

- Environment
- Particles
- Forces
- Variation
- Chemical reactions
- The Solar System
- Light and sound
- Investigative science

Students in Year 9 study and work towards the AQA Entry Level Science qualification. This course provides an excellent introduction to the scientific concepts and content addressed and examined in the KS4 Science GCSE that the students study in years ten and eleven. The course covers the Biology topics of 'Keeping Healthy', Inheritance, Environment and Evolution', the Chemistry topics of 'Materials from the Earth' and 'Oils, Earth and Atmosphere' and the Physics units 'Energy Transfer and Efficiency' and 'Electricity and Waves'. The course provides an excellent way of addressing any gaps in knowledge the students may have from KS1 to KS3, that may hinder their progress at GCSE.

Design & Technology

In design and technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team. Topics run alongside the Elements Curriculum to deepen pupil's understanding, with body smart kinesthetic activities tailored to engage and inspire even the hardest to reach learners. Assessments are carried out every half term with key pieces of written and practical work combining to provide accurate National Curriculum Levels. All pupils are assessed at least once in the year on each of the following skills – research, specification, generating ideas, development, planning, making and evaluation.

ICT

ICT national curriculum objectives are covered in the Elements curriculum, where the application of the skills is relevant and purposeful. Pupils have wide ranging abilities in ICT, many having limited access to ICT outside of school. The tasks pupils are provided with to develop their ICT skills are similar to those first developed in primary and include:

- **Word Processing**
- **Databases**
- **Spreadsheets**
- **Blogging**
- **iPad technology**
- **Desktop Publishing programs**
- **Video Editing Software**
- **Multimedia Presentation**
- **Painting Programs**
- **Internet and CD-ROMs**
- **Digital Cameras**

Elements

The aim of Elements is to further develop pupils' literacy, in particular communication and writing skills through engaging thematic learning that hooks pupils in and which they find motivating and purposeful. Teachers plan the curriculum to make it relevant to the pupils and discuss how learning can be made exciting,



whilst still meeting learning objectives. The learning is often developed around a story or character to engage the pupils on an emotional level and to give the learning a context. By focusing on a story or character, the aim is to develop pupils understanding and empathy for others, which, for a range of reasons, is challenging for many pupils. Elements is also a vehicle for History, Geography, RE, SMSC, Citizenship, PSHEE, ICT and mathematics.

Music

During KS3 in Music, children will experience performing, composing and listening. They will also learn how to review and evaluate both their own work and the work of others. In this particular setting it is vital that pupils are guided into working collaboratively and so there is a strong emphasis on practical work and group work. Pupils should expect to experience learning to play various instruments such as keyboard, guitar, drums, bass and voice and they will delve into various genres and cultures such as Rock, Blues, Pop, Classical, Reggae, Folk, Chinese music, African music and Indian music. Children will learn how to read traditional notation as well as looking at alternatives such as graphic score. The school is well equipped in terms of music technology and all children have the opportunity to record their own and others' work using programmes such as **Pro Tools** and **Garage Band**. Children are encouraged to record information and ideas in a written format in music lessons with a view to support the school's drive to improve literacy. The schemes of work taught are varied and very flexible, tailored to the needs of the individual. Emphasis is placed on progress and the importance of making mistakes in order to achieve this. The curriculum follows the guidelines of the National Curriculum for Music. In addition, all children sing together every week and opportunity is given for children to participate in individual instrumental tuition. Children are welcome to practise in the music room and heart space during nurture time and at lunch time and there are various after school clubs for children to attend. Regular concerts are held in school to showcase children's hard work and achievement.

Drama

Drama in Key Stage Three is used to develop pupils' communication, collaboration and co-operation skills. SEAL underpins a lot of the work done in drama to encourage our pupils to work as part of a team. Pupils take part in group games and trust exercises to promote this. Pupils also learn key drama skills and techniques which help them to explore ideas, issues, texts and meanings. They learn to use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays. Pupils also learn to appreciate how the structure and organisation of scenes and plays contribute to dramatic effect and to evaluate critically performances of dramas that they have watched or in which they have taken part. The pupils use the skills and techniques they have learnt throughout the year to produce short plays and films based on our Opening Minds Days topic. They are also showcased in our annual Shakespeare Festival.

P.E

National curriculum P.E is delivered to pupils in KS1 through to KS3, assessments are carried out on a half termly basis to provide accurate National Curriculum Levels. A wide range of activities are on offer for pupils to participate in including:

- Invasion games (Basketball, football, netball, rugby, dodge ball and hockey)
- Games (boccia, curling)
- Net and wall game (tennis, badminton and volleyball)
- Gymnastics (floor, artistic and trampolining)
- Striking and fielding (cricket, rounders and kin ball)
- Athletics (high jump, shot put, discus, javelin and running)



Extracurricular activities are on offer to all pupils in School, popular clubs include:

- Football
- Multi sports
- Swimming
- Fencing

P.E helps to promote health and wellbeing, most importantly building pupils confidence and self-esteem. SEAL is constantly a part of lessons encouraging self-awareness where pupils evaluate both their own work and work of others. Pupils manage their feelings by experiencing working in a range of environments using resilience when learning new skills and techniques. Using learning journeys for each topic pupils are motivated to achieve. Most importantly pupils are expanding on their social skills learning to take turns and work together as part of a team.

Art

Art is taught within the Elements curriculum in key stage 3. A theme is chosen each half term and explored to produce a creative response to issues, artefacts and experiences of the given topic.

- We use a variety of mixed media.
- Produce a personal response.
- Learn creative techniques.
- Experience craft work.
- Draw from observation and imagination.
- Learn about Artists and Art movements.
- Explore our thoughts and feelings.
- Discuss moral, social, and spiritual issues within the topic.
- Take pride in our work and display our results.

SMSC and British Values

SMSC and British Values are encompassed in all aspects of teaching and learning. Elements, PSHE, SEAL and 'Opening Minds' mornings all lend themselves particularly well to the development of pupils' SMSC. These subjects and morning provide pupils with the opportunity to explore the questions above and actively take part in the experiences mentioned. Springwell is committed to continuing to develop and embed SMSC in all aspects of teaching and learning and provide pupils' with exciting opportunities and experiences to develop their SMSC education.

Opening Minds mornings

Opening Minds mornings aim to create a further opportunity to focus on SMSC, British Values and community cohesion to develop pupils' understanding of other cultures, countries and communities. The aim is to widen pupils' experience to support them in becoming more accepting and tolerant of others.

PSHE

PSHE is delivered through Elements and is also taught as a discrete lesson once a week in Key Stage Three. The programme of study covers three core themes, 1. Health and Wellbeing 2. Relationships and 3. Living in the Wider World. Springwell is committed to continue with the development of PSHE education and providing pupils with exciting and relevant learning experiences in a safe learning environment, where every pupil achieves success in PSHE to their full potential. SRE is delivered with support from visiting nurses who give expert advice to pupils on this area of the PSHEE curriculum.



S.E.A.L

SEAL teaches essential life skills. If young people feel good about themselves, have skills to cope with their lives and get on with each other, with good teaching, they will be more likely to achieve their potential. SEAL can support them getting there. SEAL focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. Pupils use a SEAL passport to work on their personal SEAL targets and to map their progress in the five aspects of SEAL.

We also use some of the SEAL 'Say no to bullying!' activities during our Anti- Bullying Week in November to complement our on-going work on combatting bullying.

