

**Glebelands School**  
**Curriculum Intent Statements**



**Glebelands**  
Respect and Achieve

---

# Glebelands School Curriculum Statement

## Key Curriculum principles

- Our curriculum is ambitious allowing students to strive for personal excellence
- It is coherently planned and sequenced to develop both deep knowledge and the skill of applying this knowledge
- Broad and balanced; many of our students follow an EBacc curriculum but we place equal value on the contribution that creative, practical and vocational learning makes to every child's development
- Our curriculum is challenging and fosters a love of learning
- Disadvantaged students, and those with SEND, are at the centre of our curriculum thinking and planning

## Context, starting point and ethos

Glebelands School is an 11-16, mixed comprehensive school with just over 670 students, which serves a largely rural community. Nearly 20% of our students receive the Pupil Premium and around 17% are SEND. Our student's KS2 prior attainment is in line with the national average.

Our aim is for exceptional progress for all students including SEND and disadvantaged, which places us in the top 10% of schools nationally. In addition, we have a 5-year strategic vision for all departments' results to be in the top 5% nationally for progress with minimal group variation. We strive for the highest standards of Teaching and Learning, which underpins excellent progress for all students. The school ethos is 'Respect and Achieve' and we value all individuals by respecting and supporting each other. Our current school progress is significantly above the national average with our basics measures being also significantly above national average and on an upward trend. We are proud that our disadvantaged students achieve progress scores in line with national non-disadvantaged students.

The Glebelands school curriculum is under constant review. We make changes to what students learn across school and within subjects based on their feedback, progress and aspirations. We are immensely proud of the outcomes our pupils achieve through our curriculum, including their exceptional GCSE results in the core and EBacc subjects (EBacc Average Points Score was 4.55 in 2019) and in becoming independent, hardworking and caring young people.

## Intent

Our curriculum is ambitious allowing students to strive for excellence. It is coherently planned and sequenced to develop both deep knowledge and the skill of applying this knowledge. The school development plan sets out our clear intentions for our students.

*"Glebelands will be a school which is committed to providing a curriculum that is broad, balanced, challenging and fosters a love of learning. We match our curriculum to the abilities, interests and aspirations of our students, to give every child the opportunity to strive for personal excellence. We value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional subjects. Every child who leaves Glebelands will have the qualifications, skills, knowledge and character to access aspirational Post-16 opportunities and to lead a life that includes positive relationships, resilience and financial independence".*

We are very proud of the fact that many of our students follow an English Baccalureate curriculum (Maths, English, Science, Humanities and Languages) to GCSE but we place equal value on the contribution that creative, practical and vocational learning makes to every child's development. In our context we believe around 50% of our students should follow the EBacc. We expect 100% of our students to go onto further education or employment with training.

Through our curriculum and our Behaviour for Learning strands, we aim for students at Glebelands to be lifelong learners, responsible citizens and prepared for the future. Students' progress in these three areas is developed across all aspects of their school experience: subject lessons, tutor time, assemblies and wider curricular opportunities. This means that our curriculum in every subject is planned to ensure pupils leave with exceptional outcomes, both in their examinations and in their personal development. We ask every child to strive for personal excellence as well as leaving with the right qualifications to prepare them for the next stage.

We have high aspirations of our disadvantaged and SEND students in that they follow a broad curriculum so they have the chance to develop their cultural capital. We offer focused support in KS3 for students to develop their reading and literacy skills as we feel this is vital in ensuring high levels of progress.

### *Our student's personal development*

Glebelands will be a school where every student, irrespective of their background, gets opportunities to participate in activities that enrich their education outside of lessons. Our students will be taught how to be safe in a 21<sup>st</sup> century society and will be educated about making healthy choices for their bodies and mental state. Parents and staff will also be involved in this education so that they can support the students. Our focus on Behaviour for Learning will develop student character and every student will get numerous opportunities to focus on life after Glebelands enabling them to become effective citizens.

Beyond the classroom, we aim to give our students a wide range of experiences. All subjects provide additional learning contexts including annual school productions, educational visits and sports teams in the majority of disciplines.

### *The mechanics of our curriculum*

We have a 3 year Key Stage 3 curriculum which we do not narrow. The curriculum journey in each subject covers the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. The students learning from primary school is built upon and knowledge and skills are developed to prepare pupils for the next stages of their education.

Alongside Mathematics, English, Sciences, Humanities (History, Geography and Religious Studies) and Core Physical Education, all Key Stage 3 students study a broad range of non-core subjects from day one. Art, Design & Technology, Performing Arts, Information Technology and Learning for Life which exposes pupils to creative, technical and vocational aspects of learning. Students study French and Spanish until the end of Year 7, when they are asked to choose which language to continue until the end of Key Stage 3. A small number of pupils who are “not secondary ready” in English follow a “Lexia” programme in place of Modern Foreign Languages. This bespoke intervention aims to fill the gaps in pupils understanding, identified from their Key Stage 2 assessments in order that their literacy levels are not a barrier to them accessing the rest of the curriculum.

We have a 2 year Key Stage 4 curriculum. Through a highly flexible options process, we meet the statutory national requirements and provide a bespoke curriculum for Years 10 and 11 to study. This gives our students as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. All students at Glebelands must study both English Language and Literature. In addition to their assessed curriculum, students’ physical, religious, moral and spiritual education continues in core Religious Studies, Learning for Life and PE lessons.

Students are guided towards an options ‘pathway’ according to their ability and individual needs with all routes embedded in high aspirations. Students who are on the ‘Accelerated’ pathway are required to study Triple Science, a Modern Foreign Language and a Humanity subject. The ‘Core’ pathway students must opt for either a Humanity subject or a Modern Foreign Language but may opt for both. For students guided towards the ‘Support’ pathway we believe strongly that the currency of a standard pass is vital for their future opportunities. We therefore assist students in having aspirational Post-16 ambitions by giving an additional period of English, Maths and a teacher led study period. This provision along with their three options choices ensures that they have both the cultural capital and currency to move onto a wide variety of Post-16 opportunities.

As well as the Ebacc subjects, students at Glebelands have a full range of options to study at GCSE (Additional Maths, Art, Computer Science, Design Technology, Drama, Cambridge National I-Media, Latin, Physical Education, Religious Education and Cambridge National Sports Science). Depending on the individual pathway students are asked to choose up to four options subjects. As well as the traditional subjects, through our Federation of local secondary schools and Sixth Form College we offer vocational qualifications (Child Development, Hairdressing and Beauty, Construction, Engineering and Motor Mechanics) for all students at Key Stage 4. Students who wish to study one of these courses spend one whole day off site studying the subject with other students from the Federation schools.

## Implementation - The Glebelands Way

We have a clear vision in our school development plan for the implementation of our curriculum at Glebelands in that we aim to:

*Establish consistent high-quality teaching across the school with minimal variation between teachers. Embed an overall strategy of Teach – Boost – Teach ensuring teachers systematically check for recall to identify student's misconceptions and intervene within lessons to ensure they are corrected. Developing an instruction strategy based on 6 key principles of learning (challenge, modelling, feedback, explanation, deliberate practice, questioning) which have been identified in educational research as key to establishing excellent student progress. A built in CPD programme based on these 6 key principles will allow our teachers to meet regularly, with a flow to their CPD sessions so that ideas can be shared, trialled in class and then reflected on in a continuous cycle of improvement. Students will love the challenge of learning, be eager to improve and demonstrate outstanding behaviour for learning.*

It is our aim that in every lesson at Glebelands when the context is appropriate teachers will:

- Begin every lesson with a short review of previous learning – this could focus on both recently learnt material and material from previous weeks/months
- State the learning objective - explain what the students are going to learn and how it fits into the Big Picture of the subject or series of lessons.
- Guide student practice – This should be both students rehearsing new material and summarising, rephrasing or elaborating on new material so that it can become stored in long-term memory
- Ask a large number of questions and check the responses of all students. This checking for understanding identifies whether students are developing misconceptions as well as providing some of the processing required to move new learning into long-term memory.
- Have a 10 minute period of quiet independent practice.

We plan and deliver lessons based around our 6 pedagogical principles to help ensure excellent progress for all, including disadvantaged and SEND students. When delivering their subject our teachers will:

- Provide **models** - Examples include: step-by-step worked examples with explanations of each step, teacher model answers/work, previous student's answers/work.
- Plan **deliberate practice** by regularly testing students to check for understanding and demand a high success rate.
- Plan tasks that **challenge** students. They will dip into content from the level above/complex material but provide scaffolds (temporary supports) for these difficult tasks.
- Plan their **explanation**.
- Ensure **questioning** involves a wide range of students and develop responses through further questioning. They will include questions to deepen thinking and check for misconceptions whilst encouraging reluctant responders through scaffolding.
- Have a good mix of **feedback** based on their department feedback policy. High impact feedback will be specific and encourage students to think. They will allow time for students to respond to high impact feedback in green pen so progress is clear.

At Glebelands we deliver a series of lessons using the process Teach Boost Teach. This involves:

- Teaching a series of lessons focused on our key 6 principles.
- Identifying whether students have made progress through assessment, this could be through a test (not necessarily written) or teacher judgement. This will then lead to the identification of misconceptions or weaker areas
- Allow dedicated time to Boost on these weaknesses before returning to new material

All subject areas implement the delivery of their curriculums based on a Teach Boost Teach curriculum map with precisely planned low and high stakes assessments ensuring students have spaced practice and revisit material over time. These maps also show how homework supports knowledge development as this is vital to the delivery of our curriculum at Glebelands.

## **Art Vision Statement:**

Creating Art is a way of expressing and communicating ideas. It can also make our surroundings more appealing, inspire and stimulate the human mind. The Glebelands Art department aims to engage, inspire and challenge students of all abilities, encouraging them to use their creativity and imagination.

The Art curriculum at Glebelands is designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge that they need to succeed in life. We achieve this by encouraging students to learn about themselves and others. This will help them build self-esteem and enhance their fine and gross motor skills. Students develop their ideas by learning about different artists, designers and craftspeople and how they have shaped our history. Alongside this, a variety of practical techniques are taught which are underpinned by drawing skills. These all equip the students with the knowledge and skills to experiment, invent and create their own works of art.

We give students opportunities to build on their cultural capital outside of the classroom by offering extra-curricular opportunities and encouraging students to attend Art club and establish links with their local community. Art competitions with Cranleigh Lions and The Arts Society, Cranleigh are organised. The Art department takes KS4 students on gallery visits and Art workshops out of the classroom environment, we invite the Watts gallery to come into the Art department and show the students artifacts from their gallery. Students are also encouraged to see KS4 artwork exhibited at Cranleigh Arts Centre.

## **It is our purpose in teaching Art to ensure students leave Glebelands being able to:**

- Understanding how they can use “The Formal elements of Art” individually or together to make a piece of artwork.
- Have the confidence to experiment with a variety of media, materials, techniques and processes.
- Use their analytical and cultural understanding to inform their own creative ideas.
- Foster critical and creative thinking.
- Develop creative problem-solving skills, self-expression, and visual literacy.
- Use their own creativity and imagination to produce their own works of Art.
- Have an enjoyment and desire for the subject to continue studying it post GCSE.

## **Computing Vision Statement:**

At Glebelands the computing department covers a broad of content from Computing to Media and information technology. There is an equal balance of practising skills and knowledge in ICT and computer science. In the computing department, it is imperative that students develop skills in a range of software packages and programming languages in conjunction with learning theory. Here students are encouraged to use IT as a means to demonstrate computer science theory. There is no point students being able to problem solve if they cannot communicate effectively the skills and knowledge they have learnt.

The Computing curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. In the computing department, cultural capital is applied through a range of techniques. Firstly, students are taught the marketable skills that could be needed to help them get future employment. They are taught a range of packages from the entire Microsoft suite through to adobe packages and multiple programming languages (Python and HTML). This is taught through a range of projects at KS3 where ICT is combined with Computer science. For example, students at KS3 are asked to build a computer game. They are then asked to build a guide, which explains how to play their game. Secondly, there is an emphasis on the emotional skills needed for the future. Students are asked to present group work to the class and students are encouraged to be respectful of the presenting group but give constructive feedback on how they could improve their work and presentation skills. No Matter what student's backgrounds are they are all given the same opportunity to produce work of the highest quality which is challenging and enjoyable on a range of topics.

The Computing curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by

### **It is our purpose in teaching Computing to ensure students leave Glebelands being able to:**

- Build on computer programming skills taught at KS3
- Learn how to communicate information effectively.
- Use a range of application software (Microsoft and adobe suites)
- Be able to program in different languages (Python and HTML)
- Develop problem-solving skills.
- Be able to design/ build and test different projects.
- Become more independent in their learning so that they can feel confident when they are faced with a challenge they are not immediately able to solve.
- Break down tasks into manageable chunks.

## **Design & Technology Vision Statement**

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw upon disciplines such as Mathematics, Science, Engineering, Computing and Art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Design and Technology, they develop a critical understanding of its impact on daily life and a wider world. High - quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. We are keen to let students enjoy the practical nature of Design and Technology whilst the knowledge based learning is key to helping students to become higher-level learners. We strive to equip pupils with the skills and qualifications to go on and become the next generation of creative practitioners in their chosen field. Our mission is to build confidence and encourage pupils to take ownership of their work and to develop their thinking into creative ideas. We are a cohesive department, linked between subjects, which offer pupils a holistic experience of the design process from sketch to final outcome.

We offer a broad curriculum at both Key Stage 3 and 4. Pupils are taught to problem solve and be independent learners through a range of projects which build on their skills learnt in previous years. Material areas include Textiles, Graphics, Timbers, Metals, Polymers, Electronics, Programmable Components and Food.

Pupils should have opportunities to build their cultural capital outside of the classroom; therefore, we offer extra-curricular opportunities such as robotics competitions, food club and STEM events for KS2 primary pupils.

Pupils who leave Glebelands having studied D&T at KS4 will be independent learners, with a drive to solve real world problems. They will have a broad experience of materials to work with as well as the theory knowledge to back it up. They will be pupils who rise to challenges and enjoy working as part of a team.

**It is our purpose in teaching Design and Technology to ensure students leave Glebelands being able to:**

- Be inquisitive, they want to learn.
- Be independent, they will not rely on others to tell them what to do next.
- Want to explore different ways of solving real world design problems.
- Have a knowledge of a broad range of materials and skills in which do develop their design ideas.
- Be able to confidently apply this knowledge to a range of design scenarios.
- Understand how D&T fits in to the bigger picture of their curriculum, such as Maths, Science and Geography

## **Drama/Performing Arts Vision Statement**

The Glebelands Drama department aims to be inclusive of all abilities in procuring a curriculum which teaches students a wide range of Drama knowledge, both academic and practical. The Drama department aims to engage and enthuse students into both the creative side and theoretical side of performance, developing important transferable skills with a stretching and challenging curriculum on both of these facets. The curriculum aims to develop a base-line knowledge and application of skills which range around a number of topics in the performance landscape including Commedia Dell'Arte; Greek Theatre; Practitioners; Storytelling techniques; Melodrama and Silent Movies to give students a broad experience of content to learn and explore, each topic building on top of prior learning in aiming to ensure all students progress, irrespective of past experience and knowledge of Drama by constant development of the skills that Drama teaches. This engagement in performance is further development by being imbedded in the extra-curricular programme at Glebelands.

Drama at Glebelands not only broadens and deepens the curriculum but teaches transferable skills which are vital in the modern-day work place which has become more reliant on skills based knowledge. The aim is for Drama to foster not only a curiosity and engagement for the knowledge taught from KS3 to KS4 but a recognition in the importance it plays in preparing students for the modern day work place. We endeavour to harbour this curiosity throughout KS3 and maintain a large interest to pursue Drama at GCSE either as a performer or a designer. We aim to enable students to assess the history of theatre and its many different styles and able to assess to application of skills to in the pursuit of mastery, preparing students for the future in using applied knowledge and skills in later life.

The Drama curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by adapting approach to tasks given in lessons and homework through a variety of means: differentiating resources; differentiating interactions and facilitations; differentiating and adapting tasks inherently. We also explicit opportunities to develop their depth of understanding and literacy of dramatic concepts and terminology. It is our intent that students feel encouraged, building their confidence, enjoyment in the learning of Drama irrespective of prior attainment. We want students to not only enjoy Drama but build a capital of knowledge and application of Dramatic terminology, enriching their cultural vocabulary in creating well-rounded individuals not only preparing students for jobs within the Drama and Performance industry.

### **It is our purpose in teaching Drama to ensure students leave Glebelands being able to:**

- Draw upon their creative, performative, collaborative, critical thinking and problem solving skills in from Drama lessons as well as any theoretical knowledge of a given lesson.
- Obtain Develop analytical and evaluative skill with enhanced abilities of critical thinking and assessment of practical skills.
- Gain an appreciation of Drama and Theatre's place in development of culture and politics, making critical and informed judgements of the societal issues communicated through theatre.
- Make connections between the different techniques, styles, assessing the similarities and differences in skills in order to better understand them.
- Strive for personal excellence and become the best dramatists/dramaturgs that they can be as we have provided challenging thought provoking lessons that allow this.
- Have secure knowledge through a breadth of experience in Drama knowledge from theatre design to performative knowledge, giving students a richer academic understanding in-line with the knowledge taught at GCSE, feeling prepared for the future.
- Enjoy Drama with a widened perspective, broadened curiosity and intellectual skills.
- Have developed their independence of thought, which has resulted from an engaging and thought provoking curriculum as well as practical activities, which encourage self-discipline organisation and collaboration.
- Develop empathy and sensitivity towards others through various methods of inhabiting a role and collaborating with others. Therefore, gaining a better understanding others thoughts and feelings.
- Inhabit a range of skills, knowledge and ability that will enable students to choose to study Drama post 16.

## **English Department Vision Statement:**

The Glebelands English department aims to give all students the confidence to acquire and use literacy skills that will stand them in good stead throughout their lifetime. The department seeks to achieve excellence in the teaching and learning of English, in order for all students – particularly the most disadvantaged and those with SEND - to make significant progress, irrespective of their prior attainment.

As a core subject, studied by all students throughout their time at school, we believe English is one of the most important and interesting in the curriculum. It is vitally important that students enter the adult world with the skills to express their own ideas effectively and to be able to interpret and analyse the written material that they will encounter from a variety of sources.

We have made the decision to adopt a KS3 curriculum that is based around the assessment objectives and core skills of the GCSE syllabus. However, these assessment objectives are taught and learnt through a wide range of stimuli and source material e.g. in Year 9 the analysis of language and structure of a text are taught through the study of the class novel, in Year 7 texts related to travel are used to practise comparative analytical reading skills.

The English curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by developing students' core literacy, reading and writing skills from Year 7 to Year 11. 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 interviews and debating. 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.

### **It is our purpose in teaching English to ensure students leave Glebelands being able to:**

- Encourage the enjoyment\_of the challenges offered in the English curriculum and to develop the students' confidence in the study of all aspects of English irrespective of prior attainment;
- Develop students' ability to write successfully in a variety of forms and for a variety of purposes, choosing language for impact and effect
- Develop students' ability to write with grammatical and technical accuracy in all written work
- Foster an enjoyment of reading for pleasure across a range of genres and text types
- Encourage students to think critically and analytically about the texts they encounter
- Improve the critical reading skills of all students and their ability to recognise and evaluate the significance of key linguistic techniques

## **Geography Vision Statement:**

The Geography department works to be an inclusive department, where learning and acquisition of knowledge for a range of geographical topics is accessible for learners of all abilities. As geography teachers, we aim to foster an interest in and a sense of wonder about places. Helping our students to make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. We aim to build on students own experiences to investigate places at all scales, from the personal to the global.

We aim to teach outstanding lessons which engage all students and ensure that materials and content are appropriate for them. We plan for students to make excellent progress and assist with developing the skills that will enable them to achieve this. Geography is an essential subject for all students to study at key stage 3, and we endeavour to have the majority of students continue the subject at GCSE level. The study of Geography allows students to be inquisitive and ask questions about our ever-changing world.

The Geography curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by guiding out students to develop a strong interest in, and help them identify with their own environments and have an understanding of the wider world. We will achieve this by giving our students explicit opportunities to develop their depth of understanding and geographical literacy. For example teaching students about global issues such as climate change and consumption of resources. Through this, our students will be able to engage with, and appreciate the variety of physical and human conditions on the Earth's surface recognising the interaction between them. Our intent is that building geography capital will have a positive effect on our student's lives, through gaining global knowledge to enable them to become responsible and forward thinking citizens.

### **It is our purpose in teaching Geography to ensure students leave Glebelands being able to:**

- Encourage confidence, enjoyment and challenge to all students in the learning of Geography irrespective of prior attainment.
- Develop geographical skills that allow students to analyse and evaluate resources and information.
- Understand how change can result from physical and human processes
- Encourage sensitivity towards others and develop an understanding of and empathy towards the nature of multi-cultural and multi-ethnic societies
- Gain a fuller understanding of controversial issues, allowing them the opportunity to make and communicate their own informed judgements
- Have respect for the natural and built environment
- Acquire a wide range of geographical and other skills
- Develop an enquiry based approach towards their work, allowing them to extend their intellectual skills through problem solving and fieldwork
- Enjoy learning and inquiring about their world
- Gain the confidence to work individually and as part of a group
- Provide a range of skills, knowledge and ability that will enable students to choose to study Geography after GCSE

## **History Vision Statement:**

The Glebelands History department strives to be an inclusive Department which makes the learning and acquisition of a broad experience of historical knowledge possible for students of all abilities in the school. Our aims are to present wide ranging content and source material, sometimes of a challenging nature, in order to develop a breadth of knowledge which reflects the changing nature of peoples, societies and cultures across a range of eras from pre 1066 to the modern 20th century world. We seek to teach outstanding lessons which engage students of all abilities, particularly the most disadvantaged and those with SEND, ensuring that materials and content are appropriate for that aim. We plan for students to make excellent progress, enjoy their learning and be able to develop the wide ranging skills that will enable them to achieve this.

History is an essential subject for students to study both at KS3 and GCSE and we aim to foster a love of learning and a curiosity about the topics studied. Without knowledge of the breadth and depth of History across time, students will not have the capacity to be intellectually curious young adults who can examine current events, engage critically with the wider world and be prepared for the future. We want students to enjoy their learning experience in History and to take that interest further post 16 in the wider world.

The History curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by investigating people, events, societies and continuities and changes over time. We will give students a breadth of experience in topics such as change and continuity of power, law making, structure of societies and the rise and fall of Empires. Students will learn about key people in History such as William the Conqueror, Oliver Cromwell and Rosa Parks in order to understand the impact one person can have upon society and change over time. Students will also learn about aspects of local history across KS3 such as castle development, Domesday Book, the Wey and Arun Canal as well as World Wars One and Two.

### **It is our purpose in teaching History to ensure students leave Glebelands being able to:**

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Know and understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Assess the significance of people, events and society across a range of eras using a criteria framework.
- Know and understand the importance of making connections about people, events and society in the past and how change and continuity has developed the modern world that we live in today.
- Have developed a range of skills, breadth of knowledge and experience that will inspire students to choose to study History post 16.
- Have an understanding of people, society and change over time and be able to be critical and self-reflective of the changing world around them

## **Mathematics Vision Statement**

The Glebelands mathematics department believes we have a responsibility to produce active members of society and having a strong foundation in mathematics in an ever-changing global environment is key to this.

The department aims to give all students the confidence to acquire and use mathematical skills and knowledge. The department seeks to achieve excellence in the teaching and learning of mathematics in order for the students to make significant progress, irrespective of their prior attainment.

As a core subject, studied by all students throughout their time at school, we believe mathematics is one of the most important and interesting in the curriculum. Wherever you look in the world there is mathematics and we aim to equip students with the knowledge and, more importantly, the skills to fully participate in our information driven society.

The design of the curriculum reflects the interconnected nature of the subject in which pupils need to be able to move fluently between representations of mathematical ideas. The 3 year Scheme of Work for stage 3 builds upon on key stage 2 and makes connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving increasingly sophisticated problems. The two year Key Stage 4 scheme of work is designed to teach all pupils the standard mathematical content with additional content being taught to more highly attaining pupils.

The mathematics curriculum at Glebelands is ambitious and aspirational, having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by giving our students explicit opportunities to develop their depth of understanding and mathematical literacy. This allows them to be active members of society that can make informed decisions about their future. Our intent is that building mathematical capital will have a positive effect on our student's lives – not just in terms of encouraging more into STEM jobs, but more importantly to help improve our student's lives and life chances.

### **It is our purpose in teaching mathematics to ensure students leave Glebelands being able to:**

- Draw upon a breadth of experience , knowledge and skills in all areas of mathematics which enables them to develop their depth of understanding and relate this to real life applications.
- Understand the language and notation associated with mathematics, enabling them to think mathematically and communicate mathematically in a subject that has extensive real life applications
- Solve problems in a variety of contexts, building their confidence to tackle unfamiliar problems in new situations;
- Use mathematics in everyday life and to build awareness and skills related to financial matters that will be important to them as they develop into young adults.
- Provide a platform of skills, knowledge and confidence that will enable students to study mathematics at higher levels, or in a workplace requiring mathematical knowledge and skills.
- Ask questions of the world around them, developing their independence of thought which has resulted from an engaging curriculum.
- Truly enjoy and be engaged in the subject, which has been fostered by opportunities provided for them in lessons.
- Strive for personal excellence and become the best mathematicians that they can be as we have provided challenging lessons that foster this.

## **MFL Vision Statement**

We believe we have the responsibility to create rounded and worldly individuals. The study of MFL ensures students are aware of cultural differences in other countries and allows them to develop their communication skills and confidence in a foreign language. Our curriculum stretches and challenges students in order to ensure they have the skills and knowledge required to enable them to use their foreign language in real-life situations, whether for travel, work or leisure.

In MFL, we place an equal importance on the acquisition of linguistic skills and knowledge. This is because the understanding and application of grammar as well as the learning of vocabulary is paramount in order to be an effective linguist. In addition, competency in both receptive and productive skills is essential for effective communication and understanding. Ultimately, our aim is to enable students to become successful and confident linguists equipped with skills and knowledge, which will allow them to develop and flourish in real-life situations.

The MFL curriculum at Glebelands is ambitious and aspirational, designed to give all learners, including the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed. We achieve this through excellent lessons, which engage all students, and the use of targeted content and material to ensure everyone can make good progress. We also undertake to increase cultural knowledge by teaching students about other countries and their traditions, enabling them to be more rounded and worldly individuals who are aware of and appreciate differences in countries and languages around the world.

MFL is a highly important subject for students to study at KS3 and we endeavour to have a large take-up at GCSE. MFL allows students to have better understanding of how languages in general work. It also improves memory, cognitive skills, concentration and problem-solving.

### **It is our purpose in teaching MFL to ensure students leave Glebelands being able to:**

- Draw upon grammatical skills and linguistic knowledge, in order to manipulate language about a wide range of topics.
- Listen, read, write and speak in a foreign language to varying degrees.
- Have a broader and deeper understanding, appreciation and experience of different cultures and countries.
- 'Think hard' and work independently in order to improve their cognitive, analytical and problem-solving skills.
- Communicate effectively in a foreign country, with speakers of their chosen foreign language, by forming a strong base of linguistic knowledge upon which they can build.

## **Music Department Vision Statement**

The Glebelands Music department will cover a range of topics that, in addition to accompanying knowledge and vocabulary, have been selected to help develop several skills, including: singing, playing, improvising, composing, technology engagement and critical engagement. Students will also expand on their social, moral, spiritual and cultural (SMSC) awareness through their music education.

Topics are sequenced to correspond with a whole-school approach to knowledge and skill development, with several opportunities for cross-curricular learning and revision. They are based around different contexts including geographical locations (Africa, South America and Asia), historical periods (e.g. Renaissance, Classical and Romantic), music for industry (e.g. Film/TV, Electronic Music and Musicals & Opera) and physics of sound.

Music at Glebelands will provide opportunities for depth of learning knowledge and opportunities to hone subject specific skills, but also many transferable skills (e.g. communication, organisation and problem solving) and characteristics (e.g. confidence, self-esteem and resilience). The curriculum will foster passion and curiosity for music, where students will forever be able to engage with and discuss music as contributors or commentators, in order that they may enjoy and understand positive mental and physical health and SMSC experiences in later life in their community.

### **It is our purpose in teaching Music to ensure students leave Glebelands being able to:**

- Be prepared for the prospect of advanced study in music
- Have a secure grounding of musical language (reading and comprehension)
- Express themselves through being musical
- Have aspirations for further musical study and/or musical engagement in the future

## **Physical Education Vision Statement**

The Physical Education curriculum at Glebelands is ambitious and aspirational having been designed to enable all students to develop their physical competence and confidence. Physical Education at Glebelands promotes physical skilfulness, physical development and a knowledge of the body in action. The Physical education curriculum at Glebelands provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams.

Students learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. Students develop their ability to observe and reflect on their own and others performances, a key aim of the curriculum is to ensure that students evaluate performances and create their own ideas to improve the quality and effectiveness of their practical performance.

The Department have adopted a 'PPE' approach. This stands for Plan, Perform, Evaluate and links to the YST 'Head, Heart, Hands' model of curriculum planning and assessment in PE.

In PE lessons, the department follow the Glebelands way principles of reviewing previous learning and outlining lesson objectives, time for independent learning and use of challenge, questioning, feedback and reviewing learning throughout and at the end of lessons mostly through questioning. The department include the 'Teach- Boost-Teach' philosophy of Glebelands through dedicated learning time given to students to practise skills they have identified as an area to improve. The department have developed 'Boost' resources in several activities that enable students to select the task and skill they wish to improve and do this in lesson time as part of the development and refinement of their practical skills.

The Physical Education curriculum also includes opportunities to teach students about the anatomy and physiology of the human body, the importance of a healthy diet and psychological issues relating to physical education and sport. GCSE practical tasks are included in the key stage three curriculum planning with students being taught how to demonstrate skills in isolated and competitive situations

A key aim of Physical Education at Glebelands is to promote positive attitudes towards active and healthy lifestyles. The curriculum is designed to give students the opportunity to perform in a range of physical activities, through this process students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

### **It is our purpose in teaching PE to ensure students leave Glebelands being able to:**

- Demonstrate physical competence in a range of activities
- Demonstrate an ability to communicate effectively with others to solve problems and improve their own and others performances
- Demonstrate an understanding of the physical benefits of exercise and participation in a range of activities
- Demonstrate an understanding of the anatomy and physiology of the body as well as the significance of a healthy lifestyle for continued good health in the future and understand how to exercise safely
- Demonstrate an ability to link the benefits of a healthy diet and physical activity to mental and physical well-being
- Make positive informed choices around their health, well-being and diet
- Transition from KS3 to KS4 and KS5 with the skills, knowledge, character and leadership to excel in KS4 and KS5
- Demonstrate leadership qualities and skills through sport, if they choose to
- Have a lifelong love of sports and physical exercise
- Attend extra-curricular sporting clubs and competitions, have an opportunity to represent their school and community.
- Demonstrate a sound understanding of different sports, their origins, including British and world-wide sporting role models

## **RE Vision Statement:**

As a core subject (at Key Stages 3 and 4, students also have the opportunity to pick RE as a GCSE option) at Glebelands School RE seeks to promote inclusivity by offering a broad and balanced approach to worldviews and critical philosophical thinking. Students will learn to weight up the value of wisdom from a variety of sources and develop an aptitude for dialogue so that they can participate positively in school and the wider community.

The RE curriculum is designed and taught in a fashion that appeals to a variety of learners and learning styles to provoke a curiosity and love of the subject. It is also ambitious and aspirational - having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. This is achieved through peer and class discussions and by referencing/responding to real life examples and scenarios. From this student are able to develop opinions, offer reasons and evaluate strengths and weaknesses in the opinions of others. For example, should we care for the planet (the Greta Thunberg factor? What happens when we die (exploring reincarnation case studies)?

Alongside the subject's contribution to pupils' mental cognitive and linguistic development, RE at Glebelands offers the opportunity to promote pupils' spiritual, moral, social and cultural development as well. By provoking challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Students will learn to articulate their personal beliefs, ideas values and experiences while respecting the right of others to differ.

## **It is our purpose in teaching RE to ensure students leave Glebelands being able to:**

- Develop students' ability to investigate and evaluate religious and world views in a local, national and global context. They will learn to explore and evaluate different answers to these questions and try to offer solutions to help solve problems.
- Encourage students to promote values that support community cohesion by developing a sensitivity and empathy towards multi-cultural communities
- Provide students with an excellent standard of education in RE that meets the expectations and criteria of local (SACRE) and National Bodies (NATRE)
- Have the confidence and enthusiasm to be able to ask questions of the world around them, developing their independence of thought which has resulted from an engaging and thought provoking curriculum.
- Develop an understanding of key words, phrases and vocabulary associated with RE, thereby promoting good community relations
- Extend learning opportunities beyond "classroom learning" through the invitation of external speakers, and extracurricular participation in events organized by the local religious groups.
- Provide a platform of skills, knowledge and confidence that will enable students to study RE and Philosophy at higher levels.

## **Science Department Vision Statement**

We believe we have a responsibility to produce active members of society and having a strong foundation in the sciences in this ever-changing global environment is key to this. Along with this, we are looking to prepare the scientists of the future, and therefore have a stretching and challenging curriculum to ensure that those students have the correct depth of understanding to progress into a career that is scientifically based. In our science curriculum, we place an equal importance on the development of scientific knowledge and skills. We do this as we believe scientists require a broad-based knowledge of science but alone that's not sufficient because science is dynamic; that knowledge base changes as researchers learn new things. So, to be competitive, you need to be able to critically evaluate the scientific literature, integrate new information into your existing knowledge base, and identify gaps that are ripe for new investigation. In short we believe the delivery of knowledge is important as it underpins many other areas of the curriculum and enables a strong foundation for the future study of science, whether academically or vocationally. The development of scientific skill and literacy are fundamental to our curriculum, as we have to prepare our students to be able to participate in an ever advancing and evolving workplace.

We have made a decision to start the delivery of GCSE material in Year 9. Far from narrowing the curriculum experience for students the rationale is quite the opposite. This process enables our top students to study the science curriculum in depth through taking triple science and have a very broad curriculum overall due to having increased options choices as a result. It also enables all of our students the opportunity access to triple science if they choose and continue with a broader curriculum overall.

The Science curriculum at Glebelands is ambitious and aspirational having been designed to give all learners, particularly the most disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life. We will achieve this by giving our students explicit opportunities to develop their depth of understanding and scientific literacy; for example, teaching students about risk with use of the EM spectrum, or dangers of communicable diseases. This allows them to be active members of society that can make informed decisions about their future. Our intent is that building science capital will have a positive effect on our student's lives – not just in terms of encouraging more into STEM jobs, but more importantly to help improve our student's lives and life chances.

### **It is our purpose in teaching Science to ensure students leave Glebelands being able to:**

- Draw upon a breadth of experience and knowledge in all three sciences, which enables them to develop their depth of understanding and relate this to real life applications.
- Have a key knowledge of the fundamental principles and processes in Science, so they can progress in future science qualifications, or in a workplace requiring scientific knowledge.
- Ask questions of the world around them, developing their independence of thought, which has resulted from an engaging and thought provoking curriculum.
- Truly enjoy and be engaged in the subject, which has been fostered by opportunities provided for them in lessons and extracurricular activities.
- Strive for personal excellence and become the best scientists that they can be as we have provided challenging thought provoking lessons that allow this