

At Stockport School we enable our young people to grow through building their understanding and insight into themselves and their local community, whilst developing the core skills and knowledge to take their place in the wider world.

Local

Industrial revolution, Emmeline Pankhurst and the suffragettes, textiles, Dementia choir, Northern Chamber Orchestra, Peak District and writers from Greater Manchester

Stockport School - A knowledge rich curriculum

Climate, sustainability, technology, economies, world history, industries, different religions and cultures, oppression and political systems.

Global

Literacy, numeracy, financial understanding, confidence, risk-taking, cooperation, independence, understanding of self, keeping safe, questioning, resilience...

Access / Employability

Effective Learning at Stockport School Requires:

Aspiration	Dedication	Inspiration	Collaboration	Respect
<ul style="list-style-type: none">• Having high expectations of each other and yourself in working towards challenging goals.• Having a growth mindset that on-going effort and deliberate practice will lead to success.• Understanding that failure is part of the journey to reaching aspirations.	<ul style="list-style-type: none">• Having the grit to keep going when learning is challenging.• Not being afraid of mistakes, be willing to use these to find the answers to improve and make progress.• Being willing to work with feedback and reflect how you can further improve.	<ul style="list-style-type: none">• Being metacognitive - reflecting on how you and others approach work in different ways and allowing yourself to be inspired.• Work with openness and trust, sharing your work to inspire others.• Being willing to take a risk and work creatively.	<ul style="list-style-type: none">• Questioning, listening and contributing as a team to move forward.• Taking opportunities to participate and develop your role in learning.• Communicate respectfully and purposefully.	<ul style="list-style-type: none">• Taking pride in work, achievements and being ready to learn.• Celebrating passion and expertise and supporting struggles.• Contribute to a positive classroom climate and role-model how you would like to be treated.

Stockport School –Developing a Knowledge Rich Curriculum

	2017 - 2018	2018 – 2019	2019 - 2020
<p>Curriculum: What is taught?</p> <p><i>Intent</i></p>	Discussions in small groups at MLT exploring potential approaches to the new GCSE. As these were developed, opportunities to discuss and evaluate initial approaches.	All departments have completed a curriculum overview, identifying why topics are placed where they are and how their curriculum supports learning about the local area, international issues, employability and access to the wider world.	Critically evaluate the whole school curriculum. How does our curriculum help close gaps? What barriers remain and how might these be overcome.
<p>Teaching Activities: How curriculum content is taught</p> <p><i>Implementation</i></p>	Raised the idea of a vocabulary rich curriculum: the importance of developing tier 2 vocabulary and shared strategies to build vocabulary	Department vocabulary banks. Oracy Lead – Matt Wilkinson	Using oracy to develop critical thinking and precision and confidence of expression.
	Explicit teaching of revision strategies and use of metacognitive questioning	Building use of metacognitive questioning. Whole school approach to revision strategies rooted in research.	Embedding the teaching of revision strategies throughout the KS3 and KS4 curriculum through linking to curriculum overview and assessment calendar.
	Working with Sheffield Hallam University to establish Lesson Study as a form of enquiry to evaluate the impact of teaching strategies.	Developing a Stockport School Teaching and Learning handbook drawing together the most effective approaches.	Review how teaching and learning is quality assured in the school to ensure impact is effectively evaluated and best practice is consistent.
	Introduction of growth mindset – consideration of how this affects the language of our feedback to maximize impact.	Alex Timpson Attachment and Trauma programme to ensure trauma informed approaches. Linking self-regulation to metacognition – behavioral learning supporting academic learning.	Embedding metacognition and self-regulation. Embedding ‘grit’ and a growth mindset culture.
<p>Assessment: desired high level outcomes and measures of those outcomes</p> <p><i>Impact</i></p>	Sharing of Government workload review of marking and best practice for effective feedback.	Departments define their marking and feedback policies using a standardized proforma. Departments also review the format of assessments and whether fit for purpose.	<p>Evaluation of Performance document and line management meetings review effectiveness of assessment for providing reliable data tracking.</p> <p>Subject audits provide an opportunity to review the effectiveness of marking and feedback.</p>

Stockport School Curriculum – Developing a Knowledge Rich Curriculum - Art & Design

<p style="text-align: center;"><u>Local Context</u></p> <p style="text-align: center;">Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p style="text-align: center;">How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p style="text-align: center;">How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p style="text-align: center;">How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<ul style="list-style-type: none"> ▪ Local artists: Chris Gilmour - Stockport sculptor, Jack Lloyd – Manchester photographer. ▪ Photography /Graphics trip to Stockport town centre and Manchester City Centre. ▪ KS3 – Design Tech Craft. ▪ Y7 Art – Aerial photo shot of local area. ▪ Y8 Art – Natural forms from home and abroad. ▪ Y10 Art – YSP - inside and outside galleries. 	<ul style="list-style-type: none"> ▪ Y9 Art & Textiles - studies of cultures from around the world; Islamic, India, Japanese, Fairtrade, Manchester bee ▪ Graphics – propaganda, looking at global issues. ▪ 3D Design – global issues, plastic pollution ▪ Art Club – recycling projects ▪ Y8 Art -Mandala patterns, religion. 	<p><i>Recognising the challenging backgrounds of some of our intake and ensuring they have the knowledge to be successful:</i></p> <p>Literacy – Students are shown, encouraged and supported to read about artists, craft persons, sculptors, designers and photographers to form opinions, share their feelings and question if it is relevant.</p> <p>Oracy – students are invited to talk about their work and others. To be able to be involved in verbal conversations within different context.</p> <p>Numeracy – Projects are inclusive of numeracy skills to underpin subject learning.</p> <p>Health – Emotional intelligence when responding and supporting others when talking about their work. Recognise that art has therapeutic qualities.</p>	<ul style="list-style-type: none"> ▪ Team work ▪ Microsoft IT skills ▪ Problem solving ▪ Presentation skills ▪ Use of colour ▪ Subject specific IT skills ▪ Creative thinking ▪ Communication

Stockport School Curriculum – Computer Science

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<ul style="list-style-type: none"> • CDL – local software development company founded in Stockport. GCSE visits and aspiring girls programme. • MMU – Alan Turing and the Manchester Baby (First electronic stored program computer). 	<ul style="list-style-type: none"> • Study of the effect digital technology has on society. • Study of the effect digital technology has on the environment. • Laws centred around the used of technology – (GDPR, DPA, Computer Misuse, Copyright, Freedom of Information). • Digital divide across the world. • Censorship. 	<ul style="list-style-type: none"> • Understanding of how digital technologies are now supporting our every day lives. • Know how and when to apply digital technology. • Confidence when using computer based technology. 	<ul style="list-style-type: none"> • Teamwork. • Problem solving through abstraction, decomposition and generalisation. • Skills using digital technology. • Logical thinking (Algorithmic Thinking). • Communication. • Awareness of online safety and issues arising from the use of the internet. • CDL Apprenticeship opportunities.

Stockport School – Developing a Knowledge Rich Curriculum - Drama

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>Many of our chosen plays take place in Manchester / Stockport, or engage with themes that affect local area e.g. <i>'Chicken'</i> – A6 / road safety <i>'Port'</i> / <i>'Bluebird'</i> – set in Stockport.</p> <p>Understanding built through seeing the same worlds through others' eyes. Develops questioning, interrogation about own lives. Students encouraged to question beliefs.</p> <p>Drama studio named after local / international playwright Simon Stephens. Links constantly made to his life and experiences.</p> <p>Multicultural – languages events – students invited to perform plays in other languages, leading to a showcase event.</p>	<p>History makes us what we are today: the roots of theatre to contemporary TV / movies / theatre. e.g. Commedia Dell'arte, mask, panto, Shakespeare – to Lee Evans, <i>Fawlty Towers</i>, modern comedy, etc. celebrating comic lineage and satire. Naturalistic/stylised drama and links to modern film – e.g <i>Deadpool</i> (breaking 4th Wall, freeze action etc. as dramatic techniques).</p> <p>Mental Health: <i>Blood Brothers</i>, <i>Curious Incident of the Dog in the Night-time</i> – links to experiences of difference and mental health.</p> <p>Navigating the world with issues: Blood Brothers - Thatcher, philosophical questions about nature/nurture and personal responsibility. Refuges - using puppetry to explore the experiences of refugees and their journeys. Performing plays in other languages.</p>	<p>Focus: to be able to work with personal / environmental distractions / stressors.</p> <p>Confidence: developing kindness to self / others, supporting others / inclusivity, not judging self harshly, acceptance.</p> <p>Empathy: stepping into character's shoes.</p> <p>Creativity: playful, serious and making strong messages, deep understanding of issues, links between contexts / historical.</p> <p>Risk taking: developing engagement with the world</p>	

Stockport School – Developing a Knowledge Rich Curriculum - English

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future.
10 11	<p>Gang culture and extremism – explorations around how and why young people end up in difficult social and moral circumstances and what the consequences might be.</p> <p>References to Manchester’s working conditions of the poor from Victorian era to present, and Stockport workhouse inspection in 1800s, to the Wellspring and local foodbanks.</p> <p>Exploration of non-fiction texts relevant texts to Stockport and Manchester areas.</p>	<p>Issues in <i>Macbeth</i> are universal and timeless – make links to current British politics, gender expectations, roles and challenges, patriarchy and hierarchy, power and ambition</p> <p><i>A Christmas Carol</i> – Capitalist society, changes throughout time from the Industrial Revolution to the Welfare State, to current economic development around the world.</p> <p>Poetry – build understanding of UK History and world history/issues.</p> <p>Non-Fiction Texts– relevant texts to UK and world history/issues.</p>	<p>Accessing challenging and unfamiliar texts. Identifying subtext and becoming critical readers.</p> <p>Communication skills – being able to communicate a point of view effectively and convincingly (both written and spoken)</p> <p>Studying plays: reading for performance and using expression to understand nuances in the written word.</p> <p>Every element of Y10 curriculum touches on aspects of emotional and mental health: Macbeth’s mental state, impact of guilt, peer pressure, morality.</p>	<p>Cultural capital and developing vocabulary enables students to communicate articulately, eloquently and appropriately</p> <p>Adapting writing for purpose and audience</p> <p>Literacy: communicating accurately and effectively</p> <p>Critical reading skills, empathy.</p> <p>Critically evaluating through use of theories.</p>
9	<p>Developing voice to articulate personal, emotional and ideological issues impacting teenagers.</p> <p>Research techniques and personal interest in community developed.</p>	<p><i>Jekyll and Hyde</i> - Science, technology and human experience.</p> <p>Poems from other cultures - cultural diversity, colonialism.</p> <p>Non-fiction – political world issues.</p>	<p>Non fiction unit is routed in developing literacy, decoding challenging texts and access to new authors.</p>	<p>Ability to communicate ideas effectively.</p> <p>Developing precision of use of language for a specific audience.</p> <p>Formal presentations.</p> <p>Developing resilience of challenging texts.</p>
8	<p>Developing voice in the oracy unit to raise issues in school and the local community – ideas personal to students.</p>	<p>Animal unit – conservation.</p> <p>Novel – depending on choice (war, extremism, religious conflict, race and racism, state control and civil freedoms, moral and ethical choices, what it means to be civilised).</p>	<p>Exposure to texts with alternative viewpoints and experiences.</p> <p>Developing understanding of current and past speakers across the world.</p> <p>Mental health in novels and oracy speeches</p>	<p>Independent learning and research and then giving an independent speech.</p> <p>Team work.</p> <p>Meeting deadlines and time management..</p> <p>Dealing with failure – resilience.</p>
7	<p>Development of understanding ourselves, our families and the people and communities around us through a range of texts.</p> <p>Relationships and interacting with others through both texts and classroom expectations.</p> <p>Family relationships and different emotions linked to student’s own lives and environment. (<i>The Tempest</i>.)</p>	<p>Understanding of childhood and education from various places and backgrounds. (Childhood Writing.)</p> <p>Understanding different relationships (<i>The Tempest</i>).</p>	<p>Helping students understand that other people experience and see things differently (Childhood Reading)</p>	<p>Being able to write clearly and accurately and empower the students to be able to express themselves throughout life.</p>

Stockport School Curriculum – Developing a Knowledge Rich Curriculum - Food

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>Visits to local restaurants and catering establishments to learn about needs and requirements. Links with Agriculture College – Reaseheath. Trip into Stockport to look at food in local context.</p>	<p>Building understanding of sourcing ingredients and international foods. Street Food project involves researching street food and designing own.</p>	<p>Developing a more sophisticated understanding of nutrition and the needs of different people. Planning dishes for different requirements / special diets – being able to develop a meal plan. Developing of more sophisticated skills i.e. using a curry paste in KS3 and making their own paste in KS4 or using a simple dough mix in KS3 or a more challenging one in KS4.</p>	<p>Development of understanding of catering: industry of catering; different roles and aspects of these such as customer service, dress and attitudes; planning for different client needs.</p>
<p>Discussing local and national produce and what food is in season when looking at ingredients. Relate produce to local areas where possible i.e. flour from Reddish.</p>	<p>Link different foods to counties / cultures that they have come from i.e.: Year 8 – stir fry and link in with Chinese New Year / spaghetti Bolognese and link in with Italian food and culture.</p>	<p>Cooking skills develop on previous year i.e. the knife skills developed in Year 7 are built upon in preparing the stir fry in Year 8. Follow British Nutrition Guide to introduce basics of food groups and nutrition. After school club provides an extension of skills.</p>	<p>Kitchen work developing general employability skills: Collaborative working Following a plan Developing independence Responsibility for preparation Responsibility for clearing a work station</p>
	<p>Year 7 – Exploring local and international ingredients and discussion of food miles.</p>	<p>Year 7 – introduce to health and safety in the kitchen and importance of preparation / clean-up</p>	

Stockport School – Developing a Knowledge Rich Curriculum – Geography KS4

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future.
11	<p>Fieldwork of the Human geography - media city.</p> <p>The UK in the 21st century focuses on the make up of the physical features of the UK and human issues such as shortages of housing and water stress.</p> <p>Students look at the cultural issues such as an ageing pollution, ethnic diversity and migration.</p>	<p>Study of a conflict area with Russia and the Ukraine.</p> <p>Global hazards looking at natural hazards such as the Australia's drought, hazard mitigation through building design etc. Also, looking at Haiti an area affected by a tectonic hazard.</p>	<p>Visual aids to build knowledge of places around the world. Key terms and place names used, graphing mapping and presentations.</p>	<p>Builds awareness of culture and the similarities and differences in their own lives. Builds tolerance and develops the understanding of the wider world.</p> <p>Knowledge of the physical environment and the processes acting upon it creating landforms.</p> <p>Students develop investigation skills such as description of methods used, presentation of data, analysis, building conclusions and evaluation of their study processes.</p>
10	<p>Resource reliance looking that three key areas: food, energy and water supply and the issues surrounding our growing population. Food security within the UK both in the past and present.</p> <p>UK impacts of our changing climate such as flooding.</p> <p>Fieldwork of the physical geography - the Holderness coast.</p>	<p>Ecosystems unit studying 7 biomes with a focus on tropical rainforest and polar environments.</p> <p>Dynamic development studying Ethiopia, creating a huge case study looking at the demographic make up of the country.</p>	<p>Visual aids to build knowledge of places around the world. Key terms and place names used, graphing mapping and presentations.</p>	<p>Builds awareness of culture and the similarities and differences in their own lives. Builds tolerance and develops the understanding of the wider world.</p> <p>Knowledge of the physical environment and the processes acting upon it creating landforms which are studied in detail.</p> <p>Students develop investigation skills such as description of methods used, presentation of data, analysis , building conclusions and evaluation of their study processes.</p>

Stockport School – Developing a Knowledge Rich Curriculum – Geography KS3

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future.
9	Castleton – Peak District visit where students collect primary data and complete an investigation building on skills in year 7 and 8. Study of the urban environment with urban processes concluding in a Leeds case study. Distinctive landscapes with focus on UK rivers and coasts.	Sustainability around the world and looking at Antarctica tourism, ocean bracelets, eco-farming, goat aid and energy choices. EDC city looking at Mexico city to see the importance of a capital city, lifestyle, history and changing environments.	Visual aids to build knowledge of places around the world. Key terms and place names used, graphing mapping and presentations.	Builds awareness of culture and the similarities and differences in their own lives. Builds tolerance and develops the understanding of the wider world. Knowledge of the physical environment and the processes acting upon it creating landforms which are studied in detail. Students develop investigation skills such as description of methods used, presentation of data, analysis, building conclusions and evaluation of their study processes.
8	Studying advanced countries as part of the development unit. Local river study giving students the opportunity to relate to the fieldtrip and revisit with friends and family. Ecosystems exploring deciduous woodlands as a local example of a biome.	Study of LIDC's and EDC's with a focus on Ethiopia and Russia to build knowledge of other cultures and environments. Global ecosystems – biomes such as the rainforest.	Visual aids to build knowledge of places around the world. Key terms and place names used, graphing mapping and presentations.	Builds awareness of culture and the similarities and differences in their own lives. Builds tolerance and develops the understanding of the wider world. Knowledge of the physical environment and the processes acting upon it creating landforms, which are studied in detail.
7	Exploring Britain topic brings the local and national perspective to our new students who will have studied very little geography at KS2. Key geographical topics bring everyday life elements into theoretical study within the classroom such as map skills within the local area, weather and climate.	Students build knowledge of the wider world studying the physical and human aspects of the subject in brief chunks to cover a number of global issues such as fashion trade, endangered species, extreme environments.	Students have the opportunity to present their independent work to the rest of the class with feedback. Students collect primary and use secondary data, which they then present, manipulate and analyse to form judgements. Work is marked and key vocabulary is used to improve subject knowledge and basic literacy.	Presentation and research plays a major role in the year 7 curriculum which is then transferable to other subjects and beyond.

Stockport School – Developing a Knowledge Rich Curriculum - Graphics

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future.
11	The externally set (exam) question often offers an option to a community themed project using local resources and ideas as a starting point.	Japan and propaganda projects - looking at relevant global issues that affect us. Looking at a culture very different to our own.	Developing communication skills and the ability to express a wide range of skills. Understanding that nothing happens in isolation and culture does not develop in a vacuum.	<p>Cultural and analytical skills improve questioning skills and understanding the context of why these are relevant.</p> <p>It also helps students to continually refine and improve their skills and aim for a high level of finish in their work. Building professional quality designers, and individuals who think outside the box but set themselves high standards of creativity.</p> <p>Giving the practical skills across the graphics curriculum of photo editing, creating text and typeface, making short films and animations are skills that Stockport school provides for its students and it is very much appreciated by course providers and future employers that our students arrive already equipped with these skills.</p> <p>This is across both key stages and many skills are cross curricular.</p>
10	Manchester project- exploring local culture and context.			
9	Working in and around school to animate. Use of resources and locations to inspire short movies.	Looking at how animation is used to entertain across the boundaries of distance and languages.	Animation and editing are worldwide skills. Students can see the work of animators and discuss how it entertains, inspires and informs.	
8	Photomontage and architecture - designing your dream house. Using image searches and photography to explore the local area around our homes. Exploring Stockport with Google Earth.	Looking at worldwide architecture, its design, location and purpose.	Moving on to consider the practical applications of the techniques we use and how architects work to improve the worldwide environment.	
7	Year 7 is mostly about developing skills and trying out tools, but we do put our photoshop creations into different locations to give context to our creative ideas.		Photoshop skills are worldwide skills. Students can see the work of photo manipulation artists and discuss how it entertains, inspires and informs.	

Stockport School – Developing a Knowledge Rich Curriculum – Health and Social

	<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future?</p>
11	<p>Students research health and social care services in local area. These are then explored by linking to specific needs or barriers faced, enabling them to evaluate support in the local area.</p>	<p>Students learn that there are common features of physical development and life stages, but that these may be affected through different cultural and geographical factors. These may also impact on lifestyle and services available.</p> <p>For Unit 1, when researching a celebrity and looking at the challenges and development in each life stage, they may come across some of these features.</p>	<p>PIES is embedded in Year 11 and students are able to independently apply their understanding of these different contexts. Students also build a more sophisticated understanding of life stages.</p> <p>Students have to demonstrate the care values (such as dignity, empowering people, confidentiality etc.) in action.</p>	<p>The course prepares students for further study at college and many local colleges offer a pathway in this area.</p> <p>Students are building their understanding of key terms for working in health and social care services. They know how to demonstrate the care values and understanding these terms in action.</p>
10	<p>All students who take Health and Social complete their work experience in a relevant local business, giving direct access to the subject in the local region.</p> <p>Students often draw examples from their local area / experiences.</p>		<p>Students learn about growth and development. A key strand throughout the course is the understanding of PIES: physical, intellectual, social and emotional development. Students learn about lifestyle choices and the positive and negative impacts these can have on an individual's development.</p>	<p>The course develops a range of employability skills:</p> <ul style="list-style-type: none"> • Group work • Research skills such as exploring services available • Independent shaping of documents • Oracy – interviewing people. • Sort, analyse and summarise data (such as a questionnaire).

Stockport School – Developing a Knowledge Rich Curriculum - History

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future?
11	Recognition of why we live the way we do today in the 21 st century. Relevant to all year groups.	Superpower relations / Cold War / World Wars	<p>Texts are challenging with challenging vocabulary and concepts which improves literacy and cultural capital.</p> <p>Living graphs for numeracy</p>	Research, analytical skills and critical thinking. Access subject for FE/HE as renowned as challenging subject.
10	Crime and Punishment – discuss changing nature of crime / punishment / policing to the present day	Nazi Germany Elizabeth – relationship with Europe and early colonisation of America / Empire		<p>Research, analytical skills and critical thinking.</p>
9	Women’s suffrage - suffragette movement. Pankhursts were Mancunian.	World Wars / holocaust, treatment of Jews, Jewish resistance Women’s suffrage - suffragette movement.		
8	Industrial Revolution in the local area – comparing Stockport between 1800 and 1850 / Civil War	Expansion of trade and industry. Slave trade. Black civil rights movements in USA including now. French Revolution – conflict theory.		
7	Elizabeth / Mary / Black Death	Europe William the Conqueror (relationships with other countries) Elizabeth / Mary / Islamic civilisations		

Stockport School Curriculum - Maths

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>Financial literacy includes looking at local aspects such as costs of flat rentals when planning a budget or considering jobs in the local economy when looking at salaries. This is completed in maths lessons as well as by guest speakers.</p> <p>Alan Turing is discussed as part of the Year 7 code breaking project.</p> <p>Map reading is done using local maps.</p>	<p>The Year 8 Fair Trade project teaches pupils about the impact of where things are purchased from and how the money is split between growers, couriers, manufacturers, packagers and sellers. It also includes issues about the living wage.</p> <p>In lessons we cover global issues such as currency exchange.</p>	<p>Financial literacy is taught within KS3 and KS4 maths lessons. This is supported by guest presenters (last year included, Chartered Institute of Surveyors, HMRC, Legal & General, Bank of England, Explore Learning Centre and Santander).</p> <p>This work includes learning about budgeting, taxes, loans, mortgages, pensions, exchange rates, benefits, inflation, simple and compound interest.</p> <p>Shape and measure is taught within KS3 and KS4 maths lessons, as well as in the KS3 projects. This work includes map reading, coordinates, bearings and journey planning.</p> <p>Other important areas of the curriculum that improve access to the world include:</p> <ul style="list-style-type: none"> • Numeracy • Statistics 	<p>Our curriculum encourages and develops the following employability skills:</p> <ul style="list-style-type: none"> • Collaborative working • Independence • Problem solving • Numeracy • Literacy • Communication – oracy and listening • Resilience • Critical thinking • Reflective thinking • Analysis • Time management and organisational skills • IT skills • Confidence • Risk assessment

Stockport School Curriculum - Maths

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>Financial literacy includes looking at local aspects such as costs of flat rentals when planning a budget or considering jobs in the local economy when looking at salaries. This is completed in maths lessons as well as by guest speakers.</p> <p>Alan Turing is discussed as part of the Year 7 code breaking project.</p> <p>Map reading is done using local maps.</p>	<p>The Year 8 Fair Trade project teaches pupils about the impact of where things are purchased from and how the money is split between growers, couriers, manufacturers, packagers and sellers. It also includes issues about the living wage.</p> <p>In lessons we cover global issues such as currency exchange.</p>	<p>Financial literacy is taught within KS3 and KS4 maths lessons. This is supported by guest presenters (last year included, Chartered Institute of Surveyors, HMRC, Legal & General, Bank of England, Explore Learning Centre and Santander).</p> <p>This work includes learning about budgeting, taxes, loans, mortgages, pensions, exchange rates, benefits, inflation, simple and compound interest.</p> <p>Shape and measure is taught within KS3 and KS4 maths lessons, as well as in the KS3 projects. This work includes map reading, coordinates, bearings and journey planning.</p> <p>Other important areas of the curriculum that improve access to the world include:</p> <ul style="list-style-type: none"> • Numeracy • Statistics 	<p>Our curriculum encourages and develops the following employability skills:</p> <ul style="list-style-type: none"> • Collaborative working • Independence • Problem solving • Numeracy • Literacy • Communication – oracy and listening • Resilience • Critical thinking • Reflective thinking • Analysis • Time management and organisational skills • IT skills • Confidence • Risk assessment

Stockport School Curriculum - MFL

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>In Theme 1 Identity and culture:</p> <p>Topic 1: Me, my family and friends Relationships with family and friends Marriage/partnership</p> <p>Topic 2: Technology in everyday life Social media Mobile technology</p> <p>Topic 3: Free-time activities Music Cinema and TV Food and eating out Sport</p> <p>In Theme 2 Local, national , international and global areas of interest.</p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues Healthy/unhealthy living</p>	<p>The curriculum provides an awareness and understanding of countries and communities where French, German and Spanish are spoken</p> <p>Theme 1 Topic 4: Customs and festivals in French, German and Spanish speaking countries/communities.</p> <p>In Theme 2 Topic 2 Social issues, Charity/voluntary work international organisations</p> <p>In Theme 2 Topic 3: Global issues The environment Poverty/homelessness</p> <p>Topic 4: Travel and tourism</p>	<p>By studying languages students are encouraged to express themselves in writing and speaking activities, building their confidence in expressing themselves. They are also expected to be able to read a variety of texts in the Target Language covering different aspects of societies other than their own.</p> <p>Through their study of grammar, they will be able to transfer and build their understanding of English grammar.</p> <p>The development of their writing skills helps students reflect on accuracy, draw similarities with their own language and improve their level of literacy.</p> <p>The development of the speaking skill provides students with confidence to connect with a wider range of people, encourages risk taking and improves general communication skills, which are vital in society nowadays.</p> <p>Our curriculum aims for students to creates more positive attitudes and less prejudice toward people who are different.</p> <p>Studying a language improves access to colleges and university courses and gives students the opportunities for study or work abroad in the future.</p>	<p>Studying a foreign language gives students a competitive edge in career choices. A foreign language isn't an additional skill anymore, it is an essential skill, which we believe most students should acquire at Stockport School.</p> <p>The increase in globalisation means that knowing more than one language can make students very attractive candidates for a plethora of varied future jobs.</p> <p>Studying a languages provides an opportunity to develop wider communication skills and build confidence with decoding texts, speaking to an audience and listening for a purpose.</p>

Stockport School – Developing a Knowledge Rich Curriculum – Music

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>Northern Chamber Orchestra Project – year 7's to hear the orchestra in school and opt to see them at Stockport Town Hall in Feb/March time.</p> <p>Dementia Choir – monthly rehearsals at the Offerton Dementia Café Drop In. Performances within the community.</p> <p>Performances in the Community at Christmas time e.g. Busking Handforth Dean, Offerton Community Centre</p> <p>Ensuring local bands are referenced in the History of Pop topics (Year 9) – Oasis, Blossoms etc.</p>	<p>World culture is explored through cultural music in each year group:</p> <ul style="list-style-type: none"> • Year 7 – Samba Music (Brazilian culture) • Year 8 – The Blues (America), Latin Caribbean music (Caribbean, South America) • Year 9 – Reggae music – Jamaica • Year 10 & 11 – British Folk Music traditions, Latin Caribbean music, African music, Indian music. <p>The Blues makes links to racism and slavery. Reggae references religious messages in lyrics.</p> <p>Rap and Hip Hop refers to gangs and violence in lyrics. Copyright and Royalties are referred to in History of Pop topics.</p> <p>Music Department tour to Italy every couple of years allows students to perform within and experience another musical culture.</p>	<p>Numeracy – counting beats in a bar, time signatures, beat division, quantise.</p> <p>ICT skills – students use specific music software in each year group. At first students use Sony Acid Express, Sound 2 Game, Audacity before moving onto the sequencing software – Cubase. At GCSE music they learn how to use the notation based software Sibelius. The computer room also allows for students to produce research using Word and PowerPoint. They evidence and track their work using screen shots and audio embedded into PowerPoint.</p> <p>Literacy – students complete listening skills based assessments requiring written responses and at GCSE practise extended essay style questions around set works.</p> <p>Language – throughout all year groups, students are required to give oral responses by commenting, peer assessing and talking about other students work.</p> <p>Confidence – through regular performances</p> <p>World culture – exposing students to cultures and words that they are not necessarily used to.</p>	<p>Students explore a wide range of topics which all develop listening, composing, performing and music technology skills. Through these topics the following skills are also being developed which provide music students with a large range of employability skills no matter what area they wish to go on to explore in the future.</p> <ul style="list-style-type: none"> • Confidence • Resilience • Perseverance • Presentation • Determination • Group Work skills • Communication • Independence • Problem Solving • Self-restraint • Self-motivation • Co-ordination

Stockport School – Developing a Knowledge Rich Curriculum - PE

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>Fixtures and facilities include a variety of activities - engage in fixtures and events at other schools / facilities within the Stockport and Manchester area.</p>	<p>International trips Skiing – Austria Football – Netherlands</p>	<p>Health Developing and maintaining fitness. Understanding of a healthy lifestyle.</p>	<p>Display to highlight future opportunities in world of sport. Using sporting role models to emphasise route to professions.</p>
<p>Links with local sports clubs / facilities Stockport and Manchester Rugby club Stockport Georgians Aquinas college</p>	<p>Displays of international and national sporting events Olympics / World cups Highlight issues and events with both KS3 and KS4 students.</p>	<p>Variety of components of fitness used in activities.</p>	<p>Focus on key employability skills: teamwork, respect, resilience, self-discipline, leadership, commitment. Signposting to students how their participation in sport develops a range of skills which can be used as examples for applications and interviews.</p>
<p>KS4 Climbing course at Awesome walls GCSE moderations visits to other schools Aquinas links</p>	<p>GCSE: relevant issues tie in to the theory and practical curriculum e.g. media / drugs / technology.</p>	<p>Encouraging students to take an interest and love in life-long activity when leaving school. Leisure centres / fitness / zumba etc.</p>	<p>Wide number of students continue to study PE / dance at college & university.</p>

Stockport School – Developing a Knowledge Rich Curriculum - PSHE

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future?
11	Culture and drug use of local area, trends and where to get local help.	Issues of pornography and global exploitation. UK alcohol drug holiday habits (Brits abroad). Sexual promiscuity rates of UK.	Better understanding – removes ignorance which may breed racism/hate.	Aware of sexual harassment and workers and employers rights. Expectations of lifestyle / workstyle. Awareness of social media footprint. Developing discursive, debating, processing and argumentative skills.
10	Sexual habits and “norms”. Culture and drug use of local area, trends and where to get local help.	LGBTQ+, Pride attitudes throughout the world. Grooming and internet safety.	Better understanding – removes ignorance which may breed racism/hate.	
9	Local crime, punishment types, abusive and safe situations – where to get help. PMNW and mental health days. Local peer pressure regarding body image and social norms of our area – social media impact and SRE education.	Global village of social media / grooming and digital footprints. Exploitation. Americanisation of our social norms and expectations (Kardashian effect!)	Better understanding – removes ignorance which may breed racism/hate.	Acceptable communication skills, valid expectations of a desirable lifestyle.
8	Influences on me – relevant interactions and pressures from growing up in Stockport including illegal / legal drugs and risky behaviours.		Familiarity of internet and awareness of global differences / similarities. How lifestyles and life expectations vary throughout the world.	Acceptable communication skills, valid expectations of a desirable lifestyle – digital footprints.
7	Influences on me – relevant interactions and pressures from growing up in Stockport Including puberty and healthy lifestyles.		Global village of social media / grooming and digital footprints. Exploitation. Americanisation of our social norms and expectations (Kardashian effect!)	Acceptable communication skills, valid expectations of a desirable lifestyle.

Stockport School Curriculum – Developing a Knowledge Rich Curriculum – Psychology

<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
<p>The topics in psychology are designed to introduce students to a new way of thinking about how their environment shapes their personality, behaviour and outcomes. For our students, it can allow them a glimpse of how their upbringing and immediate environment have influences their psychological development across a range of topics.</p>	<p>Students consider the influence of belonging to individualistic (Western) or collectivistic (Eastern) cultures on their development and behaviour.</p> <p>They consider behaviours as sometimes being universal – the same across cultures, while others vary between cultures.</p> <p>Much of the psychological research is based on American and British research but there are some limited opportunities to discuss and explore the role of culture.</p>	<p>There are a range of cross curricular elements to the psychology course. Notably psychology is a science and contains a 20% mathematical content.</p> <p>The literacy involved in psychology is complex and students are required to use this language verbally and in written form throughout the course.</p> <p>Psychology also lends itself to English as while studying set texts, a number of students report that they are able to apply their psychological knowledge.</p>	<p>Psychology provides students with a wide range of key skills, all of which are essential or desirable for future employability: independence; problem solving; critical thinking; numeracy; literacy; reasoning; hypothesizing, research skills; resilience and grit; leadership skills; writing skills; time management; analysis skills; prioritizing – all these skills are embedded within the course and students must apply all of them.</p>

Stockport School – Developing a Knowledge Rich Curriculum – Religious Studies

	<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future.</p>
11	<p>Informs students about local religious communities (Christian/Hindu). Explores religious festivals celebrated by Christian and Hindu members of the local community. Develops knowledge of local places of worship. Helps encourage positive attitudes to the local environment and environmental issues (e.g. conservation projects). Inspires engagement in local issues regarding crime and the treatment of criminals.</p>	<p>Informs students about global religious communities (Christian/Hindu). Explores religious festivals celebrated by Christian and Hindu members of the global community. Develops knowledge of places of worship and sacred spaces around the world. Explores literature from other cultures. Helps inspire engagement with global environmental/climate change issues. Inspires engagement in global issues regarding crime and the treatment of criminals.</p>	<p>Literacy – creative writing tasks – e.g., poetry / being able to write clearly and accurately / analysing religious texts.</p> <p>Oracy – students are confident speakers / encourages questioning.</p> <p>Informs students about other cultures and belief systems around the world.</p>	<p>Develops verbal communication skills that are useful in the workplace.</p> <p>Improves literacy skills and develops the ability to analyse texts.</p> <p>Inspires creative thinking and other skills required for creativity.</p>
10	<p>Examines problems faced by women and LGBTQ people in the local community. Explores examples of injustice within the local community (e.g. prejudice, poverty, homelessness). Helps inspire concern for people suffering these injustices locally.</p>	<p>Examines problems faced by women and LGBTQ people around the world. Explores examples of injustice within the global community (e.g., prejudice, poverty, slavery, trafficking). Helps inspire concern for people suffering these injustices globally.</p>	<p>Inspires an interest in visiting other countries and sampling different cultures.</p> <p>Helps students to find commonalities with members of different religions and cultures.</p>	<p>Students explore different opinions about issues, and develop the ability to consider more than one point of view – an important skill when working with others.</p> <p>Increases understanding of other cultures and religions, enabling better relationships with future colleagues.</p>

Stockport School – Developing a Knowledge Rich Curriculum – Religious Studies

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future.
9	Explores examples of injustice within the local community (e.g., prejudice, poverty, homelessness). Helps inspire concern for people suffering these injustices locally.	Explores examples of injustice within the global community (e.g., human rights abuses, poverty). Helps inspire concern for people suffering these injustices globally.	<p>Literacy – creative writing tasks – e.g., poetry / being able to write clearly and accurately / analysing religious texts.</p> <p>Oracy – students are confident speakers / encourages questioning.</p> <p>Informs students about other cultures and belief systems around the world.</p> <p>Inspires an interest in visiting other countries and sampling different cultures.</p> <p>Helps students to find commonalities with members of different religions and cultures.</p>	<p>Develops verbal communication skills that are useful in the workplace.</p> <p>Improves literacy skills and develops the ability to analyse texts.</p> <p>Inspires creative thinking and other skills required for creativity.</p> <p>Students explore different opinions about issues, and develop the ability to consider more than one point of view – an important skill when working with others.</p> <p>Increases understanding of other cultures and religions, enabling better relationships with future colleagues.</p>
8	Informs students about local religious communities (Buddhist/Jewish/Muslim). Helps inspire positive relations with members of the local community. Explores religious festivals celebrated by Buddhist, Jewish and Muslim members of the local community.	Informs students about global religious communities (Buddhist/Jewish/Muslim). Helps inspire positive relations with members of the global community. Explores religious festivals celebrated by Buddhist, Jewish and Muslim people around the world. Explores literature from other cultures.		
7	Informs students about local religious communities (Christian/Hindu). Helps inspire engagement with local environmental issues. Explores religious festivals celebrated by Christian and Hindu members of the local community.	Informs students about global religious communities (Christian/Hindu). Helps inspire engagement with global environmental issues. Explores religious festivals celebrated by Christian and Hindu people around the world. Explores literature from other cultures.		

Stockport School – Developing a Knowledge Rich Curriculum - Science

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future.	
11	<p>Atmospheric pollution</p> <p>History of the atom</p>	<p>Genetics / Human genome</p> <p>Sexual Health</p> <p>Vaccination</p> <p>Ecosystems</p> <p>Conservation</p> <p>Food security</p> <p>Evolution</p> <p>Climate change</p> <p>Drinking water</p> <p>Development of the periodic table</p> <p>Life cycle assessment (LCA)</p> <p>Energy Resources</p> <p>Radio-astronomy</p>	<p>Literacy:</p> <p>Y7 & Y8 lessons</p>	<p>Analytical questioning</p> <p>Logical processing / problem solving</p> <p>Creativity</p> <p>Numeracy</p> <p>Literacy</p> <p>STEM</p> <p>(Y9 Engineering)</p> <p>Resilience</p> <p>Critical thinking</p> <p>Practical skills</p> <p>Risk assessment</p>	
10	<p>Graphene</p> <p>Jodrell Bank (Astronomy)</p> <p>Radon gas – Peak district (Radioactivity)</p> <p>Industrial revolution???</p>				<p>Oracy:</p> <p>Q&A in classroom</p> <p>Presentation opportunities – Y9 engineering</p>
9	<p>Dalton</p>		<p>Sexual Health</p> <p>Ecosystems</p> <p>Conservation</p> <p>Diet and health</p> <p>Greenhouse effect and global warming</p> <p>Energy Resources</p>		<p>Numeracy:</p> <p>Y7 & Y8 lessons</p> <p>Links with maths throughout GCSE</p>
8	<p>Trip to Happy Valley</p> <p>Dalton</p>				<p>Health:</p> <p>Y7 – Sexual health (<i>Sexual reproduction in animals</i>)</p> <p>Y8 – Microbes (<i>Unicellular organisms</i>)</p> <p>B5 – Health (<i>Health, disease and the development of medicines</i>)</p>
7	<p>Local ecosystem</p> <p>Joule</p>				

Stockport School – Developing a Knowledge Rich Curriculum – Sociology

	<p style="text-align: center;"><u>Local Context</u></p> <p>Why is our curriculum relevant? How does it build understanding of the local area?</p>	<p style="text-align: center;"><u>Global</u></p> <p>How does our curriculum build understanding of international issues?</p>	<p style="text-align: center;"><u>Access</u></p> <p>How does our curriculum improve access to the world?</p>	<p style="text-align: center;"><u>Employability</u></p> <p>How does our curriculum develop employability skills and enable effective planning and choices for the future?</p>
11	<p>Rise of feminism suffragettes Marxism – rich mill owners Capitalism – Trafford and Arndale centres</p>	<p>Education types around the world (different schools) Prison and crime rates around the world</p> <p>Functionism – nuclear and traditional family roles/ polygamy / monogamy etc.</p>	<p>Poverty – an understanding of how relative UK’s poverty is compared with absolute.</p>	<p>Aware of sexual harassment and workers and employers rights.</p> <p>Expectations of lifestyle/workstyle Awareness of social media footprint.</p> <p>Great discursive / debating / processing and argumentative skills.</p>
10	<p>Rise of feminism suffragettes Marxism – rich mill owners Capitalism – Trafford and Arndale centres</p>	<p>Education types around the world (different schools) Prison and crime rates around the world</p> <p>Functionism – nuclear and traditional family roles/ polygamy / monogamy etc.</p>		

Stockport School – Developing a Knowledge Rich Curriculum - Textiles

	<u>Local Context</u> Why is our curriculum relevant? How does it build understanding of the local area?	<u>Global</u> How does our curriculum build understanding of international issues?	<u>Access</u> How does our curriculum improve access to the world?	<u>Employability</u> How does our curriculum develop employability skills and enable effective planning and choices for the future.
11		COURSEWORK Cultural/Historical projects. Extended projects inspired by historical artefacts / art work from countries including: Japan India Africa Egypt Mexico	Students are encouraged to work creatively, independently and safely at all times. Students: <u>Research</u> <u>Explore</u> Contemporary and historical practical methods and techniques. <u>Make</u> products to a high standard. <u>Understand</u> Historical, contemporary and cultural issues . <u>Evaluate their own and other’s work</u> using evidence to justify comments.	Effective organisation, time management and preparation Confident and independent working attitude Other skills practiced throughout KS3 include: Speaking Listening Presenting Evaluation Labelling Describing Measuring Estimating
10				
9	Students learn about the historical impact the Textile industry has had on their community (Manchester/ Stockport) over the years: industrial revolution, Cottonopolis, the rise and fall of the cotton and textile mills.	<ul style="list-style-type: none"> • Students study the work of the political stencil/ street artist BANKSY • They make connections between old Manchester industrial buildings (Mills) & modern street art / murals. • Modern day product import/export. (China/Japan India etc.) 		
8		<ul style="list-style-type: none"> • Students discuss the impact of ‘consumerism’ • Design for a ‘client’ and research existing products sold in stores and on-line. • Students learn about the work of the contemporary illustrator Jon Burgerman. 		
7	Students learn about why textiles are an important and essential part of their lives. Stockport Hat works.			