



Cultural Capital across the Curriculum at Parrs Wood High School and Sixth Form

'Equipping our students with the knowledge, skills and experiences to thrive in modern Britain and our wider world'.

Curriculum Area	How do we contribute to students' Cultural Capital?
Art and Design	<ul style="list-style-type: none"> ● Students gain an understanding of why art is important and how it enhances their lives. They develop a sense of their place in school, the wider world and learning to be good consumers of art and understanding how it can enrich their lives and social well-being. ● Students develop core art skills like observational skills, colour theory and fine motor skills through the application of media. They learn how to use these core skills effectively to convey meaning and communicate with an audience. ● Through art, students understand how to explore perspective and how to create mood and atmosphere through a range of media. Across the key-stage 3 projects students explore the formal elements of Art (line, shape, space, form, tone, texture, pattern, colour and composition.) and how they can be used to enhance human culture and document human history through art. ● They develop their understanding of a range of different artists from traditional art forms to contemporary art practice. These artists utilise a range of media and disciplines from traditional forms of art, like painting and drawing to newer forms of art like digital drawing and spray paint stencils. ● Through art, students also investigate and gain an appreciation of different cultures and art movements and why they are important, for example in year 9 students learn about the Day of the Dead Mexican festival and connected art themes. They also explore a cross curricular project based on the Ocean, highlighting environmental issues through the medium of art and connected artists. ● Students gain an understanding of diversity and equality, experiencing art from different cultures. They develop an understanding and an appreciation of different periods of art and practice a variety of different skills and media relating to these cultures. They develop evaluation skills and an understanding of how they can use different stimuli to enhance and shape their own work. ● Students get an opportunity to visit galleries and exhibitions to view works of art at all key stages, experiencing and appreciating them in a public setting to appreciate their beauty and significance on humanity over time. They also can exhibit their own work through the school art exhibition, representing the school at Didsbury art festival and help in the creation of the school drama production. Trips and visits to exhibitions vary each year due to opportunities. Past trips have involved the London art trip, Tate Liverpool, Barcelona, Yorkshire sculpture park and also within Manchester, for example through workshops at the Whitworth Gallery. ● Through our art advanced key-stage 3 art club we select students that have excelled in their key stage 3 art rotations and invite them to join our advanced class with the aim of developing their passion for the subject, building art leaders and developing students conceptual design skills. ● Each year we have artists of differing disciplines come to talk to students about their experience as an artist for example graphic illustrators, street artists and digital game artists. This inspires and motivates students while giving insight into careers across the arts. ● Students are shown how studying Art can lead to creative career opportunities in a range of differing areas within creative industries. This is shown through the year 9 Choices process, through the exploration in a range of art styles and media within projects, art exhibitions, key-stage 4 art talks, Didsbury arts festival and activities at ks5 like the MMU degree show trip and ex-students foundation talks. ● Art clubs play a part in allowing students to experience and connect with their art on an informal, fun setting. This develops student's connection with the subject while also allowing them to socialise through the subject improve their own wellbeing. Activities include the annual school Christmas card competition and Baubles for beds which creates Christmas baubles which are sold for a local homeless charity.

	<ul style="list-style-type: none"> ● Through art, students gain the skills of creativity, curiosity, resourcefulness, resilience, communication, reflection, and appreciation. Skills which can impact on all areas of the curriculum and lives. ● This year we are having tours of Withington street art from organisers and are in the process of organising a talk to students by street artist involved with the project showing how enriches people's lives and has impact on the community.
Business and Economics	<ul style="list-style-type: none"> ● Students develop an understanding and an appreciation of the business world, goods and services and the concepts of enterprise and entrepreneurship. Students develop their understanding and appreciation of marketing and how companies focus on key demographics. They understand and appreciate human resources, recruitment, training, motivation, organisation and also trade unions. They develop a sense of the world of work and how this is organised and how it will affect them in later life. ● In addition to these key concepts, students also develop their understanding of finance sources, revenue, profit and loss, which develops their understanding of financial capability in later life. ● In Business, students explore sexism, racism and discrimination in the workplace through discussing the application of employment law to the business world. ● Students are encouraged to express their opinions and feelings and reflect on topics such as ethics. ● Students develop their empathy and compassion and take into account people's aims, values, principles and beliefs. ● Students will understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. ● They will develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed decisions and solve problems.
Computing/ICT	<ul style="list-style-type: none"> ● In computing, students develop their cultural capital through spiritual, moral, social and cultural development. ● Spiritual: students develop their spirituality through exploring creativity and imagination in the design and construction of digital products. Students' self-esteem is promoted through the presentation of work to others and have the opportunity to take part in house competitions, such as the design of a driverless car. ● Students explore how ideas in computing have inspired others and they create digital products, which incorporate their own beliefs. ● Moral: students develop morally through the encouragement of good etiquette when using digital technology including mobile devices and with due regard to e-safety. In computing, we encourage respect for other people's views and opinions as well as developing respect for the computer room and the equipment students' use and how this affects others. Additionally, students learn respect in the use of digital equipment and its impact on the environment — for example, ink and paper wastage as well as other environmental issues. Students also explore moral issues around the use of digital technology - For example, copyright and plagiarism. Students also explore the promotion of moral issues through the use of digital products. We have several visitors in school and take part in online conferences to discuss the consequences of poor behaviour online and technological future developments including an in-depth discussion of moral and ethical issues. These include future technologist and a chief engineer of self-driving technology. We also have external links that discuss careers within the tech industry, such as, Cyber security. This also includes workshops by BAE that bring these topics to life. ● Social: students are encouraged to assist one another in problem solving. In Computing, students are encouraged to model appropriate social behaviours in the classroom including listening whilst others are talking and generally interacting as a caring community. We also encourage good practice and respect in the use of social networking. ● Cultural: Encourage the sensible use of digital technology in the classroom and homework situations given that students are currently living in a digital world. Encourage an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology. We have facilities open to students to complete homework if they do not have equipment at home. We also empower students to apply their ICT and computing skills

	<p>and knowledge to the wider curriculum and acknowledge links between subjects such as the use of coordinates in programming and their connections with maths and Geography and also links with design technology and art.</p> <ul style="list-style-type: none"> ● To help encourage more girls into Computer science we include female role models in the curriculum and show career videos that highlight successful women in technology in the North-West. We aim several of our visits and trips to girls and have close links with DigitalHer, with the aim being to inspire girls to study Computer Science.
Drama	<ul style="list-style-type: none"> ● In Drama, students develop the oracy skills they need through speaking and listening. ● Students learn how to speak to each other respectfully and how to give and take constructive criticism about their own and others' performances. ● Students are encouraged to speak to each other and develop their subject specific vocabulary as well as their use of Standard English. In order to develop their confidence in terms of their presentation skills, students work on their use of pitch, pace, volume, gesture, diction and eye contact. ● Essential reading techniques are developed across the curriculum such as scanning, skimming and breaking words into chunks. Students are expected to read aloud and to perform in front of other students, which are key skills that support them in later life. ● Students are taught to write for particular audiences and are taught how to plan to write and how to use short and long sentences to vary their writing. This includes cross-curricular links to the English curriculum. ● Students work with challenging topics in order to expand their understanding of 'real' issues, including mental health issues and bullying. ● Students are expected to show kindness and empathy when working in groups and responding to feedback. ● Through Drama, students are able to perform and/or work with the Drama technician as part of our 'SHOUT' team as well as other professionals to assist with backstage elements of theatre and be part of a high quality whole school production, which brings the wider school community together. The School Show develops a huge range of the broader aspects of students' education. We teach students the value of being part of something bigger than they are and to appreciate the value of their role in creating memorable, special, significant moments for the whole school community, in an as-live theatre setting. ● We teach students about a range of famous theatrical practitioners, such as Stanislavski, Brecht, Berkoff and Frantic Assembly and how these have shaped theatrical theory. ● Students are also able to participate in trips to watch live theatre productions a number of times across the year. The cultural capital they receive through the drama department enables them to watch and appreciate a live production and see many of the theories they learn through the drama curriculum, in action.
English	<ul style="list-style-type: none"> ● The English curriculum gives students a plethora of cultural capital to thrive in today's complex, demanding society. ● Through the curriculum, we do not just strive to prepare students for the demands of GCSEs. We also want them to develop key skills for the world of work. This is achieved through developing students' core literacy, reading and writing skills from Year 7 to Year 13. ● Through English, students develop an appreciation and a love of reading. They do this by being given regular opportunities to analyse a range of texts, including non-fiction, poetry, Shakespeare and whole novels. ● We also ensure that students have many opportunities to write for different audiences and purposes, ensuring that they recognise the importance of using punctuation and grammar accurately and by engaging the reader well, through effective and challenging vocabulary. ● Through the English curriculum, students also develop their speaking and listening skills in a range of contexts and for different purposes. This is vital cultural capital, which our students need to become effective speakers and confident communicators, to allow them to compete with their peers in a range of real world contexts including job

	<p>interviews and debating.</p> <ul style="list-style-type: none"> ● To that end, our students are able to use Standard English appropriately. This is supported by ensuring that they read a wide range of classic literature fluently and with good understanding. This enables our students to make connections across their reading and to read in depth, critically and evaluatively, so that they are able to discuss and explain their ideas and understanding in detail and with confidence and flair. ● Our Schemes of Work have been sequenced to develop cultural capital alongside the specific English skills on the National Curriculum. For example in Year 7 we have a scheme focusing on Manchester and local identity/culture, followed in Year 8 by expanding out and exploring other cultures, which then supports their understanding of the way culture has an impact in literature when they study texts such as 'Othello' and the Protest Poetry unit of work in Year 9. Students are then able to apply a range of cultural views and backgrounds to the texts in order to evaluate different meanings and receptions of the texts. This then supports them further as they embark on the GCSE curriculum and beyond into A Level. ● At KS4, as part of their Speaking and Listening, students develop their personal qualities by using their social skills. Here, they are expected to prepare and deliver a speech in front of their peers. ● We are constantly expecting our students to use their imaginations when reading and recreating fiction texts, which also requires them to be creative. ● The English department runs trips where possible so that we are giving our students the opportunity to participate in cultural events. Guest speakers, including authors and poets visit school and deliver workshops to our students. ● We run regular House competitions to promote a love of English across the whole school. Students are also encouraged to participate independently in local and national competitions. As a result of the encouragement of staff and students own motivation, we have had several of our students work published nationally. ● Provision in place for disadvantaged students and minority groups is under-pinned by having high expectations of them in all lessons, as we do all students. We offer a broad and challenging curriculum to all students that exposes them to a range of texts chosen to broaden their experiences and cultural understanding. All students are exposed to challenging content and concepts. ● We endeavour to develop positive relationships with the students that we teach. Primarily, it is these relationships that engage and enthuse our disadvantaged students to want to achieve their potential. ● Through the texts we teach, we also endeavour to ensure our students possess the necessary 'cultural capital' to be successful – the intrinsic understanding of the world around them that ultimately means we can bridge the gap between the texts we teach and the real lives of our students in the 21st Century. ● We use data to track the progress of disadvantaged learners. Colleagues are expected to use this data to plan and then implement their in-class interventions to support the progress of disadvantaged students and minority groups. ● We focus on developing our disadvantaged learners' literacy skills in KS3 by running a structured and focused intervention programme that covers the core skills they need to be able to access the curriculum. ● In recent years we have used catch-up funding to deliberately over staff the English faculty in order to provide additional support for underachieving pupils. This is something that has continued in 2022-23, with colleagues in the faculty part of timetabled intervention time in order to support the progress of underperforming students, especially those from disadvantaged backgrounds, or those with SEND. This has involved both supporting in lessons and working with small groups outside of lessons to develop key skills. ● We provide our disadvantaged students with a wealth of resources at KS4. We give them revision guides to support their knowledge and revision of our literature texts and workbooks to support the development of reading and writing skills too.
MFL	<ul style="list-style-type: none"> ● Many of the topics and contexts we teach at KS3, 4 and 5, are based on aspects of culture in the target language countries. ● In Languages, we use target language as the means of communication for real purposes in the languages classroom. We communicate in pairs and teams, use role

	<p>play, authentic music, songs and films, exposing our students to real-life situations and materials.</p> <ul style="list-style-type: none"> ● At KS3, we explore capital cities and sporting events, like the Tour de France, café culture across our three European language countries, traditional festivals, such as Karneval in Germany, Latin-America countries and geography of languages. At the beginning of years 8 and 9, the compelling contexts of our curriculum are based on target language films such as Petit Nicolas, El sueño de Ivan, Voces Inocentes, les Choristes, Fünf Freunde, Vorstadtkrokodil 2 and Das Wunder von Bern. ● At KS4, GCSE themes explore personal identity and we have set up links and exchanges this year with schools in Germany and Spain. Students learn about the environmental policies in Germany, festivals and customs in Germany, Spain and France, music influences and popular culture. Further themes of the course explore differences between home towns and regions and travel and tourism. The final theme deals with world of work and we discuss careers, skills and work qualities needed for the future. ● At KS5, A-level expands in greater depth, the understanding of festivals and culture, art and architecture in Germany, Spain and France. Historical events and their impact on current politics and affairs in modern Germany and Berlin, the history of the monarchy and civil war in Spain, Spanish gastronomy, the impact of the European Union and youth politics in TL countries. ● In addition, students have the opportunity to visit TL countries with trips to Normandy, Paris, Madrid, Cologne and Berlin. We are also currently exploring a new sixth form cross-curricular visit to Tenerife in the Canary Islands. ● We also offer a number of cultural capital opportunities with visits to Manchester Universities and HOME cinema workshops, expanding our students' view of the world. ● Students develop a range of transferable skills: problem solving, spotting patterns, risk taking, confidence building to becoming good communicators and development of memory techniques. ● We also teach Urdu, which is a language spoken by many of our students, providing an enriched cultural knowledge within our school community. ● Urdu culture is very rich and refined. The Urdu Curriculum promotes tolerance and helps build up cultural capital and general understanding of other cultures. Students will learn about food with Indian, Far Eastern and Middle Eastern influences, traditional dress (shalwar kameez, dupatta, kurta pyjama, sherwani), literature including beautiful poems known as ghazals, music played on a variety of instruments, cinema including popular Lollywood movies, sports influences-cricket, textiles, pottery, and woodcraft traditions. ● In addition, the following traditions and festivals are explored in greater depth: Ramadhan, Eid celebration (1st Eid after Ramadhan), Pakistan Independence Day (14th August 1947), Hajj (2nd Eid), Basant festival (kite flying festival) and the marriage ceremony (Shaadi)
<p>Geography</p>	<ul style="list-style-type: none"> ● Through Geography, students develop and extend their knowledge of locations, places, environments and processes, and of different scales including global (e.g. Y7 Ecosystems, Y8 Coasts and Rivers, GCSE Natural Hazards); and of social, political and cultural contexts (e.g. Y8 Development Issues, Y9 Middle East, GCSE Economic and Development Issues). ● In Geography, students gain an understanding of the interactions between people and environments (e.g. Y8 Coasts, Y9 Rainforest DME, Y9 Globalisation and Fashion, GCSE UK Landscapes), change in places and processes over space and time (Physical and Human topics throughout) and the inter-relationship between geographical phenomena at different scales and in different contexts. (Think like a geographer). ● Students develop their competence in a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence (e.g. Y7 British Isles, Y8 Global Development, GCSE Urban Change), including digital sources (we run a lunchtime enrichment session using GIS to map villages in Northern Uganda to create an Open Street View map to help aid be distributed effectively, a project run by Manchester University); and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses through Physical and Human fieldwork enquiries (study like a geographer). ● Students develop their ability to apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including

fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

- Through the Geography curriculum, we create successful learners who develop an inquisitive interest in their surroundings. We support students to engage with global issues throughout their Geography journey. All of our KS3 topics are linked to the climate change debate through a 'Code Red for Planet earth' lesson to enable students to understand the scale and diversity of the impacts of global warming and the complexity of finding solutions to it.
- We ensure that students can write well-organised, balanced and structured arguments using valid evidence, which are key skills they will rely upon in later life, regardless of their chosen pathway.
- We feel our curriculum across all key stages develops students' contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Our progressive curriculum in KS3, KS4 and KS5 builds on students' understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and how they bring about spatial variation and change over time. Our curriculum also allows students to become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- We offer fieldwork in Y7 (Field sketching and infiltration rates in school grounds), Y8 (residential to London looking at managing flood risk, Olympic Park legacy and Volcano galleries of the Natural History Museum), Y10 (International residential visit Netherlands, Urban regeneration in Amsterdam, Sand dune development, Trade and Globalisation at Rotterdam Container Port) Y10 (River Fieldwork Peak District), Y11 (Urban regeneration Liverpool) and Y12 (residential to Rhyd-y-Creiau, Snowdonia looking at both Human and Physical Geography leading to NEA completion).
- Numeracy: Our work on grid references, scale, graphical skills, statistics (mean, median, mode, range) across KS3 and KS4 support numeracy skills. Students are expected to complete statistical questions, graphs, grid references and also understand and analyse graphs (e.g. Y7 Ecosystems, Y7 Energy, Y8 Superpowers).
- Speaking is encouraged in geography lessons through, questioning, task-based conversation (Think/Pair/Share) between students and encouraging the application of subject specific terminology; group work and whole class discussion are used to increase confidence with oral skills (e.g. debates in Y8 Coasts and Y9 Tropical rainforest).
- Reading is developed through teaching reading techniques such as scanning and skimming skills; identifying and highlighting key points in text; reading aloud and reading to students to help them to understand the meaning of a text; keywords are displayed on walls and glossaries provided for students across all key stages. ● Homework has been adapted to incorporate non-fiction extended reading opportunities to improve depth and breadth of knowledge.
- Writing is developed through demonstrating how to write appropriately for a particular audience, teaching the composition and the structure required to produce a balanced and well-argued answer, teaching how to develop a coherent argument through the use of mini-conclusions and reaching a final, substantiated judgement in the conclusion. Model answers have been used to demonstrate how to use connectives, link paragraphs and exemplar conclusions. Structure strips are provided and students also learn how to plan extended writing answers using plan templates given.
- All KS3 lessons have 5 min paragraphs embedded on a rotation of starter activities and assessments have been re-designed; now based on extended writing. Feedback using green pen includes the re-teaching, modelling and subsequent re-drafting of answers.
- Listening is developed through reading to students to aid understanding, oral instructions and verbal communications is every lesson. Students are also encouraged to listen to and respect different views on the topics we study.

<p>Government and Politics</p>	<ul style="list-style-type: none"> ● The aim of the Politics curriculum is to create critical thinkers, analysts and communicators by equipping students with the knowledge and skills needed to understand the ever changing world around them. ● With a key focus on Personal Development, the department is determined to ensure students become active citizens who are able to make informed choices and have a positive impact on society as a whole. ● The curriculum goes beyond what is taught in lessons; cultural capital is developed in the Politics department by students engaging with current events, both in the UK and the USA as well as providing opportunities to take part in politics through visits to the Houses of Parliament in London and to California in America. ● Students are challenged to think independently when engaging in political debate underpinned by a detailed knowledge of political participation, democracy, the structure and workings of government in the UK and the USA, as well as the key issues and debates that currently affect the political landscape across the world. ● With an emphasis on democratic values, the curriculum aims to develop students' understanding of power and influence in the 21st Century so that they can appreciate how decisions are made that affect their lives and so navigate the best course for themselves.
<p>Health and Social Care</p>	<ul style="list-style-type: none"> ● The principles taught in Health and Social Care are concurrent with British Values particularly rule of law, individual liberty, tolerance, and acceptance of others. ● Equality, diversity and rights within Health and Social Care are taught in the context of case studies. These underpin personalised care, anti-discriminatory practice and the codes of conduct and the legislation that guide practitioners. They also learn about right and wrong and the impact/consequences of their actions on themselves and others. ● Delivering the Health and Social Care curriculum requires teaching in the affective domain and students are encouraged to discuss with empathy and to challenge unfounded views that they may hold that are discriminatory. ● Differing opinions within the classroom are managed sensitively with respect for each other and for current anti-discriminatory legislation, ensuring individual rights are not infringed upon. ● Students learn about and develop communication skills, including active listening, choice of terminology, tone of voice and body language. Role plays and presentations are part of the curriculum in KS4 enabling students to practice and demonstrate these skills in real life contexts. Students also learn to use feedback to evaluate and improve their performance, as staff members in the health and social care sector would be expected to do. ● Due to the nature of the course students learn independence and resilience. They gain time management skills to meet deadlines and regularly engage in group and independent tasks. ● Expected and unexpected life events are covered in KS4 & KS5 and many discussions are had about physical, intellectual, emotional and social effects on families as a result of these events and the impact they have on human development. ● Students learn about the main Care Values including respect, dignity, empowerment, confidentiality, safeguarding and person-centred care. ● Students learn about safeguarding and how to recognise different types of abuse at both KS4 and KS5. At KS5 students also learn about the legislation and importance of health and safety regulations in health and social care settings. ● Students learn about human lifespan development and the physiological changes that occur across the life stages at both KS4 and KS5. Links are made to how physiological changes impact on physical, intellectual, emotional and social development. This allows students to reflect and consider the impacts on their own development. There are strong links to PSHE in this component. ● Careers in the health and social care sector are a fundamental part of the course at both KS4 and KS5. Care values and legislation are discussed in the context of health and social care roles and settings, and the roles and responsibilities of different professions are a key part of the majority of the units taught. ● When available, at KS5, work experience placements are available for students to gain skills working in a health and social care setting to be able to put the theory in to practice in a real world setting and to be able to give real world examples in their

	<p>coursework assignments (this has been impacted by Covid but will hopefully increase again).</p> <ul style="list-style-type: none"> ● Careers webinars and taster sessions are offered at KS4 and KS5 when available for students to gain further information about the roles and responsibilities of professionals within the sector, by working professionals within the sector.
<p>History</p>	<ul style="list-style-type: none"> ● Through History in KS3, students learn about the main developments, events and themes in British history 1066-2000, which is delivered in a chronological framework with a combination of breadth and in-depth topics. ● Students also study some of the major world events during this period as well as their impact on today. ● Y7 students complete a unit of work on Islamic civilisations. This helps develop a sense of inclusivity amongst the large number of Islamic heritage students we have within the school. It also provides an excellent opportunity to compare two comparable civilisations and develop the key concepts of similarity and difference. ● Pupils start Y7 by studying the Romans which introduces them to the study of Ancient History which forms a key part of our KS4 and KS5 option choices. ● In year 8 pupils begin by looking at the reformation; this helps pupils to understand a key religious turning point in British history and the creation of one of its main institutions, the church of England. They also complete an historic environments study which helps them to develop the skills needed for completing the historic environments unit at GCSE. It helps them understand the impact of national historic events at a local level. ● Y8 pupils also study the Civil War which includes looking at the Gunpowder Plot. This gives them the opportunity to understand the modern-day occurrence of terrorism from a historical context. The Civil War is a unique event in British history and helps pupils to understand alternative forms of power and draws parallels with modern day examples of Civil War by examining the causes and consequences of the English civil war. Looking at Cromwell helps pupils begin to understand the complex relationship between England and Ireland ● Pupils study a unit on Empire which helps our ethnically diverse student body understand their historical heritage in relation to the empire and form educated opinions on contentious topics such as the impact of empire and its purpose. ● Pupils in Y8 also study the slave trade which links with our PSHE Curriculum and helps them to understand the causes and long-term impacts of the slave trade. It enables them to draw parallels with modern day examples of slavery which they study in Geography. This also helps students to understand contemporary arguments about the slave trade and its significance within the country's historic institutions and economy both past and present including the development of major nearby cities such as Liverpool and Manchester. ● Pupils study a unit in Y8 on the Industrial revolution which allows pupils to understand the fabric, development and importance of their city, Manchester, and the role it played. It also looks at the role and power of political protest for equality which is a theme which we look at again in Y9. ● In Y9 we start the year looking at the First World War which gives pupils the chance to study a global conflict. This helps them to understand other key political and social developments which are linked to it and which we study later on including the enfranchisement of women and the outbreak of World War two. It allows them to cover the key historical concepts of significance, interpretation, cause and consequence and change and continuity. It also has a cross curricular aspect with the English department which looks at war poetry as part of its curriculum. ● We then look at the development of women's rights and the suffrage movement leading to women gaining the vote. This has links to the First World War and links to the SMSC curriculum helping female pupils to understand the broader topic of female emancipation and develop pupils understanding of the power and importance of having the right to vote. ● The next unit in Y9 is on Russia between 1900 and 1953, this helps to explain the impact of the First World War and helps to develop their understanding of Modern-day Russia and its place in the Modern world. It provides them with opportunities to compare two extreme political ideologies and totalitarian rulers once they have studied Nazi Germany. ● The significant society students study in world history is Germany 1919-39 with a particular focus on the Nazi period and the Holocaust. This helps pupils understand the

	<p>power of fear and totalitarian regimes as a method of control. It also allows them to draw parallels amongst modern day regimes and, from a historical perspective, helps them consider the horror of genocide on an industrial scale and the lasting impact it can have.</p> <ul style="list-style-type: none"> ● Pupils will study a short unit in Y9 on key aspects of the second world war which play a key part within Britain's national consciousness for example D Day, Dunkirk and Remembrance Day. ● The final unit we look at in Y9 is Civil Rights in the post war world which links in with prior topics which pupils have studied for example women and the vote; it also links in with the SMSC curriculum and the British Values. It helps them to understand important concepts such as liberty and wider social issues of prejudice and discrimination. ● Our assessments in Y7-9 focus on written communication skills with an emphasis on literacy and extended writing techniques. These assessments nurture the skills that are needed to be successful learners at GCSE and A level and in the world of work. ● At KS4, we have selected a broad range of topics from the GCSE specification: Norman England 1066-1101; Medicine in Britain 1250- present; The American West 1835-1895; Weimar and Nazi Germany 1918-1939. This enables our students to explore a range of countries' political, social, religious and economic developments. Source analysis skills are a key focus of our curriculum as is teaching the key skills required for writing successful essays. ● At KS5, we build on the skills developed at KS3 and GCSE. American and British history is studied in depth along with South Africa. This helps students' understanding of state sanctioned discrimination and questions surrounding political freedom and equality. Once again, political, social, economic and religious aspects of societies are investigated. There is an increased focus on independent learning at KS5. ● Numeracy: Our work on chronology and timelines across KS3 and KS4 support basic numeracy skills. We also do some work with statistical graphs and data which students are expected to understand and analyse. ● Speaking is encouraged in history lessons through, questioning, task-based conversation (Think/Pair/Share) between students and encouraging the application of subject specific (tier 3) vocabulary; group work and whole class discussion are used to increase confidence with oral skills. ● Reading is developed through teaching reading techniques such as scanning and skimming skills; identifying and highlighting key points in text; reading aloud and reading to students to help them to understand the meaning of a text; keywords are displayed on walls and glossaries provided for students across all key stages. ● Writing is developed through demonstrating how to write appropriately for a particular audience, teaching the composition and the structure required to produce a balanced and well-argued answer, teaching how to develop a coherent argument through the use of mini-conclusions and reaching a final, substantiated judgement in the conclusion. Model answers are used to demonstrate how to use connectives, link paragraphs and exemplar conclusions. ● Listening is developed through reading to students to aid understanding, oral instructions and verbal communications is every lesson. Students are also encouraged to listen to and respect different views on the topics we study. ● The department run enrichment trips such as a battlefields trip to France and more trips are planned in the future which will directly link to and enhance the existing curriculum.
<p>Maths</p>	<ul style="list-style-type: none"> ● The maths curriculum aims to ensure that students become financially competent young people, equipped with the required skills and knowledge to improve their life chances, become financially aware citizens, and educated consumers. ● Through working on understanding graphical and numerical representation of data, students learn how to analyse information presented to them in a variety of formats, spotting misleading or misquoted statistics that are used to support flawed conclusions. ● Students undertake a programme supporting the enrichment of maths across the year. This deepens their knowledge of the application of mathematics in real world contexts; allowing them to compete in challenges with other schools, plan and run charity events and engage with mathematicians in a range of interesting and varied jobs. ● Cultural and moral education; students explore the pressures that influence their financial decision-making and the subsequent consequences for them and others of poor choices.

	<ul style="list-style-type: none"> ● Social education; students begin to understand how society is organised financially including the banking system, taxation and the welfare state. Students link mathematical skills to careers. ● Speaking across the curriculum is developed through, questioning, encouraging conversation, modelling verbal answers and use of subject specific terminology, group work and discussion, oracy and public speaking and use of Standard English. Each unit of work details the key words required, focus is given in lessons to understanding this terminology and using it in discussion. ● Reading across the curriculum is developed through teaching reading techniques such as scanning, skimming, breaking worded questions down into chunks, reading aloud and reading to students to allow them to understand the meaning of a text, developing a word rich learning environment through word walls and displays for learning. Annotated modelling is used to demonstrate the stages in progression through a problem. ● Listening across the curriculum is developed through reading to students for understanding, oral instructions and verbal communications is every lesson.
Media Studies	<ul style="list-style-type: none"> ● Media Studies offers students considerable cultural capital, equipping them with a suite of skills and analytical techniques that will prove of value in future life success. These include the practical production skills of photography, desktop publishing and copywriting. Students also explore issues of an historical, social and cultural context, including ethnicity, gender representation and other crucial ethical debates and issues. These are embedded in the syllabus. ● Over the years, Media Studies has a fantastic track record of students who have pursued higher education and/or careers in a range of related fields, including film production, marketing and theatre production design. We have also provided students in many other destinations with a grounding of effective communication skills, analysis and critical faculties regarding media products, time management and independent study, and the determination and self-reflection needed to work to a high standard. Many Media Studies theories are also explored across other disciplines. ● Media set texts provide opportunities to explore a range of social, historical and cultural issues, as directed by the syllabus. Students are required to consider issues of social inequality and justice, and the responsibility of the media. For example, investigation into newspapers looks at the role of regulation following the Leveson Inquiry. ● The Media Studies curriculum affords us many opportunities to explore and promote positive social values. This is most clearly seen in the key concept of representations, where we routinely investigate the rights and wrongs of how the image of a range of social groups are constructed in media texts. ● Students are required to understand the impact of, for example, stereotyping and bias in relation to gender, ethnicity, national identity, age, and the responsibilities of media organisations to be aware of the impact they can have on these social groups. ● Through news media, students are made aware of media bias, political issues and public opinion. We also look at the public role of significant British organisations such as the BBC, and the work of the British film industry.
Music	<ul style="list-style-type: none"> ● The music curriculum is rich in opportunities exploring, understanding and respecting diversity as well as participating and responding to cultural activities. From Year 7, students study music from a range of countries, genres and time periods. Students also participate in performing, listening, appraising and composing activities relating directly to these cultures, genres and time periods. These experiences enable students to identify and understand their own cultural values. Class discussions and music activities through the three strands enable students to reflect and express opinions. ● Music promotes fairness and respect and teaches students the difference between right and wrong. Where an issue or difference of opinion arises, a restorative conversation takes place to reflect upon behaviours as we value ensemble and teamwork skills incredibly highly. ● Social awareness is developed in music through various routines and activities. Paired and group work develops teamwork, respect for other opinions, working together and cooperation. Peer assessments give opportunities for students to form opinions and communicate this with others. ● British values are a key part of music lessons. Students are aware of democracy and the right for every student to “have a say” within the context of the lesson. Our

	<p>Schemes of Work provide an opportunity to become aware of, and respect and tolerate, other faiths, religions and that people have a right to choose other faiths.</p> <ul style="list-style-type: none"> ● Students also study music from British artists and composers, as well as artists and composers from the BAME and LGBTQ+ communities. This fully supports the diversity that we are proud of at our school. ● The curriculum is linked to national events and initiatives and we enrich students' learning using these. For example, BAME artists such as Stormzy, Bob Marley, Anoushka Shankar and Esperanza Spalding are studied in lessons, as well as LGBTQ+ artists including Sam Smith, Elton John and Freddie Mercury. Students also complete projects for Black History Month and Women's History Month. ● Students study artists from Britain like the Beatles, Ed Sheeran and Lewis Capaldi to celebrate the rich and diverse musical output that we are proud that this country produces. This is coupled with musical styles and artists from around the world including the USA, Jamaica, West Africa, India, Indonesia and many more. ● Our curriculum and extra-curricular activities are supported by a varied and in-depth enrichment programme. Our students understand they are privileged to live in such a musically and culturally rich and diverse city, and we always champion experiencing music live wherever possible. ● We regularly run trips to the Palace Theatre, the Lowry, Bridgewater Hall, the RNCM, the University of Manchester, University of Salford, Manchester Metropolitan University, and many more, so students can experience music in the environment in which it was intended to be performed, as well as work with professional musicians to enhance their studies.
<p>PSHEE</p>	<ul style="list-style-type: none"> ● The PSHE Curriculum teaches and equips students with a wide range of knowledge and essential skills that they need to become well-rounded adults to contribute positively to society. ● Through the theme of healthy lifestyles, students learn about: the importance of maintaining healthy habits around sleep, diet, exercise, and hygiene, as well as, how to seek help about health issues. Students also learn about immunisation, vaccines, organ donations and how to protect themselves from the main causes of cancers. They also explore gangs including county lines, and forced marriage, extremism and how to manage bereavement. They also learn about discrimination and prejudice and how it can be challenged safely. ● Through the themes of living in the wider world, students learn about: saving, borrowing, debt, spending influences and being a critical consumer. They also explore fraud and its impact and money mules. They then learn about financial wellbeing, payslips, taxation, and future finances. Finally, students learn about financial planning, credit and debit, pensions and insurance, consumer rights and money safety. Through future choices students learn about: careers, jobs and sectors, lifelong learning, developing knowledge skills and experiences, how values influence, actions, goal, and careers. What GCSEs are and what comes after them, interests, skills, and qualities, including developing interview skills and transferable skills. They then go on to write a CV, personal statement, and job application form, practising interview skills and planning careers. Students also learn about online safety including different information shared online, who they can trust online, risk and potential harm of online interactions and online reputation, as well as cybercrime and gambling. ● Through the theme of relationships and sex education, students learn about: puberty, healthy and unhealthy relationships, parenting and factors of a stable relationship, what forced marriage honour based violence is, female genital mutilation and why it is performed, understanding genders and sexuality, exploitation, sharing sexual images and the law surrounding it and its potential impact, how consent can be given and recognised, contraception and why it is used, sexual transmitted infections, pregnancy options, abusive relationships, unwanted attention, online relationships, reasons for sex, pornography and reproductive health. ● Through the theme of Keeping Safety, students learn about: what to do in an emergency, how to treat common injuries and assess a causality. Drugs and the law, dealing with situations when drugs and alcohol is offered, risks and effects of different drugs and the consequences of alcohol use. Exploring attitudes to drugs, thinking errors impact on decision making, the legal consequence of using and/or supplying drugs, seeking help with drug use, Increased independence, knife crime, dangerous situations, CPR. Water and road safety, dangerous habits and those left behind if the worst happens.

	<ul style="list-style-type: none"> ● Through the theme of Mental and Emotional Health, students learn about: Managing transitions and finding support, bullying online, including trolls, and in person. Self-esteem including online goals and ambitions. Assertiveness, change and loss, mental health misconceptions, resilience, and managing disappointment and setbacks. Managing negative emotions, body image and adverts. Online stress, real vs online friends, peer approval and pressure, challenging unhelpful thoughts and managing worry. Exercise and sleep to support mental health.
PE	<p>The Physical Education curriculum adds a wealth of cultural capital to students lives and prepares them to be able to make valuable contributions to society through:</p> <ul style="list-style-type: none"> ● Developing their physical abilities through a broad and balanced curriculum including gymnastics, athletics, team games, outdoor and adventurous activities. The curriculum also teaches students valuable life skills such as effective communication, the ability to follow rules, problem solving, leadership and to value the benefits of practice over time to better individual capability, knowledge, skills and understanding. ● The faculty delivers an extensive extra-curricular programme ranging from recreational to representative activities. In recent years the school has been successful at district, county and regional level. We offer strong school club links to support pathways into sport. ● Students' overall well-being is also enhanced through physical education and physical activity. There is clear intention to secure pupils understanding of how being physically active improves your mental health and reduces the risk of health conditions. ● Physical Education teaches students the value of being part of a team, both at school and within the local community through providing students with opportunities to take part in school teams. In addition, students are given the opportunity to take part in annual sports days which provides them with further opportunities to participate in the broader life of the school through healthy interform competitions. ● Our student leadership programme delivered through Physical Education teaches students that they are valuable and that they can always contribute positively to their own and others' education. It also teaches them that at times we win and at times we lose, and that this is part of everyday life and society. However, the process and progress of a performance can be an achievement regardless of the outcome. ● Physical Education also allows students to develop an understanding and awareness of moral issues surrounding cheating, gamesmanship and winning at all costs. The need for people to behave with integrity, sportsmanship and also ethically, without unnecessary cheating and foul play.
Psychology	<ul style="list-style-type: none"> ● At GCSE Students learn how we develop from infancy; they explore Piaget's ideas of children learning when they are age appropriate and how our cognition develops as we naturally age. Students learn about Dweck's fixed and growth mindset which is reinforced throughout the course to keep students focused and dedicated to improving their performance. They also learn about the impact of praise and self-efficacy and how to use this to improve their learning. ● At both GCSE & A Level, students are introduced to the complexities and importance of the brain – the structure and functions of the nervous system as well as neurons and the concept of plasticity and functional recovery (A Level - Jodie - little girl with half a brain) as well as localisation of function which we apply to football (heading a football) and boxing for the long-term health implication. ● Mental health which involves studying the symptoms and causes of a range of disorders (GCSE = depression & addiction, A Level = depression, phobias, OCD & Schizophrenia) and also definitions of mental health as well as introductions to the diagnostic manuals used to assess people and how accurate and reliable they are. We also provide students with a range of approaches and their treatments for these disorders and assess how effective the treatments are. ● Memory and factors that can affect recall, aid retrieval and also eyewitness testimony (GCSE & A Level) – provide students with a selection of barriers that can impact on their ability to recall information and therefore how to overcome these not only for exams but for life. ● Research methods, information gained from scientific research and its application to real life – students at both GCSE and A Level have the opportunity during the summer term in their first year to conduct 1-4 pieces of research to get a true understanding of what it's like to be a researcher and put their knowledge and research into action.

	<ul style="list-style-type: none"> ● GCSE & A Level - Social psychology looking at conformity, obedience, altruistic behaviour and crowd behaviour, minority influence creating social change – civil rights movement, extinction rebellion, suffragettes. Crowd behaviour – London riots, following authority (Russian soldiers following regime). ● Different approaches in psychology and how each explains human behaviour from different perspectives – biological (genetics), cognitive (our thought processes), behaviourism (our interactions with the environment), Social Learning theory (observation and imitation of role models behaviours), psychodynamic (early childhood experiences) Humanistic (we have free will over all our behaviours) – this is at A Level at GCSE students learn the biological, cognitive, behaviourism and social learning theory. ● A level - Forensic psychology focuses on different theories about criminal behaviour and how psychology and the law attempts to treat criminals (custodial sentencing, behavioural modification treatments). ● At A Level, students learn not only about the importance of their first attachment style with their primary caregiver not only in the short-term (during infancy) but also the impact this has on not only the friendships we create but the partners we pick in their future. This is developed further in year 13 where students explore factors that affect our attraction as well as theories of romantic relationships and theories and impact of virtual relationships and parasocial relationships (fascination & relationships with celebrities). ● At A Level, students learn about the big issues and debates with the field of psychology but these that are also relevant to the wider world (is there a gender bias in research? Is there a cultural bias in research? Do we have free will over our behaviour or is it determined by factors such as genetics/chromosomes or due to the environment? Can we explain all behaviour from a simplistic perspective (such as depression is due to low levels of serotonin only or do other factors play a role? Should we take a scientific rigorous approach to explaining human behaviour and therefore towards treatments or should we take it on a person by person basis? What are the implications of other social groups when we conduct research and publish our research – for example Bowlby and the importance of the mother in the child's development – the impact if they need to go back to work soon after birth?). ● Students have the opportunity to visit Shrewsbury prison to help them understand the prison system as well as the impact of being a prisoner in the UK, taking part in a prisoner experience and learning how the system has changed over the decades. For GCSE, students visit Chester Zoo to explore how animals communicate and the similarities to human behaviour as well as the attachments animals form and the similarities to human attachments to aid survival.
RE	<ul style="list-style-type: none"> ● RE exposes students to different viewpoints, cultures, and religions. We mainly focus on Christianity and Islam based on our pupil intake, whilst considering the basics of Hinduism, Sikhism, Buddhism and Judaism. ● Through RE, students learn to be curious and to develop critical thinking, analysis and evaluation. ● Through the teaching of RE, students develop their understanding of how and why some countries have different rules and belief systems. ● We teach students to study the news and understand what is happening in the world and through our teaching and classroom discussions, we teach students how to question the reasons and motives behind the different phenomena and activities that they see unfolding within modern Britain and our wider society. ● Students study topics such as abortion, Just war and pacifism, wealth and poverty, life after death and are encouraged to think deeply about loss and forgiveness and why things happen that do not always seem fair. ● Students learn about relationships, contraception and understanding the rights and responsibilities around birth and the ethics in relation to different forms of euthanasia. ● We learn about social justice, why justice is important and how religious people have responded to social issues like the Black Lives Matter movement.
Science	<ul style="list-style-type: none"> ● The high-quality science education we strive for provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity that all students are taught essential aspects of the knowledge, methods, processes and uses of science.

	<ul style="list-style-type: none"> ● Students are offered the opportunity to follow Applied Science courses that facilitate their smooth progression into the world of work. ● Through building up a body of key foundational knowledge and concepts, students are encouraged to recognise the power of problem solving, rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are taught to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. ● Ultimately, students are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future whether that be in a scientific career or as a member of society. ● Relevant aspects of delivering British Values, SMSC and RSE are incorporated within our schemes of learning across all three key stages. ● Students are encouraged to develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. ● Students reflect on their experiences and apply their understanding to a range of issues. ● Students consider and recognise legal boundaries and subsequently develop an understanding of laws through topics such as drugs and reproduction. ● Students consider the work of key scientists past and present, as well as local, national and international and gain an appreciation of their impact on society. ● Students investigate and consider views about moral and ethical issues, for example when considering diverse topics such as environmental issues, genetic manipulation and IVF, and energy resources in KS3 and KS4. ● Students are exposed to careers possibilities through displays, trips and our strong links with Manchester University.
<p>Sociology</p>	<ul style="list-style-type: none"> ● The content of the sociology curriculum maps a variety of topics encouraging students to consider their role as a global citizen. Due to the diverse nature of our students, we are able to also engage in a range of discussions showcasing the diversity of students in the classroom and their everyday experiences. This reciprocal relationship between the course content and student experience makes Sociology a subject that is highly popular at both GCSE and A Level, developing from the core concepts scaffolded in Social Sciences lessons at KS3. Students develop cultural capital in a variety of ways. ● Sociology is the systematic study of society which poses many questions in considering British society and values, as well as how society is multicultural and underpinned with diverse narratives. ● Students gain an understanding of the sociological study of education, the family, crime and deviance, inequality in society and sociological research methods. ● At the heart of sociological study is the debate over how class, age, gender, ethnicity, sexuality and disability impact on life chances. ● Key sociological debates around the education system, the purpose of the family, causes of crime and deviance and inequality in society and the research methods to discover these social factors. ● Students engage in discussions mapped to equity and inequality which helps them to develop as well- rounded critical thinkers. Part of this involves them navigating both qualitative and quantitative research in reaching reasoned conclusions. ● Students are provided with information in a variety of modes that encourages them to empathise with others, such as considering protected characteristics in society and how groups are and should be treated. ● Sociology encourages debate: students consider multiple sides to an argument and at times, are placed in a position to advocate for views that may not be their own, either verbally or in extended written pieces. This gives learners cultural capital in that they understand different points of view and ways of life will benefit them in the real world of work. ● Essay writing, reading and comprehension are key literacy skills which students develop across both GCSE and A Level in being able to consider how to navigate shorter, recall type questions, but embed core concepts in more detailed debate and analytical type questions. Descriptive and item based questions also require inference skills to be honed and applied in detail to questions being asked. This develops student written and oracy skills as part of their learning journey though A Level to apprenticeships/degree and into the world of work.

	<ul style="list-style-type: none"> ● Morality, ethics and the future are also key considerations of the specification as students discuss ethical research, such as the idea of animal research. This also maps to how we see what is right and wrong in society, such as discussions linked to freedom of speech alongside human rights and their protection. Students often consider this among debates linked to equality, inequality and the stratification of society. ● Cross cultural awareness and appreciation is central to the course where we look at life chances and how these relate to the diversity and plurality of our world. This also relates to political and social justice where we consider the role of key institutions in the world, protected characteristics, legislation and human rights. The contemporary focus of specifications also allows students to pose critical questions of the world in which they live to embrace the possibilities of the future. For example, the Global Goals. ● Examples of course content evidencing students questioning society include a number of 'Big Questions', not limited to: How does society work? How can school prepare students for later life and the world of work? Is society meritocratic? How do policies, politicians and sociologists endeavour to overcome issues of inequality through research and key campaigns? What potential barriers to work do certain key groups face in society, based on sexism, ageism, racism and discrimination? How can current and future generations challenge prejudices and discrimination to build a better future?
Technology	<ul style="list-style-type: none"> ● Technology teaches students to be inquisitive, self-confident , independent and to develop excellent knowledge and practical skills ● All design subjects follow the design cycle, which takes a product from inception to completion. ● Students are taught how to research, investigate, design, problem solve, plan, make and evaluate. ● Additionally, students have access to excellent subject specific facilities and resources to support them in understanding how Technology exists in the real world. ● In Food Technology, students develop a clear understanding of a healthy diet. They also learn the valuable life skill of cooking a balanced nutritious meal using a variety of accessible recipes, within an industry standard kitchen. ● Students develop good disciplinary knowledge in Construction, Engineering, Product design and Textiles. ● In Textiles, students explore the fashion industry and develop their awareness of body image and how this is influenced by the fashion industry. ● Construction and Engineering are thriving local industry and we develop links with local businesses. Many of our students go onto study aspects of the construction industry at college or complete apprenticeships within the Construction and Engineering industry. ● Students Investigate modern technology and manufacturing to give an insight about how products are made and gives them an awareness of any environmental impact. ● We have established links with a Construction Project Management Company and the estates department of the MRI which is part of the Manchester University Health Trust.