













Alderwood Pupil Referral Unit: Curriculum Outline 2019-20

Autumn	Unit 1	Unit 2	Unit 3	Unit 4
				
Topic theme	<i>All About Me</i>	<i>Game time</i>	<i>Villains</i>	<i>Winter Wonderland</i>
Driving question	Who am I?	What makes the best game?	Does crime pay?	Is winter the best season?
Unit narrative	<p>This is a transition unit where the key aims will be:</p> <ol style="list-style-type: none"> To understand each individual pupil, their journey and their needs. To establish the expectations and routines of the setting. <p>Assessments will be made of pupils' emotional and social development (THRIVE) and their academic development (selected baseline assessments). These will inform the entry point to learning.</p> <p>This unit will also give pupils a sense of 'fresh start' and the chance to reflect on what they want to achieve during their time at the setting. Teachers will spend a significant body of time focussing on the interactions between staff and pupils. Lessons will be carefully structured to ensure that pupils are given a broad diet of curriculum subjects, while focussing on securing core aspects of learning.</p>	<p>This STEAM unit is designed to develop pupils' ability to work alongside one another and to follow instructions. Pupils will have the chance to play and explore different existing games, working out how to express preferences appropriately.</p> <p>Pupils will study different mechanical systems within games, including those with electrical components (e.g. bulbs, buzzers and switches).</p> <p>The unit will give pupils to opportunity to design and build their own game to a brief and pitch this to a game manufacturer, considering who it is aimed at and what makes it unique. This aspect of the unit will help pupils to develop their awareness of others and of how to communicate with a small audience.</p> <p>While maintaining a focus on high-quality core learning, pupils will have the chance to review and evaluate their own and other people's games, considering how to give and accept constructive feedback.</p>	<p>This historical enquiry unit will explore pupils' understanding of cause and effect, considering this in a historical context. Pupils will learn about famous crimes through history and how and why the nature of these has changed. They will have the opportunity to work alongside the PCSO to help them understand different roles within the police force and how to engage positively with community services.</p> <p>Pupils will study how crime and punishment has changed through history, each focussing on this aspect of society in different historical periods. Fictional crimes will also be explored, using this as an opportunity to understand people's motivation.</p> <p>In mathematics, this unit will introduce geometrical concepts to pupils, as well as focussing on securing their knowledge and understanding of time/duration.</p> <p>Alongside a broad diet of curriculum subjects, pupils will have the opportunity to develop their own mechanical system, including levers and pulleys.</p>	<p>This unit will focus on different aspects of understanding winter life. Pupils will be taught about animals who live in cold climates and how they have evolved and adapted to cope with this. They will have the chance to develop their working scientifically skills, including taking accurate measurements and recording their findings in different ways.</p> <p>Winter celebrations will also be studied, considering how and why people around the world celebrate Hannukah, Thanksgiving, Christmas, Advent, Diwali and Hogmanay and how this is similar and different to our own celebrations.</p> <p>Alongside the broader curriculum, pupils will have the opportunity to design, make and market their own winter gifts, using a combination of art, DT and computing skills. These will be presented at the Alderwood Winter Fair where staff and pupils from the wider community will be invited to the school to find out about Winter Wonderland at Alderwood.</p>
Experiences	Class afternoon tea	Graphic Design visitor	PCSO visit	Attend a pantomime
Sharing focus	Art exhibition of self-portraits	Whole school games afternoon	Real-life Cluedo afternoon	Alderwood Winter Fair

Spring	Unit 1	Unit 2	Unit 3	Unit 4
				
Topic theme	<i>What a Wonderful World</i>	<i>What's the matter?</i>	<i>Fiercest Fighters</i>	<i>Animal Kingdom</i>
Driving question	Where would you rather live?	Should all plastic be banned?	What make a 'fierce fighter'?	Should animals be kept in zoos?
Unit narrative	<p>This is an in-depth geographical study of a region of the world outside Europe. The unit is designed to give pupils a sense of global awareness, as well as considering the place of Britain in the wider world.</p> <p>Pupils will have the opportunity to explore aspects of the human and physical geography of Brazil (Y3-4), India (Y5-6) and China (KS3). They will compare the lifestyle, culture and economy of each country to the way that we live in modern Britain.</p> <p>Pupils will consider the significance of faith and community in these countries and understand some of the similarities and differences to Britain. They will develop their locational knowledge and geographical skills by studying different types of maps, charts and globes.</p> <p>The unit will be underpinned by the core values of kindness, respect and living without harm, while continuing to deliver high-quality teaching across all areas of the curriculum.</p>	<p>This science-based unit will be a chance to explore the world around us and to learn about materials and their properties in different ways. Pupils will have the opportunity to experiment with how materials react together and to explore the way that materials can be changed and combined.</p> <p>Pupils will learn about the origins of materials from around the world and about key scientific discoveries, plotting these through history and understanding the impact of these discoveries on how we live in modern Britain.</p> <p>This unit will give pupils the chance to consider key ecological themes such as recycling, climate change and pollution. Pupils will continue to have a diet of high-quality teaching in core aspects of the curriculum. Teaching will include a focus on life skills such as how to keep safe, accurate measuring and explanation techniques.</p>	<p>This is a historical enquiry unit, which will focus on exploring who the 'fiercest fighters' were. Y3-4 will study the Scots, Y5-6 will study the Vikings and KS3 will study the Suffragettes. Each group will explore the struggles of the 'fighters' they are studying and consider the significance of these periods of history on how we live in modern Britain.</p> <p>Pupils will learn about the way each group lived, the hardships they faced and the culture, beliefs and lifestyles of these people. They will have the chance to relate this to the way we live today.</p> <p>Pupils will continue to be taught a rich and varied diet of all curriculum areas, using historical enquiry as a theme for understanding cause and effect, developing their chronological awareness and evaluating the integrity of the evidence they are studying.</p>	<p>This is a science-based unit which will explore the growth and development of different species of animals and how this is similar and different to humans. Pupils will explore the ethical aspect of animals being kept in captivity, including visiting a zoo to understand living conditions and animal care.</p> <p>In geography, pupils will use maps and atlases to locate countries that different animals originate from, understanding how this is influenced by the climate and terrain of different regions in the world.</p> <p>Pupils will have the chance to design and build an ethical enclosure for an animal, considering its needs and habitat. This will include an aspect of understanding diet, exercise and socialising, both for humans and animals.</p> <p>Key skills, such as oracy and debate, empathy and reasoning will be employed and developed throughout the project, alongside focussed teaching across all areas of the curriculum.</p>
Experiences	Dance East workshops	Beach-clean	Museum of London – Suffragette Story Hands on History visit	Colchester Zoo visit
Sharing focus	Celebration of the Arts: Dance performance, pupil led art workshops and a feast!	Building a recycled structure	Sharing assembly: why the ... were the fiercest fighters?	Share designs of zoo enclosures

Summer	Unit 1	Unit2	Unit 3	Unit 4
				
Topic theme	<i>Lights, Camera, Action</i>	<i>Where's Wally?</i>	<i>Gravity</i>	<i>Shakespeare</i>
Driving question	Is TV the best form of entertainment?	Should Sat Nav replace maps?	Is gravity the strongest force?	Is Shakespeare still relevant in modern Britain?
Unit narrative	<p>This unit will give pupils the opportunity to explore the evolution of television and how entertainment has changed throughout history. Pupils will explore differences between television, radio, film, theatre and online entertainment, considering their own leisure habits and how these might be affected if they had lived in a different time period.</p> <p>Pupils will explore how light and shadows are made, including the relationship between the human eye and the way we record images using cameras. This will offer the opportunity for pupils to learn about famous photographers, directors and artists in history.</p> <p>Pupils will also have the chance to learn about great inventions and how these have changed the way that we live. In addition to a broad diet of key aspects of the curriculum, they will explore the chronological narrative of entertainment and leisure in Britain, particularly throughout and following the war years.</p>	<p>This geographical based unit is centred around developing pupils' ability to engage with their local area and employ core navigation skills, including using a range of maps, globes, atlases and digital GIS.</p> <p>Pupils will have the opportunity to explore how land in the local area is used and to identify human and physical geographical features of their surroundings. They will study a region of the United Kingdom, exploring similarities and differences with where they live.</p> <p>Pupils will study plants and animals that are indigenous to the United Kingdom and will explore living things in their own locality. This unit provides pupils with the opportunity to understand how changes to the local area could affect living things.</p> <p>While maintaining a focus on high-quality core learning, pupils will have the chance to respond to proposed changes to their environment, learning how to express their opinions appropriately to different audiences.</p>	<p>This STEAM based unit focusses on pupils' knowledge and understanding about different forces, in the context of theme park rides. Pupils will have the chance to learn about how different forces work and can be used. They will investigate the strength of these forces in different ways, demonstrating their understanding of how this can be manipulated to suit a purpose.</p> <p>Pupils will explore how different theme park rides work and how these have changed over time. The unit gives pupils the chance to design and build a replica of a new ride, considering how they can use gravity, magnetism, air/water resistance and friction to enhance the experience.</p> <p>Pupils will have the opportunity to visit a theme park, considering how they will adapt their behaviour for different settings and how they can integrate safely and successfully into a wider community setting. This unit will focus on developing pupils' ability to work alongside others, while continuing to develop key skills in all curriculum areas.</p>	<p>The final unit of the year will allow all pupils to engage with Shakespeare at different levels, considering his relevance in modern Britain. Pupils will learn about the historical and cultural significance of different aspects of his life and work.</p> <p>The unit will develop pupils' curiosity about authors, artists and playwrights who have shaped history and allow them to consider why these people were so important in their time and throughout history.</p> <p>Pupils will consider how authors engage an audience and look more deeply into language constructions, embedding their sense of curiosity about how the English language has evolved over time.</p> <p>Pupils will be given the opportunity to apply their working scientifically skills, developing an awareness of different ways to present information. The unit provides pupils to explore the concept of playing in role, including costume, theatre sets and mask making, alongside a heavy focus on preparing them for coping with transitions.</p>
Experiences	Visit to a studio/theatre	Christchurch Park visits	Pleasurewood Hills visit	Globe Theatre and Matinee performance
Sharing focus	Presentation of class shadow puppets, photographs and films	Collective persuasive presentations	Testing of ride designs	'Mocktails and Movie' afternoon