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# ALDERWOOD ACADEMY CURRICULUM OUTLINE

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2018-2019

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## 1. The vision for our pupils

- Our pupils will learn through a broad and balanced curriculum which offers them the opportunity to make connections between what they learn and real-life contexts.
- The curriculum centres around providing pupils with memorable and exciting opportunities that will re-engage them with learning and promote a sense of curiosity in the world around them.
- Every pupil will achieve success through a carefully tailored curriculum that builds confidence and promotes a sense of pride in pupils' learning.
- Our curriculum will ensure that character development and social and emotional aspects of learning are highly valued and underpin all learning, both in school and through off-site education.

## 2. Our commitment to our pupils

- Every pupil will be taught a high-quality diet of subjects including reading, writing, mathematics, science, humanities and computing.
- Every pupil will have the opportunity to engage in a variety of rich arts activities including music, art and design and performing arts.
- Every pupil will be taught the importance of living healthily and how they can positively engage with aspects of lifestyle such as diet, exercise and well-being.
- Every pupil will have access to exciting and personalised off-site learning which builds on personal development targets and fosters an interest in the wider world.
- Every pupil will be treated as unique and their daily diet of learning experiences will be designed to add value to all aspects of their personal growth and to help them fulfil their potential.









## 3. The origins of our curriculum: Concentric and experiential

Our curriculum has been designed specifically to meet the academic and pastoral needs of our pupils. The national curriculum has been used as the basis for key areas of study and these have then been built around a central theme which provides a relevant and engaging context in which learning is set. At the heart of this central theme sits a driving question which will form the basis for the deep exploration of a topic and the culmination of each unit of study. Aspects of the curriculum have been specifically selected by the school to ensure that the fundamental skills which pupils will require to access education and wider life are taught and embedded.

Learning objectives have been carefully mapped to allow pupils the opportunity to revisit and consolidate key aspects of learning. It is intended that this will also facilitate transition between school placements by giving schools a clear view of the curriculum content for pupils during their

time with us. The curriculum model has been deliberately designed to allow pupils to gradually build on key skills over time by revisiting areas of learning in greater depth and complexity.

In order to generate a sense of identity around the school, each central theme within a unit of study will run parallel in every Key Stage. This will allow pupils to share their learning with others and to foster a sense of togetherness in learning experiences. Pupils will have the opportunity to meet a wide range of visitors and go on school visits that bring learning to life and give them a context and purpose for what they are studying. Careful thought has been given to how our curriculum will prepare pupils for the next stage of life and education and these values are intrinsic within the planning and delivery of all teaching. Learning themes and individual lessons will include explicit opportunities to give pupils the cultural capital they are likely to require to succeed in life. Where appropriate, necessary and possible, pupils will have access to subject specialist teachers to ensure the highest quality of provision for all learners.

4. The structure of our curriculum								
	Spring				Summer			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
								
<b>Topic theme</b>	<i>Game time</i>	<i>Villains</i>	<i>Gravity</i>	<i>Animal Kingdom</i>	<i>Where's Wally?</i>	<i>What's the matter?</i>	<i>Lights, Camera, Action</i>	<i>Shakespeare</i>
<b>Driving Question</b>	What makes the best electric game?	Does crime pay?	Is gravity the strongest force?	Is it ethical to cage animals?	Does SatNav replace maps?	What's the best material for . . ?	Is TV better in colour?	Is Shakespeare still relevant today?

Each unit will be planned to last between 3 and 4 weeks, ensuring pupils are constantly re-engaged and that pupils who are new to the school have the opportunity to join at the beginning of a topic and feel part of the wider sense of togetherness in learning. The above outlines the central themes for the Spring and Summer terms. From this long-term overview, a medium-term plan of key objectives in each subject area is used to map and outline the intended learning. From this medium plan, a learning journey is outlined to model to teachers the thread of the unit. Teachers are

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expected to use this, alongside assessment information\* to ensure teaching takes account of pupils' starting points, to form short-term weekly or daily plans. All learning is woven together to ensure that the context and purpose is clear to pupils and the driving question ensures that pupils are clear about the relevance of learning in any given unit.

### **5. Off-site provision**

The school provides pupils with a broad range of off-site learning opportunities which are designed to develop their skills in engaging with the wider world and seeing a purpose to their learning. Off-site opportunities will vary according to a given pupils' interests and skills but all pupils will be given equal opportunity to positively engage with learning outside of the school environment.

### **6. Assessment for learning**

Teachers planning will derive from the rich and robust curriculum but will ensure that what is planned meets the learning needs of all pupils. This requires a careful use of assessment information\* to identify what pupils need to learn next and how they can be supported in making good progress.

### **7. Character development**

The Thrive approach sits at the heart of our work around how we support pupils in developing emotionally, socially and personally. This is intrinsically woven into our curriculum as well as being explicitly linked to our PHSE programme of study. (See PHSE policy.)

*\*Assessment systems and practices are fully outlined in the Assessment Policy.*