



QUEENS' SCHOOL

Dare to be Great

ALL-THROUGH STAR CURRICULUM 11-18: AT A GLANCE

At Queens' School, our whole school curriculum aims to instil our core values of **Scholarship, Tenacity, Altruism** and **Respect**; and to develop in pupils the lifelong learning associated with these values. In their teaching and learning, all our students should experience, understand and develop:

Scholarship: the ambitious pursuit of knowledge, achievement and independence across a broad and balanced range of subjects, by which we mean:

- the **understanding, retention and recall** of facts and information;
- the **ability to justify** beliefs and ideas;
- the **experience** and **creation** of sequences and structures for organising learning;
- an **awareness** of the cultural 'canon': ideas, people, works which are considered to be significant and stand the test of time;
- an **awareness** of space and body, a learnt perception of location and movement;
- the **experience** of 'flow', of being 'in the zone';
- the ability to **work independently** in a **sustained** way, **using** information, creativity and skill;
- the ability to **apply** facts, knowledge, perceptions and skills to new situations;
- the ability to **create connections** between subjects and to synthesise ideas.

Tenacity: the expectation of supported challenge for students of all abilities and talents; and of persevering in the face of that challenge.

Altruism: the habits of working collaboratively and selflessly as part of a learning community.

Respect: the importance of demonstrating kindness, tolerance and respect for others' views, abilities and contexts in learning.

The National Curriculum (2014), demands that all schools offer a 'broad and balanced curriculum' of subjects, promote the spiritual, moral, social, cultural and physical development of students and prepare them for the experiences and opportunities of life, learning and employment after school. As both an academy and aspirational school, Queens' has elected not only to follow the requirements of the National Curriculum but also, in line with our *Dare to be Great* ethos, to take steps to make sure that all students will be enriched and challenged in their academic and pastoral learning.

Much more detail can be found in our STAR curriculum booklets about what is studied in each key stage and year group, but for a flavour of the way knowledge and our STAR values are delivered and sequenced all the way from Years 7 to 13, please see the information below:

As students progress through their learning at Queens', they will gain:

		SCHOLARSHIP	TENACITY	ALTRUISM	RESPECT
Subject	Queens' STAR Curriculum Subject Aims	Key Stage 3 (Years 7-9)	Key Stage 4 (Years 10-11)	Key Stage 5 (Years 12-13)	
Art	to develop students’ creativity, and their critical understanding and appreciation of artistic formal elements and diverse range of art history and culture.	Some things you will start learning about are : tone proportion form composition texture line shape space colour exploring new materials and processes refining work as it develops sharing equipment and working collaboratively to give considered peer feedback learning about the diverse background and contexts of studied artists and genres and about the cultural canon	Then, you could study: developing ideas critical understanding exploring and experimenting refining work recording observations personal responses patiently and independently drafting and refining on larger and more sustained pieces giving peer feedback in a constructive and sensible manner while working collaboratively in a creative space demonstrating maturity within a more flexible classroom environment appreciating the diverse cultural, social and political individuals and traditions and their artistic productions	After that, you might explore: critical understanding and reflection creative risk-taking refining work recording observations personal responses investigative approaches that embraces creative risk taking working independently on larger and more sustained pieces active creative participation that supports a collaborative approach for developing ideas being open to researching a range of artists and artforms to inform ideas while understanding that all student projects may vary depending on skill level and interests	
Business & Economics	to encourage students to be discerning about the information provided in order to assess its reliability to be able to make truly informed decisions about their uses of resources and relationships with others.	Some relevant topics you will learn in Maths and Geography are : sources of finance graph/ data analysis calculations of profit and loss globalisation trade supply chains consumption reacting positively to advice about how to improve work background reading about current political and economic affairs the effect of production on modern day slavery and exploitation. the impact of human interactions on the environment and resources	Then, you could study: market research marketing mix business growth production methods managing a business how to make complex financial decisions involving risk how to manage and sustain business initiatives over time the role of consumer and employment laws behaving in accordance with the school’s behaviour policy and obeying the computer room rules	After that, you might explore: demand and supply influences on business decisions aggregation ratio analysis human resources management evaluating effective decision-making techniques the role of marginal social and cost/benefit analysis theories of business ethics the difference between normative and positive statements	
Classical Civilisation	to develop students’ understanding of ancient cultures, societies and beliefs, considering how they continue to influence the modern world and to learn how to analyse and evaluate primary sources in an assured manner that enhances students’ academic rigour and broadens their perspective and cultural capital.	Some relevant topics you will learn about in English, History and PRE: Ancient Greek and Roman myths Ancient Greek and Roman drama rhetoric cause and consequence historical sources and artefacts slavery polytheism symbols stories of origin responding to unfamiliar and unseen historical sources learning to write evaluatively in an extended way working collaboratively in discussion and debate considering the experiences of different people in a variety of places across a range of time periods	Then, you could study: myth and symbols of power foundation stories religion and ritual leisure and entertainment Roman satire family life memorising a range of factual detail from different historical sources synthesising a range of material into an extended argument working collaboratively to discuss and explore sensitive topics recognising different perspectives and showing empathy for oppressed groups in the ancient world	After that, you might explore: epic narratives Greek theatre heroism Classical poetry philosophy of Plato and Seneca making connections between historical detail, literary works, ancient artefacts and philosophical treatises evaluating and analysing a range of primary sources to formulate a coherent argument that engages with academic criticism considering different cultural values and responding empathetically respecting alternative views and responding sensitively to different interpretations and viewpoints	
Computer Science	to equip students with the coding, programming and IT skills and ethical understanding of computer science needed to navigate all areas of their lives.	Some things you will start learning about are: problem solving using computers computer safety programming applications of computing (ICT) how a computer works networks sustaining concentration whilst learning how to debug completing complex programming tasks working in teams and groups to troubleshoot being respectful of the IT equipment (computers) and computer room rules	Then, you could study: abstraction logic algorithms decomposition digital systems and advanced networking data analysis practical problem solving e.g. writing and debugging programs ensuring principles of logic are applied in computational thinking providing constructive peer feedback to problem-solve understanding impacts of digital technology on society	After that, you might explore: how fundamental principles of computer science can be applied data representation advanced maths for computer science composition practical problem analysis and solutions studying independently to produce an effective NEA project articulating the individual (moral), social (ethical), legal, and cultural opportunities and risks of digital technology meeting non-negotiable deadlines for NEA	
Drama	to unlock the creativity in every student and to develop the lifelong confidence to collaborate and communicate effectively.	Some things you will start learning about are : exploring scripts devising comedy vocal and physical skills characterisation history of theatre performing in front of peers honing a performance over time working collaboratively with everyone else in different groups understanding different viewpoints through plays and characters	Then, you could study: Verbatim theatre Live Theatre evaluation drama techniques devising objectives physical theatre sustaining concentration and motivation over a rehearsal period writing about drama and performance in extended detail devising drama effectively with others respecting and representing diverse opinions and backgrounds through characterisation and contextual study	After that, you might explore: whole set texts Stanislavski Brecht Artaud Ibsen live theatre influence lighting and sound design duologues demonstrating ambition and patience in developing, rehearsing and refining drama pieces over a sustained period of time, both in and outside of lessons performing and sharing original ideas in front of an audience developing empathy through use of character work on set texts and stimuli conducting yourself safely, responsibly and maturely with equipment and rehearsal/performance spaces -and as audience members in school and on theatre trips.	
English	to develop (i) critical readers able to interpret nuances of meaning in both the real world and	Some things you will start learning about are :	Then, you will study:	After that, you might explore:	

	<i>a literary context (ii) a lifelong love of reading (iii) fluent communicators both orally and in written form who can thrive professionally and personally.</i>	<i>adventure writing rhetoric and speeches media and the moving image war poetry Shakespeare’s villains myths gothic writing preparing and researching for extended tasks responding to texts you have not seen before taking different roles within group tasks like discussion understanding the views of writers from diverse backgrounds</i>	<i>poetry written by diverse voices whole novels and plays unseen fiction/non-fiction articles fiction/non-fiction writing skills writing extended essays and creative pieces responding critically and analytically to a range of texts listening to others and responding in a supportive manner responding with sensitivity to different views and voices and texts from diverse backgrounds</i>	<i>tragedy whole texts and unseen extracts spoken language political and social protest writing literary theory non-fiction novel writing extended essays that engage with complex critical ideas reading widely and with a critical eye on narrative and dramatic methods debating ideas in a group forum in a thoughtful and sensitive fashion responding with sensitivity to texts that address issues such as oppression, racism, sexism and colonialism in the past and present</i>
Geography	<i>to encourage students to consider their position and responsibility as a global citizen; and equip them with the tools and skills to critically analyse information and solve problems and future global challenges.</i>	<i>Some things you will start learning about are : climate change Geography skills physical processes (coasts, river, glaciers) development ecosystems geopolitics developing concentration and precision in map skills evaluating the role of multiple factors and processes to reach conclusions considering viewpoints from a wider scale - being a global citizen understanding diverse demographics and interests in global challenges</i>	<i>Then, you could study: ecosystems and sustainability changing Landscapes changing cities global development and resources weather and climate understanding complex physical processes such as tropical storm formation and the tri-cellular model developing extended written evaluation understanding the role of humans in in sustainable management understanding diverse demographics and interests in global challenges</i>	<i>After that, you might explore: coastal landscapes water and carbon superpowers regenerating places economic development demonstrating sustained research and analysis in an independent NEA understanding complex physical and chemical processes e.g. the geobiochemical carbon cycle working collaboratively when completing NEA data collection conducting fieldwork respectfully, completing NEA to non-negotiable deadline</i>
History	<i>to ensure students are able to critically interpret and evaluate evidence; and develop empathy for different cultures, societies and beliefs across time.</i>	<i>Some things you will start learning about are : slavery civil rights the Holocaust the Reformation the Norman Conquest the First World War persevering when looking at primary sources developing the ability to analyse and evaluate a range of historical factors working collaboratively in discussion and debate considering the experiences of different people in different places across different time periods</i>	<i>Then, you could study: the rise of Nazism the Cold War Elizabethan England Medicine through time analysing and contextualising unseen primary sources constructing extended written evaluations assessing the work of peers and working collaboratively understanding the views and experiences of diverse groups and cultures over time</i>	<i>After that, you might explore: rebellion under the Tudors civil rights apartheid historical Interpretations historiography economics exploring multidisciplinary approaches to sustained historical enquiry constructing precise and detailed historical evaluations independently assisting peers with research, debate and discussion facilitating an appreciation of world views, diversity and alternative modality of understanding historical sources</i>
Lifelong Learning (LLL)	<i>to ensure students have knowledge and understanding of empathy, ethics and British values; of opportunities facilitated by higher education, careers and study skills; of acting responsibly and humanely in relationships with others and regarding their own physical and mental well-being; and of navigating and contributing to twenty-first century Britain.</i>	<i>Some things you will start learning about are : consent healthy relationships body image democracy rule of law respect tolerance mental health healthy living staying safe county lines e-safety community study skills workplaces being mature and resilient when sensitive topics are being discussed.. recognising how to keep yourself and others safe and how to challenge inequality and discrimination understanding and appreciating Queens’ STAR values and how to implement them in our everyday routine</i>	<i>Then, you will study: legal definition of consent online blackmail sexual health democracy rule of law respect tolerance Core Religious Studies human rights understanding and recognising the signs of extremism staying safe around alcohol and drugs mental health exam stress post-16 options financial choices study skills using taught strategies to overcome challenge and failure understanding how to challenge inequality and discrimination articulating, and debating diverse opinions in a mature manner</i>	<i>After that, you will explore: coercive control deepfake political systems voting volunteering democracy rule of law respect tolerance staying safe around alcohol and drugs nightlife culture mental health exam stress post 18 options personal and student finance study skills developing aspiration and implementing taught transferable skills and strategies in preparation for life after school contributing to both the Queens’ and wider community through student leadership, mentoring and role modelling for younger students. articulating, debating and questioning diverse opinions in a mature manner</i>
Mathematics	<i>to develop students who are confident in solving problems and working with numbers in educational and real life present and future contexts; and to eliminate social stereotypes about aptitude in mathematics.</i>	<i>Some things you will start learning about are : ratio & proportion, fractions introduction to algebra angle properties number skills applying mathematical reasoning to unfamiliar problems persevering with complex calculations confidently sharing and explaining the Maths you are working on to others listening patiently to and responding to peer feedback</i>	<i>Then, you will study: quadratics inequalities trigonometry understanding, comparing and using data proofs surds. developing geometric reasoning e.g. circle theorems persevering with precision and detail in exams supporting peers through more challenging problems making connections between maths skills and real life</i>	<i>After that, you might explore: differentiation integration logarithms algebraic manipulation binomial distribution coordinate geometry ensuring frequent independent practice work is up to date developing extended calculation skills in exam contexts supporting peers as well as other students within the school understanding the role of maths in addressing global challenges</i>
Modern Foreign Languages	<i>to ensure that students have an awareness and interest in other cultures and cultural differences, learning how to communicate with purpose and confidence in a foreign language. To improve literacy and oracy in English, as well as MFL, through universal literacy skills.</i>	<i>Some things you will start learning about are : vocabulary related to myself school holiday the world around me healthy lifestyle hobbies grammatical tenses regular and irregular verbs developing pieces of writing in two foreign languages speaking in front of others in two foreign languages embracing different cultures and different traditions understanding the importance of listening skills (person / meaning / message)</i>	<i>Then, you will study: vocabulary related to environment social issues tenses to convey meaning syntactical placements developing extended pieces of writing and speaking in a foreign language analysing unknown and literary texts in a foreign language embracing and exploring different cultures and traditions interacting maturely in a foreign language with peers, teachers and on trips and visits</i>	<i>After that, you might explore: films plays advanced grammar and vocabulary politics independent research project developing extended and researched essays on texts from a foreign language conducting an independent research project with the aim of speaking and discussing a topic in a foreign language learning about beliefs and understanding different religions marginalised communities in other countries appreciating political, religious, ethical views and beliefs in other cultures</i>

Music	<i>to ensure students understand and appreciate the many ways music enriches our lives, develops creativity, builds confidence and resilience, strengthens teamwork and communication, and connects cultures, history and technology through performance, composition and listening.</i>	Some things you will start learning about are : <i>Performance – singing, keyboard, ukulele, djembe, samba, ensemble performance, rehearsal skills</i> <i>Composition – musical elements, minimalism, pop songwriting, beat looping, remixing, film music</i> <i>Listening & Appraising – pulse, rhythm, pitch, harmony, texture, structure, musical styles and cultures</i> <i>Musicianship – notation, chords, improvisation, music technology, working collaboratively, performing confidently</i>	Then, you could study: <i>Performing – solo and ensemble performance on your chosen instrument or voice</i> <i>Composing – two original compositions, including one to a set brief</i> <i>Listening & Appraising – musical forms and devices, music for ensemble, film music, popular music, fusions</i> <i>Developing Skills – score reading, analysis, critical listening, rehearsal techniques, independent practice, music technology</i>	After that, you might explore: <i>Performance – advanced recital performance, interpretation and stylistic awareness</i> <i>Composition – composing in response to briefs, extended original works and creative use of harmony and texture</i> <i>Appraising – Western Classical Tradition, twentieth- and twenty-first-century music,, jazz, analysing and evaluating scores</i> <i>Musicianship – advanced harmony, orchestration, independent research, critical thinking, music technology and preparation for higher education or careers in music</i>
Philosophy, Religion & Ethics	<i>to enable students to become religiously and philosophically literate to be able to have balanced and well-informed understandings and conversations about religion and belief in life and society.</i>	Some things you will start learning about are : <i>symbolic meaning and representation of the six major world faiths, religious, ethical and philosophical worldviews, equality and community, beliefs about God and the afterlife, practices that shape meaning/ identity</i> <i>being exposed to unfamiliar worldviews, beliefs and practices</i> <i>developing ability to communicate complex, sensitive thoughts and issues</i> <i>being considerate of others feelings when expressing points of view and personal beliefs</i> <i>showing tolerance and appreciation of diverse beliefs and practices</i>	Then, you will study and could study: <i>crime and punishment, marriage and the family, peace and conflict, matters of life and death philosophical and ethical theories</i> <i>beliefs and practices in Christianity and Judaism</i> <i>being challenged by the variety of perspectives to resolve and evaluate</i> <i>developing extended written evaluation skills</i> <i>awareness and acceptance of difference in beliefs and attitudes people have</i> <i>valuing the perspectives being introduced even if they are vastly different to one’s own perspectives</i>	After that, you might explore: <i>utilitarianism categorical imperative metaethics philosophical work of scholars debates about medical Ethics study of emergence and traditions of Christianity, developments in ethical and philosophical thought</i> <i>developing extended logical reasoning both vocally and in written responses</i> <i>reading a variety of books and articles related to complex topics</i> <i>appreciating diversity of perspectives in class discussions and debates</i> <i>understanding religious and cultural differences in reference to the fields of study covered</i>
Physical Education	<i>to develop in students a lifelong positive attitude to being physically active, an understanding of the importance of a healthy lifestyle and the opportunity to develop physically, emotionally and socially.</i>	Some things you will start learning about are : <i>skeleton, muscles and joints range of movements</i> <i>rules and regulations of various sports basic tactics/strategy</i> <i>skills in a variety of sports</i> <i>understanding that failure enables learning and improvement</i> <i>planning to outwit opponents</i> <i>learning how to accomplish as part of a team</i> <i>understanding and applying the values of sportsmanship</i>	Then, you will study and could study: <i>theory of physical training lifestyle choices</i> <i>human anatomy and physiology in exercise knowledge of diverse sports</i> <i>developing excellence in practical skills through training and practice</i> <i>embracing the challenge of applying theory in practical settings</i> <i>collaborative and team working across theory and practical sports</i> <i>understanding and listening to teachers, referees, representatives of unfamiliar sports</i>	After that, you might explore: <i>sports performance psychology advanced human anatomy and physiology</i> <i>biomechanics sports leadership theories socio-cultural aspects of sport.</i> <i>ability to complete independent research and training work for NEA</i> <i>developing excellence in practical skills through training and practice</i> <i>willingness to help others including younger peers in curriculum and extra-curricular events</i> <i>treating equipment, spaces and regulations independently and maturely</i>
Science	<i>to provide students with a deep knowledge and understanding of, and ability to enquire and explore the world and the universe around them; from nature to technology.</i>	Some things you will start learning about are : <i>energy particles and atoms forces cells photosynthesis ecology</i> <i>anatomy human reproduction reactions rates equations</i> <i>conducting experiments and interpreting experimental data</i> <i>finding solutions to scientific problems</i> <i>being able to take a full and active part in group practical work</i> <i>behaving responsibly and safely in laboratories</i>	Then, you will study: <i>energy particles and atoms forces light astronomical science</i> <i>cells genetics bioenergetics transpiration photosynthesis ecology</i> <i>reactions rates equilibrium acids alkalis industrial reactions equations</i> <i>electrolysis</i> <i>conducting experiments and interpreting experimental data</i> <i>finding solutions to scientific problems</i> <i>working collaboratively in practical work</i> <i>behaving responsibly and safely in laboratories</i> <i>learning how to treat the environment with respect by implementing sustainable practices</i>	After that, you might explore: <i>Chemistry: amount of substance acids bases buffers</i> <i>alkenes transition elements and redox aromatic compounds</i> <i>Physics: mechanics waves electricity quantum fields</i> <i>Biology: bioenergetics cell structure microscopy biochemistry exchange and transport in animals/plants genetics</i> <i>learning to interpret spectral data and undertaking multistage calculations</i> <i>applying knowledge to unfamiliar aspects and scenarios</i> <i>planning independent investigations using new equipment</i> <i>working collaboratively to undertake precise practical work</i> <i>understanding safe handling of substances and sophisticated equipment</i> <i>appreciating biodiversity and sustainable management of biological resources</i>
Sociology & Psychology	<i>to promote in students an understanding and an appreciation of societal issues and their effects on individuals including issues of development, mental health and inequality.</i>	Some relevant topics you learn in Science, Geography and English are: <i>human anatomy social and economic development demographics</i> <i>analysing and interpreting data explicit and implicit meaning and communication</i> <i>applying literacy and numeracy to extended tasks</i> <i>listening and reflecting carefully on the diverse experiences of class members, studied societies and social inequality</i> <i>learning how British values and systems may be similar/different amongst other cultures and societies</i> <i>discussing moral/ cultural issues in set texts e.g. bullying, racism & anti-Semitism, the value of reading, caring for the elderly</i>	Then, you could study: <i>research methods memory, perception social influence, language brain social stratification crime and deviance</i> <i>taking on a range of new terminology, concepts and approaches</i> <i>developing extended written evaluative responses</i> <i>developing an awareness of issues of ethics and responsibility in conducting research and debating sociological and psychological ideas</i> <i>demonstrating awareness of and sensitivity to different religions, ethnicities and mental wellbeing</i>	After that, you might explore: <i>neuropsychology advanced research methods neuroscience</i> <i>data analysis and interpretation sociological theories Marxism</i> <i>critically navigating common problems with statistics e.g. bias, willingness</i> <i>writing informed critical essays which evaluate different explanations of society and personality</i> <i>awareness of common ethical issues and real-world consequences on others</i> <i>common to all forms of sensitive psychological and sociological research</i> <i>demonstrating awareness of and linguistic sensitivity to discussions of social groups and psychological concepts</i>
Design & Food Technologies	<i>to provide students with tangible, practical experience of working with materials/ingredients to gain embodied, fundamental life skills which enable empowered and enlightened decision-making</i>	Some things you will start learning about are : <i>materials metals woods ingredients nutrients design make evaluate</i> <i>taking creative risks and learning from planning or execution errors</i> <i>sustaining concentration and motivation over extended projects</i> <i>understanding the importance of contributing to the creativity, culture, wealth, sustainability and well-being as citizens</i>	Then, you could study: <i>technical making skills designers unique properties of materials products</i> <i>briefs food commodity groups food provenance diet hygiene</i> <i>analyse and evaluating existing products and applying that knowledge to design and develop a finished outcome</i> <i>working independently to research and problem-solve, making mistakes and</i>	After that, you might explore: <i>history of design and designers advanced material properties</i> <i>design applications of mathematics manufacturing processes business technologies</i> <i>developing extended communication and presentation skills for NEA work</i>

	<i>for the positive outcome of society.</i>	<i>understanding the impact that design and make have in society; immediate environment, local, national and at a global level appreciating and safely using the workshop, food rooms, tools and materials</i>	<i>learning from them to overcome them and achieve high quality outcomes empathising with the needs of the client and user group and a greater developing understanding of food security and ethical production appreciating and safely using the workshop, food rooms, tools and materials</i>	<i>understanding critical feedback and using it to improve project work listening and understanding the client's needs in order to fulfil the brief identifying pertinent inclusive, cultural and environmental issues in the world and working with a client to address these in design and process</i>
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