

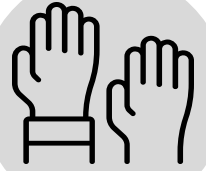


EXCELLENCE PATHWAY



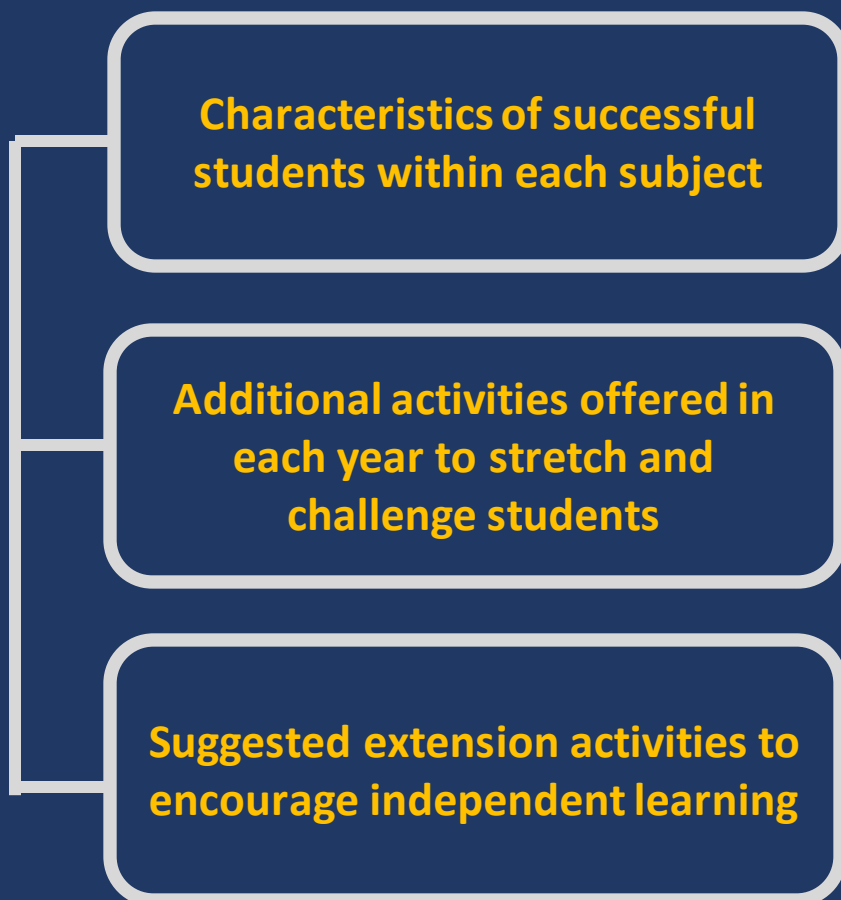
At UCC we recognise that our students excel in a wide range of areas, including academic study, expressive arts and sporting performance. We seek to nurture these talents through our Excellence Pathway which offers a wide provision of enrichment and extension activities.

STUDENT INVOLVEMENT



The **UCC Excellence Pathway** is designed to be as inclusive as possible. We want all of our students to feel that there is something relevant and interesting for them to pursue. For this reason, we have deliberately moved away from having a 'More Able' student list. Our highest attaining students are still identified upon entry to UCC via KS2 data and teacher observation (more information available [here](#)) and these students are actively encouraged to get involved in extra-curricular activities. However, our belief is that every student should have the same opportunity – in our classrooms they will all be supported and challenged, and outside of the classroom they will all have access to enriching experiences.

Our Excellence Pathway can be broken down into three areas:



Much of this provision is optional. Whilst students will be encouraged by their teachers to get involved, those students with self-motivation will get the most out of the Excellence Pathway.

BUSINESS STUDIES

The Business curriculum in Key Stage 4 provides students with the opportunity to study a wide range of themes and issues within business. Specifically, students study business activity, marketing, people, operations, finance and influences on business. They then move on to understand the interdependence of business using the wider economic environment and internal business decisions where they will develop the skills of analysis, evaluation and interpretation.

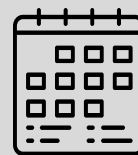
STUDENT CHARACTERISTICS



Within **Business Studies** successful students may display some of these characteristics:

- Creativity in solving business problems which are highlighted in specific case studies.
- The ability to reliably predict what the effect on a business might be and therefore to draw conclusions about a certain course of action.
- The ability to logically evaluate a course of action, analyse it and justify why it is right for a particular business and set of circumstances.
- To be able to apply a high level of understanding of business knowledge to specific scenarios and make links and spot themes between business knowledge learned in separate topics.
- To be able to use a high level of language which goes beyond Tier 1 and 2 vocabulary.
- To actively ask questions at a deeper level which challenge understanding of a topic.
- Shows a deep knowledge and understanding of the wider world and the context in which businesses operate, at a local and international level and can draw conclusions about the effect of this context on business activity.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Business Studies**. They include clubs, trips, competitions and events.

Year 9

Enterprise day

Year 10

Tycoon from Peter Jones Foundation Investment Challenge
Cadbury's World Business trip
Careers and work experience day

Year 11

Tycoon from Peter Jones Foundation Investment Challenge

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Business Studies**. They include a range of ideas which can be pursued through independent or group study.

- Listen to BBC sounds 'Understand the Economy' podcasts.
- Listen to Handelsbanken weekly podcast.
- Read the business news online and in newspapers.
- Do the digital marketing social media course for free [here](#).
- Get involved with school business competitions.

Ways parents can support their child in their studies:

- Encourage students to take part in the above.
- Listen to and read the business news so that it can lead to further discussion.

COMPUTER SCIENCE

The Computing (Key Stage 3) and Computer Science (Key Stage 4) curriculum provides students with the knowledge, understanding and skills to allow them to use computational thinking and creativity to model, understand and adapt their world. The principles of information management, computation, digital living and applied programming are introduced via a range of topic areas with a maintained emphasis on relevance and the wider context. Successful application of learning by a student involves demonstration of skills within subject lessons and the application of such skills within other subjects (particularly STEM subjects).

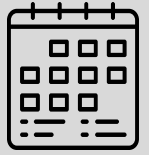
STUDENT CHARACTERISTICS



Within **Computer Science** successful students may display some of these characteristics:

- Logical approach to problem solving and ability to think algorithmically.
- Can communicate ideas in a range of ways including diagrams, written explanations and infographics.
- Recognise and implement opportunities to maximise the use of technology in their learning.
- Able to combine digital literacy skills with other taught content to produce impressive digital artefacts.
- Seeks opportunities to use computers to create and generate content outside of school.
- Can extrapolate the impacts of digital technology in a given context by applying reasoning and appreciation of differing viewpoints.
- Determined, resilient and enjoys a sense of challenge.
- Recognises that technology is an ever-changing field and views the subject with an eye to the future and potential opportunities it may offer.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Computer Science**. They include clubs, trips, competitions and events.

Year 7
Typing club Computing lunchtime lecture
Year 8
Cryptography club Web Development club Typing club Computing lunchtime lecture
Year 9
Cryptography club Web Development club Computing lunchtime lecture
Year 10
Cryptography club Coding club Computing lunchtime lecture
Year 11
Cryptography club Coding club Computing lunchtime lecture

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Computer Science**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Create code at home using a range of free online platforms (Khan Academy, code.org, codecombat.com etc.).
- Work through activities on BBC Bitesize including the quizzes and videos to accompany learning in the classroom.
- Attend enrichment lectures.
- Produce their homework for other subjects using various software applications where appropriate.

Key Stage 4

- Create code at home to explore further their learning about programming.
- Practice representing algorithms in a range of ways using a range of different online tools (i.e.: interactive flow diagrams).
- Attend enrichment lectures.
- Produce homework for other subjects using various software applications.
- Implement computational thinking skills when approaching any additional project work.

Ways parents can support their child in their studies:

- Encourage students to make use of Office 365 from home.
- Discuss technology in use as you encounter it in the 'real world'.
- Discuss technology related news articles and how they may provide opportunities in the future or how they may impact those involved.
- Encourage puzzle and problem-solving games.

DRAMA

The Drama curriculum across Key Stage 3 and 4 is centred around the key skills Drama provides for the wider development of our students. We call these the 5Cs of Drama – Confidence, Communication, Co-operation, Commitment and Concentration. Students are able to use these skills in the study of a variety of themes, performances, practitioners and texts. They are encouraged to learn the knowledge about the work of theatre makers whilst gaining many opportunities to develop their understanding of how theatre is made through the creation and appraisal of their own performance work. Skilful application occurs when students create theatre which uses style and techniques in interesting ways for their audience, performing with confidence and successfully identifying ways to improve their work.

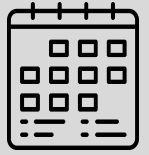
STUDENT CHARACTERISTICS



Within **Drama** successful students may display some of these characteristics:

- Outstanding listeners who can engage with teacher talk and group work.
- Engage with teacher and peer feedback positively to develop their skills.
- Think creatively and independently to develop original ideas.
- Collaborate with others to shape ideas in a well-balanced leadership role.
- Recognise and perform a range of styles with confidence.
- Actively seek and take up opportunities to develop their skills outside of the classroom.
- Enjoy learning and performing Drama with superior focus.
- Use an extensive range of performance skills to interpret character, exploring the subtext with an understanding of context.
- Are not negatively influenced by the opinions of others.
- Demonstrate a commitment and passion for the subject.
- Communicate using higher tier vocabulary as subject specialists.
- Offer useful constructive feedback to others.
- Recognise and analyse strengths and weaknesses.
- Show consistent respect and empathy for others.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Drama**. They include clubs, trips, competitions and events.

Years 7-9

Technical Theatre club
Drama club
School Production
Anti-bullying performance
Summer School (hosted at UCC by RYDA)
Theatre trips
West-end residential
Tolethorpe in-house days
UCC's Got Talent
Visiting Commedia workshop
Visiting practitioners (from RYDA, TYD, Launch, Parsnips, Curtain UPP etc)
Options GCSE showcase

Years 10-11

Technical Theatre club
Drama club leaders
School Production
Anti-bullying performance
Summer School (hosted at UCC by RYDA)
Theatre trips
Competitions
UCC's Got Talent
Devising and Physicality workshops with 'Frantic Assembly'
Devising Theatre workshops with 'Paperbirds'
Public performances of devised/scripted work

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Drama**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Take part in UCC productions.
- Get involved in performance opportunities outside of school.
- Go to see live theatre whenever possible in a range of genres (musical theatre, Shakespeare, contemporary drama etc.).
- Join the technical theatre club.

Key Stage 4

- Go to see live theatre whenever possible in a range of genres (musical theatre, Shakespeare, contemporary drama etc.).
- Take part in UCC productions.
- Volunteer to run Drama clubs with younger year groups.
- Join the technical theatre club.
- Get involved in performance opportunities outside of school.
- Explore the Drama GCSE section on BBC Bitesize.
- Challenging texts to be given to students for practical tasks.

Ways parents can support their child in their studies:

- Take students to see live theatre performances.
- Encourage them to get involved in extra-curricular performance opportunities.
- Some recordings of National Theatre Live can be accessed for free using the following credentials:

<https://www.dramaonlinelibrary.com>

Username: 1Jv53Ks#x@

Password: 5Wd&4Aj+q/

DTA – ART & DESIGN

The Art curriculum across Key Stage 3 and 4 provides students with the opportunity to explore a range of media, techniques and processes to develop better knowledge and understanding of how they can successfully express their own creative ideas. Through contextual studies students are exposed to a plethora of historical and cultural influences that in turn will influence and inform their own projects and personal responses. Ownership and autonomy are fostered in an environment that rewards diligence, resilience and the willingness to fail in the pursuit of success. Through an investigative approach, students not only refine their traditional artistic skillsets, but also develop research skills; they are exposed to a wide range of cultures from around the world and learn sought-after project management skills.

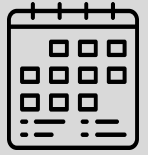
STUDENT CHARACTERISTICS



Within **Art and Design** successful students may display some of these characteristics:

- Can produce a high standard in their work through a range of different media/or be extraordinarily talented in one style or use of media.
- Displays a high level of imagination, recording and observational skills.
- Can thoroughly replicate an image or idea.
- Is confident and sensitive using a whole range of materials and techniques.
- Seeks to experiment and challenge new ideas and techniques.
- Has an interest in researching/discovering artist's work, techniques and new processes in the subject.
- Has an interest, almost an obsession, with visual recording, matching the world around them to images which they create.
- Has the ability to use their experience and is keen to try out alternative solutions to problems set.
- Can build contextual reasoning behind their ideas adding a deeper meaning.
- Possess or readily acquires draughtsmanship, manual and physical skills/techniques needed to convey his/her message.
- Can work independently and is able to persevere until successful completion.
- Has the ability to relate symbols to reality and to make expressive judgements.
- Can make judgements about their own work and the work of others showing understanding and demonstration of a critical appraisal.
- Is open to exploring new ideas and ways of working.
- Can teach others new techniques and ideas.
- Is highly motivated showing a special interest in the subject.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Art and Design**. They include clubs, trips, competitions and events.

Years 7-9

Design a Christmas Card annual competition

Year 10

Art Club

Historic trip to Cambridge

Visit to DeMonfort University Leicester for students to experience exhibition of degree students' work

Design a Christmas Card annual competition

Print Workshop with local artist

Year 11

After school workshop sessions

Design a Christmas Card annual competition

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Art and Design**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3 and 4

- Use inspiration from real life to practice their creative skills at home e.g. drawing still life.
- Work on a mini-project at home, from research and design through to creation and evaluation as practice for the tasks we do in school.

Ways parents can support their child in their studies:

- Make sure there are a range of drawing materials/equipment at home.
- Support with their reading – online and hardback copy.
- Encourage visiting museums and galleries.
- Have simple things to encourage your child to work in 3-D available like scissors, card, glue, etc. You don't need a workshop to make things.

DTA – DESIGN & TECHNOLOGY

The Design Technology and Art curriculum across Key Stage 3 and 4 provides students with the opportunity to learn in stimulating contexts and environments, drawing on contextual knowledge to deepen their understanding of design and technology. They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, students evaluate present and past design and technology, and its uses and effects; they apply their creative thinking and learn to innovate.

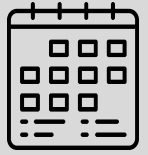
STUDENT CHARACTERISTICS



Within **Design and Technology** successful students may display some of these characteristics:

- Has a creative nature.
- Willingness to develop their drawing and practical skills.
- A problem solver – through questioning and experimenting.
- Has a keen interest in STEM – Science, Technology, Engineering, Maths.
- Is aware of technological changes going on around the world.
- Ability to link theory elements to practical areas.
- Has great attention to detail.
- Interested in extra-curricular activities and visiting galleries/exhibitions.
- Aware of the impact design and technology has on the world.
- An independent explorer who shows interest outside of school.
- Can learn and operate independently CAD/CAM packages.
- Understands that practise will develop.
- Confidence in using machinery, tools and equipment.
- Can make cross-curricular links with other subjects.
- Can help, plan and organise tasks effectively.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Design and Technology**. They include clubs, trips, competitions and events.

Years 7-9

Extending reading and knowledge quizzes
Lego House challenge
Seasonal skills workshops
Design a Christmas Card annual competition
Design Ventura (Design Museum competition)

Year 10

Extending reading research (advised reading list and digital platforms)
Promotion of local and national exhibitions
Annual visit to Leicester De Montfort University Art & Design Degree show
Arkwright Scholarships preparation
Design a Christmas Card annual competition

Year 11

GCSE knowledge revision extra sessions
After-school skills and manufacturing workshops
Arkwright Scholarships
Design a Christmas Card annual competition

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Design and Technology**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3 and 4

- Use inspiration from real life to practice their creative skills at home e.g. junk modelling.
- Work on a mini-project at home, from research and design through to creation and evaluation as practice for the tasks we do in school.
- Solving real life problems enables students to become independent problem solvers – see what problems they can identify and find ways of solving them through design.

Ways parents can support their child in their studies:

- Make sure there are a range of drawing material/equipment at home.
- Support with their reading – online and hardback copy.
- Encourage visiting museums and galleries.
- Have simple things to encourage your child to work in 3-D available like scissors, card, glue, etc. You don't need a workshop to make things.
- Most designing is now done on computers. Help your child access free 3-D and 2-D programs.
- Encourage your child to find out about design online which promotes independency.
- Talk with your child on the changes of technology over the past years and its impact on society/environment.
- Consider what problems can be solved around the house to help promote independent thinking.
- Discuss how the 6R's - Reduce, Recycle, Repair, Rethink, Reuse, Refuse can be implemented into your everyday lives.

DTA – FOOD PREPARATION & NUTRITION

The Food Preparation and Nutrition curriculum across Key Stage 3 and 4 provides students with the opportunity to learn about a wide range of topics through practical and challenging experiences. This is underpinned by the study of nutrition, the science of food, diet and good health, where food comes from and food commodities. Students make connections between classroom and practical-based learning with the real-world contexts and the implications of food and nutrition. Students develop and master a wide set of practical skills, gaining confidence and independence in applying their knowledge and understanding of food preparation and nutrition.

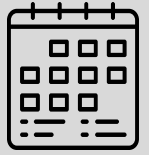
STUDENT CHARACTERISTICS



Within **Food Preparation and Nutrition** successful students may display some of these characteristics:

- Has excellent skills in preparation and cooking complex dishes.
- Ability to create a new dish using already existing ideas.
- Ability to adapt recipes for healthier options.
- Ability to research and apply information to real life situations.
- Ability to work independently when given a task.
- Ability to identify areas to improve, set own target and achieve it.
- Aware of the impact of food production on the wider world.
- Has a keen interest in the latest information and research in nutrition; carrying out wider reading to inform learning.
- Demonstrate a secure understanding of food science when making dishes.
- Has an interest in food technology developments.
- Is able to plan meticulously in order to cook a combination of complex dishes.
- Has confidence in using a wide range of skills, techniques, processes and equipment.
- Applies critical and analytical thinking to tasks to produce creative solutions.
- Utilises effective trialling, testing and development to make high quality dishes.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Food Preparation and Nutrition**. They include clubs, trips, competitions and events.

Years 7-9

Future Chef competition

Years 10-11

Visiting chef lecturer from Brooksby College
Workshop sessions with Catering Manager

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Food Preparation and Nutrition**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3 and 4

- Use inspiration from real life to practice their preparation, cooking and creative skills at home.
- Work on a mini-project at home, from researching recipes and dishes through to development and evaluation as practice for school tasks.
- Solving real-life problems and understanding global issues enables students to become independent problem solvers - see what food-related problems they can identify and find ways they can have a positive impact.

Ways parents can support their child in their studies:

- Encourage your child to seek out new recipes and foods that they would like to try or to make.
- Encourage your child to read latest information and research on nutrition and the developments in the field.
- Encourage your child to make, prepare and cook at home, whether it is independently or supporting a family member.
- Talk to experts whenever possible, in the family or when out.
- Praise your child's achievements and discuss future projects.
- Notice and discuss how food products are made and have developed over the years.
- Provide your child with new experiences and opportunities when preparing and cooking food e.g. using a variety of kitchen equipment.
- Use YouTube 'How To' video tutorials to find out how to make a variety of recipes and dishes.
- Discuss where food comes from, seasonality and the environmental impact of food production, as well as topical areas such as the rise in plants-based diets and movement away from processed foods.

ENGLISH

The English curriculum across Key Stage 3 and 4 provides students with the opportunity to study a wide range of seminal literature and language texts, drawing on contextual knowledge to deepen their understanding of writers' 'big ideas'. Students make links between ideas and techniques used in texts, considering how writers create meaning. Skilful application occurs when students can articulate their ideas either verbally or written through convincing argument or use the techniques modelled to them to create their own unique and convincing texts.

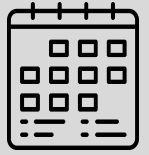
STUDENT CHARACTERISTICS



Within **English** successful students may display some of these characteristics:

- Read widely, fluently and independently.
- Read with meaning, drawing on inference and deduction; can “read between the lines”.
- Sensitive to the nuance of language.
- Use language precisely, with technical accuracy.
- Delight in the meaning of words.
- Use extended vocabulary.
- Show pleasure and involvement in experimenting/playing with language and manipulating language for effect.
- Awareness of the special features of language.
- Write or talk in imaginative, lucid and cogent ways, showing flair and creativity.
- Can express ideas succinctly and elegantly.
- Grasp the essence of particular styles and adapt them to their own purposes.
- Can display a sophisticated sense and appreciation of humour; this humour can be “quirky”; understand irony etc.
- Contribute with incisive, critical responses including alternative interpretations.
- Can analyse own work.
- Can produce written work that is substantial and the product of sustained, well-directed effort.
- Elaborate on content that is exceptional for their age.
- Can engage seriously and creatively with moral and social themes expressed in literature and non-fiction texts.
- Can justify opinions convincingly and challenge others’ points of view.
- Articulate and confident speakers.
- Very good listening skills.
- Show enthusiasm and enjoyment in the subject; can be sensitive.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **English**. They include clubs, trips, competitions and events.

Years 7-9

- KS3 book club
- Poetry salon
- Theatre trips
- Rotary club writing competition
- World Book Day competition
- House writing competition
- Spelling bee
- National Poetry Day events
- World Book Day events

Years 10-11

- KS4 book club
- Poetry salon
- Theatre trips
- Rotary club writing competition
- World Book Day competition
- House writing competition
- National Poetry Day events
- World Book Day events
- Theatre performance in school
- Lunchtime lectures
- Enrichment sessions with critical theory
- GCSE revision sessions

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **English**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Write stories for pleasure.
- Enter writing competitions.
- Read widely.
- Write letters to family members and friends.
- Join the School Book Club or attend the poetry salon.
- Use the school e-library regularly.
- The Modern Classics Challenge: read at least three modern classics over a year such as *To Kill A Mockingbird* by Harper Lee and *Animal Farm* by George Orwell.
- The Classics Challenge: read at least three classic novels over a year by authors such as Charles Dickens, Jane Austen and George Eliot.

Key Stage 4 as above but also:

- Use the online British Library [Discovering Literature](#) resources.
- Read a range of academic literary articles to broaden your understanding of GCSE literature texts.

Ways parents can support their child in their studies:

- Ensure your child is registered with your local public library and encourage them to use it. Alternatively, encourage your child to use the school e-library.
- Play language-based games to help develop literacy-based skills. Games could include Scrabble, Bananagrams and Boggle.
- Watch a performance at a theatre.
- Visit sites of historical/cultural value together.
- Visit museums and art galleries.
- Listen to audiobooks together.
- Read the books your child is reading and discuss them together.

HUMANITIES - CITIZENSHIP

The Citizenship curriculum is across key stage four. It provides students with the opportunity to study a wide range of themes, concepts and issues within their local area, at a national level and global level. Specifically, students gain knowledge of different voting systems, political parties, international partnerships and the law and legal system in the UK.

Students also analyse and evaluate the concepts of British democracy and compare them with other countries such as China and Switzerland. Students will also have to evaluate British law and legal system, UK Democracy and Government and the UK's relationship with the wider world.

Students develop many skills such as critical thinking, raising awareness of issues through campaigning; develop communication skills with debating and presenting work. Students will build on their knowledge of political and legal concepts and develop this knowledge routinely in the classroom through the skills of enquiry, analysis and evaluation.

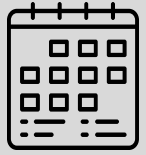
STUDENT CHARACTERISTICS



Within **Citizenship** successful students may display some of these characteristics:

- Enquiring - identify questions to answer and problems to debate regarding life in modern Britain in all of its facets.
- Explore issues - events and problems from different perspectives and seek out the contextual knowledge to help them understand global and local issues. They show a keen interest in news, events and documentaries about the world in which we live.
- Analytical - making evaluative judgements, logically interpreting a range of sources including the news, legislation, graphs and data, supporting conclusions with reasoned arguments and evidence.
- Synoptic - they can identify themes within different issues and make links between events in different areas of study e.g. membership of international organisations and the economy.
- Creative - generating original ideas and enjoyment of exploring possibilities, questioning their own and other's assumptions. They have the confidence to express and justify a belief that may not necessarily be accepted by their peers or the teacher.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Citizenship**. They include clubs, trips, competitions and events.

Year 9

Mock trial at Oakham Castle
Parliament Day

Year 10

Mock trial at Oakham Castle
House of Commons visit

Year 11

Mock trial at Oakham Castle

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Citizenship**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Attend the mock trial trip for year 9 students interested in law.
- Engage with the news on a regular basis.

Key Stage 4

- Attend the mock trial trip for students interested in law.
- Engage with the news on a regular basis.
- Keep up to date with the upcoming General Election.
- Take part in community activities, e.g. Rotary Club litter picking
- Sign up to NCS at the end of year 11.
- Seek opportunities to discuss ideas with like-minded individuals.
- Keep up to date on world events through the news.
- Look into joining the [Youth Parliament](#).

Ways parents can support their child in their studies:

- Discuss current events with their children.
- Watch/read the news together.
- Encourage reading a variety of different materials.

HUMANITIES - GEOGRAPHY

The Geography curriculum across Key Stage 3 and 4 provides students with the opportunity to study a wide range of themes and issues within local areas, regions, countries, and continents of the world. Specifically, students study contextual world knowledge of locations, places and geographical features; develop an understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space; and demonstrate competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

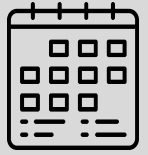
STUDENT CHARACTERISTICS



Within **Geography** successful students may display some of these characteristics:

- Enquiring - identify geographical/ spatial questions to answer and problems to debate. Their curiosity about these prompt them to find out the place specific details of a topic or problem studied.
- Explore issues - events and problems from different perspectives and seek out the contextual knowledge to help them understand global issues. They show a keen interest in news, different places and documentaries about geographical and environmental topics.
- Analytical - making evaluative judgements, logically interpreting a range of sources including maps, aerial imagery, graphs and data, supporting conclusions with reasoned arguments and evidence.
- Synoptic - they can identify themes within different issues and make links between events in happening in different places and between different areas of study e.g. population and the economy and the environment
- Creative - generating original ideas and enjoy exploring possibilities, questioning their own and other's assumptions. They have the confidence to express and justify a belief that may not necessarily be accepted by their peers or the teacher.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Geography**. They include clubs, trips, competitions and events.

Years 7-9

Eco club – a club to discuss, challenge and look for sustainable projects to improve the environmental credentials of the College.

Attenborough Club – an informal chance to view documentaries.

Academic catch-up club – for all students if they wish to extend their knowledge and have a one-to-one session with their teacher.

Lincoln Castle trip year 7

Black Country Museum trip year 8

Various competitions and events during the year

Extra reading is given to interested students to extend their knowledge acquisition

Years 10-11

Eco club – a club to discuss, challenge and look for sustainable projects to improve the environmental credentials of the College.

Attenborough Club – an informal chance to view documentaries.

Academic catch-up club – for all students if they wish to extend their knowledge and have a one-to-one session with their teacher.

Iceland trip

North Norfolk coast fieldwork trip

Various competitions and events during the year

Extra reading is given to interested students to extend their knowledge acquisition

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Geography**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Conduct further research on a given topic, i.e., investigate the history, politics and interdependence of countries.
- Keep up to date on world events through the news.
- Challenging texts to be given to students so they have deeper knowledge of the subject e.g., Prisoners of Geography – our world in 12 simple maps.
- Join and contribute to Eco Club.

Key Stage 4

- Extend the knowledge from the KS4 curriculum beyond the demand of the exam specification; linking all topics and interleaving so that the knowledge can be seen holistically and not as individual topics.
- Keep up to date on world events through the news.
- Challenging texts to be given to students so they have deeper knowledge of the subject e.g., Prisoners of Geography, The Power of Geography.
- Listen to Podcasts that offer a depth of knowledge.
- Join and contribute to Eco Club.

Ways parents can support their child in their studies:

- Encourage reading of Geography books.
- Encourage listening to Geography podcasts.
- Visit key attractions that are part of the curriculum or are part of their child's natural inquisitive nature e.g., Hunstanton, High Force, Salford Quays.
- Discuss contemporary geographical issues e.g., climate change, recycling.
- Ask your child what their view is on the Geography that they are learning to stimulate a discussion.

HUMANITIES - HISTORY

The History curriculum ensures that students learn lessons about the past to help them shape their future. The curriculum across Key Stage 3 and 4 provides students with the opportunity to study British, European and World History and learn how events have shaped the world that we live in today. We inspire pupils' curiosity to know more about the past by encouraging them to ask perceptive questions, think critically, consider evidence, phrase arguments and develop judgements. They learn the contextual knowledge of the key periods in order to develop an awareness and understanding of the significant changes that have taken place over time, the diversity of societies and relationships between different groups and their own identity. Students will engage in historical enquiries to develop as independent learners and as critical and reflective thinkers. They will develop the ability to ask relevant questions about the past and to investigate issues critically.

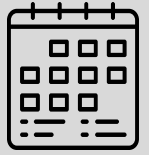
STUDENT CHARACTERISTICS



Within **History** successful students may display some of these characteristics:

- Naturally inquisitive about the past and likes asking questions.
- Reads alternative texts widely and independently.
- Uses historical terms precisely, with technical accuracy.
- Delights in discovering new knowledge and understanding.
- Uses extended vocabulary in their written work.
- Can express ideas succinctly and clearly.
- Can produce analytical written work that includes very detailed contextual knowledge relevant to the question.
- Has a depth of knowledge that is exceptional for their age.
- Can justify their opinion very convincingly and are confident to challenge others' points of view.
- Very good thinking skills and considers alternative interpretations well.
- Shows enthusiasm and enjoyment in the subject.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **History**. They include clubs, trips, competitions and events.

Years 7-9

Lincoln Castle trip and the significance of the Magna Carta in year 7.

Black Country Museum trip and the significance of the Industrial Revolution in year 8.

Black History Month – suggested reading David Olusoga Black & British Short essential History.

Extra reading for interested students.

Years 10-11

Catch up club – for all students to extend their knowledge and have a one-to-one session with their teacher.

GCSE Berlin trip

Black History Month – suggested reading David Olusoga Black & British Short essential History.

Extra reading for interested students.

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **History**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Conduct further research on a given topic, i.e. meanwhile elsewhere.....what else was happening at the time that can link to the topic – this widens your perspective and historical thinking.
- Develop disciplinary knowledge by considering different interpretations of events with historians that have different views.
- Access the [National Archives](#) to work with actual archives and documents that are key to the individual topics they are working on at the time.
- Read challenging texts to develop deeper knowledge of the subject.
- Extended thinking tasks – inverting enquiry questions i.e. Instead of William winning, did Harold lose?

Key Stage 4 as above but also:

- Listen to podcasts that offer a depth of knowledge and key historians' interpretations of History – i.e. Dan Snow's History Hit, Sandbrook and Holland The Rest is History, BBC History Extra podcast.

Ways parents can support their child in their studies:

- Encourage reading of History books.
- Encourage listening to History podcasts.
- Visit key attractions that are part of the curriculum or are part of their child's natural inquisitive nature.
- Have a family debate over a certain topic; i.e. Was Henry VIII a tyrant?
- Ask your child what their view is on the History that they are learning to stimulate a discussion – i.e. Why did it take so long for women to gain the vote?

HUMANITIES – RELIGIOUS EDUCATION

The R.E. curriculum across Key Stage 3 and 4 provides students with the opportunity to study a wide range of themes, concepts and faiths within their local area, at a national level and global level. Specifically, students gain knowledge of different faiths, the cultures and practices within the faiths and develop an understanding of those involved and affected by those faiths. Students also analyse and evaluate the religions and compare them with others to gain more understanding of the themes studied. They develop their evaluative skills in a range of assessments.

STUDENT CHARACTERISTICS



Within **Religious Education** successful students may display some of these characteristics:

Curiosity and wonder

- developing their interest in and capacity to respond to questions of meaning and purpose.
- being willing to look carefully at 'the other' and be open to learning from it.

Commitment

- understanding the importance of commitment to a set of values by which to live one's life.

Fairness

- willingness to consider evidence, experience and argument.

Respect

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own.
- being ready to value difference and diversity for the common good.
- being prepared to recognise and acknowledge their own bias.
- recognising the rights of others to hold their own views.
- appreciation that religious convictions are often deeply felt.

Self-understanding

- feeling confident about their own beliefs and identity.
- developing a realistic and positive sense of their own religious, moral and spiritual ideas and a mature sense of self-worth.
- deepening awareness of the role of belief and tradition in identity.

Open mindedness

- developing the confidence in one's own identity to appreciate the identity of others.

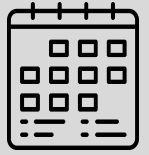
Critical mindedness

- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Enquiry

- developing a personal interest in ultimate or metaphysical questions.
- the desire to search for the meaning of life.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Religious Education**. They include clubs, trips, competitions and events.

Year 7

Holocaust Memorial Day remembrance and reflection

Year 8

Holocaust Memorial Day remembrance and reflection
Leicester World Religions Trip

Year 9

Holocaust Memorial Day remembrance and reflection
Holocaust Survivor Talk

Year 10

Place of Worship visit
Holocaust Memorial Day remembrance and reflection
Holocaust Survivor Talk

Year 11

Place of Worship visit
Holocaust Memorial Day remembrance and reflection

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Religious Education**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Read a variety of books by authors of a different background to themselves.
- Visit different places of worship.
- Seek out movies that have religious or spiritual themes.

Key Stage 4

- Read a variety of books by authors of a different background to themselves.
- Visit different places of worship.
- Seek out movies that have religious or spiritual themes.
- Read beginners texts to philosophy such as Sophie's World, The Puzzle of God, The Puzzle of Evil, The Puzzle of Ethics.
- Seek opportunities to discuss ideas with faith group members.
- Keep up to date on world events through the news.

Ways parents can support their child in their studies:

- Discuss current events with their children.
- Encourage reading a variety of different materials.
- Take their children to different places of worship.

MATHS

The Mathematics curriculum across Key Stage 3 and 4 follows a mastery approach. Students become fluent with the fundamentals of Mathematics (for example, number bonds and rapid recall of times tables), we work to develop reasoning so that students can talk about what they are doing and why, and then transfer this understanding to problem-solving. As a result of knowing the fundamentals and being able to reason about them, students are able to apply these to new and unfamiliar contexts.

All students study a wide range of mathematical disciplines. We cover number skills work along with algebra, ratio and proportion, shape and space, and data handling. Students cover each discipline at the level appropriate to their prior learning. Students then make links between the disciplines and apply the skills taught in a variety of problem solving activities.

STUDENT CHARACTERISTICS



Within **Maths** successful students may display some of these characteristics:

Resilience:

- Willing to try and willing to fail.
- Sees the value in mistakes and errors.
- Corrects mistakes and learns from them.

Inquisitive:

- Shows a keenness to understand the reasons behind a solution rather than just knowing how to get the answer.
- Willing to take risks to solve a problem.
- Enjoys mathematical problems and puzzles.

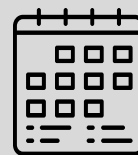
Logical:

- Sets out answers in a systematic order.
- Understands that the answer may not be straight forward, and prior work may be needed.
- Able to reverse a mathematical process to solve a problem.

Problem Solver:

- Able to visualise or generalise problems to understand complex mathematical concepts and questions.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Maths**. They include clubs, trips, competitions and events.

Years 7-9

UK Maths Trust – Junior Challenge years 7 and 8
OMEC – Open Maths Enrichment Conference year 8
UK Maths Trust – Intermediate Challenge year 9
The Maths Factor – Inter-House Competition

Years 10-11

UK Maths Trust – Intermediate Challenge
The Maths Factor – Inter-House Competition
GCSE revision workshops

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Maths**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Complete number puzzles such as Sudoku or Nerdle.
- Complete logic games such as Chess and Rummikub.
- Use Dr Frost activities, including the UKMT Challenge tasks.
- Read the books suggested on the Literacy board in the maths corridor.
- Use the [nrich](#) website to investigate challenges and puzzles.

Key Stage 4

- Investigate the National Cipher Challenge organised by the University of Southampton.
- Read the books suggested on the Literacy board in the maths corridor.
- Use the [nrich](#) website to investigate challenges and puzzles.

Ways parents can support their child in their studies:

- Trips to places such as Bletchley Park and the Greenwich Observatory.
- Use the [nrich](#) website to investigate challenges and puzzles.
- Escape room activities.

MODERN FOREIGN LANGUAGES

The MFL curriculum across Key Stage 3 and 4 provides students with the opportunity to study a wide range of language, increasing their knowledge of vocabulary and set phrases while at the same time building their understanding of structures and how language works. This is achieved through the study and development of written and spoken language. Students are able to express their opinions on a variety of topic areas relevant to their everyday lives. Skilful application occurs when students can articulate their ideas either verbally or written through authentic use of the language they have studied. Students are also able to develop the concept of being a global citizen by increasing their understanding of the cultures where the languages are spoken.

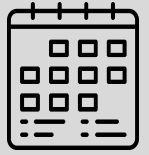
STUDENT CHARACTERISTICS



Within **Modern Foreign Languages** successful students may display some of these characteristics:

- Read texts fluently and independently.
- Seek to use a wider variety of vocabulary.
- Use language precisely, with few grammatical errors.
- Curiosity about the form and meaning of words.
- Enjoy experimenting/playing with language and manipulating language for effect.
- Awareness of the complexity of longer sentences.
- Enjoy creative tasks.
- Joining in speaking tasks readily and fluently.
- Understand complex structures and adapt them to their own work
- Analyse own work, with guidance, and respond very productively to feedback.
- Produce written work that is longer and the product of sustained effort.
- Be curious and engage with the cultural aspect of the language studied.
- Justify opinions convincingly and contrast with others' points of view.
- Articulate and confident speakers.
- Very good listening skills.
- Show enthusiasm and enjoyment in the subject.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Modern Foreign Languages**. They include clubs, trips, competitions and events.

Year 7
Spelling bee competition Language detectives competition European day of languages varied events
Year 8
Language detectives competition European day of languages varied events
Year 9
Language leaders club Paris trip Language detectives competition Youthbridge award (German) European day of languages varied events German theatre trip
Year 10
European day of languages varied events Spanish visitors week Spanish theatre trip
Year 11
Youthbridge award (German) European day of languages varied events

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Modern Foreign Languages**. They include a range of ideas which can be pursued through independent or group study.

FRENCH

Key Stage 3 and 4

- Go to the YouTube channel Disney.Fr. Explore and learn a song.
- Listen to a French playlist on Spotify.
- Learn some French tongue twisters.
- Watch a topical news video and summarise the key points in English.
- Learn the lyrics to French songs.
- Watch clips of children's shows in French e.g. Peppa Pig (you can turn on the subtitles) and write down any words you recognise.
- Practice your French grammar by completing these practice tasks.
- Choose a French story to read/listen to.
- Follow Loic Suberville on Instagram or other "learn French" users.

GERMAN

Key Stage 3 and 4

- YouTube German lessons e.g. German for beginners.
- German for Advanced beginners.
- German for Intermediate learners.
- German Youtuber who posts about vocab, grammar, and life in German speaking countries.
- Watch clips of children's TV shows in German.
- Goethe Institute, an organisation which promotes German language learning, has 100s of films to view online for free.
- Audible have made a range of children's books free during the school lockdown. Go to Auf Deutsch Hoeren stories.
- Podcast about Football in German.
- German museums offering virtual tours e.g. DDR Museum.
- Access different apps e.g. Dict.cc – German dictionary, Leo.org – German dictionary, Quizlet – log in with your school account.

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Modern Foreign Languages**. They include a range of ideas which can be pursued through independent or group study.

SPANISH

Key Stage 3 and 4

- Listen to a Spanish playlist on Spotify.
- Choose a Spanish story to read or listen to. You can translate the sentences to help you using the website.
- Practice your Spanish grammar by completing these exercises.
- Read news websites here or here.
- Watch videos on the weather, news, Masterchef, kids tv, etc.
- Listen to the radio in Spanish.
- Practice your grammar.
- Watch the news in Spanish and summarise the key points in English.

Ways parents can support their child in their studies across all modern foreign languages:

- Encourage students to use apps such as duolingo or memrise to further their language learning.
- Learn a new language together.
- Watch foreign language films/TV shows on Netflix together.
- Encourage your child to practise speaking in the language as much as possible.
- Support your child with the activities suggested.

MUSIC

The Music curriculum across Key Stage 3 and 4 is broad and varied and provides students with the opportunity to study a wide range of knowledge about musical traditions, styles and innovations from western classical music to contemporary popular music. We want to ensure every student enjoys and understands music and gains a real sense of achievement as a result. We believe that it is important that all students, whatever their musical ability, have the opportunity to improve their skills, experiencing the use of music technology and appreciate the sense of accomplishment when composing, playing or singing live music whilst having fun along the way! We actively encourage students to bring their own instruments into class lesson time in many of our projects and encourage playing in an ensemble. By becoming involved in listening, learning and performing, we hope that all our students will develop and maintain a life-long love of music and appreciate the huge importance it has in all our lives.

STUDENT CHARACTERISTICS



Within **Music** successful students may display some of these characteristics:

Performing

- Sing or play with musical expression and confidence.
- Show a natural sense/awareness of rhythm and be able to improvise.
- Have good musical co-ordination and/or dexterity.
- Willingness to be a leader and/or to model practical tasks.
- Perform with fluency and style.
- Make quicker progress and work more independently in order to complete performing tasks.
- Be able to repeat more complex rhythmical and melodic phrases and melodies (sometimes after one hearing).
- Keen to perform in extra-curricular groups, performances etc.

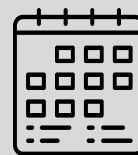
Composing

- Select instruments and sound sources effectively and with care and with a careful consideration of timbre.
- Demonstrate the ability to communicate through music, by using a range of musical devices in composition.
- Show a natural sense of rhythm and a willingness to experiment.
- Have a flair for composition with an emerging personal style.
- Compose complete pieces in imitative or original style.
- Apply knowledge or styles and features to new work.
- Able to handle music software and editing with confidence.

Listening/appraising

- Be captivated by sound and engage fully with music.
- Memorise music quickly without any apparent effort.
- Demonstrate the ability to analyse in depth different styles and genres of music in their work and in the work of others.
- Demonstrate understanding of music beyond their age.
- Be able to relate pitches of notes to each other and have good aural acuity.
- Demonstrate a contextual understanding of music.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Music**. They include clubs, trips, competitions and events.

Years 7-11

Sing-A-Solo club
Uppingham Stars Choir
Flute Ensemble
Rock School
Ukulele club
Musical Theatre
Instrumental tuition
Theatre trips
Organ workshop
UCC's Got Talent
Song Writing workshop
Rock Anthems workshop
Annual Christmas concert
School production
Presentation evening

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Music**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3 and 4

- Attend an extra-curricular club at school.
- Make the most of cross-curricular links e.g. school productions (Music, Drama & Dance)
- Join a club outside of school to further develop your performance skills.
- Explore a variety of music on a regular basis to develop your understanding of different styles.
- Always accept the challenge of extension activities.
- Take on leadership opportunities inside and outside of lessons.
- Take graded instrumental or vocal exams e.g. Rock School, Trinity, ABRSM.
- Take advantage of enrichment opportunities e.g. Rock Anthems, Samba Band workshops.
- Open-ended opportunities that stretch and challenge.
- Sign up for Rutland Music Hub and NMPAT opportunities beyond the classroom.
- Trips to concerts/workshops.
- Performances for feeder schools.

Ways parents can support their child in their studies:

- Summer School Music workshops e.g. at the Corby Cube.
- External competitions e.g. Oundle Music and Drama Festivals.
- Theatre trips.
- Attending Orchestral music performances.
- Supporting peripatetic lessons from a variety of instruments.
- Residential trip to musical shows (London trip).

PHYSICAL EDUCATION

The Physical Education curriculum across Key Stages 3 and 4 provides students with the opportunity to develop knowledge and an understanding of skills and tactics in a wide range of sports and health-related activities. In addition to this, we recognise the importance of PE and the role it has in developing not only physical competence, but also promoting long term physical, mental and social health benefits, alongside emphasising important skills needed to make a positive contribution to society.

As a PE department at UCC, our role is to prepare students for an active life through the delivery of PE. To achieve this, we have placed our students at the centre of our curriculum. We understand that motivation is at the core of being physically active and so, to affect motivation, students must find connections and relevance to the activities they are undertaking in PE. Our move away from a traditional sport specific curriculum model onto a conceptual learning curriculum that is tailored to meet the needs of our own students enables us to achieve that. Our focus in PE is to deliver an engaging curriculum that makes our lessons purposeful and success achievable for all. Our hope is that when our students leave us, they can articulate a positive connection with sport and physical activity and the personal relevance this has for them.

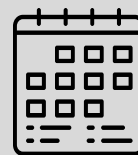
STUDENT CHARACTERISTICS



Within **Physical Education** successful students may display some of these characteristics:

- Use their body with confidence, with a good sense of shape, space direction and timing. Movement is fluent and can be elegant.
- Has a high degree of control of their body, with a good control of both gross and fine movements. They can handle objects skilfully.
- Can perform advanced skills and tactics and can transfer this skill and knowledge across different activities.
- Has high levels of self-motivation and initiative. Can work well independently.
- Demonstrates leadership quality and shows perseverance and commitment.
- Has a good understanding and can apply their learning of the concepts taught in each lesson.
- Uses technical terms effectively and learns new ideas and concepts quickly.
- Can analyse both their own and others work, and then use this evaluation to improve performance.
- Can cope with the fitness demands of most sporting activities.
- Has a good understanding of the benefits of exercise on the body.
- Is involved with a range of extra-curricular activities.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Physical Education**. They include clubs, trips, competitions and events.

Years 7-11

Trampolining

Football

Futsal

Netball

Fitness

Badminton

Rounders

Rugby

Softball

Sports Leadership/Young Whistlers with Mr Lewin

Netball Super League event

Fixtures across all sports covered above

Sports Day

Leadership opportunities through Mr Lewin and Active Rutland

Barcelona sports tour trip year 9 and 10

GCSE PE Rock Climbing year 10 and 11

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Physical Education**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Attend a school extracurricular club.
- Join a club outside of school to further develop your performance skills.
- Watch a variety of sports on a regular basis to develop your understanding of different sports.
- Read books by famous sporting icons and role models.
- Take on leadership opportunities inside and outside of lessons.

Key Stage 4 as above but also:

- Complete the DofE award.

Ways parents can support their child in their studies:

- Encourage them to be physically active on a regular basis.
- Encourage them to join a club or team.
- Encourage them to read books from sporting icons.
- Research what clubs are available local to you.
- Try to push them outside of their comfort zone by trying something different.

SCIENCE

The Science curriculum across key stage 3 and 4 provides students with the opportunity to develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. It enables them to develop their understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them. This then equips them with the scientific skills required to understand the uses and implications of science today and in the future. This and future generations will be tasked with finding solutions to the problems of a rapidly changing climate, increasing demand for finite resources and a decline in biodiversity.

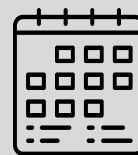
STUDENT CHARACTERISTICS



Within **Science** successful students may display some of these characteristics:

- Awareness of how the context influences the interpretation of science content.
- Recognise patterns and relationships in science data.
- Can hypothesise/predict based on valid evidence and draw conclusions.
- Decide quickly how to investigate fairly and manipulate variables.
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena.
- Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate.
- Inquisitive about how things work and why things happen.
- Good observational skills.
- Enjoy talking with the teacher about new information or ideas.
- Think flexibly, generalise ideas and adapt problem-solving approaches.
- Ask many questions and enjoy logical reasoning.
- May be able to miss out steps when reasoning.
- Strive for maximum accuracy in measurements of all sorts.
- Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum.
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions.
- Extremely interested in finding out more about things around them.
- Read widely on science or science fiction.
- Have scientific hobbies and/or be members of scientific clubs.
- Able to sustain their interest and concentration and go beyond an obvious answer with greater depth.
- Able to evaluate findings and think critically; can be self-critical.

ENRICHMENT PROGRAMME



These additional activities are offered to stretch and challenge students in **Science**. They include clubs, trips, competitions and events.

Years 7-9

Year 8 competition to produce a Chemistry based project with a chance to attend Salter`s Chemistry festival at the University of Leicester.

CREST bronze award - students produce a project which is entered into a national competition in year 9.

Years 10-11

GCSE Science live trip - students hear experts in a variety of Scientific fields talk about the work they do.

GCSE revision workshops

EXTENSION ACTIVITIES



These suggested activities are designed to develop and extend a student's understanding of **Science**. They include a range of ideas which can be pursued through independent or group study.

Key Stage 3

- Read extensively about areas of scientific interest.
- Listen to scientific podcasts.
- Watch scientific documentaries.
- Search out "science in the news" articles.
- Participate in scientific competitions e.g. Salters chemistry festival, inter school Physics competitions.
- Complete an independent project such as a CREST bronze or silver award.

Key Stage 4 as above but also:

- Subscribe to a scientific journal magazine such as New Scientist.
- Complete an independent project such as a CREST gold award.
- Listen to eminent Scientists speak, such as those involved in GCSE Science Live.

Ways parents can support their child in their studies:

- Visit museums or other areas of scientific interest, such as the natural history museum.
- Visit Science roadshows/live events.
- Listen to podcasts and scientific documentaries together and discuss.
- Complete holiday projects with a scientific theme.
- Support your child to complete a CREST award at home.



SUPPORTIVE CHALLENGE FOR EVERY STUDENT