



## Curriculum Intent - Congleton High School

The curriculum at Congleton High school is underpinned by The UN Convention on Rights of the Child (UNCRC) 1989 specifically:

**Article 2** (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**Article 3** (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children

**Article 28** (right to education): Every child has the right to an education.

**Article 29** (goals of education): Education must develop every child's personality, talents and abilities to the full.

**Article 31** (leisure, play and culture): Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

### Definition of Curriculum

The knowledge and skills that students are expected to learn as they progress through our school.

### Curriculum Intent

- Provide a broad and balanced curriculum that is relevant and accessible to all pupils.
- Deliver opportunities for students to learn to be successful, to gain useful, transferable skills whilst also acquiring relevant knowledge.
- Develop all students' literacy and numeracy skills to allow success in the wider curriculum and in adult life.
- Expand students' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility.
- Ensure that all pupils can thrive and develop as healthy individuals, good citizens and future leaders.
- Provide opportunities for students to develop digital and financial literacy
- Ensure that all pupils are safe and know how to stay safe.
- Cultivate a strength of character, and resilience that will help pupils to cope with choices and overcome the challenges they are likely to encounter in life.
- Provide an appropriate range of opportunities and experiences to inspire pupils to be creative and succeed whilst fostering a desire for lifelong learning.

### Curriculum Model Key Stage 3

In Year 7 the focus is on reinforcing and strengthening numeracy and literacy skills; establishing high expectations and developing students' enthusiasm and independence for learning.

In Year 8 the focus is on maintaining high expectations, developing students' self-motivation by providing students with a very wide range of learning opportunities including the world beyond school and raising the level of challenge to stretch the most able.

In Year 9 the focus is on preparation for the end of Key Stage tests or assignments, preparing students for the demands of GCSEs and on making choices for Key Stage 4.

Students maintain a broad curriculum throughout Key stage 3. The distribution of lessons over a two-week period are shown below:

	Year 7	Year 8	Year 9
English	8	7	7
Maths	7	6	6
Science	7	6	6
Spanish	6	6/3	6/3
French/German*		(3)	(3)
History	2	3	4
Geography	2	4	3
RE	2	2	2
DT	4	4	4
PE	4	4	4
ICT	2	2	2
Art	2	2	2
Drama	2	2	2
Music	2	2	2

*\*Some students are given the opportunity to study a second language in Years 8 and 9. These alternate between French and German*

### Key Stage 3 Assessment

Each cycle students will receive three pieces of information for each subject

- 1) Attitude to Learning Grade
- 2) Comment on the amount of knowledge retained. These will be
  - Excelling - has acquired all the knowledge covered during the course and is also accessing work from higher year groups.
  - Exceeding - has acquired the knowledge covered during the course and begun to further their knowledge.
  - Secure - has acquired and retained all or most of the knowledge expected.
  - Developing - making good progress in acquiring the knowledge and skills expected.
  - Emerging - struggling to retain the knowledge and skills covered and needs to revisit areas of the curriculum.

It would be expected at the start of the year the average student would be "Developing" and at the end of the year most students will be either "Secure" or "Exceeding"
- 3) A short comment on what needs to be addressed to improve knowledge and understanding.

## Curriculum Model Key Stage 4

At Key Stage 4 there is a Core Curriculum studied by all students

### GCSE Subjects

- English
- Mathematics
- Science
- A Humanity
  - History or Geography
- A Language
  - Spanish or French/German
- RE

### Non-Examined Subjects

- Core PE
- PSHE

In addition, students can select two more subjects from a wide range of subjects such as:

<b>Art</b>	<b>Media Studies</b>
<b>Business Studies</b>	<b>Music</b>
<b>Child Development</b>	<b>Pe GCSE</b>
<b>Computer Science</b>	<b>PE (Cambridge National)</b>
<b>Drama</b>	<b>Photography</b>
<b>Engineering</b>	<b>Product Design</b>
<b>Food and Nutrition</b>	<b>Sociology</b>
<b>Health and Social Care</b>	<b>Statistics</b>

The distribution of lessons over a two-week period are shown below:

	Year 10	Year 11
English Language	4	4
English Literature	6	5
Maths	7	7
Science	9	9
Core PE	2	2
RE	2	3
Humanity (History/Geography)	5	5
Language	5	5
Option1	5	5
Option 2	5	5

Each cycle students will receive four pieces of information for each subject

- 1) Attitude to Learning Grade
- 2) Target Grade
- 3) Expected grade if current level of work continues
- 4) A short comment on what needs to be addressed to improve knowledge and understanding.

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