

# COTTINGHAM HIGH SCHOOL CURRICULUM

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BELIEVE. ACHIEVE. SUCCEED.

## Cottingham Curriculum Pledge to Learners and Parents

### At Cottingham High School we pledge to:

- Be clear on the curriculum intent in our subjects and be able to articulate that intent to others
- Create well-organised, language-rich schemes of learning that clearly sequence core knowledge and skills, enabling all to understand the purpose of each lesson within the progression journey
- Ensure lessons are taught with fidelity to the intended curriculum utilising the most effective teaching approaches to enable a fully inclusive experience
- Provide learners with knowledge organisers that clearly outline the core, non-negotiable knowledge they must master each term
- Help learners grasp the bigger picture of their education by ensuring they understand the purpose of what they are learning, both within individual units and across the entire year
- Provide high-quality home and online learning resources to ensure learners have access to supportive materials at every key stage
- Establish a departmental system of interleaved common assessments, consistently followed by all teachers, that clearly outlines formative and summative assessments to inform and drive future learning
- Provide timely and purposeful feedback to our learners that they can act upon to improve.

# Cottingham Curriculum Intent

## AIMS

Cottingham High School is committed to providing all learners with stimulating opportunities that build confidence, develop skills, and promote academic excellence. Our carefully designed curriculum aims to inspire learners to **believe, achieve, and succeed**, helping them **shape a positive future** for themselves.

The Cottingham curriculum offers a broad and diverse range of qualifications, creating greater opportunities for learners in further education and increasing the likelihood of them continuing in full-time education. Our curriculum and qualification pathways have been thoughtfully developed to align with the needs of the local labour market while catering to the diverse backgrounds, needs, and starting points of our fully comprehensive intake of learners. At Cottingham High School, we set high expectations in every aspect of school life. We believe that every learner, regardless of their background or circumstances, should be ambitious and aspire to achieve their full potential. It is our mission to guide and support them in **believing, achieving, and succeeding to secure a positive future**.

## CURRICULUM INTENT

We are a true comprehensive school with a diverse range of learners. At Cottingham High School, all learners are entitled to an engaging, broad, balanced, rich, challenging, and ambitious curriculum, centred around a strong academic core and delivered by passionate subject specialists. This includes classroom-based learning, independent study beyond the classroom, and an exciting, inclusive range of extra-curricular enrichment opportunities designed to ignite curiosity and inspire learners **to shape positive futures**.

Our curriculum explicitly defines the **knowledge and skills** learners need to succeed, detailing how these will be taught, assessed, and applied. It aims to deliver a high-quality education where learners achieve excellent outcomes and are equipped with the knowledge and **cultural capital** needed to thrive confidently in life. Sequentially designed, our curriculum builds on prior learning through a mastery approach, ensuring learners can retrieve and apply knowledge and skills effectively. It progresses towards clearly defined endpoints to support the best possible outcomes for all learners. Designed with our context in mind, our curriculum addresses social disadvantage by closing gaps in learners' knowledge and skills. This includes a strong emphasis on reading and vocabulary-rich programmes of study, alongside a focus on careers education within each subject area to raise aspirations. By reducing social inequality and enhancing learners' cultural knowledge and experiences, we aim to foster confidence in engaging with people from all walks of life and inspire learners to believe that social mobility is achievable, regardless of their background.

Above

all, we want all our learners to feel enthusiastic about their studies and **to believe, achieve, and succeed**, leaving our school equipped to **create positive and fulfilling futures for themselves**.

## Curricular Groups

At Cottingham High School, we recognise the importance of subject-specific knowledge and the rich interdisciplinary connections across the curriculum. While each subject provides invaluable content, we believe treating them as isolated 'silos' limits opportunities for meaningful cross-curricular dialogues, particularly between the humanities and STEM.

For example, concepts like ancient Greek aesthetics or 21st-century ideas such as feminism, decolonisation or multiculturalism intersect across multiple subjects.

Similarly, STEM subjects (Science, Technology, Engineering, and Mathematics) share foundational principles like scientific enquiry, data analysis and mathematical applications.

We aim to leverage these interdisciplinary connections to enrich our learners' understanding and real-world relevance. We believe that careful mapping of the topics helps with building schema and aids in developing our understanding of the world. To achieve this, we have categorised our curriculum under two key meta-domains:

HUMANITIES GROUP	STEM GROUP
English	Mathematics
History	Science
Religious Studies	Computing
Geography	Technology
The Arts	Food
Languages	Engineering
Business	Sport
PSHE	Health and Social Care
	Child Development

## Thematic links and common skills

Additionally, we have developed twelve cross-curricular themes and ten cross-curricular skills to help learners relate their studies to wider societal contexts while enhancing their oracy skills through linked learning opportunities.

COMMON THEMES	COMMON SKILLS
Healthy lifestyles	Selecting evidence
Economic development	Interpreting data and numbers
Promoting equality	Experimenting and refining
Power in society	Summarising information
Environmental threats/issues	Sequencing information
Scientific capital	Working in a team
Celebrating diversity	Exploring language
Changing technology	Evaluating evidence
The natural world	Practical application
Views and beliefs	Analysing data
Creative exploration	
Cultural capital	

You can find a full curriculum map on our school website.

Below, you will find a breakdown of the curriculum for each year group and each meta-domain.

# HUMANITIES GROUP



YEAR 7	HT1	HT2	HT3	HT4	HT5	HT6
English	Community Writing (creative)	Trash Novel Study	Mythology (analysis)	Cultures Poetry	Take Action Writing (Purpose)	Shakespeare Villains
	Creative exploration	Promoting equality	Cultural capital	Celebrating diversity	Promoting equality	Cultural capital
History	Local area over time	Vikings/Saxon struggle for control	Norman England	Medieval England	Medieval England/Crusades	Wars of the Roses
	Economic development				Power in society	
Geography	Local Area and the UK	Europe	Africa	Asia	Oceania	North and South America
	Power in society	Natural world	Cultural capital	Economic development	Environmental issues	Power in society
Religious Studies	Local religion and its cultural impact	The God idea: the belief development	Wise words: Where can we look for wisdom today?		Sacred Earth: How valuable is the Earth?	
	Views and beliefs		Power in society		Views and beliefs	
French	The Basics		Descriptions		School	
	Introduction to language skills		Celebrating diversity		Cultural capital	
German	The Basics		Family		Sport and Hobbies	
	Introduction to language skills		Celebrating diversity		Healthy lifestyles	
Drama	Scripted Performance - Roles & Relationships		Propless Theatre: Cooperative Learning		Thematic Devising & Conventions	
	Power in society	Views and beliefs	Promoting equality	Creative explorations	Promoting equality	
Music	The Elements of Music - The building bricks of all music		Pitch and Performing Music		Rhythm 1	
	Creative explorations		Economic development		Celebrating diversity	
Art	Formal Elements: Line	Formal Elements: Tone	Formal Elements: Colour	Formal Elements: Shape and Form	Formal Elements: Pattern	Formal Elements: Texture
	Cultural capital	Promoting equality	Views and beliefs	Natural world	Views and beliefs	Natural world
PSHE	Making a difference, democracy and community	Looking after ourselves	Preparing for our futures	Being respectful and tolerant	Understanding our individual identity and relationships	Building our cultural capital
	Power in society	Healthy lifestyles	Economic development	Promoting equality	Power in society	Cultural capital

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

YEAR 8	HT1	HT2	HT3	HT4	HT5	HT6
English	The Tempest Play Study	Dickens Extracts (analysis)	Editorial Writing (Purpose)	War Poetry (Comparison)	Short Stories (analysis)	Narrative Writing (creative)
	Cultural capital	Promoting equality	Views and beliefs	Power in society		Creative exploration
History	Tudor England	Elizabethan England	Expansion of the British Empire	Slavery and Abolition	Development of the USA	Edwardian / Victorian England
	Power in society			Promoting equality	Power in society	Promoting equality
Geography	It's Your Planet	Tectonics	Weather / Biomes / Rivers	Glaciation / Coasts	Life on earth / Settlements	Migration/Conflict
	Scientific capital				Economic development	Power in society
Religious Studies	The Global Dimension: What influence do religious traditions have on life today?		Fairness for all: How valuable is human life?		Where do we come from, where are we going?	
	Views and beliefs		Promoting equality		Views and beliefs	
French	Leisure		Holidays		Visit to Paris	
	Healthy Lifestyles		Cultural capital			
German	School		Towns		Towns in the past	
	Cultural capital		Environmental issues		Cultural capital	
Drama	Skills of the Actor: Thematic Devising		Monologue & Duologue: Poverty & Privilege		Theatre in Education: Self-Esteem	
	Creative exploration		Views and beliefs		Healthy Lifestyles	
Music	Popular Music		World Music		Western Art Music	
	Promoting equality	Power in society	Promoting equality	Power in society	Environmental issues	Scientific capital
Art	Still Life 1	Still Life 2	Cubism 1	Cubism 2	African Masks 1	African Masks 2
	Creative exploration		Celebrating diversity		Cultural capital	Celebrating diversity
PSHE	Social skills and interactions	Physical health	The future you	Discrimination	Diversity	Building our cultural capital
	Promoting equality	Healthy Lifestyles	Economic development	Promoting equality	Celebrating diversity	Cultural capital

For the week-by-week breakdown, please refer to the full curriculum map on the school website.



YEAR 9	HT1	HT2	HT3	HT4	HT5	HT6
English	Romeo and Juliet Play Study	Dystopian Reading (analysis)	Noughts & Crosses Novel Study		Speeches (Writing and Presentations)	Dystopian Writing (Creative)
	Cultural capital	Power in society	Promoting equality		Power in society	Creative exploration
History	Home Fronts (WWII)	Holocaust	Migration (post WWII)	Cold War	USA (1920s)	
	Power in society	Promoting equality	Power in society	Changing Technology	Economic development	Promoting equality
Geography	Climate Change	Globalisation	Living World (GCSE Intro)	Population	Natural Hazards	Resources
	Environmental issues	Economic development	Environmental issues	Power in society	Scientific capital	Power in society
Religious Studies	Building bridges: What is the future of religion?		Philosophy and Ethics (GCSE Intro)		Religion and STEM: What is the contribution of religion to understanding the world?	
	Celebrating diversity		Views and beliefs		Cultural capital	
French	Personal identity		House and local area		Healthy living	
	Celebrating diversity		Environmental issues		Healthy lifestyle	
German	Health		A Trip		A Date	
	Healthy lifestyle		Cultural capital		Promoting equality	
Drama	Scripted Performance & Realism: Blood Brothers		Physical Theatre & Devising: Relationships		Scripted Performance & Epic Theatre: Bouncers	
	Power in society	Economic development	Promoting equality	Creative exploration	Celebrating diversity	Views and beliefs
Music	Music for Stage and Screen		Rhythm 2		Ukulele	
	Celebrating diversity		Views and beliefs	Creative exploration		
Art	Natural Forms 1	Natural Forms 2	Natural Forms 3	Urban Environments 1	Urban Environments 2	Urban Environments 3
	Natural world			Power in society		
PSHE	Protecting our community	Drugs, alcohol and making the right choices	GCSE pathways	Intimate relationships	Digital World	Building our cultural capital
	Promoting equality	Healthy lifestyle	Economic development	Power in society	Changing Technology	Cultural capital

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

YEAR 10	HT1	HT2	HT3	HT4	HT5	HT6
English	An Inspector Calls	English Language Paper 1 Q1-5	Jekyll and Hyde	Power and Conflict Poetry	Macbeth	English Language Paper 1
	Power in society	Creative exploration	Cultural capital	Power in society	Cultural capital	Creative exploration
History	USA (1920s-1950s)	USA (1960s/70s) + WW1	WW1		WW1 + Health and the People	
	Promoting equality	Power in society	Changing technology			Scientific capital
Geography	Living World	Hazards	Urban Challenge	Resource management	Fieldwork 1	Coasts
	Environmental issues	Scientific capital	Power in society	Changing technology	Scientific capital	
Religious Studies	Issues of relationships	Issues of life and death	Issues of Good and Evil		Issues of Human Rights	
	Views and beliefs				Celebrating diversity	
French	Identity and relationships	Healthy Living and Lifestyle	Education and Work	Free time activities	Celebrating Diversity	
	Celebrating diversity	Healthy lifestyles	Economic development	Healthy lifestyles	Cultural capital	
German	Identity and relationships	Healthy Living and Lifestyle	Education and Work	Free time activities	Customs Festivals and Celebrations	
	Celebrating diversity	Healthy lifestyles	Economic development	Healthy lifestyles	Cultural capital	
Drama	Skills of the Actor: Characterisation & Role		Theatre in Education: Devising		Text in Performance: Blood Brothers	
	Celebrating diversity		Promoting equality	Celebrating diversity	Power in society	Economic development
Music	Composing Skills	Music for Stage and Screen	Fusion	Vocal Music	Instrumental Music from 1700-1850	Composition 2 – Externally Set Task
	Practical application	Cultural capital	Celebrating diversity	Cultural capital		Practical application
Art	Words and Image: Recording Observations AO3		Words and Image: Developing, Investigating and exploring AO1 and AO2		Words and Image: Exploring and Presenting AO2 and AO4	
	Cultural capital		Celebrating diversity		Environmental issues	
Photography	Introductory Techniques 1		Colour/Tracy Griffin/David Hockney Joiners/Experimental Portraits		Extended Project 1: Food	
	Creative exploration		Changing technology	Celebrating diversity	Creative exploration	Healthy lifestyles
Business	Content Area 1: Entrepreneurship, business organisation and stakeholders		Content Area 2: Market research, market types and orientation and marketing mix		Content area 5: Business Growth; Content Area 6 Sources of Enterprise funding and finance	
	Power in society	Economic development				
PSHE	Relationships	Professionalism	Careers	Health	Keep calm and carry on	Building our cultural capital
	Power in society	Economic development		Healthy lifestyles	Views and beliefs	Cultural capital

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

YEAR 11	HT1	HT2	HT3	HT4	HT5	HT6
English	English Language Paper 2	Power and Conflict and Unseen Poetry	English Literature revision	English Language revision	Revision / Exam Practice	
	Views and beliefs		Cultural capital			
History	Health and the People	Elizabethan England		Elizabethan England + Revision		
	Scientific capital	Power in society				
Geography	Rivers	Economic Change	Fieldwork 2	Paper 3		
	Scientific capital	Economic development	Power in society	Pre-release changes annually		
Religious Studies	Christianity: Beliefs and Teachings	Christianity: Practices	Judaism: Beliefs and Teachings	Judaism: Practices		
	Views and beliefs					
French	Celebrity Culture	Travel and Tourism	Media and Technology	The Environment and Where People Live		
	Cultural capital		Changing technology	Environmental issues		
German	Celebrity Culture	Travel and Tourism	Media and Technology	The Environment and Where People Live		
	Cultural capital		Changing technology	Environmental issues		
Drama	Texts in Practice & Live Theatre Thematic		Set Text - BB Text in Performance	Set Text - BB Text in Performance - Live Theatre Appreciation / Skills of the Actor	Revision / Exam Practice	
	Power in society			Economic development		Creative exploration
Music	Performing	Revision	Coursework Completion	N/A		
	Practical application					
Art	Unit 1: Personal Theme		Externally Set Task			
	Creative exploration		Views and beliefs	Promoting equality		
Photography	Extended Project 2: Urban Spaces		Externally Set Task			
	Cultural capital		Views and beliefs	Creative exploration		
Business	Content Area 3: Human Resource requirements for business and enterprise	Content Area 4: Operations Management	Content Area 7: The Impact of the external environment; Content Area 8: Business and Enterprise planning	NEA / Revision		
	Promoting equality	Changing technology	Promoting equality	Economic development		
PSHE	ACD	N/A	Careers ACD	N/A		
	Creative exploration		Economic development			

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

# STEM GROUP



YEAR 7	HT1	HT2	HT3	HT4	HT5	HT6
Mathematics	1 Analysing and displaying data 2 Number skills	3 Expressions, functions and formulae 4 Decimals and measures	5 Fractions 6 Probability	7 Ratio and proportion	8 Lines and angles 9 Sequences and graphs	10 Transformations
	Scientific capital		Economic development	Changing technology	Scientific capital	
Computing	Logging in/ Microsoft 365/ Baseline Assessment / Clear messaging in digital media	Spy School (Excel Spreadsheet)	Spy School (Excel Spreadsheet) / Binary and Control	Programming Essentials Part 1	Using Media - Gaining support for a cause	Programming Essentials Part 2
	Creative exploration	Economic development	Changing technology		Natural world	Changing technology
Science	Intro to Science Forces 1 Organisms 1	Matter 1 Electromagnets 1	Ecosystems 1 Reactions 1	Energy 1	Genes 1 Earth 1	Waves 1
	Natural world	Scientific capital		Environmental issues	Natural world	Scientific capital
Technology	3D Drawing skills	Research and Specification	Ideas Generation	Practical Skills and Health and Safety	Practical Skills	Evaluating
	Practical application	Interpreting data and numbers	Experimenting and refining	Creative exploration		Evaluating Evidence
Food	Health and Safety, Cross contamination and practical	Fridge Storage, the Eatwell Guide and practical	Government Guidelines and practical	Sugar intake and further practical skills	Hydration and further practical skills	Energy Balance and further practical skills
	Healthy lifestyles					
	Practical application					
Engineering	Perspective Drawing	Creative Text	Recycling and Packaging	CAD/CAM	Casting and Finishing	Packaging
	Creative exploration	Celebrating diversity	Environmental issues	Changing technology	Practical application	Experimenting and refining
Sport	In Sport, Year 7 learners complete a rotation of activities. These are weather-dependent and include football, netball, rugby, basketball, unihoc, volleyball, futsal, softball, badminton, athletics, tennis, rounders, dance and fitness.					
	Healthy lifestyles					
	Practical application					

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

YEAR 8	HT1	HT2	HT3	HT4	HT5	HT6
Mathematics	1 Number 2 Area and volume	3 Statistics, graphs and charts 4 Expressions and equations	5 Real-life graphs 6 Decimals and ratio	7 Lines and angles	8 Calculations with fractions 9 Straight-line graphs	10 Percentages, decimals and fractions
	Economic development	Scientific capital	Economic development	Changing technology	Scientific capital	Economic development
Computing	Do Aliens Exist? (Reliability of the Internet/Data analysis/DTP)	Technology (hardware / software / networks)	Interactive Button Quiz	Computer Crime and Cyber Security	Data Representations	Introduction to Python Programming
	Views and beliefs	Economic development	Cultural capital	Changing technology		
Science	Forces 2 Organisms 2	Matter 2 Electromagnets 2	Ecosystems 2 Reactions 2	Energy 2	Genes 2 Earth 2	Waves 2
	Healthy lifestyles	Scientific capital	Healthy lifestyles	Scientific capital	Environmental issues	Scientific capital
Technology	Further 3D presentation skills	Research and Specification	Ideas Generation	CAD Design (2D)	Practical Skills	Practical Skills and Evaluating
	Practical application	Environmental issues	Creative exploration	Changing technology	Creative exploration	
Food	Costings Analysis and practical	Health and Safety and practical	Seasonality and further practical skills	Food Miles and further practical skills	Product Development and practical skills	
	Economic development	Healthy lifestyles	Natural world	Economic development	Creative exploration	
Practical application						
Engineering	Compression and Triangulation	Levers	Flow Charts and Programming	Triangulation	Technical Drawing	
	Creative exploration	Scientific capital	Creative exploration	Evaluating evidence	Experimenting and refining	
Sport	In Sport, Year 8 learners complete a rotation of activities. These are weather-dependent and include football, netball, rugby, basketball, unihoc, volleyball, futsal, softball, badminton, athletics, tennis, rounders, dance and fitness.					
	Healthy lifestyles					
Practical application						

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

YEAR 9	HT1	HT2	HT3	HT4	HT5	HT6
Mathematics	1 Indices and standard form 2 Expressions and formulae	3 Dealing with data 4 Multiplicative reasoning	5 Constructions 6 Sequences, inequalities, equations, and proportion	7 Circles, Pythagoras, and prisms	8 Graphs 9 Probability	10 Comparing shapes
	Changing technology	Scientific capital		Changing technology	Scientific capital	Creative exploration
Computing	E-Safety / Consequences of what you post	Python Programming with sequences of data	Data Science	Developing for the Web	Media - Animations	Designing a User Interface
	Power in society	Changing technology	Economic development	Creative exploration		
Biology	Bridging unit		B1 - Cells			B2a - Organisation
	Scientific capital		Natural world			Scientific capital
Chemistry	Bridging unit (Separating Mixtures)		C1 - AS and PT			C2a - Bonding
	Scientific capital					
Physics	Bridging unit		P1 - Energy			P2a - Electricity
	Scientific capital					
Technology	Working with a Client	Specification and Ideas	CAD Design (3D)	Practical Skills		
	Creative exploration		Changing technology	Creative exploration		
Food	Macronutrients		Food Science	Bread experiments	Further Practical skills	
	Healthy lifestyles		Scientific capital	Experimenting and refining		
	Practical application					
Engineering	Technical Drawing	CAD/CAM	Practical		Practice NEA	
	Experimenting and refining	Changing technology	Practical application			
Sport	In Sport, Year 9 learners complete a rotation of activities. These are weather-dependent and include football, netball, rugby, basketball, unihoc, volleyball, futsal, softball, badminton, athletics, tennis, rounders, dance and fitness.					
	Healthy lifestyles					
	Practical application					

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

YEAR 10	HT1	HT2	HT3	HT4	HT5	HT6
Mathematics - Foundation	1 Number 2 Algebra 3 Graphs, tables and charts	4 Fractions and percentages 5 Equations, inequalities and sequences	6 Angles 7 Averages and range 8 Perimeter, area and volume	9 Graphs 10 Transformations	11 Ratio and proportion 12 Right-angled triangles 13 Probability	14 Multiplicative reasoning 15 Constructions, loci and bearings
	Scientific capital	Economic development	Power in society	Changing technology		Scientific capital
Mathematics - Higher	1 Number 2 Algebra 3 Interpreting and representing data	4 Fractions, ratio and percentages 5 Angles and trigonometry	6 Graphs 7 Area and volume 8 Transformations and constructions	9 Equations and inequalities 10 Probability	11 Multiplicative reasoning 12 Similarity and congruence 13 More trigonometry	14 Further statistics 15 Equations and graphs
	Scientific capital	Changing technology	Scientific capital			
Computing / Computer Science / Digital IT	Unit 1: Systems Architecture	Unit 2: Memory and Storage/ Unit 6: Computational thinking & Algorithms/ Practical Programming		Unit 7: Programming Fundamentals	Practical Programming	Unit 3: Networks
	Changing technology					
	BTEC Component 1 - User Interfaces		BTEC Component 2 - Collecting, Presenting and Interpreting Data			BTEC - Component 3 - Effective Digital Working Practices
	Changing technology		Economic development			Changing technology
Biology	B2b - Organisation	B3 - Infection and Response		B4 - Bioenergetics		B5 - Homeostasis
	Scientific capital	Healthy lifestyles		Scientific capital		
Chemistry	C2b - Bonding and Properties	C3 - Quantum Chemistry	C4 - Chemical Changes		C5 - Energy Changes	C6 - Rates
	Scientific capital					
Physics	P2b - Electricity in the Home	P3 - Particles		P4 - Atomic Structure/Radiation		P5a - Forces
	Scientific capital					
Technology	Designing for a client Communicating ideas Practical skills	Methods of Production	Categories of materials Past and present designers	Computer-aided design and manufacture Life cycle analysis	Mini NEA practice	NEA starts with Client Brief and Research
	Creative explorations	Scientific capital		Environmental issues	Creative explorations	



Food	Healthy Diet, Nutrients, Government Guidelines	Dietary needs, Practical including recipe modification	Food Science, Food Safety	Factors influencing food choice	Environmental issues	Practical skills development
	Scientific capital	Practical application	Scientific capital	Economic development	Environmental issues	Practical application
	Healthy lifestyles					
Engineering	Engineering Disciplines		Practical and Health and Safety	Tools and Equipment	Technical Drawing	OnShape CAD
	Changing technology		Practical application		Interpreting data and numbers	Creative exploration
Health and Social Care	RO33 - Supporting individuals through life events Life stages and the possible effects on development	(RO33) Life events - Expected or unexpected	(RO33) Formal, informal and charitable support	(RO33) Coursework completion	Coursework completion / Introduction to RO34 - Creative activity module	(RO34) What are creative activities (PIES) How to plan a creative activity
	Healthy lifestyles	Celebrating diversity	Power in society	Practical application		Creative exploration
Child Development	Introduction to R059 - Child development - 1-5 years old Physical, Intellectual and social developmental norms	R059 - Stages, types and benefits of play, observation methods and recording methods	R059 - Planning an activity for a 1-2-year-old for physical development benefits	R059 - Evaluating the planning of a physical activity for a physical benefit	R058 Introduction Creating a safe environment (TA1) Nutritional needs of children from birth to five years	R058 - Choosing suitable equipment for a childcare setting
	Healthy lifestyles					
Sport	Skeletal system + NEA	Muscular system and movement analysis + NEA	Movement analysis + NEA	Components of fitness	Characteristics of a skilful performance and classification of skill + NEA	Principles of training + NEA
	Scientific capital			Healthy lifestyles	Creative exploration	Healthy lifestyles
	Practical application					

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

YEAR 11	HT1	HT2	HT3	HT4	HT5	HT6
Mathematics - Foundation	16 Quadratic equations and graphs 17 Perimeter, area and volume 2 18 Fractions, indices and standard form	19 Congruence, similarity and vectors 20 More algebra	Revision and exam practice			
	Changing technology	Scientific capital				
Mathematics - Higher	16 Circle theorems 17 More algebra	18 Vectors and geometric proof 19 Proportion and graphs	Revision and exam practice			
	Scientific capital					
Computing / Computer Science / Digital IT	Programming Project/ Unit 8 Logic and Languages	Unit 5: Impacts of Digital Technology/ Exam Practice	Unit 2: Data Representation / Exam Practice	Unit 4 Network Security & System Software / Exam Practice	Revision and exam practice	
	Changing technology	Natural world	Changing technology			
	BTEC - Component 3 - Effective Digital Working Practices		Resubmissions			Revision and exam practice
Changing technology		Practical application				
Biology	B6 - Inheritance, Variation and Evolution		B7 - Ecology		Revision and exam practice	
	Scientific capital		Natural world	Environmental issues		
Chemistry	C7 - Organic	C8 - Analysis	C9 - Atmosphere	C10 - Resources	Revision and exam practice	
	Natural world	Scientific capital	Natural world	Environmental issues		
Physics	P5b - Motion	P6 - Waves	P7 - Magnetism	Revision and exam practice		
	Scientific capital					
Technology	Ideas and Development	Practical outcome manufacture	Evaluation	Revision and Exam Practice		
	Creative explorations		Evaluating evidence			

Food	Scientific experiment, Mock NEA	NEA 1	NEA 2	NEA 2	Revision and Exam Practice	
	Creative explorations					
	Healthy lifestyles					
Engineering	Properties of materials	Material testing	Synoptic project		Revision and exam practice	
	Environmental issues	Experimenting and refining	Selecting evidence	Practical application		
Health and Social Care	RO34 - Creative activities How to deliver and evaluate performance	RO34 - Creative activity What are therapies and which are most suitable for my individual (relating to PIES)	RO34 - NEA completion RO32 - Exam Health and social care settings Person-centred values 6Cs	RO32 - Exam Unit Communication within a care setting RO34 - NEA completion	RO32 - Exam Unit Security measures and procedures in a care setting Revision	Revision and exam practice
	Creative explorations		Promoting equality		Changing technology	
Child Development	R058 Nutritional needs of children from birth to five years	R057 Introduction - Child development 1-5 years old Exam introduction TA1 - Pre-conception health and reproduction	R057 - Topic Area 2 Antenatal care and preparation for birth	R057 - Topic Area 3 - Postnatal checks, postnatal care and the conditions for development	R057 - Topic Area 4 - Childhood illnesses and a child-safe environment	
	Healthy lifestyles					
Sport	Cardiovascular system & respiratory system + NEA	Aerobic & anaerobic exercise Optimising training & preventing injury + NEA	Effects of exercise + NEA	Engagement patterns, commercialisation, ethics, health fitness and wellbeing, sports psychology + NEA	Revision and exam practice	
	Scientific capital			Promoting equality		
	Practical application			Healthy lifestyles		

For the week-by-week breakdown, please refer to the full curriculum map on the school website.

# CHS LESSON DESIGN

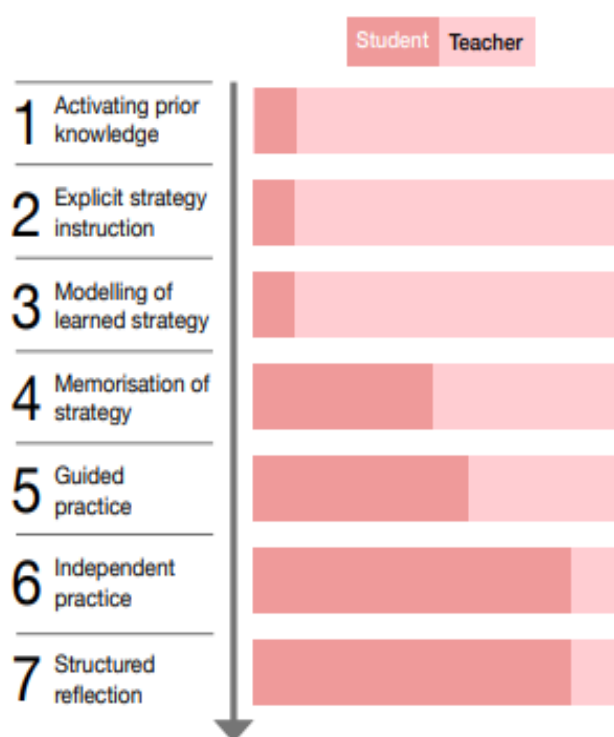


## Cottingham Lesson Design

At Cottingham High School, we aim to ensure all learners have consistent and equitable experiences across their lessons. By automating our routines, we enable learners to transition seamlessly from one class to the next. This consistency allows them to focus fully on their learning, free from the distraction of adapting to varying routines and expectations from different teachers.

To facilitate this, we have used extensive research into metacognition and self-regulated learning which was published by the Education Endowment Foundation (EEF) and which you can find by googling *EEF Metacognition and Self-Regulated Learning report*.

Based on this, we designed our instructional framework which ensures that lessons are organised to maximise learning outcomes. To help you visualise **why** we opted to do this, please have a look at the diagram below:



EEF report states that ‘this approach allows the teacher to develop solid knowledge and understanding which then forms the basis of increasingly independent practice as the teacher changes their guidance and gradually withdraws the scaffolding.’

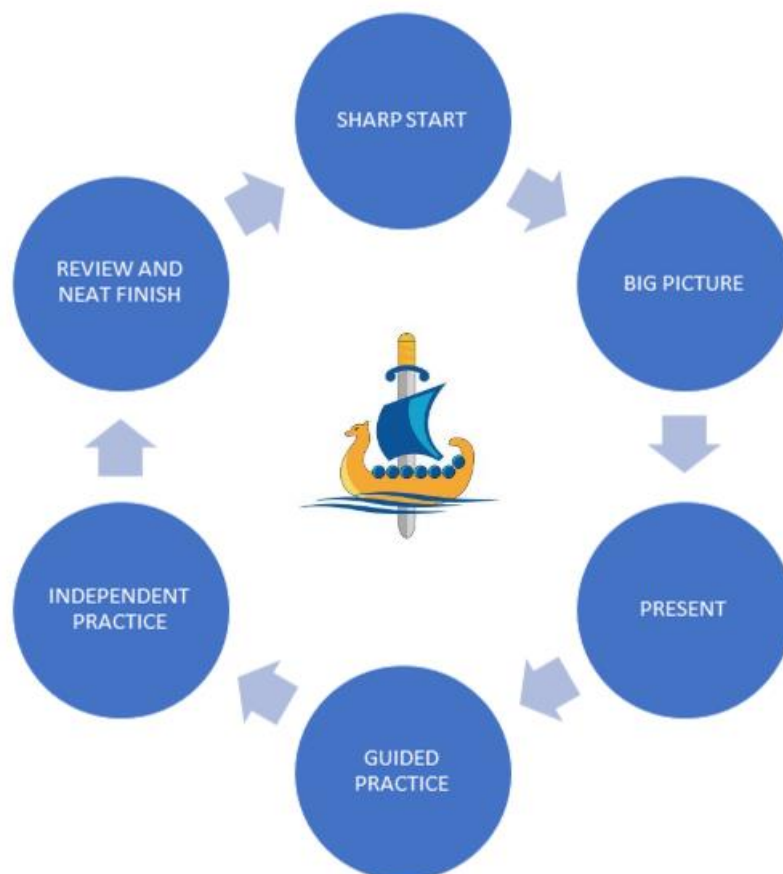
We believe this empowers our learners to **build confidence over time**, enabling them to tackle challenging concepts, solve complex problems, and apply their knowledge effectively in diverse contexts and situations.

Considering the ever-changing technological and labour market landscapes, the skills learners acquire in this way will help them **achieve and succeed**, leaving our school equipped to **create positive and fulfilling futures for themselves**.

By aligning with these principles, our instructional framework supports consistency, promotes high-quality teaching, and enhances outcomes for all learners.

## Cottingham Lesson Design

This is the Cottingham Instructional Framework:



Every lesson cycle, which could be one lesson or more, depending on the topic, contains these elements, so our learners always know what is coming and can prepare for it.

<b>SHARP START</b>	Learners retrieve prior knowledge or complete a ‘think hard’ task, attempting to solve a problem, using their existing knowledge.
<b>BIG PICTURE</b>	The teacher presents a Big Question and explains the lesson's place in the learning sequence. Homework is set in this part of the lesson.
<b>PRESENT NEW INFORMATION</b>	The teacher introduces the new content in small chunks, checking for understanding and clearing misconceptions.
<b>GUIDED PRACTICE</b>	The teacher models how to use the content (‘I DO’), and learners practise together with the teacher monitoring and advising (‘WE DO’).
<b>INDEPENDENT PRACTICE</b>	After practising together, learners are given a new task which they complete independently and in silence. We call this PURPLE ZONE.
<b>REVIEW AND NEAT FINISH</b>	The teacher returns to the Big Question to review learning. We celebrate success with positive points and the AIM to EXCEL ticket.

# CHS ASSESSMENT AND PURPLE ZONE



## Cottingham Purple Zone

Purple Zone is a Teaching, Learning and Assessment initiative used to encourage **independent thinking and access metacognitive processes without the assistance of adults**. It is designed to help learners BELIEVE in their ability to solve problems independently, so they feel equipped to ACHIEVE excellent outcomes and SUCCEED in life beyond school.

Purple Zone provides opportunities for learners to work on difficult concepts, independently from the teacher, to prepare them for success in linear examinations. We believe that the ability to work successfully in this way, with resilience, is a core skill in undergraduate and postgraduate study, and a gift that will stay with a young person as they move forward into adulthood.

### WHY do we have Purple Zone?

Through a consistent implementation of Purple Zone, we help our learners to:

- Build resilience through independent study
- Prepare for linear examinations through silent, sustained application of learning
- Demonstrate individual progress
- Maximise behaviour for learning through active listening
- Question their own misconceptions
- Take responsibility for consolidating and extending their learning

### HOW do we use Purple Zone?

Purple Zone happens in the INDEPENDENT PRACTICE part of the lesson. **It is a standing assessment for learning strategy and must be part of each learning cycle.**

The task is explained with 100% active listening from the learners. Reminders are given about the independent nature of the task, and that once Purple Zone starts, no questions will be allowed. This encourages learners to think proactively, anticipating and preparing for potential challenges before they arise. Once the task is explained, learners are asked to paraphrase it and ask their questions before the timer is set. This allows for clarifying and clearing any misconceptions. Finally, the timer is set and learners complete the work independently in purple pen.

### WHAT does a teacher do while learners complete Purple Zone?

During this part of the lesson, teachers refrain from communicating with students, allowing them to think independently and resist seeking help. Teachers circulate to monitor progress, note excellent responses, and identify struggling learners. This time is used to assess the lesson's success and address remaining misconceptions during the REVIEW phase.

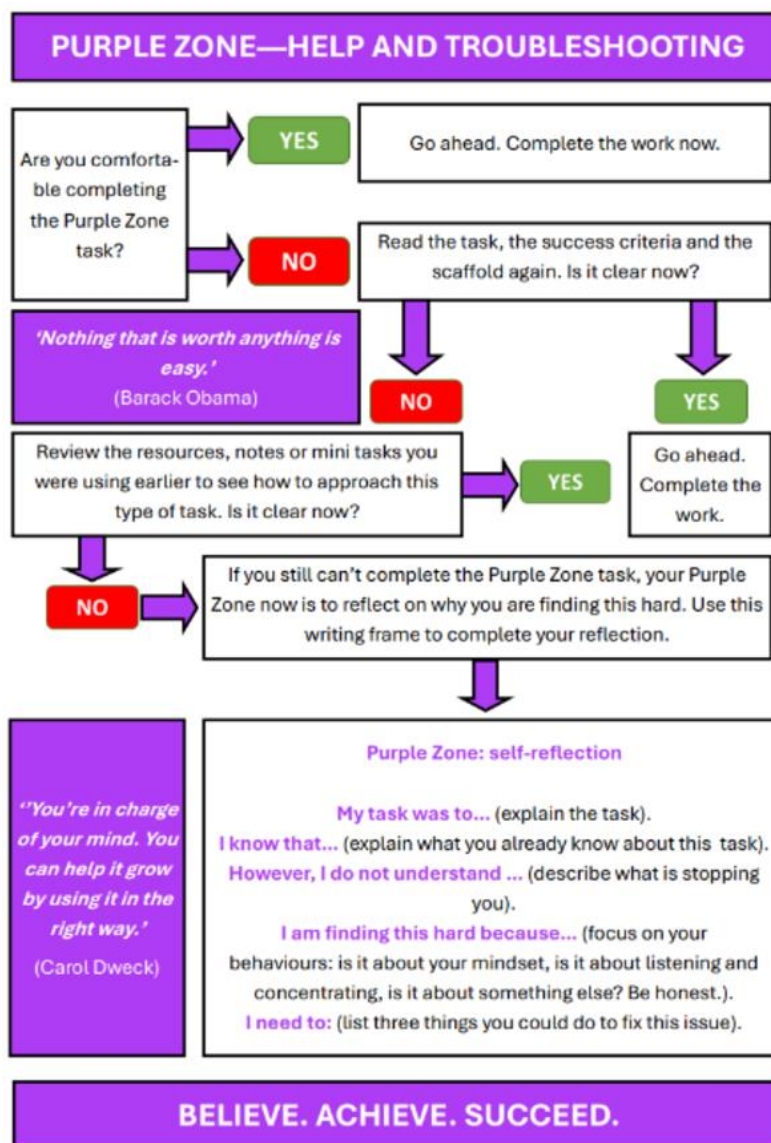


## What happens if my child is struggling with Purple Zone?

During the Purple Zone, there is intentionally no communication between the teacher and learners, but this does not mean students are left to struggle.

Before entering the Purple Zone, students are encouraged to take responsibility by asking any necessary questions to ensure they are prepared when the timer starts. For those who need additional support, scaffolds are provided to help them begin, except during Purple Zone Assessments, which are designed to simulate exam conditions.

While students work independently, the teacher circulates to monitor progress. If a student is unable to complete the task despite the provided support, they are guided to reflect on the challenges they face using a flowchart designed to foster self-analysis and problem-solving.



## Cottingham Summative Assessment

At Cottingham High School, we believe that **checking for understanding** is a continuous process that should be an integral part of all lessons and assessments. Teachers use a range of techniques to **systematically check every learner's understanding throughout each stage of the lesson**. They anticipate the most likely areas of misunderstanding and prepare planned interventions and support.

Teachers consider the following information:

- Prior attainment data from primary school
- Reading age
- CATs score
- Target data
- Percentage score from termly summative assessment
- SEND information and Learners Learning Passports

### Formal assessment schedule:

In a year, all learners will undertake:

- 3 summative Purple Page assessments – compulsory
- 3 in-class assessments – optional (dependent on the number of lessons taught)
- 3 to 6 checkpoint assessments completed in Purple Zone (dependent on the number of lessons taught)

### Summative Purple Page assessments:

- The summative Purple Page assessments will be centrally calendared and, where possible, completed in the hall (subject to availability).
- These assessments will be 45 minutes in length.
- Each Purple Page assessment will mirror the assessment objectives of GCSEs and **retrieve the core knowledge and skills from the entirety of the curriculum** to ensure broad coverage of GCSE content.

### In-class assessments:

- Curriculum leaders will determine if / when learners will undertake an in-class Purple Page assessment in addition to the scheduled Purple Page assessments.
- The content of each in-class assessment will be set at the curriculum leader's discretion.

### The checkpoints:

- Curriculum leaders will determine if / when learners undertake a checkpoint in each half term as part of Purple Zone.
- Learners will be given individual developmental feedback, with clearly defined **Next Steps**.
- The content of a checkpoint will be set at the curriculum leader's discretion and will be in line with Purple Zone timings.

All in-class assessments and checkpoints will give learners an opportunity for **green pen improvement**. In Purple Page PPE assessments, green pen improvements are optional.

	<b>Data entry deadline</b>	<b>Data entry deadline</b>	<b>Data entry deadline</b>
<b>Y11</b>	22nd Nov	14th Mar 2025	
<b>Y10</b>	6th Dec	21st Mar	4th July
<b>Y9</b>	10th Jan	4th Apr	18th July
<b>Y8</b>	6th Dec	28th Mar	18th July
<b>Y7</b>	10th Jan	25th Apr	18th July

Note: The boxes shaded in purple indicate assessments that should take place in the hall as far as possible. This list of dates is only relevant to this year's cohort and will be updated annually. You will find the assessment calendar on the school website.

