

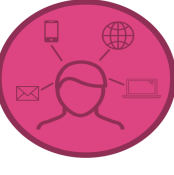




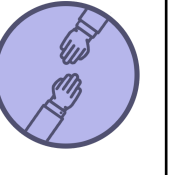
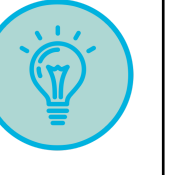



# SECONDARY CURRICULUM

## Hawkings and Parks Overview

*'A nurturing and responsive curriculum which serves our students.'* Richard Baird OBE, Rochford Review

Our Secondary Curriculum is driven by and designed with the aim to nurture and develop our 10 essential 'Key Tools' (refer to Gosden Graduate Toolbox Doc.) . These outcomes form our 'Gosden Graduate Toolbox' and as a Department we believe they are essential in preparing our Gosden Learners for their individual pathways post 16.

									
Functional Literacy Skills	Functional Numeracy Skills	Functional ICT Skills	Emotional Wellbeing	Healthy Lifestyle	Healthy Relationships	Life Skills	Sense of Belonging	Creative Thinker	Qualifications and Achievements

### Sapphire Bubble OVERVIEW 2021-2022

Subject	AUTUMN	SPRING	SUMMER
Functional Maths	<p>Number – Counting forwards and backwards, addition, subtraction, multiplication, division, fractions and place value.            Measures – Time, money, weight, length, capacity and temperature            Geometry – Properties of 2D and 3D shapes including positions and directions            Statistics – Carrying out surveys, interpreting data and presenting data in charts and graphs            Functional Skills – Practical Maths in everyday situations including PE, DT and food studies  <u>HOME LEARNING OPPORTUNITIES</u> - lots of handling money opportunities , spending, budgeting and saving pocket money, number based online and board games , wearing a watch and talking about time including days of the week, months and the seasons, reading timetables.            Free online Maths games - top marks, garyhall.org.uk            Homework is set weekly. This will include practical tasks as well as worksheets.</p>		
Functional	<p>Literacy; providing opportunities to develop understanding of texts including the use of descriptive language, characters and settings.</p>		

English	<p>Opportunity to develop speaking and listening skills through paired and group work.          Work on key literacy skills including reading/writing/spelling of High Frequency words.          Our English literacy teaching will be based around different books throughout the year. This will include aspects of grammar, spelling and punctuation. We will use READ Write Inc  <u>HOME LEARNING OPPORTUNITIES</u> - "Private Writing book" homework: Pupils are encouraged to write each week as much as they can about a chosen subject. Emphasis is on writing for pleasure rather than worrying about spellings.          Home reading using pupils' reading logs to help guide questions appropriate to pupils ability.          Weekly Spellings set at the appropriate level</p>		
Computing	<p>This will be taught cross curricular and opportunities given for students to use a variety of programmes. Online safety will be taught in PSHEE and emphasised wherever appropriate.  <u>HOME RESOURCES</u> – NSPCC online, Childnet, internetmatter.com. Online Safety Co-ordinator is also available to support and guide parents.</p>		
Citizenship	<p>Students will investigate the real meaning of Citizenship and what makes a good citizen. They will consider their environments and the people around them and how practicing good citizenship has a positive effect on their communities and then ripples out into the wider world. We will consider some of the things we do at home, at school, in our towns and villages, to improve our own lives and the lives of others. We will also think of ways to be a better citizen and work on some special projects to help our school.</p>		
Our World	<p>'How Our Past Affects our Today'. The purpose of this course is to is to develop students' understanding of the role history plays in the lives we live today. They will compare and contrast events from the past with their lives in the present day. They will learn about the Roman invasion of Britain; comparing Roman civilisation with the Early Britons (Celts). They will then move on to the immigration of the Anglo-Saxons and Vikings, then into the later Middle Ages and Renaissance Britain. They will learn how some of the things discovered or invented hundreds, sometimes thousands of years ago are either still in use today or paved the way for great changes that directly affect the modern world.</p>		
Careers	<p>'Learning About Workplaces'. This course is designed to introduce the students to the world of work. It will enable them find out about different types of work and workplaces. They will understand the meaning of work and learn about the difference between skills and qualities. They will also learn about job sectors, or job 'families', and that many different types of job appear across all sectors.</p>		
P.S.H.E./ Citizenship (Personal, Social, Health and Economic Education)	<p>Understanding my body and feelings - types of feelings, zones of regulations, managing feelings and behaviour,</p> <p>Personal hygiene - Looking after yourself including personal hygiene, hormones and puberty.</p>	<p>Personal safety, around the home, out and about and internet safety.</p> <ul style="list-style-type: none"> <li>• Being safe at home.</li> <li>• Internet safety.</li> <li>• Basic first aid</li> <li>• Green cross code</li> </ul>	<p>Relationships and Sex Education - Students will develop an understanding their bodies and what is private</p> <ul style="list-style-type: none"> <li>• Understand how their bodies have changed.</li> <li>• Understand what 'consent' is and saying 'No'</li> <li>• Understand in greater details different</li> </ul>

	<p>Healthy eating – fueling my body with the correct food and drink – Why?</p>	<p>Making and keeping friends and social skills.          Making and keeping friends.          Self confidence and self-esteem          Turn taking          Resolving problems</p>	<ul style="list-style-type: none"> <li>kind of relationships</li> <li>Recognises what does a healthy relationship look like?</li> <li>Develop further an understanding of appropriate behaviour e.g. public and private</li> </ul> <p>Year 9 Only          Human Life Cycle          Different kinds of love          Understand expectations in a relationship          Parenthood, teenage pregnancy and sexual health          Learning about sexual identity and sexual orientation          Prejudice including sexism, racism, disability, gender          Appropriate/inappropriate touch          Consent          Teenage pregnancy          Sexual Health</p>
Science	<p>Earth &amp; Beyond          Looking at the sun, moon, earth and planets in our solar system</p>	<p>Electricity          How electricity works, simple circuits and creating a switched circuit</p>	<p>Water Cycle, Evaporation Condensation          Investigate states of matter for water. Learn how the water cycle works.</p>
Forest Schools	<p>Science @ Forest School          Seasons, Weather including temperature.          In our outside learning environment students will learn first -hand about the different Seasons, Weather, change in temperature, by investigating and recording their findings and observations.          John Muir Discover Award</p>	<p>Science @ Forest Schools          In our outside learning we will be looking at living things including animals and humans. Looking at habitats, mini beasts and animal classification. We will be discussing our finding and observations          John Muir Discover Award</p>	<p>Science @ Forest Schools          In our outside learning we will complete some forest school activities and also incorporating light and sound into the learning          John Muir Discover Award</p>
R.E.	<p>What does it mean to be a Hindu?          to investigate the religious practices of</p>	<p>How did Jesus change lives?          to explore some of the most important</p>	<p>How can we live together in one world          To consider how understanding the things that</p>

	<p>Hindus and how these influence home and family life, linking them with important Hindu beliefs.</p> <p>Why do Christians call God Father To help pupils to understand some things that Christians believe about God and his nature, using images from the Old Testament &amp; the person of Jesus. It should include a specific study about God as Jesus portrays him in the parable of the Prodigal Son / Loving Father.</p>	<p>miracles of Jesus, and how people were changed physically and emotionally by encountering him, but also how these encounters demonstrate, for Christians, that Jesus is God's Son – and is still changing lives today</p> <p>Why do Christians share communion/The Easter Story to help children understand that communion is an act of remembrance, sharing and reflection for Christians focusing on the belief that Jesus died so that there could be a new relationship between God and people.</p>	<p>different people believe might help us to live together more harmoniously. During this unit, pupils should develop their concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other.</p> <p>How can church help us to understand Christian belief to explore aspects of communion and baptism in two different Christian denominations, and to think about what the similarities and differences show about Christian belief. Pupils will need a basic understanding of both communion and baptism in order to access the learning in this unit.</p>
<p><b>Creative Arts</b></p>	<p>In Creative Arts, students will look at an artist and copy different aspects of their work. They will develop their skills using different mediums. They will make seasonal crafts. They will do a sewing project. There will be opportunities to work on outside arts projects. There will be drama and music opportunities. We will do a project on puppets.</p>		
<p><b>P.E.</b></p>	<p><b>Athletics and Trampolining</b> Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognize how they can improve and remember and follow safety rules. English Links – the use of concrete and abstract language including the development of speaking and listening skills. Maths Links – Number, Geometry and Measure Science Links – Human Biology PSHE – Team work &amp; Self Evaluation</p>	<p><b>Penthanlon activities , Fitness and Volleyball</b> Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognise how they can improve and remember and follow safety rules. English Links – the use of concrete and abstract language including the development of speaking and listening skills. Maths Links – Number, Geometry and Measure Science Links – Human Biology PSHE – Team work &amp; Self Evaluation</p>	<p><b>Ball Skills and Cricket</b> Students will learn new and improving existing individual skills, being able to combine skills, develop tactical awareness, recognise how they can improve and remember and follow safety rules. English Links – the use of concrete and abstract language including the development of speaking and listening skills. Maths Links – Number, Geometry and Measure Science Links – Human Biology PSHE – Team work &amp; Self Evaluation</p>

DT	<p><b>Year 7</b>  <b>Designing and making fantasy puppets</b>  Students will learn about the importance of safety in the workshop.  They will use secondary sources to conduct research into fantasy creatures and use a variety of shape templates to help them develop their designs.  They will learn about the properties of woods and use appropriate tools and machines to cut, shape and assemble their puppets. They will embellish them with a variety of techniques and materials and assemble and test them</p>	<p><b>Year 9</b>  <b>Designing and making an enamelled dish or item of jewellery.</b>  They will choose who they want to make their item for and whether to make an enameled copper dish or jewellery. They will conduct relevant research and produce a final design. They will then use appropriate tools and processes to cut, smooth heat treat and shape metals before applying the decoration using enamels which they will fire in a kiln.  They will then evaluate their finished artefact.</p>	<p><b>Year 8</b>  <b>Cultural Containers</b>  Students will conduct research into motifs from different cultures. They will design their container choosing a shape to suit the intended use. They will use mitre saws to accurately cut the angles and use appropriate tools and techniques to add lids and compartments. Students will then refer to their research into cultural patterns and carefully embellish their containers using a pyrography iron.  They will then evaluate their own and other people's final products.</p>
Food Studies	<p>Each year group will have a term of Food studies. We will be looking at basic skills, hygiene, and cooking skills. We will be looking at healthy eating, a balanced diet and different food groups.</p>		
Swimming	<p>Each year group will have a term of swimming. We will be looking at water safety, swimming skills and distance badges</p>		
Enrichment Programme	<p>Enrichment activities play an essential part in enhancing the learning experiences and school life of our students. These are aimed at developing key life skills including teamwork, problem solving, creative thinking, self-esteem, healthy lifestyle choices, communication and social skills. Students are able to select the activities they would like to during outside breaks.</p>		