

COVID Curriculum Recovery 2021-22

Department	7	8	9	10	11	12	13	
English	<p>Change of text to make more relevant "My Sister Lives on the Mantlepiece" by Annabelle Pitcher The Introduction to Shakespeare unit had been moved last year to better support home learning but has now gone back to Spring term to follow the sequential curriculum. Priority area for year 7 will be VSPAG/writing skills as much of this will have been missed in years 5 and 6. The reading lessons have been made more streamlined and focused to allow for intervention for reading to be put in place much earlier.</p>	<p>Creative writing unit was moved during lockdown to support better home learning and it has remained in the Summer term but will be weaved throughout the year. As with year 7, the reading lessons have been streamlined to allow for earlier reading intervention.</p>	<p>Coram boy introduced to bridge the link to GCSE better – this is also a recommended novel to engage boys. In Aut 2 there will be a focus on the extended writing opportunities that were missed during home learning and additional work on the essay style will be brought in earlier in the curriculum. Assessment has shown that VSPA/writing skills need to be a focus in all lessons – this will be weaved through units to support. The Hound of the Baskervilles was moved to Summer 2 during lockdown to support home learning and will remain there. Let's think in English curriculum revamped to support recovery learning. More independent reading, greater discussion and critical reading skills developed. Reading a fresh text each lesson – greater preparation for English Language skills. Greater focus on careers in Lets Think in English lessons to support aspiration.</p>	<p>Additional opportunities created to complete extended writing tasks. Further work on essay tasks. Autumn 2 will focus on teaching AO6. Let's think in English curriculum revamped to support recovery learning. More independent reading, greater discussion and critical reading skills developed. Reading a fresh text each lesson – greater preparation for English Language skills.</p>	<p>Additional opportunities created to complete extended writing tasks. Further work on essay tasks. Autumn 2 will focus on teaching AO6.</p>	<p>No significant changes made – embedding of previous organisation.</p>		

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Maths	<p>Planning, schemes of work and lesson delivery have been reviewed across KS3 in the department. Consequently a number of changes have been made according to year group.</p> <p>All students cover almost identical objectives in Years 7 and 8; within the scopes of the 'higher' and 'foundation' schemes in later years, all students cover all objectives, including the most challenging in each tier. This means there is scope for students to move fluidly between ability levels and that the curriculum caters for students at all ability levels.</p> <p>Year 7 and 8 have recently moved to the new "White Rose" Maths scheme of work to assist students in achieving their potential, for the following reasons:</p> <ul style="list-style-type: none"> • The majority of our feeder schools were (and are) using White Rose at primary, making the transition smooth and effective • The schemes have an emphasis on mastery – providing concrete and pictorial approaches to support the abstract • These schemes are strong in their support of developing students' core maths skills, such as fractions/decimals/percentages and basic algebra • The schemes have strong built-in interleaving, support students to retain their knowledge and skills over time <p>Regular computer room sessions have been arranged for Year 7 and 8 students to use 'Times Table Rock Stars' to address an identified weakness in times tables (which then impacts on many other areas of the curriculum).</p>	<p>In year 9, it was felt a new emphasis on checking prior understanding before moving on to new learning was necessary. In class, this is achieved through the use of starter questions (such as the White Rose 'flashback 4'), setting up 'Maths Whiteboard' to provide bespoke starter questions based on our own curriculum; through questioning; through small tasks to assess understanding and confidence at required skills before the main lesson objective is studied. In Maths, work is constantly building on previous learning, as well as being designed this way through our 5-year curriculum overview, such that topics cannot be 'missed' permanently. Use of retrieval practice, such as low-stakes quizzes, also contributed heavily in this area.</p>	<p>As with Year 11, Students lacked access particularly to exams and exam style questions, so these have been added to lessons to bridge this gap. Tests have been carried out to assess students level of progress and understanding and similar strategies to Year 11 have been used to attempt to address these gaps.</p> <p>Furthermore, although the exams are tiered in maths, no decision is made until the mock examinations in Year 11 as to which tier a student will undertake, in order to give students the maximum possible time to progress in the subject.</p>	<p>Year 11 students lacked the usual access to large numbers of GCSE questions in Year 10, due to the practicality of providing these remotely, so additional half-papers have been provided from September onwards in Year 11 to bridge this gap. We have also identified that students' straightforward knowledge (basic skills, formulae, facts, definitions etc.) is much weaker than usual, and we are using knowledge organisers, in-class quizzes, and knowledge tests to develop these as a priority. In Year 11 we have designed small-chunk knowledge organisers ('10 things to learn') to facilitate catching up students' knowledge in these areas.</p>	<p>Currently, due to the quality of engagement and progress made in years 12 and 13 it is not necessary at this time to make any curriculum or delivery changes. The maths department are confident that all content can be delivered thoroughly in the time available.</p>

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Science	<p>Year 7 will remain as an introduction to the fundamental principles of science to try to ensure that by the end of the year students all have a strong foundational knowledge. These key ideas will then be woven into units and checks on prior understanding carried out.</p> <p>Topic rotations have been removed this year to allow for gaps to be identified more readily and greater staff collaboration to implement changes and accommodation through the lesson content.</p> <p>Introduction of maths and science skills taught discretely in each lesson</p>	<p>Key stage 3 planning has been reviewed and amended in a vertical sequential curriculum to ensure consistency and that there are no gaps in pupil's learning due to missed schooling.</p> <p>Topic rotations have been removed this year to allow for gaps to be identified more readily and greater staff collaboration to implement changes and accommodation through the lesson content.</p> <p>Introduction of maths and science skills taught discretely in each lesson</p>	<p>Topic rotations have been removed this year to allow for gaps to be identified more readily and greater staff collaboration to implement changes and accommodation through the lesson content.</p> <p>Introduction of maths and science skills taught discretely in each lesson</p>	<p>Some students will not have taken part in the full required practical as this was taught through demonstrations – these will need to be reviewed.</p>	<p>Formula sheets will be provided for the physics exam which will allow for more teaching of application rather than recall.</p> <p>Some students will not have taken part in the full required practical as this was taught through demonstrations – these will need to be reviewed.</p>	<p>No changes to curriculum but greater care with monitoring of underperforming students taken during autumn term.</p>	<p>Carrying on with plans to finish earlier to allow more time to review and catch up on weaker areas.</p> <p>As yet no changes to assessments so practical study due to continue.</p>

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History	No changes apart from a sharper focus on increasing knowledge retention with regular quizzes and use of knowledge organisers.	No changes apart from a sharper focus on increasing knowledge retention with regular quizzes and use of knowledge organisers. Links introduced earlier to GCSE topics so that those who are considering opting for history can see the long term value of retaining the knowledge from year 9.	All topics taught through the use of work books to ensure parity across the classes and to help with SEND and to push higher ability with extra tasks available. No changes to the course content. A sharper focus on increasing knowledge retention with regular quizzes and use of knowledge organisers.	We are in the fortunate position that we were in last year, in that it has been recognised by Ofqual that it is both unrealistic and unfair to expect Yr11 students to sit the traditional exams with 4 topics. We now only need to focus on 3 topics, so we are not going to be examined on the Germany side of the course. This is a massive help as we now have a longer time period to focus on finishing the Elizabeth course and then ensuring that the students have no gaps in their knowledge/notes for the other 2 topics, one of which was mainly done during the 2 nd school closure. We are utilising SMHW a lot more than ever before and setting revision tasks with quality resources like powerpoints and factsheets. I have also set up links to onedrive with lesson resources on if any student is absent, but able to complete work.	Yr12 completed a robust bridging task to ensure that they made a good start to Yr12 – which they have. We are currently further along in the course than we usually are and all students have a firm grasp of the topics so far. No major changes apart from a sharper focus on increasing knowledge retention with regular quizzes and use of knowledge organisers. Also, the structure/timing of the course will be changed to ensure that the personal study is complete by September in Yr 13.	No major changes apart from a sharper focus on increasing knowledge retention with regular quizzes and use of knowledge organisers. The Personal Study aspect has been moved to the end of Yr12 so as to ensure there is plenty of time to complete this unit and ensure that students do a good job on it and achieve their full potential.	

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Psychology	Not taught in these years			There have not been any significant adjustments to the curriculum plan with content being covered in the proposed order and in the same time. We will continue to identify gaps in knowledge through formal assessments, provide work to students identified as needing additional support and encourage these to attend weekly intervention sessions.			

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Sociology	Sociology is not delivered at KS3			We have not made any significant changes to the curriculum at GCSE. Students continue to cover the topics as required by the exam specification. We are actively monitoring whether any changes or adjustments will be made by the exam boards and will adjust our curriculum as necessary to accommodate these.		Due to the nature of the course, content must be delivered in a very specific order and it is not possible to leave out certain topics due to the interdependent nature of the course objectives. Therefore, as with GCSE, no significant changes have been made to the curriculum nor content delivery.

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Art	<p>Due to the practical nature of the subject, 1-1 guidance and feedback is essential in building basic artistic skills and techniques. As a result, the decision was taken across KS3 to revisit and revise all core skills on our current KS3 curriculum plan. Lessons have been adjusted to allow students the maximum amount of time to demonstrate, practise and refine their core skillset, with teacher feedback and support.</p> <p>Furthermore, we have re-introduced a much more broad range of materials and media for students to explore and learn. These were not available during lockdown due to the specialist nature of the equipment needed. Therefore, as above, we have changed lessons to allow more time for students to experience this wider range of media.</p>			<p>At GCSE, no changes have been necessary in terms of content as the exams have been cancelled. Students continue to study the same range of topics, skills, media and materials that they would have done should the exams have gone ahead.</p>		<p>At A level no significant changes were necessary as students largely had access to the materials and resources they needed to complete coursework. We have produced a timetable specifically for 6th form to enable them to come to various rooms/members of staff to catch up or gain extra support.</p>

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Geography	<p>Fieldwork has been re-introduced into the curriculum in order to bring back the practical nature of certain Geography topics, specifically in the study of Ecosystems.</p>	<p>Topics that were removed or not covered for Y8 students during their time in Y7 have been added to the curriculum, for example Economics and the Economy has been revisited. Students have been updated on the curriculum changes during lessons and are aware of how their learning journey has changed, where topics have been re-introduced and how these will be delivered. This information has also been published on the school website and communicated home to parents.</p>	<p>As with Y8, topics have been shortened and space created to reintroduce topics that were missed during previous years. Students have been updated on the curriculum changes during lessons and are aware of how their learning journey has changed, where topics have been re-introduced and how these will be delivered. This information has also been published on the school website and communicated home to parents.</p>	<p>During previous lockdowns, Year 10 covered an entire unit of work based on Weather, Climate and Ecosystems. Due to the variable nature of work completed during this time, the decision has been taken to revisit this entire topic during lessons to ensure students have the necessary exposure to and understanding of these areas.</p>	<p>Exam board changes in terms of content delivered have meant that potentially there is no need for students to study "weather and climate."</p>	<p>Exam board changes mean that students will be able to use fewer/different methods of data collection for their coursework.</p> <p>Year 12 bridging tasks have been increased in length and complexity to "prime" students with a deeper understanding of topics before they start their A Level course.</p>

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MFL	<p>No changes have been made to the Y7 curriculum. This has already been revised and updated in recent years to reflect changes since our last ofsted visit and is designed to introduce students to languages from a variety of backgrounds and abilities. We continue to use regular vocabulary assessments to monitor student progress and more in depth assessments as necessary.</p>	<p>In years 8 and 9 we have revised our schemes of work to recognise the progress students lost during previous lockdown periods. Students were unable to effectively practise their oral language skills and this has meant there is a greater need to recap and revisit basic vocabulary and grammar. We are focussed on the embedding of basic language skills that will enable students to access GCSE options. All class teachers have individually assessed the progress of their students and revisited topics as necessary. We continue to monitor for apparent gaps in skills and subject knowledge and reteach as appropriate</p>		<p>The examined content has changed so that students do not have to prepare for three different themes in the written exam, this has been reduced to one which means we are able to focus on this in its entirety in lessons. Furthermore, we have reduced the amount of questions that we are asking students to prepare for in their spoken assessment. We feel that these changes combined should be sufficient to reduce the workload on students and enable staff to focus only on relevant content for the exams. Finally, we have offered targeted intervention sessions to students who would most benefit from these.</p>		<p>No changes.</p>

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RE	<p>Year 7 remains unchanged as it covers an introduction to the six major world religion to try and ensure that by the end of the year all students have a strong foundational knowledge, as there is normally such a broad range of prior knowledge, especially as RE is likely to have not been the focus during school closures in the last academic year.</p>	<p>No changes have been made to the year 8 curriculum. As a team we feel teaching the missed content from Y7 is not necessary. The Y8 topics are challenging academically and highlight interesting and engaging philosophical and ethical issues that increase student participation and engagement, so it would be a shame to lose these this year. The missed units in Y7 would have introduced religious practices, through the Rites of Passage unit. In Y8 students begin with Pilgrimage, allowing them to understand faith in action. Essentially, the core skills of RE: description, explanation and evaluation are all developed in this unit of work allowing students to mature their skills. For example, in Y7 they would have explored the necessity of Rites of Passage, in Y8 they consider if Pilgrimage should be a requirement of faith. Y7 knowledge organisers are readily available, on the school website, for those struggling with retention of core beliefs.</p>	<p>The Y9 curriculum has been altered significantly. We have added a broader range of philosophical and ethical themes, as the students engaged so well with this type of topic last year and it provides the opportunity for students to develop enhanced evaluative skills, which were harder to foster in home learning activities. The reasons to remove the foundations of Christianity and Judaism, in preparation for the GCSE course were twofold: engagement and skill development. The ethical and philosophical units are more appealing with our cohort, especially units such as Crime and Punishment that support with our engagement of boys. Due to an improved “buy in” from students it means their willingness to participate in activities which progress advanced skills such as evaluation are more successful. For those students who do opt to take the GCSE course, they are still very well prepared in the required skills and the philosophical content will be useful in their study of themes in Y11.</p>	<p>The year 10 curriculum has not been changed as it is set by the exam board. We will make changes should any guidance be issued. Learning is supported in Y10 by the use of “Exam Books”, in which our students very regularly complete exam style questions practicing both their key skills and application of content. We continue to teach our religions content prior to our thematic studies, to allow students to apply core knowledge to these philosophical units.</p>	<p>We have not felt it necessary to make any changes to the year 11 curriculum. . This year we are making pleasing and timely progress through our thematic studies and this should leave us with a substantial amount of time to help students with their exam preparation. We also offer two styles of intervention sessions. The mock exam this month is rigorous and will require students to apply all Y10 content. This will allow us to manage our support more specifically intervention and exam preparation lessons.</p>	<p>No changes have been made to the A Level curriculum. Y12 were given bridging project work between Y11 and the start of their A level study. This was a tasking project, introducing the students to the rigour of A Level study. As they progress we are encouraging students to use their knowledge organiser to identify areas in which they struggle, so we can target our support. The content is directed by the exam board, however we continue to use to move between Philosophy, Ethics and Developments to practice essay skills across these units regularly. This is also the case for Y13. They showed pleasing commitment to their studies in the school closure and as such we are not too far behind in our original curriculum plan. The exam boards have made no changes to the exam content, therefore we will teach all units as scheduled, unless information provided in February supports such a decision.</p>

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Computer Science and ICT	No changes have been made, or were necessary, in KS3.			No changes have been made to the content as this is set by OCR, however the style of delivery has changed to acknowledge the challenges faced by students. Specifically: <ol style="list-style-type: none"> 1.Revisiting topics covered in lockdown 2.More frequent, shorter, low stakes knowledge tests to identify quickly areas of student strength and weakness. 3.Slower delivery of content than usual with more retrieval practise in order to embed content "first time" to a greater level 4.Push assessment dates back to when students are "ready" rather than to any specific timetable of dates. 	Again, no changes to content, however as with Year 10, delivery has slowed to accommodate different levels of understanding. We have tested students to establish their needs and areas for improvement and have incorporated these into lessons. We re-delivered some topics from year 10 in order to effectively embed these. As a result of slower delivery, we will not have a chance to do revision lessons when all content has been covered. To combat this we have purchased all students in Years 10 and 11 revision guides and workbooks which have been given out free of charge.	No changes have been made to the content of the A-Level, however significant lesson time has been allocated to revision of topics from Year 12, mock examinations and exam practise.

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Business	No business content is delivered in Year 7	In year 8, students are introduced to concepts of finance, personal finance and borrowing. This content remains but has been updated this year to include topics which are linked to GCSE business.	No changes to content have been made to the business unit delivered in Y9.	No changes have been made to the content as this is set by OCR, however the style of delivery has changed to acknowledge the challenges faced by students. Specifically: 1.Revisiting topics covered in lockdown 2.More frequent, shorter, low stakes knowledge tests to identify quickly areas of student strength and weakness. 3.Slower delivery of content than usual with more retrieval practise in order to embed content "first time" to a greater level 4.Push assessment dates back to when students are "ready" rather than to any specific timetable of dates.	Again, no changes to content, however as with Year 10, delivery has slowed to accommodate different levels of understanding. We have tested students to establish their needs and areas for improvement and have incorporated these into lessons. We re-delivered some topics from year 10 in order to effectively embed these. As a result of slower delivery, we will not have a chance to do revision lessons when all content has been covered. To combat this we have purchased all students in Years 10 and 11 revision guides and workbooks which have been given out free of charge.	No changes were necessary at A-Level.

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D&T	First rotation for years 8 and 9 has been changed to incorporate the projects they have missed in their previous year. This is to ensure they have the skills we require for future topics, especially practical techniques. We are aware that students have missed the opportunity to carry out practical skills/learning in class and therefore online learning had to be changed to cover similar topics but focussed more on research aspects of materials etc.			The exam board has reduced the marks for the NEA from 100 to 85 and have halved the marks available for their practical outcomes (product). AQA are also accepting models and plans of student work in place of their actual final products where students have not been able to complete sufficient work. As a department we are aiming to submit student projects which are complete to the normal standards unless there are exceptional circumstances where we need to take advantage of the models/plans allowance. Finally, marks for the evaluation of student projects have been dropped from 20 down to 15.	In terms of assessment we are monitoring student performance with more mock exams than we would normally deliver in an academic year. This is in an effort to encourage students to revisit content delivered during lockdown and push students to revise. Despite the changes to assessment from the exam board, we have not had time in class to alter the curriculum to allow more time for revising of prior content. Therefore we have provided intervention sessions after school for all students and have followed this up with contact home via phone and letter to encourage uptake.	OCR have cancelled the examined element of the course this year 13. This has enabled us to expand the time given for their project/coursework which now accounts for 100% of their grade this year. As they have missed practical skills from y12 they have had the opportunity to learn these this year meaning they should be able to achieve their potential. Y12 have not shown that they have been particularly disadvantaged in terms of their level of ability coming from Y11. Therefore we have continued to prepare this cohort as we normally would for both their exam and coursework projects.