## OUR CURRICULUM

Our intention is to provide a **broad and balanced** curriculum that opens door and enriches our students for **all** future successes.

We are committed to providing our students with a full suite of subjects across a three year KS3 to ensure a wide range of opportunities and experiences and a breadth and depth of knowledge.

This means providing a **subject rich curriculum** in KS3 which affords them the opportunity to study the **Arts**, **PSHCE**, **RPE**, **Technology**, **two languages**, **Humanities** and **Core** Subjects.

It means offering a wide range of option subjects at KS4, both **GCSE** and **vocational**, and allowing our students to make **guided**, **meaningful** decisions that will provide a **solid foundation** for further study and employment.

#### HOW?

- Curriculum mapping
  - The structures
  - The curriculum products
- Transferring knowledge from **short-term to long- term memory**

#### WHAT?

- The **vision** (for both students and staff
- The acquisition of **skills** and **knowledge** 
  - The narrative
- The opportunities for deeper thinking

#### $MHX_{2}$

- A curriculum for our **community**
- To pinpoint the **knowledge that is explicitly taught** 
  - Links to the wider world
    - Broad and balanced

# To provide an ambitious,

- A curriculum which provides
   opportunities for students who
   can't yet access the mainstream
   curriculum (Evolve, EMA,
   Kaleidoscope, SEN intervention)
- A differentiated curriculum that builds upon prior knowledge
- That treats our students as individuals and celebrates their achievements
- A curriculum that caters for the needs of all children



# bespoke,

- A **broad and balanced** curriculum that offers a wide range of subjects, both at KS3 and KS4
- That is innovatively and thoughtfully sequenced to allow for the long-term acquisition of skills and knowledge
- That has clear end-points that answer the questions "what do we want our students to know? What do we want them to be able to do?"
- That addresses the gaps in our students' knowledge

# challenging education

- A curriculum that offers suitable stretch and challenge for all pupils
- Which **challenges** our **staff** as practitioners
- A curriculum which doesn't 'dumb down' content all students are given the opportunity to rise to the occasion and shine

# designed to create engaged,

- Students who take **responsibility** for their own work
- Who work well with others and take a **leadership** role.
- Who listen carefully, follow instructions and take **PRIDE** in what they do.
- Who develop a love of learning

- Students who ask questions about their learning and try to work things out for themselves.
- Who reflect on their learning and use **feedback** and their own initiative to make changes.
- Who **challenge** the world around them and articulate their **opinions** thoughtfully and clearly



# critical,

# And resilient learners...

- Students who are not afraid to get things wrong and try different approaches to solve problems.
- Who don't give up when work becomes **challenging**.
- Who challenge themselves to **think deeply about their work**

# equipped to become the people who define, shape and transform society.

# Our priorities are:

Consistency

Closing the Gaps

Community

Challenge

Our aim is to provide all students with a **consistent** curriculum experience, rich with **pedagogical approaches**, to promote **progress**, **engagement** and a **life-long love of learning**.

Our aim is to address gaps in knowledge and skills so all students become culturally rich and socially aware

To create a curriculum that is designed to highlight the 'bigger picture' and explore careers, option pathways, and the impact learning can have on the wider world

To challenge every member of our school community, be it through thinking hard, going outside of our comfort zones, or pledging to make a change to the world around us

## WHAT DOES MY CHILD LEARN?

KEY STAGE 3											Less	sons per	fortnight
ENGLISH	MATHS	SCIENCE	PE	ТЕСН	HISTORY	GEOGRAPHY	RPE	PSHCE	MFL	MUSIC	ART	DRAMA	ICT
7	7	6	4	4	3	3	2	2	4	2	2	2	2

#### Our KS3 curriculum entitles students to:

- Access a broad and balanced curriculum which allows them to explore some of the subjects they encountered at primary school in more depth.
- Be taught in different types of teaching groups (with students of similar ability and in mixed ability classes).
- Learn **two different languages** (Spanish and French).
- Experience the **separate art forms** of Music, Art and Drama.
- Spend a significant number of periods each fortnight studying Ebacc subjects.
- Enhance their understanding of the wider world in RPE and PSHCE.
- Experience a curriculum that gets them 'KS4 ready'.

#### **Statutory Curriculum**

#### **ALL** students study:

**English Language and English Literature** (2 GCSEs)

Maths (1 GCSE)

Science (2 GCSEs)

In **Y9**, your child will start the **options process** where they will **select four subjects** they'd like to study at KS4 to gain either a **GCSE** or **Vocational qualification.** 

The subjects that are offered are **reviewed yearly**.

The example here is the offer for our **2021 Y9** cohort:

## Stephen Hawking

mmowatio

### **Option Choices**

#### Please pick FOUR of the subjects below and TWO reserves

- GCSE Spanish
- GCSE **History**
- GCSE Geography
- To achieve the **English Baccalaureate** you must pick *Spanish* **AND** either *Geography* or *History*
- GCSE Computer Science
- GCSE Triple Science
- GCSE Art
- GCSE Photography
- GCSE **PE**
- GCSE Sociology
- GCSE Citizenship
- GCSE RPE
- GCSE **Design and Technology** (Resistant Materials/Textiles)
- GCSE Music
- BTEC Performing Arts (Acting or Dance)
- Cambridge Nationals Creative iMedia
- BTEC Engineering
- BTEC Health and Social
- BTEC Enterprise
- BTEC Hospitality and Catering
- BTEC Performing Arts (Dance/Drama)

# KS4 CORE AND OPTIONS

## KS4 CORE AND OPTIONS

Y10	Lessons per for									
ENGLISH	MATHS	SCIENCE	PE	RPE	PSHCE	OPTION 1	OPTION 2	OPTION 3	OPTION 4	
8	9	9	2	1	1	5	5	5	5	

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ENGLISH	MATHS	SCIENCE	PE	OPTION 1	OPTION 2	OPTION 3	OPTION 4
8	8	8	2	6	6	6	6

#### Our **KS4 curriculum** entitles students to:

- Access a broad and balanced curriculum, including the Ebacc suite of subjects, vocational subjects and other subjects studied at KS3.
- Have the freedom to make meaningful and considered choices about what they'd like to study dependent on future
  aspirations.
- Have the opportunity to take **four options.**
- Enhance their understanding of the wider world in **RPE** and **PSHCE** in dedicated lesson time in Y10 and Drop Down Days in Y11.
- Experience a curriculum that gets them ready for the next stage of their learning journey.

## CURRICULUM REVIEW

Our CALs work collaboratively with each other and their departments to review their curriculum to ensure it fits both our whole school and individual departmental intents (click on subject links to view).

#### This includes –

- Mapping the curriculum (see website for curriculum maps)
- Evaluating the curriculum (What, Why, How?)
- QA of lessons and books to allow for reactive changes to maximise learning potential
- Shaping schemes of learning around The Four Es
- Annual Departmental Development Plans based on each individual intent and the needs of the curriculum
- In-school CPD around curriculum design
- An assessment system that pinpoints the Skills and Knowledge from each scheme of learning (see 'NHTS Assessment')



### **EVALUATE**

#### **EXTEND**

**EMBED** 

"What do students already know?"

"How do you know students have understood it?" "Do you go forward or do you go backwards?"

"Can students use what they've learnt?"

#### This could include

- Re-call or retrieval that challenge
- Consolidation questions from previous lesson/s
- Questions that have built in challenge or are open questions so there is a significant level of challenge offered
- An opportunity for students to succeed
- The sequence of your curriculum

#### This could include

- Questioning
- Using some quick AFL strategies
- Taking feedback from students
- Self assessment/peer assessment

## X



#### This could include:

- Sharing of content/knowledge
- De-coding of criteria/skills
- Modelling a task/skill demonstrating the process
- Using exemplars/prompts/ scaffolding as appropriate
- Re-visiting knowledge/skills that were found not to be secure through the in class review of learning or through marking

#### This could include:

- Students applying the skill they have been shown
- Students completing tasks that consolidate their understanding of the content/knowledge/criteria
- Tasks are personalised and always offer challenge
- Emphasise the 'crossover' of skills and content between subjects.





