

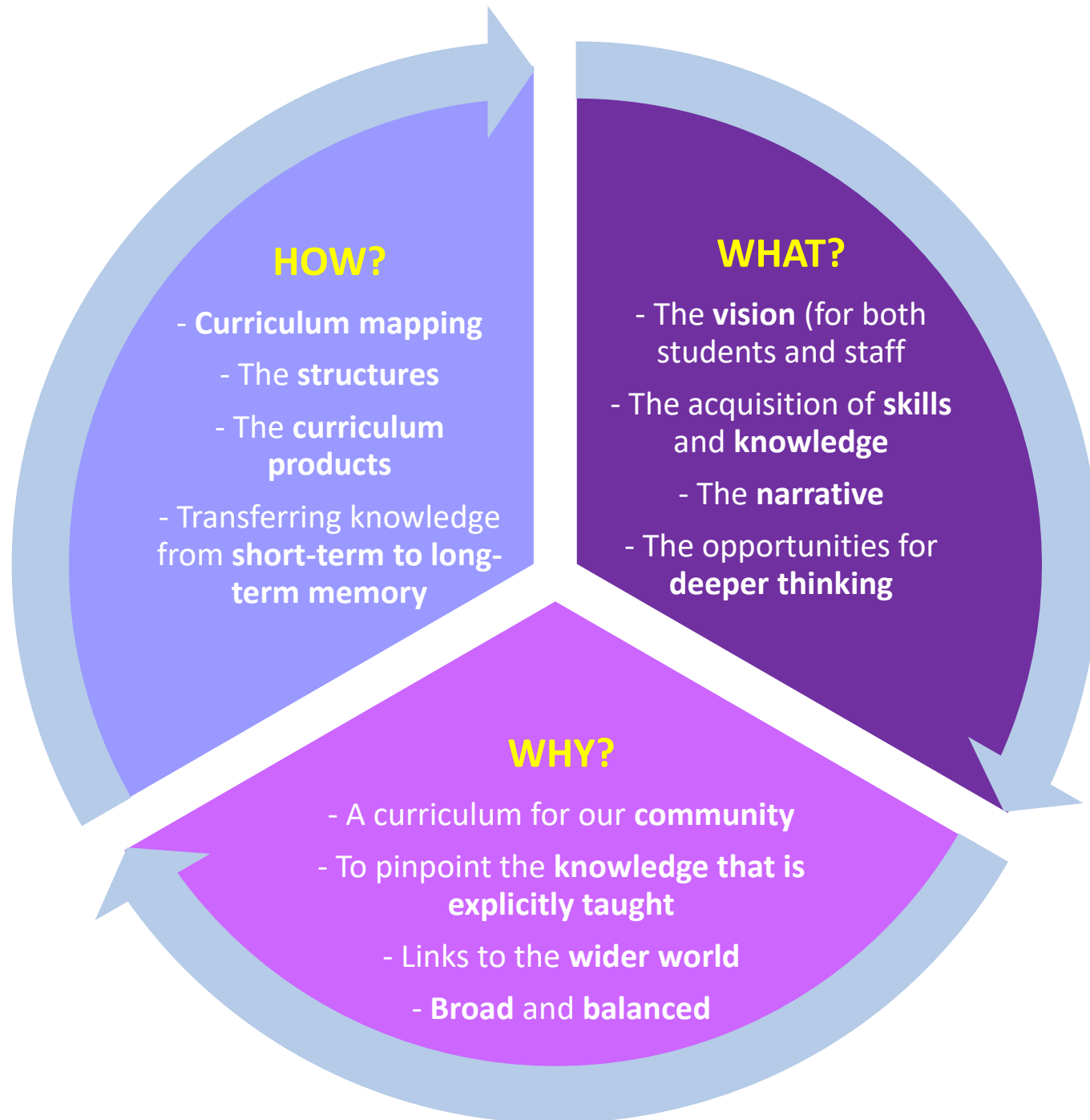
# OUR CURRICULUM

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.



*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*

- 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

*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**

*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*

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**.

- *Closing the Gaps*

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

- *Community*

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**

- *Challenge*

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	Lessons per fortnight													
	ENGLISH	MATHS	SCIENCE	PE	TECH	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**:

## 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 fortnight	
ENGLISH	MATHS	SCIENCE	PE	RPE	PSHCE	OPTION 1	OPTION 2	OPTION 3	OPTION 4
8	9	9	2	1	1	5	5	5	5

## Y11

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')

