

Geography intent statement

Our knowledge-rich and engaging Geography curriculum is designed to create good, well rounded global citizens by increasing students awareness and understanding of the world around them. It will enable them to grasp both human and physical aspects, and the growing interconnections between them. Topics will develop curiosity of different locations, cultures and scenarios through the use of open-ended enquiry questions. Students will learn to answer these using relevant, specific up to date resources whilst being empathetic to individuals and organisation, some of which they would not have experienced. Students will learn transferable skills and apply knowledge from other subjects to complete industry equivalent enquiry questions. Students will learn to make decisions and assess how they are impacting our environment in order to positively contribute to the wider world.

Intent statements by Key Stage

	Subject-based curriculum	Success for Life curriculum	Extra-curricular offer
Key Stage 3	Our curriculum intends to build on students prior learning and increase their knowledge and understanding of both human and physical disciplines/concepts. It will improve student’s spatial awareness, initially focusing on their local environment, then applying knowledge nationally and internationally. Students will learn basic processes, along with their spatial knowledge and geographical skills, in order to provide concrete explanations to their work, allowing justifications and creativity. They will also gain a better understanding of how the world has changed and their current impact.	Students use their knowledge and understanding to make positive decisions and influences those around them. They become socially aware of diverse places and communities as well as being empathetic to others locally or internationally. Students become independent learners and improve their revision skills.	We ensure that all students have the opportunity to take their classroom learning and apply it to their surroundings and improve their geographical skills. Additionally, through the use of sustainability club, we give students the chance to develop their confidence in making decisions to improve the local environment.
Key Stage 4	We intend to increase students depth of knowledge and understanding, focusing on specific topics and located examples, in line with GCSE	Students are to develop their independent learning skills to analyse data and research impacts of events. They will be able to apply their knowledge and	We further encourage students to partake in wider reading sessions to improve their global awareness. Additionally, in line with the GCSE specification and in

	specification. The curriculum will also provide up to date, relevant information for students to use when explaining on their explanations and justifications. Students will develop their Geographical skills to analyse and evaluate decisions made.	understanding into real life situations and will be very conscious of their impact on the local community and wider world. Students will also begin to make links between Geography and other subjects that they study.	line with industry standard investigations, students complete field work investigations, improving their data collections and analytical skills.
Key Stage 5	Our intentions are to consolidate knowledge and understanding from all prior learning, including extra-curricular and wider reading. We will expose students to more in depth concepts within lessons and through the use of wider reading, undergraduate information and research, e.g. scientific or political readings, for students to source the more relevant factual information. Students will be confident in analysing, evaluating and presenting knowledge and research in different mediums.	The overarching intent is to provide students with the knowledge and skills for further studies in higher education or workplace. Students will be expected to work independently and drawn upon resources, when needed. They will have the desire to explore the world around them independently, understand their place in it and are fully equipped to make positive contributions to the local community and wider world.	Again, we provide students with the opportunity to complete fieldwork sessions outside of the classroom to apply their skills. This is student led approach aims to improve their creativity and research skills. Students also have the opportunity to mentor others by providing revision sessions and assist with sustainability club. Students can also access out of school experiences enhancing their learning through local companies and or businesses.

History intent statement

Our ambitious, knowledge-rich and engaging History curriculum aims to make history meaningful for all students by enabling them to understand historical events and to relate history to their lives in the 21st Century. All history students will study history through enquiry questions. These questions cover a broad depth of history and focus on Britain, Europe and the wider world. Students understand the diverse experiences of people in the past, throughout the world. Embedded within this, students learn to use historical sources and interpretations to reach their own conclusions about the past. They will be capable to communicate historical evidence and opinions in rigorous and creative ways. Ultimately, the intent of the history curriculum is to be

engaging with a depth of knowledge and to equip students with essential critical skills in making decisions.

Intent statements by Key Stage

	Subject-based curriculum	Success for Life curriculum	Extra-curricular offer
Key Stage 3	The intention is to develop students' historical knowledge with firstly focusing on British history, local history followed by a worldwide focus. We aim to teach all topics in a diverse manner so that students understand the impact of events on specific groups of people. Alongside this, students learn how to interpret and critique historical sources and interpretations. Students are also guided how to write at length, in an evaluative manner.	The intention is to build on and positively reinforce resilience, and to create independent learners who can deal with challenges and create ways to overcome them. Additionally, students are to be aware of actions of individuals/organisations and the impact they have on society with the intention that they choose positive decisions for their community and the wider world.	We passionately believe that history has the opportunity to broaden students' experiences. We offer trips to all students and put provisions in place for the most vulnerable so that their experiences are varied. Additionally, students are able to develop their skills and knowledge by participating in a debate club.
Key Stage 4	We intend to develop students' knowledge and skills in KS4. The depth of knowledge increases as students focus on specific topics. Students will develop their source and interpretation skills and will be able to assess such material at ease. Additional to this, students will use the work of historians to engage with and model the discipline of history.	Again, the intent is to build on students' independence to make them successful learners inside and outside the classroom. To be successful independent learners, students will be engaged and motivated with the material covered. Alongside this, they will be able to successfully manage their time to incorporate all important aspects of a young person's life.	The intent is to continue providing opportunities to widen students' experiences and cultural capital. The trips offered are specifically linked to enhance the historical topics that are studied during KS4. Students can also participate within the debate club and take bigger roles and encourage younger students to get involved.

<p>Key Stage 5</p>	<p>The aim is to increase breadth and depth of knowledge, through different mediums i.e. textbooks, historians' work, independent research, seminar-style debate. Students will also master their second order concepts and will assess sources and interpretations at ease. Students will be guided to write in a sophisticated manner that successfully answers historical enquiries.</p>	<p>The ultimate aim is to sufficiently prepare students for university study or the workplace. To do this, they will be independent, resilient and ambitious. They will also be aware of the resources that are available for them to develop a depth in knowledge and will access them without being prompted.</p>	<p>The aim is continue providing experiences outside the classroom to enhance students learning. There are opportunities for students to lead the debate club and learn essential skills. There are also opportunities for students to mentor students lower down the school and engage with their school community.</p>
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Religious Studies and Philosophy and Ethics intent statement

Our ambitious, knowledge-rich and engaging Religious Studies/Philosophy and Ethics curriculum aims to make the study of religions, belief systems and worldviews meaningful to all students by enabling them to understand the religious and non-religious belief systems and worldviews that are represented in the local community and the wider world and relate these to their own views and beliefs. All students will study a mixture of focussed units, which will take one religion as their main focus, and thematic units focussed upon how religion affects believers' responses and interactions with the wider community in relation to specific issues. Embedded within this, students will learn how to interpret and respond to key religious teachings and texts to understand how divergent interpretations occur. They will also be able to understand the purpose and impact of religious practices and traditions and communicate knowledge coherently showing tolerance, empathy and understanding of views which are different to their own. Ultimately, the intent of the Religious Studies/Philosophy and Ethics curriculum is to be engaging while still providing depth of knowledge and essential critical skills in analysis, interpretation and evaluation.

	Subject-based curriculum	Success for Life curriculum	Extra-curricular offer
<p>Key Stage 3</p>	<p>The intention is that students will study a number of religions and worldviews represented in their local community. This will enable them to identify the nature of spiritual experience and its influence on believers' lives, sense of</p>	<p>The intention is to build on and positively reinforce resilience, tolerance and empathy and to create independent learners who can deal with challenges and create ways to overcome them. Additionally, students are to</p>	<p>Students will have the opportunity to debate topics they have studied in a debate club. This will encourage their tolerance and understanding of others. As well as this they will be able to learn from individual religious</p>

	<p>purpose and religious practice. They will also engage in concepts that evaluate concepts of truth and morality which are generated by different belief systems which are used to justify behaviour. Additionally, students will use sacred texts to help evaluate how beliefs about God determine responses to personal, social and global issues.</p>	<p>be aware of the beliefs of individuals/organisations and the impact they have on society with the intention that they choose positive decisions for their community and the wider world.</p>	<p>experiences either within their immediate community or the wider community. Students will be encouraged to observe and respect religious practices and festivals around them.</p>
<p>Key Stage 4</p>	<p>The intent is to further develop students understanding of personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness. Students will complete an in-depth study of two contrasting religious worldviews, alongside the discussion of non-religious worldviews. They will also develop their knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.</p>	<p>Again, the intent is to build on students' independence to make them successful learners inside and outside the classroom. To be successful independent learners, students will be engaged and motivated with the material covered. Alongside this, they will be able to successfully manage their time to incorporate all important aspects of a young person's life.</p>	<p>Students will have the opportunity to visit places of religious practice to enhance their classroom studies. As well as this, they have the opportunity to develop their analytical and evaluative skills whilst being articulate in the debate club. KS4 students can model good practice and guide KS3 students.</p>

<p>Key Stage 5</p>	<p>The intent is for students to continue to develop their skills of critical analysis to construct informed arguments in relation to religious, philosophical and ethical ideas. Students will continue to analyse the impact of religious thoughts for individuals and wider communities in relation to real world issues. Students will study a wide range of original texts from philosophers and theologians. In addition they will further develop their ability to reflect on their own values, opinions and attitudes in the light of their study.</p>	<p>The ultimate aim is to sufficiently prepare students for university study or the workplace. To do this, they will be independent, resilient and ambitious. They will also be aware of the resources that are available for them to develop a depth in knowledge and will access them without being prompted. Ultimately this will prepare students well for the challenges of university courses and for the challenges of working and living in a multicultural society.</p>	<p>The aim is continue providing experiences outside the classroom to enhance students learning. There are opportunities for students to lead the debate club and learn essential skills. There are also opportunities for students to mentor students lower down the school and engage with their school community.</p>
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