

Curriculum Intent 2019-20

“To challenge student’s academic curiosity and ensure they are successfully prepared for their life beyond school.”

The curriculum at Skipton Girls’ High School reflects this overarching goal. It is broad and balanced, recognises national guidelines and fulfils the requirements of the National Curriculum 2014 and beyond.

The curriculum should enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

We provide a curriculum that challenges each and every individual. We want every student to achieve the best possible qualifications that they can, but we believe that the curriculum goes beyond that which is purely examinable. We believe that every learner is entitled to a rich and varied curriculum which is challenging and inspiring. The changing nature of society and employment means that life-long learning, collaboration and resilience are essential to be successful. The development of confidence, effective learning strategies and a growth mind-set are central to our evolving curriculum. Our curriculum promotes pupils’ moral, cultural, spiritual, emotional and physical development at school and within the community more widely. It also promotes learning as an activity that should be enjoyable, engaging and rewarding.

It is our intention at each key stage to lay the foundations for further study progressing into further and higher education including apprenticeships. We consider preparation for the study of A-Levels to be a key feature of the 11-16 curriculum. The curriculum is designed to enhance student’s knowledge in each subject area whilst allowing them time to develop skills alongside. We enhance our curriculum by providing a variety of career education and guidance events from Year 7 onwards to help students make informed decisions about their futures. There are a wide range of extra-curricular activities available to students that help to further promote all of the above aims and we encourage students to fully participate in these. Lessons are taught by highly qualified and motivated staff who are experts in their fields. All departments are well resourced, and every member of the school community has access to the latest IT resources to help enhance learning further.

All subject areas and staff at Skipton Girls’ High school will:

- Deliver an appropriate curriculum to challenge each individual
- Provide appropriate recording and reporting arrangements
- Provide for students with additional educational needs
- Personalise the learning experience for all students
- Ensure a variety of summative and formative feedback techniques are used to ensure all students know what they must do next to improve further
- Continually monitor and evaluate current provision.

Key Stage 3

Key Stage 3 is accelerated and completed in Years 7 and 8. Students follow a broad and balanced curriculum. Students are not issued with target grades as each student is encouraged to deepen their learning as much as possible and we encourage a growth mind-set. Each department has created a bespoke set of criteria to challenge learners in their subject to make as much progress as possible. The challenge increases throughout Years 7 and 8 with departments having adopted a spiral curriculum approach. Criteria are shared with students and parents in lessons and via Firefly; our on-line learning

environment. In Year 8 some students have the opportunity to study German in addition to either Spanish or French. All lessons encourage a student-centred approach to learning where collaboration, creativity and personalisation of challenge are at the core of the learning experience to develop both knowledge and skills.

Year 9

In Year 9 students continue to study the broad and balanced range of subjects taken in Years 7 and 8. In order to progress and accelerate learning subjects are encouraged to be informed by the national curriculum but not confined by it. We believe that given the academic nature of our students they can be better prepared for future study by being provided with bespoke, challenging work to prepare them for the rigours of Key Stages 4 and 5. All students begin a GCSE in Religious Studies in Year 9 with examinations taking place in Year 10. Students will choose two options towards the end of Year 9 to help them personalise their curriculum, but a broad and balanced approach is maintained.

Key Stage 4

In Years 10 and 11 students embark on their chosen GCSE courses in earnest. They also continue to study PSHCE and PE. Throughout the two years, students are encouraged to aim for high academic standards and develop their intellectual curiosity whilst departments maintain a personalised, fun, engaging and creative learning environment. All students are expected to continue with all their GCSE courses throughout the full two years. Only upon medical grounds will any exception be made.

Key Stage 5

In the Sixth Form students can choose from a wide range of linear A-Level options. A decision on whether all courses will run is taken when numbers are known. Most students will be encouraged to study three A-Levels, but exceptionally able candidates may study four if they choose to. All students are interviewed prior to enrolment to ensure the courses being chosen are most suitable for their career and personal ambitions. Students may also opt to study the Extended Project Qualification (EPQ). Students studying certain subjects may also be asked to study some additional Maths, bespoke to their courses, to help ensure they can progress as much as possible.

The curriculum is enriched through regular meetings with form tutors who guide students with pastoral and academic issues. Students can enrich their academic curricula through a range of opportunities such as work experience, PE, Duke of Edinburgh, Arts Award and others. Sixth Formers are encouraged to develop their leadership skills and further their interests by running whole school clubs and societies.

The vast majority of Sixth Formers go on to degree courses in universities including Oxford and Cambridge. Throughout the Sixth Form there are sessions organised to help students make informed choices regarding degree courses and careers. Students also receive assistance with the university application process.

Years 7, 8 and 9

Subject	Curriculum Leader
Mathematics	Mr L Carne
English	Mrs V Fox
Biology	Mr A Wilson
Chemistry	Ms J Fawcett
Physics	Mr J Mackenzie
Modern Foreign Languages	Mrs S Beaumont
RS	Mrs S Priory

History	Mrs G Townend
Geography	Ms H Phillips
Music	Mrs L Chilvers
Art and Design	Mrs B Scott
Design Technology	Mr P Braden
Food Technology	Mr P Braden
P.E.	Miss V Wingate
Computing	Mrs R Lofthouse
PSHE	Ms J Holdsworth
Tutor Period	Mrs F McMillan

Key Stage 4

Subject	Number of GCSEs	Certificated in year	Curriculum Leader
English Language and Literature	2	11	Mrs V Fox
Mathematics	1	11	Mr L Carne
Religious Studies	1	10	Mrs S PRIORITY
Physical Education	-		Miss V Wingate
Biology, Chemistry and Physics	3	11	Mr A Wilson; Mr J Mackenzie; Ms J Fawcett
Geography or History	1	11	Mrs G Townend/Ms H Phillips
French or Spanish	1	11	Mrs S Beaumont/ Miss M Gualtieri
PSHE			Ms J Holdsworth
The option to choose a selection of two from the following: Art & Design; Drama; German; Photography; Computing; Music; Business Studies; Engineering; Food Technology; Engineering; PE; Geography as a 2 nd Humanity or Media Studies Please note: not all subject combinations will be possible and the school reserves the right to withdraw option choices due to lack of numbers or for other operational reasons.	2	11	

Key Stage 5

The option blocks below are indicative of our offer at KS5.

	A	B	C	D	E
Year 12	Art Chemistry German English Language Psychology Maths Computing	French Engineering English Lit Maths Psychology PE Chemistry	Biology English Language Geography RS Gov & Politics Physics Business Studies	Biology English Lit Further Maths Geography Spanish History	Music

Feedback

We welcome all views on our curriculum and its structure. We seek the views of students during the faculty review process and parents are given the opportunity to feedback at parent's evenings and other school events. As well as this the views of other stakeholders, such as governors and staff, are considered and the curriculum is kept under constant evaluation. We welcome feedback at any time.