



## Curriculum Statement

This document explains the rationale behind the curriculum at Coopers, both the taught timetabled curriculum and the enrichment opportunities. It also includes the homework guidance and the pastoral structure.

Appendices:

- [Programme of Study – Years 7-13](#)
- [SMSC Curriculum Plans](#)
- [LEAP Programme](#)

**Ofsted March 2018:** ‘A central part of the school experience is the wide range of enrichment activities, whether that be a trip to Africa for Year 10 students, trampolining, additional art classes or musical shows and events. Pupils very much appreciate these. Years 7 and 8 particularly enjoy the Thursday afternoon enrichment sessions when they can choose their activity. Inspectors were struck by the enthusiasm of the adults delivering the sessions and the enjoyment and engagement of pupils at this time. Pupils also spoke highly of the breadth of subject choice for options at key stages 4 and 5. One pupil said, ‘There is something here for everybody.’ This all reflects the commitment of your staff to giving pupils a vibrant school experience, for example dressing up for World Book Day or giving up their time to support shows, trips and visits. Staff have confidence in your leadership and are proud to be part of the school.’



We are forward thinking and ambitious at Coopers and as a result constantly review our curriculum offer to not only meet the needs of all our students but to keep abreast of modern/new developments. Our curriculum is innovative and reflects the changing nature of the work place as well as national expectations. We consistently evaluate the quality of the provision and outcomes through robust self-assessment, taking account of students and parents views, and use the findings to develop capacity for sustainable improvement. We firmly believe that if a student has a good, exciting curriculum offer, differentiated according to their needs, then every child will have a strong platform to succeed.

Our Curriculum is available for all stakeholders to view on our Website and we run annual Parent Forum meetings where we present and discuss our plans openly.

### **Purpose of the Curriculum**

The curriculum offer will:

- deliver the current and future statutory requirements
- be broad, balanced, relevant and differentiated
- enable students to fulfil or exceed their potential – to have consistently high expectations of what each student can achieve
- to stretch and challenge everyone within the classroom
- prepare students to make informed and appropriate choices post 16
- meet the needs of the full range of abilities within the School
- ensure continuity and progression within the School and between phases of education
- actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of students
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities/ and outcomes
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- help students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- help students to use language and number effectively
- help students develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- help students understand the world in which they live and global mindedness
- help students to appreciate human achievements and aspirations



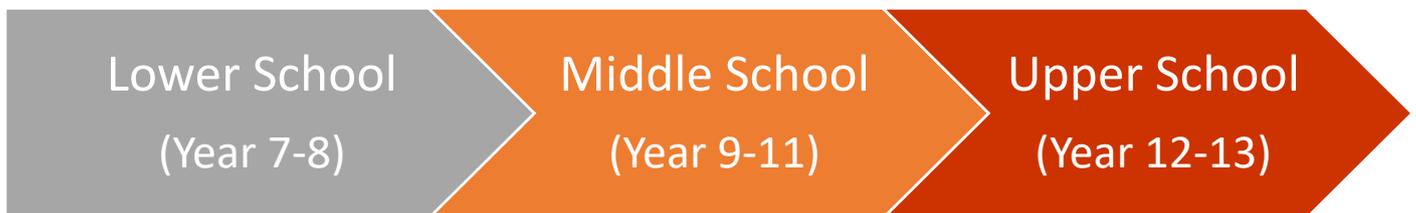
### Main Principles

The curriculum offer will have the following characteristics:

- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- promote knowledge and understanding
- promote mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes
- provide equality of access for all students to academic experiences
- provide appropriate tasks and teaching techniques to support high expectations, high aspiration and high challenge
- planned evaluation and review

### Student guidance and advice

The school is split into three phases as indicated in the diagram below. Students are given information, advice and guidance at the transition between each phase, including transition from Primary school and that of post-18.



### Our curriculum includes:

- **Ability Pathways:** Our curriculum is set out in 2 pathways in year 7 and 8 - Grammar stream and mixed ability. Students are regularly assessed and this information is used to move students between pathways to ensure the provision matches each student's ability. Our Middle School programme begins in year 9, where option tasters are across bands. The number of classes in each pathway varies from year to year and reflects the needs of each year group individually. The distinct Pathway process enables us to stretch the academically able students.
- **Alternative Curriculum:** We have an Alternative Curriculum Provision for a small group of students in year 10 and 11 who are struggling to cope with the full range of GCSE options. These students still sit the core, with a limited number of subjects plus work experience and other vocational experiences.
- **Breadth and Balance:** Our curriculum is designed to allow students opportunities from year 7 to 11 to study subjects from each of the following aspects: STEM, Communication, Social Sciences and Humanities, the Arts and Logistics. This ensures we have a broad and balanced curriculum.
- **Enrichment:** Enrichment is compulsory for all students in year 7 and 8 on a Thursday afternoon. The Middle School are able to opt into additional qualifications during the week and are able to join in any of the activities through the week. Additional revision / preparation time is offered to support students throughout their time in Middle School. For year 12 and 13, we offer a wide range of extra-curricular opportunities to support them to become future leaders. Students have a plethora of opportunities to take leading and supporting roles in music and drama productions, both on stage and through technical support; 6th form students also lead on coaching younger students through our sports academies. A number of our 6th form students also support in KS3 classes and work with local primary schools. All students undertake at least 1 hour of enrichment as part of their study programme.
- **Extra-Curricular:** The formal curriculum is supplemented with extra-curricular opportunities for students to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.



- **LEAP Days:** We have Learning, Enrichment and Aspiration Programme days (LEAP) 8 times a year. This gives us the opportunity to teach using different techniques for longer periods of time. The Lower School (year 7 and 8) have cross-curricular topics as well as in-depth issues delivered on these days. The Middle School (year 9 to 11) use these days for particular option choices that require longer learning and more trips to learn from the world around us. The Upper School (Year 12 and 13) focuses on wider Career and study skill needs.
- **Lesson Length:** Our lessons are 75 minutes long, allowing teachers to be more creative in the classroom and around our site.
- **Middle School:** In the Middle School (years 9-11) we offer a free choice to students, so that our option blocks are generated based on demand. In Year 8, are given a wide range of choices in order to follow a transition Programme of Study. Students will then narrow down their final choices towards the end of Year 9, to confirm the qualifications students will continue with into Year 10 and 11. We guide students through this process, which includes all offered the BTECs, Nationals and GCSEs. All our students are given the opportunity to sit the full English Baccalaureate suite of subjects; English, Mathematics, Combined Science, Humanities (History or Geography) and a Modern Foreign Language (French and Spanish).
- **Personal and Professional Skills (PPS):** A Personal and Professional Skills lesson daily. This is for 30 minutes and develops the personal learning and thinking skills of our students, including learning to learn concepts; it also addresses the Social, Emotional Aspects of Learning (SEAL), British Values and the Social, Moral, Spiritual and Cultural curriculum (SMSC). This is focused on individual needs through year focus weeks – where year tutor groups look at specific skills required to enable them to succeed in their curriculum. The house system operates through outreach into year group forms by older students who support a range of academic skills including reading as well as running house competitions to promote a sense of belonging, competition and team work. Global mindedness is a key aspect of the PPS curriculum as well as ethical dilemmas.
- **SEN:** Provision is made within the School for all students with special needs. Additional support is provided for students within the classroom and within the Inclusion team. We offer Literacy, (writing and reading specifically), Numeracy, Social and Emotional support groups throughout the year.
- **Trips:** We also run an activities week each year to encourage students to take part in residential trips and to get involved in activities they may not have experienced in the past.
- **Upper School:** The Upper School (years 12-13) offers academic and vocational qualifications. Entry is based on GCSE results. We offer a wide range of Level 3 courses, including traditional A levels, Applied A Levels and a range of BTEC qualifications. We are an IB world school, and continue to offer the International Baccalaureate Careers Related Programme.
- **Work experience:** Work experience is an opportunity for all students in year 10 and highly encouraged part of the sixth form programme.

Coopers is part of a Multi Academy Trust (E21C) and works closely with other Alliances to help enrich and develop our curriculum further. The benefits include:

- Sharing good practice across the different schools to make sure there is stretch and challenge in all our areas. This includes quality assuring Schemes of Learning, grading work and maintaining pace and challenge in all areas.
- Working closely on the transition from primary to secondary to ensure the excellent practice in both sectors benefits each other. This ensures the support and academic challenge for students across the 3-18 age range is met and has an impact.



### House Structure

The school has been split into 4 distinct houses, which have been used for competitions and challenges. They have a distinct colour and the names were selected by the students. The winning category of names was influential figures in British History.



**Rosalind Franklin** was an English chemist and X-ray crystallographer who made contributions to the understanding of the fine molecular structures of DNA

**Sir Isaac Newton** was an English physicist and mathematician who is widely recognized as one of the most influential scientists of all time.

**Emmeline Pankhurst** was a British political activist and leader of the British suffragette movement who helped women win the right to vote.

**William Wilberforce** was an English politician, philanthropist, and a leader of the movement to abolish the slave trade.

### Careers Education (Information, Advice and Guidance)

Specific Careers Education activities are an integral part of the Personal and Professional skills Programme and are set throughout the school year. Activities focus on the particular needs of each year group. This includes an Extended Learning Project for Year 8. Throughout the year we have career specialists who come into School to run forums for students interested in particular routes / courses. We believe passionately in supporting students to progress onto courses that they are suited for and interested in. In the Sixth Form there is an IAG component to the Personal and Professional Skills Programme and, as in previous years, students have access to specialist careers and higher education advice and guidance. Parents are also welcome to attend these meetings.

**The Quality in Careers Standard (through Investor in Careers):** As part of Coopers School's commitment to delivering excellent Careers and Employability education, have achieved the Quality in Careers Standard accreditation.

Students in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.



Along with the enrichment programme and LEAP days there is also a dedicated programme for CEIAG:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 8</b>	Career ELP 1 Career Entitlement Career Week 1 Options Talk Visit to CRC	KS4 options event Career Week 2 Option Interviews	Life skills – assembly and tutor group opportunities
<b>Year 9</b>	'Finding out about careers.' Career Entitlement Career Week 1 Apprenticeship Information Evening - parents and students	Assembly Career talks Career Week 2	Assembly Career talks University talks
<b>Year 10</b>	Looking Ahead questionnaire. Career Week 1 Employability Skills Apprenticeship Information Evening - parents and students.	Assembly Career talks Career Week 2	Life skills – assembly and tutor group opportunities. University Visits Post 16 – Next Steps Work Experience for some students
<b>Year 11</b>	Next Steps Assembly Careers of the Future Post 16 Evening Career Week 1 16+Kudos Information and education Apprenticeship Information Evening - parents and students. Post 16 Transition Programme	Post 16 Taster sessions Post 16 interviews Alternative pathway applications Career Week 2	NCS Summer Programme Post 16 interviews Alternative pathway applications University Visits
<b>Year 12</b>	Career Week 1 Employability skills – Communication and workplace behaviour and organisational values Apprenticeship Information Evening - parents and students	Higher Education Fair Small group sessions: future education, training and employment options Apprenticeship programme begins UCAS programme begins University outreach programmes Oxbridge programme begins Medicine programme begins NCS programme Career Week 2	Small group sessions: future education, training and employment options Apprenticeship programme begins Next Step interviews UCAS programme ongoing University outreach programmes Oxbridge programme ongoing Medicine programme ongoing NCS Summer programme Work Experience
<b>Year 13</b>	Looking Ahead Questionnaire Career Week 1 Interview Skills Higher Education Fair UCAS applications Apprenticeship Information Evening - parents and students Workshops – HE and higher apprenticeship applications	Apprenticeship applications Small group sessions: future education, training and employment options Guest speakers Career Week 2	Apprenticeship and employment applications Post 18 interviews Step Forward Programme

### Active Citizenship

Sixth form students are actively involved with the house system. They support form time and are asked to take part in a formal piece of Active Citizenship. They can choose between becoming a Peer Mentor, Active Reader (helping our students in year 7 and 8 have a regular one-to-one reading slot) and a Co-Tutor. They are also involved in the community charity work and leading our Student Voice across the School. Each house, as well as the whole School, has a Head boy and girl.



### Religious Education

This is taught through PPS, LEAP days and special events through the school calendar and themes are further developed in the Extended Learning Projects. Philosophy is taught in Year 7 and 8.

### Learning, Enrichment and Aspiration Programme Days (LEAP)

These days are set up throughout the year to enable staff and students to delve deeper into one topic specifically on each day. Each year group has an opportunity to spend a day in each of the 5 corners of our Pentagon, as well as some cross-curricular days. The plans for all the LEAP days are annually uploaded to our website. We have an International Sports day, to ensure students understand the importance of Healthy living. We incorporate into our LEAP days our Sex and Drug education where we invite specialist teams into Coopers to deliver a specific programme informing students of key health issues that are important for their healthy life styles. These days are also used by faculties to engage students in their subjects, for example the forensic day in Science, and day trips to France. We also use these days to prepare students for life at University and for Controlled Assessment, for example Field Work days on the Coast.

### Literacy across the Curriculum

Ofsted: *“teachers must demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.”*

It is requirement of all our teachers that they deliver the literacy that is required in their subject. Each subject has its own language and it’s our job to teach this to our students. The *knowledge* of the subject is the *language* of the subject. Expected practice will be when we observe teachers modelling good speaking in whole sentences using formal language. Teachers will use different connectives to extend their ideas. Our teachers will discuss with their students the contexts in which “academic” or “formal” language should be used and when colloquial language can be used. They will expect students to answer using a full sentence and a connective where appropriate. They will encourage students to “say it in a sentence” before they start longer writing tasks to enable students to write fluently and ensure that sentences make sense.

In addition, teachers will model to their students the process of writing well in their subject. They will demonstrate the processes and decisions a writer needs to make and how to incorporate the specialist vocabulary needed. Students will proofread their work before it is handed in. Teachers will model this using a visualizer.

### Numeracy across the Curriculum

It is requirement of all our teachers that they deliver the numeracy that is required in their subject. Our teachers will use consistent approaches to teach mathematical concepts across their subject area. Mathematics is relevant in every subject and it is important that our students can identify when and where mathematics is used outside of the maths classroom.

Teachers will highlight any numeracy that is being used in their subject and as maths teacher will highlight when it can be used in other subjects.

The specific focus Numeracy Across the Curriculum will be:

- Developing problem solving techniques: Teachers and PPS tutors work with students on a range of problem solving puzzles as this is now a major focus in the new GCSE curriculum.
- Standardisation of terminology and the teaching of mathematical concepts: Teachers to follow the maths mats highlighting the method that must be used and the names of different graphs/charts.
- Outreach programme – where the maths faculty will visit the Geography / Science / DT faculty to work on common practice and SOL. There has been an increase in numeracy demands for these subjects and collaboration across faculties will be needed to establish the new curriculum.

To support our drive on Numeracy, all Year 7 and 8 students will have numeracy based PPS sessions. This will include a problem solving type puzzle that will create discussion and a real life context to mathematics.

### Computing / ICT across the Curriculum

Each faculty area has its own ICT facilities specific for its learning. Skills developed in year 7 and 8 specific curriculum are applied across the School to embed these skills.



### Years 7 and 8

All our students follow the New National Curriculum from September 2014. In year 7 and 8 students study Mathematics, English, Science, a Modern Foreign Language (French, Spanish or German), Geography, History, Technology, Computer Science, Art, Music, Drama, Physical Education, RE and Personal and Professional Skills (PPS). Technology includes Food, Graphics, Electronics and Resistant Materials.

### Years 9, 10 and 11

Students start a transition year to support their studies for the GCSE exams in Year 9. They pick their option choices in Year 8, and then narrow down these choices towards the end of Year 9. Our curriculum plan ensures students pick from a wide range of subjects and through the transition year this supports a broad and balanced subject base. The specific options are tailored to the needs of individual students. All students study English, Mathematics, Science, and Personal and Professional Skills (PPS). In addition students will pick subjects from the list below.

Art	Geography	PE
Business Studies	History	Religious Studies
Computer Science	ICT (Vocational)	Spanish
Drama	Media GCSE	Sport (Vocational)
Food preparation and Nutrition	Music	Design and Technology
French	Music Technology	Latin



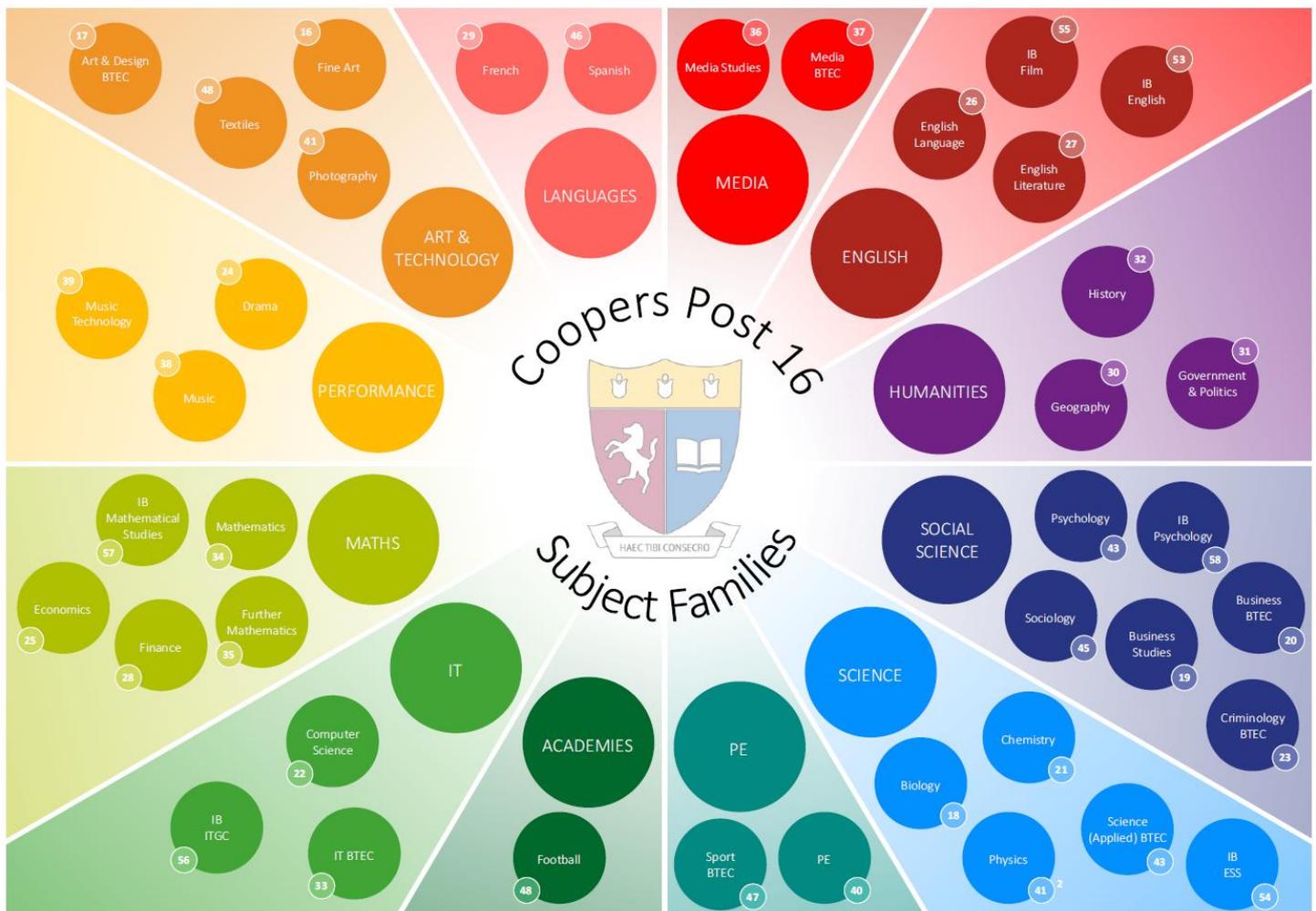
### Years 12 and 13

We are an 11- 18 School and therefore work to the belief that the majority of our students will stay with us beyond 16. Our Guidance Programme gives advice to all students to enable them to make the best decision for their future. Again, our curriculum is innovative and looks at progression Post 18. At Coopers we:

- Have academic and vocational courses at Level 3
- All participate are encourages to participate in an enrichment programme to ensure students have opportunities to develop their wider skills.

The full details of our Sixth form provision can be found on our Website.

We offer a variety of subject choices, illustrated in subject families below. All courses run subject to uptake. We are currently reviewing our provision for September 2018 entry. We will continue to offer the full A Level suite of subjects as well as the International Baccalaureate Careers Related Programme for those that wish to take a more vocational pathway. This will be set up as specific career related pathways, offering BTEC qualifications alongside IB Diploma subjects and an Extended Project. This creates a specific pathway for vocational students and helps prepare them for either FE courses, Apprenticeships or the world of work.





## Homework @ Coopers

### Homework Guidelines

It is recognised that homework can make an important contribution to the learning process and contributes to the development of sound study habits. This is clearly understood and requested by the vast majority of our parents. All homework set must be recorded on SIMS so that parents can access the work set.

Homework is valuable for the following reasons:

- It can help students to make more rapid progress in learning.
- It can allow students to develop the practice of working on their own without the constant presence of the teacher or other students.
- Work at home can provide the quiet and private conditions needed for work of all kinds.
- It can allow valuable practice of skills learned in the classroom.
- It can allow students to use materials and other sources of information that may not be available in the classroom.
- It can involve parents and others in the students' work for their mutual benefit.
- It can give opportunities for long term research and other work.
- It can form an important part of the student's notes.
- It gives students valuable experience of working to deadlines.

### Year 7 and 8

- Homework from all subjects is set each week.
- Students will also be expected to complete the Extended Learning Projects. (*See additional guidance*).
- Homework will be set via google classroom, classroom exercise books and/or worksheets.
- All students will have a homework timetable in their planners. Subjects will set homework on specific days.

### Year 9, 10 and 11

- Homework from all subjects should be set each week.
- Homework will be set via google classroom, classroom exercise books and/or worksheets.
- All students will have a homework timetable on the back of their timetable cards. Subjects will set homework on specific days.

### Year 12 and 13

5 hours of work a week should be set as a minimum for each subject. This is across each subject so needs to be split amongst teachers delivering each course. This will represent approximately 2-3 hours every day with all the subjects together. Sixth Form students will receive information on study skills through the tutorial programme. This should be consolidated by advice from subject staff throughout the year.

Sixth form students need as much guidance on the work set as year 11 students. Please be explicit in your expectations. Students are encouraged to extend their academic experience beyond the syllabus, particularly in areas related to potential university applications or career choices.

### Recommended minimum homework

<b>Year 7 and 8</b>	45 minutes per subject per week + 3 Extended Learning Projects per year
<b>Year 9 / 10 / 11</b>	1 – 1½ hours per subject per week
<b>Years 12-13</b>	5 hours per subject per week.



## Extended Learning Projects – Year 7 and 8

In Year 7 and 8 students will be asked to complete three compulsory Extended Learning Projects (ELP) per year (one per term).

### **Guidelines for faculties running the Extended Learning Projects (ELP)**

*To ensure students have the same experience and support for each project it is key that faculties leading each project ensures:*

- *Quality time is spent with the entire year group introducing the Extended Learning Project. This could be through a whole year group assembly or through a dedicated lesson.*
- *A letter must be sent home at the start of each project [with students, copy on the website and text sent directing parents attention to the letter].*
- *The learning objectives, success criteria and mile stones must be clear and transparent to students and parents.*
- *The students absent for the launch are given the materials to complete the ELP when they are next in school / or sent home to parents in the post.*
- *Students must be made to write the mile stones in their planners at the start of the project. Reminders should be written in each week by the students.*
- *Students are monitored at least twice during the project to ensure they understand the expectations and are on task to complete the work on time [lower ability sets could be set further mile stones to ensure they have the support to complete the project]*
- *Students are tracked and those completing the project on time are rewarded and those failing to hand in the completed project are chased.*
- *Class teachers/tutors must also complete the 'Completion sheet' in full at the end of each project with as much detail as possible in order to be analysed across the school and for the DOL to be able to put rewards and consequences in to place.*
- *The aim of the year 7 ELPs will go towards the student's diploma at the end of the year students will gain a pass through to gold certificate. This will continue into year 8 to complete their KS3 graduation from a bronze to platinum certificate.*



DATES SET AND DUE IN	YEAR 7 PROJECTS 2018-2019	FACULTY
<p>Autumn Term</p> <p><b>Issued</b> w/c Mon 24 September</p> <p><b>Presented/ assessed</b> w/c Mon 5 November</p>	<p><b><u>STEM: Floating Garden Challenge</u></b></p> <p>Floods affect over 1 million people in Bangladesh and other countries and last longer each year. During the monsoon season, many families lose their crops and the vegetables they were growing to feed their families.</p> <p><b>The problem:</b> The land where crops used to grow now gets regularly flooded.</p> <p><b>The challenge:</b> Design and build a <b>model</b> of a structure that farmers could grow their crops on even when it floods.</p> <p><b>What should you consider?</b> For crops to grow on flooded land they need to be planted on a raft like structure, or 'floating garden' so make sure your model floats.</p> <p>You can use any recyclable materials but consider ones that could be available in poorer countries. Think about making your raft stable, the top of your model should be fairly flat so you could grow your own garden on top of it. How can you water the crops without the garden sinking?</p> <p>Your model must not be wider or longer than 23 x 30 cm, but can be as deep as you like. The winning entry will be the one whose raft holds the most weight before it sinks. You will need to be able to present your model to the class – give it a name. Whether your model works or not, you will meet the challenge if you can tell the class about your design and why your model did or didn't work.</p>	<p>Science</p>
<p>Spring Term</p> <p><b>Issued</b> w/c Mon 7<sup>th</sup> January</p> <p><b>Presented/ assessed</b> w/c Mon 4<sup>th</sup> February</p>	<p><b><u>Communication - Let's play!</u></b></p> <p><b>The challenge:</b> Design a game (board game, card game...) in the language studied in class (French, Spanish or German).</p> <p>The best games will be "played" during a lesson to choose the class winner.</p> <p>The aim of the ELP is to develop creativity, language skills and organisational skills.</p> <p>Students will be guided through the preparation process in lessons.</p>	<p>MFL</p>
<p>Summer Term</p> <p><b>Issued</b> w/c Mon 01<sup>th</sup> April</p> <p><b>Presented/ Assessed</b> Mon 20 May</p>	<p><b><u>Environmental campaign</u></b></p> <p><b>The challenge:</b> students will research the environmental campaigns of the artist Hundertwasser and Greenpeace to create their own environmental posters.</p> <p>The best examples will be displayed on the ADT website and exhibited in the CAB Gallery.</p>	<p>ADT</p>



DATES SET AND DUE IN	YEAR 8 PROJECTS 2018-2019	FACULTY
<p>Autumn Term</p> <p><b>Issued</b> w/c Mon 24 September</p> <p><b>Presented/ assessed</b> w/c Mon 5 November</p>	<p><b><u>Careers</u></b></p> <p>While doing the Year 8 Careers ELP students will learn about different jobs and careers and why they are attractive to some people and not to others. There are 2 aspects to this project:</p> <p>Students will explore and research a REAL JOB OR CAREER that they think they might like to do when they are an adult. Students should find out about qualifications needed, how people in this type of job progress, training they might need or get, salary, usual hours, other benefits etc. They should explain why this career would be good for them and why they think they would be good at this particular job.</p> <p>They will suggest a DREAM JOB that would they would love to do if they could do anything they wanted in the world! Students need to outline the qualifications, skills and experience they would need to achieve this dream. Students could give examples of real life people who do this dream job and who they look up to. Students should explain why they look up to these people so much and why they think they would like to do this job or have this dream career.</p> <p>The project will be set by the year tutor and there will be a whole PD week devoted to carrying out these careers presentations so the tutor can grade them. Content is as important as presentation skills</p>	<p>PPS/ careers</p>
<p>Spring Term</p> <p><b>Issued</b> w/c Mon 7th January</p> <p><b>Presented/ assessed</b> w/c Mon 4th February</p>	<p><b><u>The Alun and Joy Jones Award</u></b></p> <p>As winners of the award in 2018 we will be striving for the same success in 2019. This local competition with the Chislehurst Society requires students to research and create a project on an aspect of the local community. The 2019 topic is Historical Buildings in Chislehurst.</p>	<p>History/ Geography</p>
<p>Summer Term</p> <p><b>Issued</b> w/c Mon 01<sup>th</sup> April</p> <p><b>Presented/ Assessed</b> Mon 20<sup>st</sup> May</p>	<p><b><u>Coopers Campaign</u></b></p> <p>Spiritual, Moral, Social and Cultural development is extremely important at Coopers School where we embed our core values of respect, resilience, empathy, creativity and curiosity. This is to ensure that we equip students in becoming thoughtful, caring and active citizens in school, in preparation for the wider world.</p> <p>In light of this students will be asked to create a campaign of their choice based on one of the following issues:</p> <ol style="list-style-type: none"> <li>1: An anti-bullying campaign (this could be based on a specific bullying issue—What is the issue? What does it look like? How can students can be supported?)</li> <li>2: An anti-racism campaign (this could be based on a specific issue—What is the issue? What does it look like? How can students can be supported?)</li> <li>3: Promoting the rule of law in British Society (this could be a local or national issue)</li> </ol> <p>After completing their research students will need to design and produce a campaign to raise awareness in schools of their chosen issue; some ideas are a poster, video, sticker or badge campaign. These are just a few ideas and students are encouraged to come up with their own. Students should consider our core values when researching their campaigns.</p> <p>The best campaigns will be displayed in school and may even be adopted and used by the school.</p>	<p>PPS</p>