triple Science for whole school community to allow opportunity for all, to facilitate this widening of the curriculum for the more able we have therefore created a 3-year KS4 SOW and a 2-year KS3 SOW that has been mapped to ensure that all content is covered. To overcome the perception of science being a white middle class male dominated field we use a number of examples within the lessons of scientists from a wider range of social contexts and try and explain their role within discoveries such as Henrietta Lovett, Madame Curie, Rosalind Franklin etc. The curriculum has been built top down to ensure that there is a high level of stretch and challenge with some lessons be brought down into KS3 from KS4 to ensure solid foundations are built early. All resources have been built with SEND in mind. We have all PPTs on coloured background, scaffolding in place for a number of in class assessments and modified versions of a number of resources. We are able to offer Foundation and Higher as GCSE to ensure that pupils are able to sit exams at a more suitable reading age for their ability. (Currently around 60% H and 40% F) All SOWs have key vocabulary lists at the start and module outlines of key content to allow pupils to track their progress within a unit. Outside of lessons • SATRO challenge • News Board • Job Board • Scientist of the week • Quiz challenge • Question of the week • Outside talk – SATRO ambassadors • CREST award to be offered
Open minds through encouraging intellectual thought and curiosity • Breadth • Knowledge and skills for future learning and employment	Practical's give pupil key skills needed for future employment and learning within subject at higher levels. Use of hook pictures to engage pupils and concrete concepts into real-life applications rather than purely abstract modelling. Use of application style questions and OCR 21st Curriculum uses more real-life examples for pupils to apply and link key concepts. Science Club CREST Award

Create opportunities to thrive • Sequencing of the curriculum to enable pupils to build their knowledge and skills towards the agreed end points	KS3 starts with basic models Forces, Cells, Particles, Energy and Interdependence. These models are then built on spiralling up through the course from KS3 to KS4. Triple Science is offered in two routes one as an Accelerated route so that it allows for great range of curriculum for more able as well as a Tripe option for those students that really enjoy science and want to investigate in greater depth. We also then have Combined science to ensure that all ability ranges, likes, and dislikes are catered for. Star of the week Science Club A Level preparation Forensics CREST Award