

SPIRITUALITY (It has to have a <u>function</u> : open-mindedness, awareness, respect or understanding developed & shown)	Key Learning Processes Thinking/sharing thoughts/expressing/creating	Personal Involvement Emotionally involved in what they are doing	Learning Environment Ambiance/grouping/teaching styles/relaxed & calm atmosphere/ choice of who to work with	Substantive Concepts Questions & challenge/ issues/ideas/ subject matter taught & knowledge gained	Personal Spiritual Outcomes Something needs to have changed i.e. a quality or attitude about a specific issue (may only be slight)
<p align="center">PE</p>	<p>Performing a sequence in gymnastics and exploring what their bodies can achieve. Monitoring progress and seeing how they have improved and grown.</p> <p>Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. Learning to win with dignity and lose gracefully.</p> <p>Pupils are given the opportunity to learn games from different traditions and the origins of sports. Pupils are split into 10 Olympic countries in PE.</p>	<p>Creativity and imagination through dance topics – educational dance topic of “friendship” – expressing the theme through movement.</p> <p>PE highlights the advantages of health and lifestyle through team sports and health related fitness.</p> <p>They can reflect on feelings of determination and enjoyment.</p>	<p>Giving time for group discussions, listening to others and allowing others to give their opinions about tactics and performances.</p>	<p>Peer observations, video analysis of performances, worksheets to enable reflection.</p> <p>Pupils are given the opportunity to learn games from different traditions and the origins of sports. Pupils are split into 10 Olympic countries in PE.</p> <p>Students can appreciate the differences between male and females within sport, for example different distances and weights in athletics.</p>	

<p>MUSIC</p> <p>KS3 Tutor Time</p> <p>KS4 Tutor Time</p>	<p>Expression through composition and performance. 'Snowballing' thoughts in lessons.</p> <p>Assembly Citizenship Team Building/Problem Solving YGA (form Sports) Sharing Good Practice. (Homework)</p> <p>Aiming High - Self-Belief and Using Affirmations - Yr 10 Autumn 1 Revision Techniques - positive thinking and the power of visualisation - Yr 11 Spring Term</p>	<p>Giving students the freedom to express their emotion through performing and composing.</p> <p>YGA (Form Sports) Positions of responsibility</p> <p>Speaking and Listening What matters? Gives tutees the opportunity to emotionally engage with an issue that matters to them.</p>	<p>Grouping in pairs by teacher for keyboard activities. For larger group work, students can choose their groups. Informal assessments for a relaxed atmosphere.</p> <p>Tutors show an interest in tutees and their lives</p> <p>Celebrating success in and out of school</p> <p>Seating plans Camp Birthdays</p> <p>Class Charts seating plans for different Metacognition and cooperative tasks</p> <p>Varied Programme requires multi-skilled tutors who facilitate tutees SMSC development through the implementation of the tutor programme but also through 'open door' policy.</p>	<p>Challenging concepts of Western music by studying world music built on different systems e.g. Indian, Gamelan.</p> <p>Citizenship Quiz Camp</p> <p>PSHE and Citizenship activities routinely require tutees to reflect on important concepts and experiences.</p>	<p>Acceptance that the Western system is not necessarily 'right'. Acceptance and exploration of other systems and celebrating them.</p> <p>Assembly reflection Progress checks Review Meetings</p> <p>Various aspects of the programme and many of those outlined below under MSC development led student to develop an open mind, to be aware of themselves and others and to respect diversity.</p> <p>The Film 'I Am' is an example of an activity that allows students to</p>
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<p>MATHS</p>	<p>Directed questioning Explain why the answer is what it is Create similar problems</p>	<p>Problem solving Exam questions being involved in real life – explanation of concepts e.g. banking</p>	<p>Displays of key concepts & “power of yet” Displaying student work Mixed ability groups Seating plans</p>	<p>Number/Algebra/Shape/ Data/Ratio & Proportion Finance/Banking/Bills Probability/Gambling</p>	<p>reflect on the non-material. Tutors routinely address tutees performance/behaviour with personal development, and wellbeing, as key. Discussion of budgets & personal finance Probability/Gambling</p>
<p>ICT</p>	<p>Group presentations. Think Pair Share!</p>	<p>Internet & ICT safety – how to use modern technology in a safe and responsible way.</p>	<p>Safe environment when discussing moral issues- hands up questioning rather than no hands. Pupil led learning.</p>	<p>Questioning and challenge in lessons.</p>	<p>Acceptance of other views and understanding.</p>
<p>SCIENCE</p>	<p>Electricity National grid and generation of electricity – Physics (YR 9) Atomic structure Use of nuclear power. Radioactive contamination – Physics (YR 9) Energy changes Use of fuel cells – Chemistry (YR 11)</p>			<p>Inheritance Selective breeding – Biology (YR 9) Evolution (triple) Looking at different theories such as Creation, Natural selection and Acquired characteristics and evaluating evidence – Biology (YR 9) Extinction</p>	<p>Drugs Mechanisms of action and evidence for links to disease – Biology (YR 10) Communicable disease Vaccinations and their benefits to individuals and society – Biology (YR 10)</p>

<p>DESIGN TECHNOLOGY</p>	<p>Using resources Lifecycle assessment – Chemistry (YR 11)</p> <p>Chemical changes Electrolysis – industrial production of aluminium and electrolysis of brine – Chemistry (YR 11)</p> <p>Used throughout the course, particularly in evaluation of each other’s practical work and in the making and creating of dishes and final products. Students have to think in a highly busy environment making decisions quickly to enable them to move on and complete the tasks whilst working safely and reflecting on prior learning experimentation.</p>	<p>Emotionally students are very involved as they want to be successful and can achieve a fairly immediate result</p>	<p>We strive to achieve a meaningful, supportive environment but are always aware of the need for challenge and try to embed this as part of our teaching & learning activities. This may be in the form of time available to complete the task, level of skill needed, independence needed as well as learning and applying knowledge etc. Use of exemplar projects or work to enthuse students and allow for them to see opportunities for improvement.</p>	<p>Possible causes for extinction of species including the activities of humans and what steps should and could be taken to reduce extinction – Biology (YR 9)</p> <p>Ecology Waste management, land use, deforestation and food production – Biology (YR 11)</p> <p>Basic summary of areas covered:</p> <p>Nutrition and health.</p> <p>Food choice and provenance (where it comes from), and food security.</p> <p>The working characteristics of food materials, understanding the science behind food and cooking.</p> <p>British and International culinary traditions.</p> <p>Practical Cookery Skills</p>	<p>Allowing students to consider food production, nutrition and food provenance and environmental impact of production, waste, packaging etc.</p> <p>Allowing students to work with increasing independence and autonomy – having faith to ‘give things a go’ and reflect on the outcomes.</p>
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<p>MFL</p>	<p>Student's discuss clothes and include range of viewpoints, including price and whether school uniform is a good thing or not.</p>	<p>Encourage discussion of different national sports, ways of greeting one another. Use simple language to describe Picasso style faces they have created</p>	<p>The opportunity to take part in the French Exchange is also given. Pupils are also introduced to the role languages play in the World of Work when there are outside</p>	<p>Food safety, hygiene and cleanliness</p> <p>How to use different equipment safely and successfully</p> <p>Challenge and demand in preparation, cooking finishing techniques and presentation</p> <p>Time management and organisation</p> <p>Independent working</p> <p>Food safety, hygiene and cleanliness</p> <p>Resistant materials / Graphics:</p> <p>Materials & origins</p> <p>Design history</p> <p>Health and Safety/Skills development and accuracy</p> <p>A short series, Café Des Rêves shows the life of young people and the Diving Bell and the Butterfly looks at various moral issues. (YR 8)</p>	
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	<p>The Paris and Seville trips enable culture to be experienced first-hand and the language to be used in real-life situations. (YR 7)</p> <p>In both French and Spanish pupils learn to describe themselves and others in more detail, including making comparisons. The positive attributes are stressed as is the need to be sensitive to others' feelings. They also use 'I can be' to admit to a shortcoming. (YR 8)</p>	<p>or provide description of celebrities or other 3rd persons, real or imaginary. DIRT to reflect on learning. No complex language (tenses etc.) other than simple opinions to review experiences. Group Talk sessions encourage this. (YR 7)</p> <p>In French pupils study the country and towns as well as looking at other French speaking countries and why they speak French. In French, pupils use their creativity to imagine scenarios at a restaurant and in the Health module and to design and present their own sandwiches. In Spanish, they talk about holidays and create their own ideal or imaginary destination. (YR 8)</p> <p>We reflect on work experience and future plans and write letters of application. (YR 11)</p>	<p>speakers invited in and a Dragon's Den activity. (YR 8)</p>	<p>Both French and Spanish cover the following areas in the two GCSE years but in a different order. Class work often requires pupils to create work on their own school rules, a futuristic school or an ideal holiday. In French the first theme is identity looking at self and role models and culture. Festivals are also included, with reference to Easter being of interest. We also cover family relationships. (YR 9)</p>	
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<p>EPR</p>	<p>Decision corners. Group presentations. Think Pair Share!</p>	<p>Spirituality Quiz. Humanist and Religious views on ethical issues. Ethical issues across KS4.</p>	<p>ALL: Safe environment when discussing moral issues- hands up questioning rather than no hands. Decision corners. Pupil led learning.</p>	<p>Questioning and challenge in lessons using KS5 information regarding baptism etc in Yr 9.</p>	<p>Acceptance of other views/beliefs.</p>
<p>ART</p>	<p>Main thrust of work is based upon expressing thoughts, feelings and responses to Art work, subject matter and materials: expressed verbally, in annotation and in visual terms.</p> <p>Emphasis on metacognition throughout key stages.</p>	<p>In KS4 students are given more ownership of the direction of the project and therefore greater emotional connection.</p> <p>Issues to do with gender, spirituality and self-identity are covered throughout key stages.</p>	<p>Seating plans are used, but it is important that all students are in a safe, calm and positive environment: historically, this is where the vulnerable feel most safe.</p>	<p>In the Department there will be questions and challenges set.</p> <p>Using and interpreting Artists work from different cultures, set projects like the “what is an ideal Cornwall landscape” are designed to challenge and open up thinking.</p>	<p>In KS4 we encourage the idea of developing ideas. We look at how outside influences have changed thinking and artistic responses.</p> <p>In the inherent creative process there is always that idea of something needs to change, be modified or adapted.</p>
<p>GEOGRAPHY Across Key Stage 3 and 4 – developing a sense of wonder of the world around them through the study of different places</p> <p>Across Key Stage 3 and 4 – DIRT ensure students reflect upon their work and ideas</p>	<p>Y7 Creative Rivers Home learning</p> <p>Y8 Development Unit – Grace’s Story (GHANA) and comparison of UK and Ghana– Ways of life in two different countries – showing empathy)</p> <p>Y8 Coasts Model Making</p> <p>Y8 Mt St Helens Volcanic eruption creative work</p>	<p>Y7 Places Unit – Sense of Place, Our Place in the World</p> <p>Y8 Development Unit – Grace’s Story (GHANA) and comparison of UK and Ghana– Ways of life in two different countries – showing empathy)</p>	<p>Y7 Visit to Bodmin Moor</p> <p>Y8 Coasts Model Making</p> <p>Y10 Visit to Newquay</p> <p>Y10 Visit to Westward Ho!</p>	<p>Y8 Development Unit – Grace’s Story (GHANA) and comparison of UK and Ghana– Ways of life in two different countries – showing empathy)</p>	<p>Y7 Visit to the Eden Project</p>

MORAL	Right and Wrong Discuss responses in given situations/assess personal values & principles	Consequences Awareness/change of direction/personal responses	Reasoned views Responsible/expressing/critical thinking	Ethical dilemmas What if.....	Application of morality Up-to-date issues & examples used
PE	<p>Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. Learning to win with dignity and lose gracefully.</p> <p>Students can appreciate the differences between male and females within sport, for example different distances and weights in athletics.</p>	<p>Pupils having the opportunity to understand how PE can influence their healthy living and lifestyle.</p> <p>Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. Learning to win with dignity and lose gracefully.</p>	<p>Giving time for group discussions, listening to others and allowing others to give their opinions about tactics and performances.</p> <p>Students can appreciate the differences between male and females within sport, for example different distances and weights in athletics.</p>	<p>PE highlights the advantages of health and lifestyle through team sports and health related fitness.</p> <p>Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. Learning to win with dignity and lose gracefully.</p>	<p>Students can appreciate the differences between male and females within sport, for example different distances and weights in athletics.</p>
MUSIC	<p>Music and copyright/intellectual property.</p>	<p>They can reflect on feelings of determination and enjoyment.</p> <p>Exploring what would happen without copyright</p>	<p>Why do we have copyright laws? Do we need them?</p>	<p>...there were no copyright laws?</p>	<p>Exploring the EU's article 11 regarding copyright/freedom of expression.</p>
KS3 Tutor Time	<p>Red Flags</p> <p>Donations e.g. Foodbank, Fairtrade day</p> <p>Behaviour in tutor time</p> <p>Inter form sports (YGA)</p>	<p>KS Detentions Rewards "cake and pop"</p> <p>DIT booklets from progress checks</p> <p>Phoning home</p>	<p>Thunks/Lateral thinking</p> <p>Reflection questions and emotional responses</p> <p>Option choices</p> <p>Voting for form captain</p>	<p>Assemblies...discussion from topics</p> <p>Current affairs debate-quiz/cheating</p> <p>Inter form sports...Cheating</p>	<p>Buddying with new students</p> <p>Bringing in donations/food</p> <p>Researched subjects/jobs for the future</p>

<p>KS4 Tutor Time</p>	<p>Use of canteen/vending machine</p> <p>Respect for the environment/themselves</p> <p>Acceptance of others opinions</p> <p>Conflict resolution</p> <p>Wet break/lunch times. Form captains/sports captains</p> <p>Rewarding/Responding to Red Flags/Promotion of Individual Reflection/Parental Contact/Development of Resilience (mentoring / pastoral care)</p> <p>Anti-Bullying/ Challenging Prejudice - Autumn 2</p> <p>Human Rights - Yr 10 Spring 1</p> <p>Moral/Political Issues - Yr 10 Spring 2</p> <p>Fairness, Freedom of Speech and Democracy - Yr 10 Spring 2 introduces</p>	<p>KS Leader</p> <p>Rewarding/Responding to Red Flags/Promotion of Individual Reflection/Parental Contact/Development of Resilience (mentoring / pastoral care)</p> <p>Evaluate personal responses and subsequent consequences</p>	<p>Form captains/sports captains</p> <p>Rewarding/Responding to Red Flags/Promotion of Individual Reflection/Parental Contact/Development of Resilience (mentoring / pastoral care)</p> <p>Develop reasoned informed views</p>	<p>Rewarding/Responding to Red Flags/Promotion of Individual Reflection/Parental Contact/Development of Resilience (mentoring / pastoral care)</p> <p>Critically reflecting on issues that affect young people</p>	<p>Year 7 & 8 camp tent decisions</p> <p>Inter form sports (YGA)</p> <p>Rewarding/Responding to Red Flags/Promotion of Individual Reflection/Parental Contact/Development of Resilience (mentoring / pastoral care)</p> <p>Critically reflecting on issues that affect young people</p>
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	<p>the idea of voting as community participation</p> <p>Facing Challenges - Yr 10 Summer 1) encourage tutees to ...assess their own values</p>				
<p>MATHS</p>	<p>Opinion Corners – especially when students have a wrong answer Discussion of student questions</p>	<p>Behaviour policy followed</p> <p>Borrowing money – loans & interest</p>	<p>Problem solving</p> <p>“Best Buys” – which is the best shop to go to?</p>	<p>Interest & loans – link it to mortgages (real life situations)</p>	<p>Football World Cup – probability/calculating profit loss/ratio</p>
<p>ICT</p>	<p>Copyright law.</p> <p>Data protection act</p> <p>Health & Safety Internet & ICT safety – how to use modern technology in a safe and responsible way.</p>	<p>Starter and plenary activities to measure students’ ideas at the start and end of a lesson based on an issue such as Internet safety.</p>	<p>Exam questions for 12 mark question 9/10/11 evaluation and critical analysis.</p>	<p>Exploring Copyright law. Data protection act, Health & Safety, Internet & ICT safety – how does it affect you across Key Stage 3.</p>	<p>KS3 – how does internet safety effect you, attitude to safety on the internet?</p>
<p>ENGLISH</p>	<p><u>Shakespeare exploration</u> Colonialism and the Elizabethan Age <u>The Ballad of Charlotte Dymond</u> Looking at Cornish culture and the law system in court cases (YR7)</p> <p><u>Romeo and Juliet/ Macbeth</u></p>	<p><u>Novels</u> Looking at the ways in which people are different and reflecting on our own experiences. Empathising with situations and characters and understanding their feelings (YR8)</p> <p><u>Old and new texts</u></p>	<p><u>Novels</u> Understanding issues such as bullying, growing up and conservation. Understanding that people are all different. <u>Drama</u> Dealing with a range of situations and issues. Considering other points of view (YR7)</p>	<p><u>Drama</u> Exploring Dickens poverty, inequality in Victorian England. <u>Poetry</u> Exploring different versions of conflict (YR8)</p>	<p><u>Transactional writing</u> The ethics behind how we treat animals (YR8)</p> <p><u>Plays</u>- Exploring themes of equality, difference & power. <u>Power and conflict Poetry</u> –the ethical debates of War</p>

<p>HISTORY</p> <p>BUSINESS/TRAVEL</p>	<p>Treatment of women, violence, hate, Religion and their impact on people (YR11)</p> <p>Extended series of lessons on Transatlantic slave trade from an economic and moral perspective. Involves students debating moral issues around slavery (YR 8)</p> <p>Responsibility and conflict of stakeholder groups.</p>	<p>Comparison of how views on issues have changed over periods of time.</p> <p><u>Writing prep.</u> Considering a range of arguments for a series of topics. Using an appropriate tone for the purpose of the task (YR11)</p>	<p><u>Unseen poetry</u> Studying contrasting opinions on a range of themes e.g. old age, relationships (YR9)</p> <p><u>Anthology poetry</u> Examining a wide range of ideas and issues (YR10)</p> <p>Emergence of religious differences after Henry VIII (YR 8)</p>	<p>Debate over the ethical / moral issues of dropping the Atomic bomb (YR 10)</p> <p>Business Ethics Corporate Social Responsibility</p>	<p>The impact of War on society and the individual (YR9)</p> <p><u>Plays</u> – studying a range of themes such as adoption, class, responsibility.</p> <p><u>Dickens</u> – understanding poverty and attitudes towards it. The idea of social responsibility. How context affects the way texts are written (YR10)</p> <p><u>Plays/poetry/novels</u> that deal with a range of themes, including the environment/Irish conflict/class/mental health issues (YR11)</p> <p>Should UK firms pay corporation tax? Animal product testing? Fair trade/ child labour</p>
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<p>SCIENCE</p>	<p>(Sound and Hearing (HLT) – Biology) (YR 7)</p> <p>Pollutants The effect of human activities on the atmosphere and water supplies and how we can try and reduce the impact – Chemistry (YR 10)</p>	<p>(Contraception – Biology) Mechanisms of action and reasons why some methods maybe more suitable for some individuals (YR 7) Healthy Plate – (YR 8) The requirements of a healthy diet and the effects on the body</p> <p>Renewable Energy Pros and cons for different renewables and their effect on society from different viewpoints – Physics (YR 10)</p>	<p>Drugs Mechanisms of action and evidence for how they affect individuals and society- Brief look at NHS spending (YR 8) Stopping distances Factors including alcohol and tiredness and how they affect ability of drivers to stop – Physics (YR 9) Stem Cells Looking at the possibilities and evaluating the use of these cells from different viewpoints – Biology (YR 10/11) CHD Evaluating the needs of different patients with limited organ supply – Biology (YR 10)</p> <p>GMOs Looking at the possibilities and evaluating the use of this technology from different viewpoints – Biology (YR 10)</p>	<p>(Hip replacement (HLT) – Biology) Research into choices of treatment for Hip problems and the pros and cons of each type (YR 7)</p> <p>Metal Extraction Effects of the environment of quarrying including a debate looking at different viewpoints. New extraction methods with less environmental impact such as Phytomining and bioleaching – Chemistry (YR 9) Embryo Screening Discussion of scenarios where this may be offered and whether this should take place from different viewpoints – Biology (YR 11)</p>	<p>(IVF (HLT) – Biology) Mechanisms of process and the reasons why people may require IVF (YR 7)</p> <p>Earth’s atmosphere The effect of human activities on the atmosphere and how we can try and reduce the impact (YR 8) Recycling Why we recycle and what sustainability means (YR 8)</p> <p>Disruption to food webs The effect of human activities on food chains and webs – over fishing and hunting (YR 8)</p> <p>Communicable disease How infections are spread and what can be done to reduce this – Biology (YR 9)</p> <p>Cancer Causes and risk factors – Biology (YR 9)</p> <p>CHD</p>
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<p>DESIGN & TECHNOLOGY</p>	<p>Used throughout the course, particularly in evaluation of each other's practical work and in the making and creating of dishes. Students have to</p>	<p>The impact of personal decisions has an immediate impact on the quality and outcome of the practical making task</p>	<p>Evaluation is an integral part of all the courses with a view to improving outcomes in the subsequent tasks</p>	<p>Allowing students to consider food production, nutrition and food provenance and environmental impact of</p>	<p>Example of non-communicable disease – Biology (YR 9)</p> <p>Energy Global and national energy resources – Physics (YR 9)</p> <p>Ecology Human impact on environment – Biology (YR 9)</p> <p>Using resources Potable water and waste water treatment – Chemistry (YR 9) Organic chemistry Supply and demand for petroleum products – Chemistry (YR 10)</p> <p>Inherited diseases Examining how inherited diseases arise and the implications on populations – Biology (YR 11)</p> <p>Allowing students to consider food production, food miles, nutrition and food provenance and environmental impact of</p>
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	think in a highly busy environment making decisions quickly to enable them to move on and complete the tasks			production, waste, packaging etc. Food choices and the impact on health of the individual and the impact on others. Lifestyle choices and their impact	production, waste, packaging etc. Nutritional impact on health of individual and cost to society
MFL	Theme of identity looking at self and role models and culture. (YR 11)		Consider feelings when describing others. Focus on positive attributes.		The environment, global problems, citizenship, Fairtrade and homelessness are looked at. (YR 11)
EPR	KS4/5: Legality of issues such as abortion, euthanasia, same sex marriage etc. Quality v Sanctity of life. Human rights and discrimination. Discussions/debates of war, legality of war etc. KS3: Mother Teresa Project. Ethical issues in Humanism topic.	ALL: Starter and plenary activities to measure students' ideas at the start and end of a lesson based on an issue such as abortion	Exam questions of evaluation and critical analysis. Group presentations and decision corners. Express thoughts and views on ethical issues.	ALL: Exploring secular/religious views in relation to animal welfare, discrimination, abortion etc across all Key Stages.	KS4: Recent examples of issues surrounding same-sex marriage, gender inequality, racism in sport etc to link to their experiences. KS5: Business Ethics- looking at the tax evasion of Amazon, Starbucks etc.
ART	Across key stages discussions and reviews on artists work and how they would have responded to things like the war and its impact. In KS4 we explore social and	Evaluations, constant review, and modification plays important part of the work we do. In KS4 with annotations there is a need to record personal responses & changes of	The projection of reasoned views is the basis of KS4 in particular. In KS3 we encourage and place an emphasis on critical thinking in responding to the work of others and their own	In KS4 particularly when looking at Sea life and Landscape we look at ecological issues such as pollution and other issues relating to the Cornish coast.	Questions relating to contextual work e.g. the morality of work, especially at KS4.

<p>GEOGRAPHY</p>	<p>ecological issues to do with Cornwall.</p> <p>Y8 development Unit – extended home learning on Should we give Aid to Africa?</p> <p>Y8 China – Chinese One Child Policy</p> <p>Y11 Rivers – Stakeholder views on different management strategies</p> <p>Y11 Coasts – protecting coastal communities (Westward Ho!)</p> <p>Y11Preparation for Paper 3 exam – sustainability and decision making paper.</p>	<p>direction - the natural process in creating ideas.</p> <p>Y7 Rainforest Project (and G&T rainforest group) – investigating the causes, effects and solutions to deforestation).</p> <p>Y7 Weather and Global Warming Unit– our role in climate change</p> <p>Y9 Impacts of global warming (UK and Global)</p>	<p>viewpoints on given stimuli.</p> <p>Y8 development Unit – extended home learning on Should we give Aid to Africa?</p> <p>Consequences of TNCs operating in LIDC’s (Zambia)</p>	<p>Y8 Coastal Management – Decision Making Exercise on different approaches to managing coasts (stakeholder views)</p>	<p>Y7 Weather and Global Warming Unit– our role in climate change</p> <p>Y7 Is Wadebridge School environmentally Friendly investigation in school grounds</p> <p>Y8 Grace’s Story What is poverty Assessment</p> <p>Y9 Resource Reliance and issues around food security – Methods of improving food security in Tanzania</p> <p>Y9 Responses to Natural Hazards</p> <p>Y10 Sustaining Ecosystems – Impact and management of rainforests (Ecotourism), the Arctic (Marine Wildlife Sanctuary) and Antarctica (Antarctic Treaty)</p>
<p>SOCIAL</p>	<p>Social skills PLTS/responsible interaction with others</p>	<p>Co-operation Respect others’ needs & interests/acceptance of others’ views</p>	<p>Participation Personal contribution</p>	<p>Resolving conflict Seek consensus/ acceptance of others’ rights</p>	<p>Function of societies & communities Contributing to & assessing the benefits of community participation</p>

<p>PE</p>	<p>Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Students are given roles within the team, such as captain, coach, scorer and official.</p> <p>Creativity and imagination through dance topics – educational dance topic of “friendship” – expressing the theme through movement.</p> <p>Giving time for group discussions, listening to others and allowing others to give their opinions about tactics and performances.</p> <p>PE involves pupils having the opportunity to work as a team!</p>	<p>Performing a sequence in gymnastics and exploring what their bodies can achieve. Monitoring progress and seeing how they have improved and grown.</p> <p>Peer observations, video analysis of performances, worksheets to enable reflection.</p> <p>PE involves pupils having the opportunity to work as a team!</p> <p>Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Students are given roles within the team, such as captain, coach, scorer and official.</p> <p>Pupils explore dances from different traditions, including their own, as part of the Olympic country house system. They choreograph dances in the style of their country, using suitable music and movements as</p>	<p>Creativity and imagination through dance topics – educational dance topic of “friendship” – expressing the theme through movement.</p> <p>Peer observations, video analysis of performances, worksheets to enable reflection.</p> <p>Pupils having the opportunity to understand how PE can influence their healthy living and lifestyle.</p> <p>PE highlights the advantages of health and lifestyle through team sports and health related fitness.</p> <p>PE involves pupils having the opportunity to work as a team!</p> <p>Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Students are</p>		<p>Pupils having the opportunity to understand how PE can influence their healthy living and lifestyle.</p> <p>PE highlights the advantages of health and lifestyle through team sports and health related fitness.</p> <p>Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. Learning to win with dignity and lose gracefully.</p> <p>Pupils are given the role of a coach or leader to develop their social skills in co-operation, communication, commitment, loyalty and teamwork. Students are given roles within the team, such as captain, coach, scorer and official.</p>
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<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">KS3 Tutor Time</p> <p style="text-align: center;">KS4 Tutor Time</p>	<p>The 5 'Bs' Developing ensemble skills and learning how to resolve conflict.</p> <p>Peer support</p> <p>Review days...Parents/teachers students</p> <p>YGA. Camping overnight News quiz Votes Clubs</p> <p>Red flags</p> <p>Sitting in the same room as each other</p> <p>Study Skills - Yr 10 (Autumn 1) raise awareness of active learning/benefits of group work</p> <p>Human Rights - Yr 10 (Spring 1) Thinking Hats Activity</p>	<p>researched in preparation lessons.</p> <p>Working in ensembles and understanding and accepting other students views</p> <p>Listening in Tutor time</p> <p>YGA rule sorting Assemblies</p> <p>Team building Friday SVT</p> <p>Debates during form time</p> <p>Metacognition and cooperative tasks</p> <p>Diversity - Yr 10 (Autumn 2) dives an understanding of individual and group identities</p> <p>Fairness, Freedom of Speech and Democracy (Spring 2)</p> <p>Facing Challenges -</p>	<p>given roles within the team, such as captain, coach, scorer and official.</p> <p>Contribution to ensemble performances and compositions</p> <p>YGA Quiz Review meetings Form captains and PA's SVT Sports Teams Metacognition and cooperative tasks</p> <p>Senior Team Applications and prerequisite activities e.g. Buddying and Empower</p> <p>Various competitions e.g. designing Yr 11 tie require personal contribution but also</p>	<p>Finding solutions to social problems within an ensemble to achieve the desired goal.</p> <p>Assembly planning</p> <p>Resolving red flag issues</p> <p>Camp activities</p> <p>Cooperative tasks</p> <p>How the Law helps people deal with Complex Problems - Yr 10 (Summer 1) helps tutees see engagement with society as an opportunity</p>	<p>Interacting with local community members at events such as concerts and Memory Cafés</p> <p>Assembly</p> <p>Collection of food for Food Bank</p> <p>Hierarchies Form/Sports Captains</p> <p>Charity events</p> <p>Impact of Underachievement - Yr 10 (Autumn 1) encourages tutees to assess personal and societal impact</p> <p>Fairness, Freedom of Speech and Democracy (Spring 2) introduces the</p>
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		Yr 10(Summer 1) requires tutees to engage with some personally challenging subjects and the challenges others face	create a sense of belonging Yr 11 Prefects linked to KS3 tutor groups. Post 16 Options in particular in Yr 11 require students to being to evaluate the role they need to play in society		idea of voting as community participation Senior Team Voting
MATHS	Team based projects Competitions Kagan seating Discussion of incorrect answers	4 or 5 different methods for the same problem Students can apply own interests/hobbies & take an interest in others	Questioning Self-assessment Peer-assessment Teacher-assessment Reflection on whether revision has worked - DIRT	Discussion of multiple different answers Managing interactions within student body so it doesn't affect learning	Links to real life situations Links to local community
ICT	PLTS Thinking skills.	Debates on ethical issues and discussions surrounding GDPA.	Group presentations	Decision corners and debates.	How does this effect decision making within business/ICT companies?
HISTORY	Collaborative work over extended lessons e.g. Trebuchet building, collaborative work on the Celts, drama performances based on the death of Thomas Becket (YR 7)		Collaborative work on Home Front in World War Two, to create an exhibition for display (YR 9)	Activities based on development of rule of law and liberty e.g. Magna Carta, development of Parliament (YR 7) Development of Parliamentary democracy in the 17 th Century – debate between power of	

<p>BUSINESS/TRAVEL</p> <p>DESIGN & TECHNOLOGY</p>	<p>Talks from local businesses-past students at university</p> <p>Essential for the successful running of the classes and the department. Students are able to move around in practical activities and are only successful if they integrate and work as part of a wider team. Many opportunities to share with, encourage and support each other</p>	<p>Debate Brexit</p> <p>Cooperation is essential for the successful running of the classes and the department. Student's wants to do well so will often encourage others to cooperate to enable class to work successfully. Students are able to move around in practical activities and are only successful if they integrate and work as part of a wider team. Many opportunities to share with, encourage and support each other.</p>	<p>Debate-BREXIT</p> <p>A huge amount of effort goes into encouraging students to contribute and 'join in' Great effort to support and overcome individual problems to enable participation.</p>	<p>King and Parliament – English Civil War (YR 8)</p> <p>Lessons on emergence of 19th C democracy and the extension of rights for workers. Debates around the issue of child labour (YR 9)</p> <p>Accepting others rights is reinforced with verbal approval and students recognising success in the work of others. Encouraging students to become 'expert' then 'share knowledge and understanding' to enable others to succeed. Accepting and respecting others ingredients and finished products often still in the rom form previous classes.</p>	<p>Speakers from social enterprise. Social enterprises</p> <p>Taking opportunities to cater for others e.g. OAP party and staff function at the end of term allows students to experience the pressures of catering for other groups.</p> <p>Considering the needs of a variety of users products are being designed for. Inviting speakers and watching demonstration of skills e.g. Rick Stein's</p>
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<p>MFL</p>	<p>The Paris and Seville trips enable culture to be experienced first-hand and the language to be used in real-life situations</p>				<p>The opportunity to take part in the French Exchange is also given. We look at neighbourhoods and sell the area to tourists. How to stay healthy is covered with comparisons to the past and future. (YR 10/11)</p>
<p>EPR</p>	<p>PLTS Thinking skills. Pen pal letters and Tubestation visit. Writing for purposes e.g. Methodism and persuasive speech.</p>	<p>Debates and discussions surrounding Spirituality, Islam etc. Decision corners and debates on ethical issues such as discrimination, abortion etc.</p>	<p>Pen pal letters. Decision corners. Group presentations on 5 Pillars of Islam etc.</p>	<p>Decision corners and debates. Peace and Conflict/ human Rights and Social Justice.</p>	<p>Mother Teresa and Faith in Action projects.</p>
<p>ART</p>	<p>Pupils throughout key stages are encouraged to take ownership and pride of their work and others. The idea of respect for all and valuing the effort is primary to our approach.</p>	<p>Each view is valued and we work towards a wider acceptance of different visual responses, such as abstraction.</p>	<p>There is an expectation of pace and engagement, ideally driven by personal participation within the project. Projects are designed to allow the easiest stimuli to have the potential to find a personal stand point, such as Portraiture in Yr9, Toys Yr7, and Cornwall at KS4.</p>		<p>WW1 days, resilience weeks, FBV/PLTS days and other cross curricular activities are key to showing the cross curricular skills and thinking values the subject promotes.</p>
<p>GEOGRAPHY</p>	<p>Fieldwork opportunities (Y7 Eden Visit and Y7 Bodmin Moor visit) - encourages students to</p>		<p>Y7 Geography Lunchtime Group</p>		

	<p>participate and work in groups beyond the classroom.</p> <p>Y10 Coastal Fieldwork</p> <p>Y10 Newquay Fieldwork</p>				
CULTURAL	<p>Cultural influences Socio-economic/ corporate culture/multi-cultural/Cornish culture</p>	<p>Opportunities of “the arts” Numeracy/literacy/sport/art/enrichment activities/music</p>	<p>Exploration of cultural diversity Challenge forms of discrimination/equal opportunities/enhancements to British culture</p>	<p>Links with own heritage Common values/engage with own community/respect</p>	<p>Local, national & global communities Awareness of issues/supporting people in need</p>
PE	<p>Creativity and imagination through dance topics – educational dance topic of “friendship” – expressing the theme through movement.</p> <p>Pupils are given the opportunity to learn games from different traditions and the origins of sports. Pupils are split into 10 Olympic countries in PE.</p> <p>Pupils explore dances from different traditions, including their own, as part of the Olympic country house system. They choreograph dances</p>	<p>Pupils are given the opportunity to learn games from different traditions and the origins of sports. Pupils are split into 10 Olympic countries in PE.</p> <p>Pupils explore dances from different traditions, including their own, as part of the Olympic country house system. They choreograph dances in the style of their country, using suitable music and movements as researched in preparation lessons.</p>	<p>NCFE PE topics including barriers to participation covering sporting issues surrounding Ramadan.</p> <p>These have also been spread into the KS3 Curriculum where appropriate as prior learning for KS4.</p> <p>Pupils are given the opportunity to learn games from different traditions and the origins of sports. Pupils are split into 10 Olympic countries in PE.</p> <p>Students can appreciate the differences between male and females within</p>	<p>Students can appreciate the differences between male and females within sport, for example different distances and weights in athletics.</p>	<p>NCFE PE topics including barriers to participation covering sporting issues surrounding Ramadan.</p> <p>Pupils having the opportunity to understand how PE can influence their healthy living and lifestyle.</p> <p>Pupils are given the opportunity to learn games from different traditions and the origins of sports. Pupils are split into 10 Olympic countries in PE.</p> <p>Pupils explore dances from different traditions, including their own, as</p>

<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">KS3 Tutor Time</p>	<p>in the style of their country, using suitable music and movements as researched in preparation lessons.</p> <p>Students can appreciate the differences between male and females within sport, for example different distances and weights in athletics.</p> <p>Studying the cultural impacts on world music as well as our own.</p> <p>Assemblies with Cornish links Also Christmas in other cultures</p> <p>News quiz</p> <p>Shoe boxes Fairtrade (watching videos)</p>	<p>Comprehensive music enrichment programme open to all students. Links with numeracy and music are strong within the subject.</p> <p>Debates-death Penalty</p> <p>Team building games Tutor sport Sports day</p> <p>ATC visit</p> <p>Camp:-circus skills, sports activities</p> <p>Literacy link Super hero challenge</p>	<p>sport, for example different distances and weights in athletics.</p> <p>Exploring styles and cultures that students would not normally be familiar. How have these styles influenced British culture e.g. Reggae music.</p> <p>Transition Booklet - Making friends</p> <p>Paralympic games for YGA</p> <p>“Send my Friend” Languages week, e-mails</p> <p>“Respect” in non-negotiable for school rules</p>	<p>Engaging with the community through whole school music events as well as events that take us into the local community.</p> <p>May day</p> <p>St Pirans day assembly</p> <p>Royal Cornwall Show</p>	<p>part of the Olympic country house system. They choreograph dances in the style of their country, using suitable music and movements as researched in preparation lessons.</p> <p>Supporting the NHS with Memory Café performances.</p> <p>Discussing the use of music for the greater good e.g. Band Aid.</p> <p>Cake sale</p> <p>Foodbank Fairtrade</p> <p>News quiz</p>
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<p>KS4 Tutor Time</p>	<p>CEIAG activities linked to earning potential including Big Pay Debate - Yr 11 (Spring Term)</p> <p>Celebrity Culture and impact of young people explored</p> <p>Diversity - Yr 10 (Autumn 2) develops tutees awareness of immigration & multiculturalism</p> <p>Tutor Programme is designed to develop an awareness of other cultures/lifestyles- challenging insular views</p>	<p>Collective memory activities</p> <p>Tutor programme specifically designed with tutees personal development in mind including culturally rich activities e.g. The Film 'I Am'</p> <p>Each Tuesday has a broad Literacy theme</p>	<p>Anti-Bullying/ Challenging Prejudice - Yr 10 (Autumn 2)</p>	<p>Advantages of volunteering explored (Links with DofE and Work Experience)</p>	<p>Human Rights - Yr 10 (Spring 1)</p> <p>Fairness, Freedom of Speech and Democracy (Spring 2) includes discussions around democracy and compares this to other forms of government. Aung San Suu Kyi used a case study</p>
<p>MATHS</p>	<p>Amend problem solving examples to be locally relevant</p> <p>Pay day loans for those on a low income</p> <p>Tax</p>	<p>Technical vocabulary</p> <p>Numeracy across key stages</p> <p>Maths Challenge Days "Strive for 5"</p> <p>Examine Pascal & Sierpinski/golden ration</p>	<p>Vote of choice of activities/chance of best answer (democracy)</p> <p>Linking school rules to actual law (rule of law)</p> <p>Behaviour Policy (mutual respect)</p> <p>Expression of views (individual liberty)</p>	<p>Parents engagement evening – support children & parents who believe they struggle with maths</p> <p>Future opportunity to invite local businesses in to discuss finance & maths in business</p>	<p>Future opportunity to invite local businesses in to discuss finance & maths in business</p> <p>Possibility during Foodbank week of discussing charity finances/awareness of poverty issues due to poor money management</p>

<p>ICT</p>	<p>General Data protection act</p> <p>Health & Safety</p> <p>Advertising Standards Authority</p> <p>Discrimination (age, sex, ethnicity)</p>	<p>Literacy throughout all key stages- writing for different purposes.</p>	<p>KS3: Exploring misconceptions of GDPR etc.</p> <p>KS4- General Data protection act. Health & Safety. Advertising Standards Authority</p> <p>Discrimination (age, sex, ethnicity)</p>	<p>KS3: How does digital poverty disadvantage Cornish business/people?</p>	<p>KS3/4: General Data protection act issues rights and responsibilities.</p>
<p>HISTORY</p>			<p>Lessons on the extension of suffrage in the 19th and 20th Century (YR 10)</p>		<p>The emergence of the Civil Rights movement in 1950s & 60s (YR 10)</p> <p>Resistance to Nazism in Germany, occupied Europe and during World War Two (YR 10)</p>
<p>BUSINESS/TRAVEL</p>					<p>Ageing population- Concern Charity Wadebridge</p>
<p>DESIGN & TECHNOLOGY</p>	<p>British and International culinary traditions studied.</p> <p>Socio economic impact of nutrition and poor nutrition</p> <p>Cost of ingredients / materials</p>	<p>Numeracy in calculation of materials and ingredients needed for tasks / product development.</p> <p>Literacy in written tasks, reading understanding recipe instructions, descriptive tasks, use of technical terminology,</p>	<p>British and International culinary traditions studied.</p> <p>Awareness of food poverty and access in different groups and areas of the work</p> <p>Food security and provenance.</p>	<p>Traditional cuisines, understanding background and traditions linked to celebrations.</p> <p>Manufacturing methods and links to industry, from local craft and traditions, to mass produced products and</p>	<p>British and International culinary traditions studied.</p> <p>Awareness of food poverty and access in different groups and areas of the work</p> <p>Food security and provenance</p>

<p style="text-align: center;">MFL</p>	<p>Food miles / sustainability of materials</p> <p>The opportunity to take part in the French Exchange is also given. The Paris and Seville trips enable culture to be experienced first-hand and the language to be used in real-life situations</p>	<p>extended writing in evaluative work.</p> <p>Art in presentation and creative aspects of products, designing and communication of ideas effectively. Links to designers, art /design history to understand product development. Enrichment activities in after school support club and involvement of external speakers, activities on enrichment days.</p> <p>Teaching the numbers, French and Spanish sports, residential trips, listen to grammar points and work on foreign songs</p>	<p>Discuss stereotypes</p> <p>Interact with Foreign language assistants</p> <p>Various Spanish speaking films may be watched with discussions on the culture and issues raised. (YR 11)</p>	<p>how they are used in everyday lives.</p> <p>Compare differences in celebrations of common festivals in France and Spain with the UK. There is a presentation by the Foreign Language assistants on how Christmas and Easter is celebrated in their own countries. (YR 7)</p>	<p>Nutritional needs and over nutrition as well as poor or mal nutrition.</p> <p>MFL provides the perfect platform for learning about the languages, culture and lifestyles of other nations and draw comparisons between the UK and its traditions. For example; reference to Saints Days and traditional names in Catholic France. Encourage comparison to UK traditions Consider feelings when describing others. Focus on positive attributes. (YR 7)</p>
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<p>EPR</p>	<p>KS3: Curriculum Kernewek- spirituality, Paganism etc. Pen pal scheme with Muslim students. Images of Jesus. Exploring Buddhist practices.</p>	<p>Literacy throughout all key stages- writing for different purposes, developing religious literacy etc. Tubestation trip. Enrichment of pen pal letters.</p>	<p>KS3: Islam. Exploring misconceptions etc. KS4- Human Rights and Social Justice.</p>	<p>KS3: Curriculum Kernewek- Paganism, Spirituality etc. KS4: the similarities/ common values between religious (Christian and Buddhist) and non-</p>	<p>Pupils learn about the backgrounds of some festivals including Christmas and Shrove Tuesday. Pupils also learn about some well-known historical and cultural figures. In both languages, pupils learn about the niceties involved in offering, accepting and declining invitations. Study is not limited only to examples from France and Spain but includes the wider francophone and Hispanic world. For those just doing Spanish there is a chapter on South America and we look at the festivals and working conditions for the poor, environmental problems as well as Fair Trade. (YR 8)</p> <p>KS3: Humanism and Religious views on various ethical issues. Faith in Action and Mother Teresa project. KS4: Themes paper. Issues surrounding</p>
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