KS4 Focused Pathway Curriculum

Information Pack for Mainstream Schools

2022-2023

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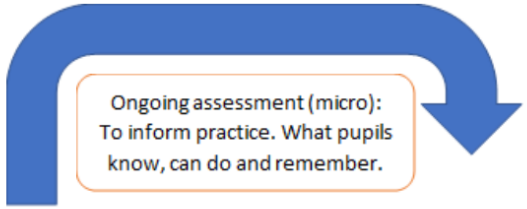
1. Curriculum Structure



Curriculum: Weekly or ongoing planning

How lessons will be adapted for individuals, taking account of prior learning and contextual information about the pupil.

Curriculum: Medium Term planning

What the lesson sequence will look like and what lessons will look like within this. How learning will be organised within a unit.

Curriculum: Whole school/Trust overview

How this content is organised into individual units and sequenced across the year – either Project Based/Thematic OR concentric within subjects (revisited but taught explicitly) OR sequential (chunked and taught in one go for mastery).

Curriculum: Programmes of study and policy

The totality of knowledge and skills to be delivered within each area of study within a subject. (E.g. what pupils will be taught in Algebra, Statistics and Geometry in Maths.) Derived from national programmes of study, adapted for the context of the setting and influenced by examination syllabus, where applicable.

Macro assessment: How pupils are performing, or will perform, against national benchmarks

This model describes the elements that underpin our curriculum structure and planning.

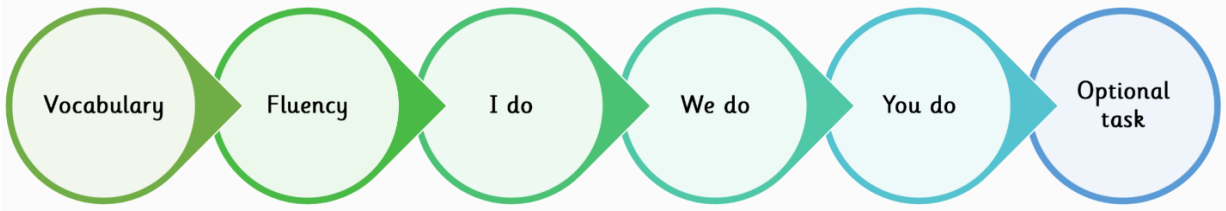
2. Curriculum Overview

	Autumn			Spring			Summer		
	1/6	2/6		3/6	4/6		5/6	6/6	
Reading	Pupils will receive a daily, explicitly taught reading lesson that is in addition to their timetabled English lessons. Please refer to the Key Stage 3 and Key Stage 4 literature spine. The RT Reader's for Life literature spine has been consciously selected to give our pupils a mirror into their own lives as well as a window to the wider world around them.								
PSED	Pupils will receive a daily, explicitly taught lesson each morning to develop their knowledge and skills linked to Personal, Social and Emotional Development (PSED).								
English	Sherlock Holmes	Save our Seas		19th Century Gothic Narrative	Shakespeare		Unseen Poetry	Writers' viewpoints and perspectives	
	Reading	Oracy	Writing	Reading	Oracy	Writing	Reading	Oracy	Writing
Maths	Number- Fractions, decimals and percentages	Geometry & measures- Shape- perimeter, area, volume	Ratio, proportion, rates of change	Algebra and graphs	Statistics	Year 10: Number- Four rules and BIDMAS Year 11: Geometry & measures- Plans	Probability	Geometry & Measures- Angles	Year 10: Ratio, proportion, rates of change Year 11: Geometry & measures- Transformations
Science	Biology - Cells - Respiration - Diffusion	Chemistry - States of matter - Atoms and structure	Physics - Forces and energy	Biology - Human body	Chemistry - Periodic table - Structure and bonding	Physics - Waves - Magnetism	Biology - Health - Communicable disease	Chemistry - Acids and alkalis - Rates of reaction - Atmosphere and resources	Physics - Energy resources - Electricity
Art and Design	Line and texture - Food and drink	Mark making - Abstraction		Colour - Pop art	Tone and pattern - Waves		Scale - Surrealism	Texture - Contrasts/Urban photography	
PSHE	-Independence & aspirations - Autonomy & advocacy - Choices & influences	-Independence & aspirations - Autonomy & advocacy - Choices & influences		-Independence & aspirations - Autonomy & advocacy - Choices & influences	-Independence & aspirations - Autonomy & advocacy - Choices & influences		-Independence & aspirations - Autonomy & advocacy - Choices & influences	-Independence & aspirations - Autonomy & advocacy - Choices & influences	
ICT / Computing	Using ICT	Using ICT Communicating information		Finding and selecting information	Developing and presenting information		Developing and presenting information	Using ICT Communicating information Finding and selecting information	
P.E.	Health and wellbeing 1	Cooperation and Collaboration 1	Leadership 1	Health and wellbeing 2	Cooperation and Collaboration 2	Leadership 2	Health and wellbeing 3	Cooperation and Collaboration 3	Leadership 3
Music	Music Production	Music Performance		Music for Film	Music Production		Music Performance	Music for Film	
Geography	Currently being further refined. Updated curriculum information to be shared September 2022.								
History	Understanding the modern world	Shaping the nation		Understanding the modern world	Shaping the Nation				

	Section A: Period studies	Section A: Thematic studies	Section B: Wider world depth studies	Section B: British depth studies
R.E.	Christianity	Islam	Relationships and Families	Peace and Conflict
Food Technology **(enrichment)**	Pupils who access this enrichment activity will have practical lessons that have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on health and wellbeing. This holistic approach fosters a love of cooking and inspires them to become inquisitive about how foods are made. Pupils will gradually be given greater independence and they will be encouraged to be creative with their food products and to develop pride in their work.			

3. RT Reader's for Life Curriculum

The RT Readers for Life Curriculum is a curriculum specifically written for pupils accessing support within an Alternative Provision/PRU. It is taught as a daily, discreet subject where pupils access high quality text to support their engagement with the wider world. The secondary literature spine includes texts that explore topics such as relationships, racism, bullying, strong women, LGBT+, conflict, climate change, county lines, refugees, disability and autism. Opportunities for scaffolding are built into every lesson with careful consideration for reducing cognitive load and using revisiting and repetition to build confidence and familiarity. Units are structured as per below.



A thematic map of key issues addressed in the literature spine

	Block 1 (2 wks)	Block 2 (2 wks)	Block 3 (2 wks)	Block 4 (2 wks)	Block 5 (2 wks)	Block 6 (2 wks)	Block 7 (2 wks)	Block 8 (2 wks)	Block 9, 10, 11 (6 wks)	Block 12, 13, 14 (6 wks)	Block 15, 16 (4 wks)
KS2	**Rise Up** Amanda Li (Anthology of biographical narratives) *Extraordinary stories*	**The Lost Thing** Shaun Tan (Picture book) *Humour* **Additional study - poems: Emotional Menagerie**	**Greek Myths** Marcia Williams (Cartoon style narratives) *Essential cultural capital*	**The Wolves of Currampaw** William Grill (Picture book) *Beautiful and captivating*	**Climate rebels** Ben Lerwill (Anthology of biographies) *Environmental responsibility*	**The great foodbank heist** Onjali Q Rauf *Poverty, use of food banks*	**The Journey** Francesca Sanna (Picture book) *Refugees and loss* **Additional study - poems: Emotional Menagerie**	**Break the Mould** Sinead Burke (Guide to life) *Inclusion and difference*	**The boy who met a whale** Nizrana Farook *Environmental responsibility, inclusion, gentle thriller*	**Girl Savage** Katherine Rundell *Living on the edge of society, conforming* **Additional study - poems: Emotional Menagerie**	**A Kind of Spark** Elle McNicoll *Autistic perspective, Manningtree witches story*
KS3	**Oranges in No Man's Land** Elizabeth Laird (Short narrative) *Modern conflict*	**Can you see me?** Libby Scott (Narrative – first person) *Autistic perspective*	**Earth Heroes** Lily Dyu (Anthology of biographies) *Environmental responsibility*	**Young, Gifted and Black** Jamia Wilson (Anthology of biographies) *Race and inclusion*	**The Boy Who Made Everyone Laugh** Helen Rutter *Inclusion and acceptance, aspiration*	**Make More Noise** Various (Anthology of narratives) *Suffragettes, female voice*	**Stories of WW1** Various (Anthology of narratives) *Historical conflict*	**Rhythm and Poetry** Karl Nova (Poetry collection) *The thinking behind poems*	**The Windrush Child** Benjamin Zephaniah *Inclusion, social issues, historical issues*	**The Light Jar** Lisa Thomson *Joyful narrative – friendship, trust*	**Goldfish boy** Lisa Thomson *OCD, SEMH, bullying, bereavement*
KS4	**Silence is not an option** Stuart Lawrence (Guide to life) *Inspiration, hate crime, racism*	**Hurricane Child Kacen Callender** *LGBT+, abandonment, natural disaster*	**The List of things that will not change** (Narrative) *LGBT+, divorce, change, families, relationships*	**Quest: Stories of journeys from around Europe** (Anthology of narratives) *Broadening horizons*	**What is Race?** Claire Heuchan & Nikesh Shukla (Non-fiction) *Factual perspective about race and racism*	**Gold from the Stone** Lemn Sissay (Poetry collection) *Powerful poetry*	**A Change is Gonna Come** Various (Anthology of narratives) *New voices, black representation*	**Once** Morris Gleitzman *Historical conflict, persecution, Holocaust*	**Where the River Runs Gold** Sita Brahmachari *Climate change, environmental responsibility, bereavement*	**Things the Eye Cannot See** Penny Joelson *Blind female protagonist, mystery, organised crime, gentle thriller*	**When the Sky Falls** Philip Earle *Historical narrative – evacuees, dyslexia, bullying, animals*

Key: Inspirational figures; Celebrating diversity; Environmental responsibility; Historical issues; Joyful literary experience; Poetry; Female representation; Current issues

Seminal British authors and heritage literature from anthologies

4. PSED (Personal, Social and Emotional Development)

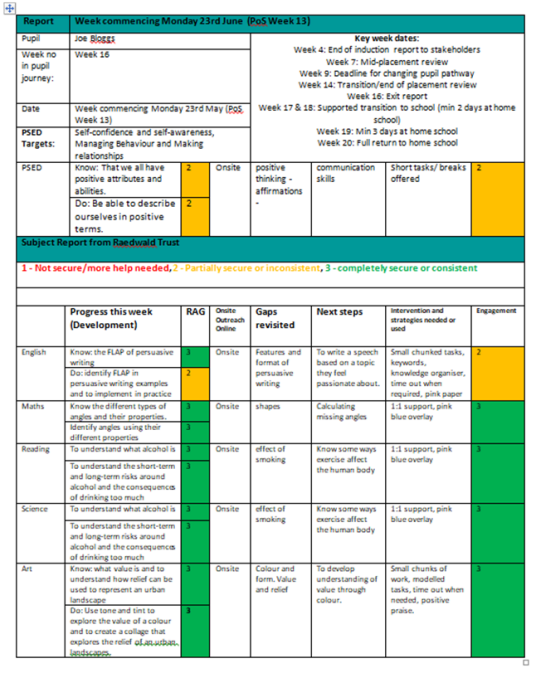
At Parkside we believe that children's personal, social and emotional development (PSED) is paramount to their success as learners. As such, pupils are RAG rated against the EYFS profile by the referring school and on induction; this is used to target, track and support development and ensure exceptional progress in this area. Identified areas of need and deficit are identified and addressed dually through their form tutor time where each day starts with an explicitly taught PSED session. In addition to this their specific PSED targets are woven in their ILPs, and as such are relevant across all subjects and reviewed each half term.

5. Assessment and Reporting

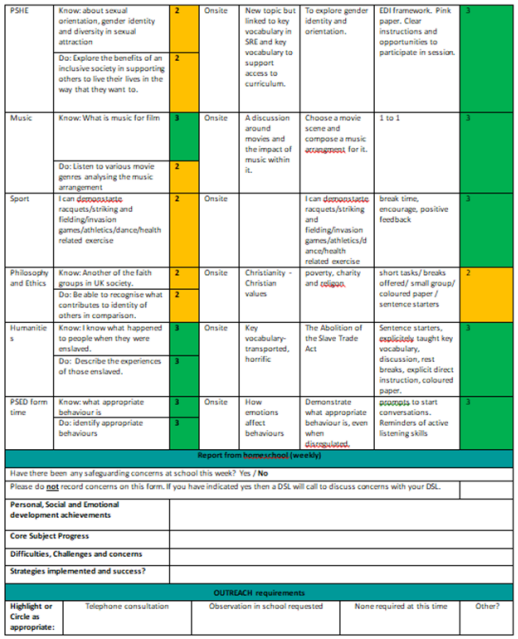
As a crucial intervention and support to mainstream schools, it is essential we work in collaboration and share subject progress with schools by giving a clear overview of the progress pupils have made in their explicitly taught subject lessons. We assess against the specific aspects of the National Curriculum that we deliver, using a RAG rating system, to identify how secure a pupil is within specific areas of taught curriculum content. If additional or specific assessment is required (for example, standardised testing for Access Arrangements) our team will contact the home school to explore the purpose and intended impact of this.

On a weekly basis, our staff will provide a detailed micro assessment in the form of a weekly report (shown below). At key dates, such as the placement review and exit review, our formative assessment is used to provide an overview of each subject area. This reciprocal process allows smooth contact between the home school and form tutor and allows Raedwald to communicate in a structured way to ensure pupil progress is shared and understood by all key stakeholders.

Opportunities for pupils to access end of Key Stage examinations will be discussed throughout the placement. For pupils who remain with us during GCSE examinations, mainstream schools will make exam entries and pupils will sit exams in their home school. If all stakeholders are in agreement, Raedwald Trust can serve as the satellite arrangement. If a satellite arrangement is requested, the home school would be responsible for this application. If access arrangements are required, mainstream schools would be responsible for the submission of Form 8 JCQ applications and other relevant exam board applications; access testing costs and responsibilities can be discussed further throughout the placement.



Report	Week commencing Monday 23rd June (PoS Week 13)							
Pupil	Joe Bloggs			Key week dates: Week 4: End of induction report to stakeholders Week 7: Mid-placement review Week 9: Deadline for changing pupil pathway Week 14: Transition/end of placement review Week 16: Exit report Week 17 & 18: Supported transition to school (min 2 days at home school) Week 19: Min 3 days at home school Week 20: Full return to home school				
Week no in pupil journey:	Week 16							
Date	Week commencing Monday 23rd May (PoS Week 13)							
PSED Targets:	Self-confidence and self-awareness, Managing Behaviour and Making relationships							
PSED	Know: That we all have positive attributes and abilities.	2	Onsite	positive thinking - affirmations -	communication skills	Short tasks/ breaks offered	2	
	Do: Be able to describe ourselves in positive terms.	2						
Subject Report from Raedwald Trust								
1 - Not secure/more help needed, 2 - Partially secure or inconsistent, 3 - completely secure or consistent								
	Progress this week (Development)	RAG	Onsite Outreach Online	Gaps revisited	Next steps	Intervention and strategies needed or used	Engagement	
English	Know: the FLAP of persuasive writing	3	Onsite	Features and format of persuasive writing	To write a speech based on a topic they feel passionate about.	Small chunked tasks, keywords, knowledge organiser, time out when required, pink paper	2	
	Do: identify FLAP in persuasive writing examples and to implement in practice	2						
Maths	Know the different types of angles and their properties.	3	Onsite	shapes	Calculating missing angles	1:1 support, pink blue overlay	3	
	Identify angles using their different properties	3						
Reading	To understand what alcohol is	3	Onsite	effect of smoking	Know some ways exercise affect the human body	1:1 support, pink blue overlay	3	
	To understand the short-term and long-term risks around alcohol and the consequences of drinking too much	3						
Science	To understand what alcohol is	3	Onsite	effect of smoking	Know some ways exercise affect the human body	1:1 support, pink blue overlay	3	
	To understand the short-term and long-term risks around alcohol and the consequences of drinking too much	3						
Art	Know: what value is and to understand how relief can be used to represent an urban landscape	3	Onsite	Colour and form. Value and relief	To develop understanding of value through colour.	Small chunks of work, modelled tasks, time out when needed, positive praise.	3	
	Do: Use tone and tint to explore the value of a colour and to create a collage that explores the relief of an urban landscape.	3						



PSHE	Know: about sexual orientation, gender identity and diversity in sexual attraction	2	Onsite	New topic but linked to key vocabulary in SRE and key vocabulary to support access to curriculum.	To explore gender identity and orientation.	EDI framework. Pink paper. Clear instructions and opportunities to participate in session.	3
	Do: Explore the benefits of an inclusive society in supporting others to live their lives in the way that they want to.	2					
Music	Know: What is music for film	3	Onsite	A discussion around movies and the impact of music within it.	Choose a movie scene and compose a music arrangement for it.	1 to 1	3
	Do: Listen to various movie genres analysing the music arrangement	2					
Sport	I can demonstrate racquets/striking and fielding/invasion games/athletics/dance/health related exercise	2	Onsite		I can demonstrate racquets/striking and fielding/invasion games/athletics/dance/health related exercise	break time, encourage, positive feedback	3
Philosophy and Ethics	Know: Another of the faith groups in UK society.	2	Onsite	Christianity - Christian values	poverty, charity and religion.	short tasks/ breaks offered/ small group/ coloured paper / sentence starters	2
	Do: Be able to recognise what contributes to identity of others in comparison.	2					
Humanities	Know: I know what happened to people when they were enslaved.	3	Onsite	Key vocabulary- transported, horrific	The Abolition of the Slave Trade Act	Sentence starters, explicitly taught key vocabulary, discussion, rest breaks, explicit direct instruction, coloured paper.	3
	Do: Describe the experiences of those enslaved.	3					
PSED form time	Know: what appropriate behaviour is	3	Onsite	How emotions affect behaviours	Demonstrate what appropriate behaviour is, even when dysregulated.	prompts to start conversations. Reminders of active listening skills	3
	Do: identify appropriate behaviours	3					
Report from homeschool (weekly)							
Have there been any safeguarding concerns at school this week? Yes / No							
Please do not record concerns on this form. If you have indicated yes then a DSL will call to discuss concerns with your DSL.							
Personal, Social and Emotional development achievements							
Core Subject Progress							
Difficulties, Challenges and concerns							
Strategies implemented and success?							
OUTREACH requirements							
Highlight or Circle as appropriate:	Telephone consultation	Observation in school requested	None required at this time	Other?			

6. Subject Information

All curriculum areas are derived from the National Curriculum. Our curriculum has been further refined to reflect the fractional placement offered on a Key Stage 4 Focused pathway. This means that conscious decision making about the key knowledge and skills that will be taught across the curriculum has been detailed within subject Programmes of Study. Decision making is further outlined within subject policies. Sequencing of learning across the placement is subsequently detailed within subject overviews.

ENGLISH: Programme of Study

Prior learning	As we are Alternative Provision sites, we cannot assume that a student at KS4 has had the opportunity to access fully (if at all) their entitlement to an English programme of study at KS3. However, we hope that, prior to the start of KS4 they have been able to, at least in part, learn skills within the key curriculum areas as follows:		
	READING	WRITING (inc. GRAMMAR & VOCABULARY)	SPEAKING & LISTENING
	• reading a wide range of fiction and non-fiction, including ✓ English literature, both pre-1914 and contemporary, including prose, poetry and drama ✓ Shakespeare (two plays) ✓ seminal world literature • making inferences and referring to evidence in the text • knowing how language, including figurative language, poetic devices, vocabulary choice, grammar, text structure and organisational features, presents meaning • studying setting, plot, and characterisation, and the effects of these	• writing for a wide range of purposes and audiences, including: ✓ formal discussion texts ✓ stories, scripts, poetry and other imaginative writing ✓ notes and polished scripts for talks and presentations ✓ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • using Standard English grammar, spelling and punctuation accurately	• in a ,using Standard English ,speak confidently and effectively including: ,range of formal and informal contexts ✓ classroom discussion ✓ giving short speeches and presentations, expressing their own ideas and keeping to the point ✓ participating in formal debates and structured discussions ✓ improvising, rehearsing and performing play scripts and poetry

Taught content: Knowledge/Skills	To work towards the Assessment Objectives of the JCQ Exam Boards, students are given opportunities across the key curriculum areas to:
	Reading (complemented by the Raedwald Trust Readers for Life Curriculum) • learn to read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wider vocabulary through reading • develop inference skills and critical thinking through reading • improve understanding of grammar and knowledge of linguistic conventions through reading • appreciate our rich and varied literary heritage Students should: • read/be exposed to a range of literature and non-fiction, such as essays, reviews and journalism • have the opportunity to read: ✓ Shakespeare ✓ writing from the 19th, 20th and 21st centuries ✓ a range of poetry since 1789 • be taught to make comparisons between texts in terms of content, context, theme and style • learn to summarise and synthesise information from different types of text • be taught to recognize the impact of a text's social and historical context on its interpretation • practise identifying and interpreting themes, ideas and information • explore aspects of plot, characterisation, events and settings, the relationships between them and their effects • learn to find evidence within a text to support a point of view, including justifying inferences with evidence • practise distinguishing between statements that are supported by evidence and those that are not, identifying bias and misuse of evidence • learn how to analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate the effect/ impact of writer's choices • make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from their wider experience • be aware of multiple interpretations of textual information

Taught content: Knowledge/Skills	To work towards the Assessment Objectives of the JCQ Exam Boards, students are given opportunities across the key curriculum areas to:
	Writing • learn to write clearly and coherently • spell and use grammar and punctuation accurately • adapt vocabulary and style for a range of contexts, purposes and audiences Students should: • adapt their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue • select and organize ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • use vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to suit audience, purpose and context • use Standard English where appropriate
	Speaking & Listening • understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners Students should: • make formal presentations • participate in debate • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • listen and respond appropriately in all contexts above

Subsequent learning	At the end of Key Stage 4, students should be entered for an appropriate qualification by their referring school. They are then able to choose their next educational/training step and this could include an individual proceeding to study English further at A level, or may instead involve them using the KS4 curriculum they have been exposed to supporting them in the following ways:		
	READING	WRITING (inc. GRAMMAR & VOCABULARY)	SPEAKING & LISTENING
	• Accessing course material for future study/qualifications • Understanding legal documents eg terms & conditions • Make value judgements about the quality and veracity of the information they are reading	• Job applications • Assignments for future qualifications	• Job interviews • Customer facing roles

ENGLISH: Subject Policy

Introduction

Our Key Stage 4 English programme of study for the Focused Pathway has its origins in the National Curriculum. It reflects our commitment to providing those students temporarily placed within our Alternative Provision with sufficient opportunity to access a curriculum to support and complement that experienced by their peers in mainstream education.

The ultimate purpose and aim of our curriculum is to prepare students for the end of Key Stage 4, and subsequently post-16 education, training and employment. The expectation is that most students will be entered for their end of Key Stage qualification(s) in English through their referring school, however we do have the option to enter some students for a Cambridge International GCSE in English Language through Raedwald Trust, by arrangement only and with an entry deadline of the end of February in Year 11.

We will teach English each day for 45 minutes, using a six week unit structure. There will be specific lesson objectives relating to oracy, reading and writing through each unit which will allow pupils to develop skills and make progress. Our programme of study is organised concentrically to cover all the key skills and Assessment Objectives for English Language and English Literature from the JCQ boards, and we include the study of poetry, 19th century fiction and Literary Heritage texts. However, we do not cover any individual texts for English Literature for any GCSE awarding body as the nature of our pathway (limited time and diversity of the programmes of study of our referring schools) and our allocated guided learning hours do not permit this. Should a referring school wish to enter a student for GCSE English Literature, they are able to use the 20% of the student's timetable for which they are responsible to deliver this.

Through our Key Stage 4 English curriculum, we intend to promote a love of the English language and literary heritage. By encouraging a passion for Reading, Writing and Oracy, we aim to broaden students' minds; to enable them to fulfil their right to become culturally, emotionally, socially and spiritually intelligent members of society.

Content and sequencing

A thematic and concentric approach is used: we begin each themed unit with a collection of texts. Due to rolling pupil enrolment, the concentric nature of study ensures that all students have an opportunity to access the knowledge and skills necessary to be successful within English no matter what their point of entry. Through this use of modern texts and texts from the Literary Heritage, we help students meet reading Assessment Objectives, and the texts are then used to inspire writing tasks and speaking and listening work that meet Assessment Objectives and prepare

students for end of Key Stage examinations. Our unit overview provides more detail on sequence but each unit begins with a reading focus, then oracy as rehearsal for successful writing, then each unit concludes with a writing focus to include a macro assessment.

Assessment and outcomes

Progression in Reading, Writing and Speaking & Listening on the Focused Pathway at Key Stage 4 will be monitored against the Assessment Objectives for English Language and English Literature from the JCQ-regulated exam boards used by our referring schools. Progress and attainment information from our planned micro-assessments is regularly reported back to the referring school. At the end of each themed unit, there is a macro assessment. For students requiring English Language International GCSE entry through Raedwald Trust, the first three macro assessments combine to form the coursework portfolio worth 50% of the total mark for the course.

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

English and the wider curriculum

In English, students are supported, encouraged and shown that they can - and are expected to - succeed. Ideas about fairness and equality are discussed through the majority of the literature texts, inspiring students to think about their own rights, responsibilities and values as members of society. Our English curriculum is complemented by our discrete Raedwald Trust "Readers for Life" curriculum.

The overarching vision for English at Key Stage 4 on the Focused Pathway is to promote high standards of language and literacy by equipping pupils with effective reading skills to assist in all aspects of their lives, including further education, training and employment. We also intend students to finish Key Stage 4 with a strong command of the spoken and written language, so they become effective communicators in the wider world.

ENGLISH: Subject Overview

	Sherlock Holmes						
	Reading		**Oracy**		**Writing (Grammar & Vocabulary)**		**Assessment**
	Assessment Objectives	**Texts**	**Assessment Objectives**	**Tasks**	**Assessment Objectives**	**Tasks**	
Autumn 1	**Language** AO1/AO2 **Literature** AO1/AO2/AO4	The Speckled Band	**Language** AO8/AO9	Just a Minute Hot seating Verbal summary	**Language** AO5/AO6	Character Study Journal writing	**<u>Descriptive Writing</u>** ➢ **Setting and Character**

	Save Our Seas						
	Reading		**Oracy**		**Writing (Grammar & Vocabulary)**		**Assessment**
	Assessment Objectives	**Texts**	**Assessment Objectives**	**Tasks**	**Assessment Objectives**	**Tasks**	
Autumn 2	**Language** AO1/AO2/AO3	Non-fiction texts ➢ The Problem With Plastic ➢ Article reviewing The Blue Planet II ➢ Journal – Penguin Lessons ➢ Article by Chris Packham – Pandas- Worth Saving? ➢ Gre	**Language** AO7/AO8/AO9	Formal Speech/Presentation – focus on beginning and endings of speeches	**Language** AO5/AO6	Persuasive Speech – focus on beginning and endings Demonstrating knowledge of form	**<u>Response to a Text.</u>** ➢ **Letter to Chris Packham in response to his article "Pandas – Worth Saving?**

	19th Century Gothic Narrative						
	Reading		**Oracy**		**Writing (Grammar & Vocabulary)**		**Assessment**
	Assessment Objectives	**Texts**	**Assessment Objectives**	**Tasks**	**Assessment Objectives**	**Tasks**	**Narrative Writing**
Spring 1	**Language** AO1/AO2 **Literature** AO1/AO2/AO3/AO4	The Red Room The Signalman Campfire ghost stories https://thedyrt.com/magazine/lifestyle/scary-campfire-stories/	**Language** AO8/AO9	Campfire ghost stories	**Language** A04, A05, A06	A Campfire ghost story	➢ **A gothic ghost story**

	Shakespeare						
	Reading		**Oracy**		**Writing (Grammar & Vocabulary)**		**Assessment**
	Assessment Objectives	**Texts**	**Assessment Objectives**	**Tasks**	**Assessment Objectives**	**Tasks**	
Spring 2	**Language** AO1/AO2 **Literature** AO1/AO2/AO3	Macbeth Sonnet 130 - My mistress' eyes are nothing like the sun Sonnet 18 - Shall I compare thee to a summer's day?	**Language** A08, A08	Prosody in Performance The Witches Speech from Macbeth	**Language** A04, A05, A06 **Literature** A01, A02, A03, A04	Character Analysis of Lady Macbeth	**Analytical Writing** ➢ **How far do you agree that Shakespeare has presented Lady Macbeth as a dangerous character?**

	Unseen Poetry						
	Reading		**Oracy**		**Writing (Grammar & Vocabulary)**		**Assessment**
	Assessment Objectives	**Texts**	**Assessment Objectives**	**Tasks**	**Assessment Objectives**	**Tasks**	
Summer 1	**Language** AO1, A02, A03 **Literature** A01, A02	Past papers from: AQA, Edexcel, Eduquas and OCR	**Language** A08, A09	Presenting an interpretation of the poem in class discussion	**Language** A04, A05, A06 **Literature** A01, A02, A03, A04	Essay exploring the poets' feelings and perspectives in a single poem.	**Comparative Essay** ➢ **Literature – Unseen Poetry exam question**

	Writer's Viewpoints and Perspectives						
	Reading		**Oracy**		**Writing (Grammar & Vocabulary)**		**Assessment**
Summer 2	**Assessment Objectives**	**Texts**	**Assessment Objectives**	**Tasks**	**Assessment Objectives**	**Tasks**	**Comparative Essay** ➢ **Comparing two texts**
	Language AO1/AO2/AO3	AQA Paper 1 (Exploration in creative reading and writing) insert(s) AQA paper 2 (Writers' viewpoints and perspectives	**Language** AO8/AO9	Class discussion of viewpoints	**Language** AO3/AO4/AO5/ AO6	How has the writer structured the text ➢ What the focus is on at the start ➢ How and why the writer changes focus	

						➢ Other structural features	

Assessment Objectives – JCQ Regulated Boards (English Language - Reading)

	Assessment Objectives
AO1	➢ identify and interpret explicit and implicit information and ideas ➢ select and synthesise evidence from different texts
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

Assessment Objectives – JCQ Regulated Boards (English Language - Writing)

	Assessment Objectives
AO4	Evaluate texts critically and support this with appropriate textual references
AO5	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment Objectives – JCQ Regulated Boards (English Language - Speaking and Listening)

	Assessment Objectives
AO7	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
AO9	Use spoken Standard English effectively in speeches and presentations

MATHEMATICS: Programme of Study

Key Stage 4 – Number

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
Component 1 -To be able to read, write, order and compare numbers up to 1000 and recognise place value. -To be able to round numbers to the nearest 10,100,1000. -To be able to recognise and use multiples of 2,3,4,5,8,10,50& 100. Component 2 -To be able to add and subtract up to 3 digit numbers. -To be able to multiply and divide 2 digit by 1 digit numbers and use and recall multiplication facts. -To use inverse operations to find missing numbers -To be able to use and interpret +,-,x,÷& = in real life situations for solving problems Component 4 To be able to calculate amounts and give change	NS1 Read, write, order and compare large numbers (up to one million) NS2 Recognise and use positive and negative numbers NS3 Multiply and divide whole numbers and decimals by 10, 100, 1000 NS4 Use multiplication facts and make connections with division facts NS6 Calculate the squares of one-digit and two-digit numbers NS7 Follow the order of precedence of operators NS18 Read, write, order and compare positive and negative numbers of any size NS19 Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation	**Number** N1 order positive and negative integers, decimals and fractions. N2 apply the four operations, including formal written methods, to integers, decimals and simple fractions N3 use inverse operations N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, N5 apply systematic listing strategies N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 N7 calculate with roots N8 calculate exactly with fractions and multiples of π N9 calculate with and interpret standard form	**Number** N1use the symbols =, ≠, <, >, ≤, ≥ N2 apply using mixed numbers – all both positive and negative; understand and use place value N3 use conventional notation for orderof operations, including brackets, powers, roots and reciprocals N4Express a number as a product of its prime factors N5Multiply the number of outcomes for each event to find the total number of combinations N6estimate powers and roots of any given positive number N7 calculate with fractional indices N8calculate exactly with surds and simplify surd expressions involving squares (e.g. √12 = √(4 × 3) = √4 × √3 = 2√3) and rationalise denominators N9 calculate with and interpret standard form A × 10n, where 1 ≤ A < 10 and n is an integer

Key Stage 4- Number continued

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
Component 3 -To be able to understand equality -To be able to identify and show halves, thirds, quarters, fifths and tenths. -To be able to recognise and identify equivalent fractions -To be able to add or subtract fractions with a common denominator	NS8 Read, write, order and compare common fractions and mixed numbers NS9 Find fractions of whole number quantities or measurements NS10 Read, write, order and compare decimals up to three decimal places NS11 Add, subtract, multiply and divide decimals up to two decimal places NS16 Recognise and calculate equivalences between common fractions, percentages and decimals NS13 Read, write, order and compare percentages in whole numbers NS21 Identify and know the equivalence between fractions, decimals and percentages NS22 Work out percentages of amounts and express one amount as a percentage of another NS23 Calculate percentage change (any size increase and decrease), and original value after percentage change NS24 Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers NS25 Express one number as a fraction of another NS26 Order, approximate and compare decimals NS27 Add, subtract, multiply and divide decimals up to three decimal places NS12 Approximate by rounding to a whole number or to one or two decimal places NS15 Estimate answers to calculations using fractions and decimals	**Fractions, Decimals and Percentages** N10 work interchangeably with terminating decimals and their corresponding fractions N11 identify and work with fractions in ratio problems N12 interpret fractions and percentages as operators **Measures and accuracy** N13 use standard units of mass, length, time, money and other measures N14 estimate answers; check calculations using approximation and estimation N15 round numbers and measures to an appropriate degree of accuracy	**Fractions, Decimals and Percentages** N10 change recurring decimals into their corresponding fractions and vice versa **Measures and accuracy** N15 use inequality notation(>, ≥, <, ≤, ≠) to specify simple error intervals due to rounding N16 apply and interpret limits of accuracy, including upper and lower bounds

Key Stage 4- Algebra

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
	NS20 Evaluate expressions and make substitutions in given formulae in words and symbols NS29 Follow the order of precedence of operators, including indices	**Notation, vocabulary and manipulation** A1 use and interpret algebraic manipulation A2 substitute numerical values into formulae and expressions A3 understand and use the concepts and vocabulary of expressions, equations, formulae, inequalities, terms and factors A4 simplify and manipulate algebraic expressions by: collecting like terms, multiplying a single term over a bracket, taking out common factors, expanding products of two binomials ,factorising quadratic expressions, including the difference of two squares; simplifying expressions involving sums, products and powers, including the laws of indices A5 understand and use standard mathematical formulae; rearrange formulae to change the subject A6 know the difference between an equation and an identity A7 where appropriate, interpret simple expressions as functions with inputs and outputs. **Graphs** A8 work with coordinates in all four quadrants A9 plot graphs of equations that correspond to straight-line graphs in the coordinate plane; use the form y = mx + c to identify parallel lines. A10 identify and interpret gradients and intercepts of linear functions graphically and algebraically A11 identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically A12 recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions, the reciprocal function A14 plot and interpret graphs of non-standard functions in real contexts to find approximate solutions to distance, speed and acceleration	**Notation, vocabulary and manipulation** A1 use and interpret algebraic conventions, including: • ab in place of a × b • 3y in place of y + y + y and 3 × y • a^2 in place of a × a,etc. A2 substitute into scientific formulae A4 simplify and manipulate algebraic expressions including surds and algebraic fractions. A6 use algebra to support and construct arguments and proofs A7 interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' **Graphs** A9 use the form y = mx + c to identify parallel and perpendicular lines A11 identify turning pointsof a quadratic graph by completing the square A12 recognise, sketch and interpret graphs of, exponential functions (y = kx) for positive values of k, and the trigonometric functions(y = sin x, y = cos x and y = tan x) for angles of any size A13 sketch translations and reflections of a given function

Key Stage 4- Algebra continued

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
	NS5 Use simple formulae expressed in words for one or two-step operations	**Solving equations and inequalities** A17 solve linear equations in one unknown algebraically ;find approximate solutions using a graph A18 solve quadratic equations algebraically by factorising; find approximate solutions using a graph A19 solve two simultaneous equations in two variables and find solutions using a graph A21 create algebraic expressions or formulae; A22 solve linear inequalities in one variable; represent the solution set on a number line **Sequences** A23 generate terms of a sequence from either a term-to-term or a position-toterm rule A24 recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions A25 calculate the nth term of linear sequences	**Solving equations and inequalities** A17 solve linear equations with the unknown on both sides of the equation; find approximate solutions using a graph A18 solve quadratic equations (including those that require rearrangement) algebraically by factorising, by completing the square and by using the quadratic formula; find approximate solutions using a graph A19 solve two simultaneous equations with two unknown values (linear/linear or linear/quadratic) algebraically; find approximate solutions using a graph A20 find approximate solutions to equations numerically using iteration A22 solve linear inequalities with one or two unknown value(s) **Sequences** A24 recognise and use sequences of simple geometric progressions (rn where n is an integer, and r is a rational number > 0 or a surd) and other sequences A25 write expressions to calculate the nth term of linear and quadratic sequences

Key Stage 4- Ratio, proportion and rates of change

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
Component 4 To recognise and identify coins and notes and appreciate the purchasing power of the different amounts. To be able to convert from pence to pounds and vice versa and use correct decimal notation including calculator interpretation.	M11 Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph tax and simple budgeting NS28 Understand and calculate using ratios, direct proportion and inverse proportion M1 Calculate simple interest in multiples of 5% on amounts of money M2 Calculate discounts in multiples of 5% on amounts of money NS14 Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof M10 Calculate amounts of money, compound interest, percentage increases, decreases and discounts including M12 Calculate using compound measures including speed, density and rates of pay	R1 Change freely between related standard units and compound units in numerical and algebraic contexts R2 Use scale factors, scale diagrams and maps R3 Express one quantity as a fraction of another, R4 Use ratio notation, including reduction to simplest form R5 Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems R6 Express a multiplicative relationship between two quantities as a ratio or a fraction R7 Understand and use proportion as equality of ratios R8 Relate ratios to fractions and to linear functions R9 Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal; express one quantity as a percentage of another; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase/decrease, and simple interest R10 Solve problems involving direct and inverse proportion, including graphical and algebraic R11 Use compound units such as speed, rates of pay, unit pricing, density and pressure R12 Compare lengths, areas and volumes using ratio notation; make links to similarity and scale factors R13 Understand that X is inversely proportional to Y is equivalent to X is proportional to 1/Y ; R14 Interpret the gradient of a straight line graph as a rate of change; recognise and interpret graphs that illustrate direct and inverse proportion R16 Set up, solve and interpret the answers in growth and decay problems, including compound interest	R15 Understand that the gradient at a point on a curve gives the instantaneous rate of change; apply the concepts of average and instantaneous rate of change in numerical, algebraic and graphical contexts R16 including iterative processes

Key Stage 4- Geometry and measures

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
Component 7 -To be able to recognise and name 2D and 3D shapes, including nets of cubes and cuboids. -To be able to describe properties of shapes and understand the key words. -To be able to show symmetry on shapes. -To be able to understand what an angle is, identify a right angle, and identify if an angle is bigger or smaller than a right angle. -To be able to identify horizontal vertical and parallel lines. -To be able to identify and denote co-ordinates on a grid. -To be able to use compass points to give directions from a map.		**Properties & constructions** G1 Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description G2 Use the standard ruler and compass constructions; use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line G3 Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle G4 Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language ~~G5 use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS)~~ G6 Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs G7identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional **and negative** scale factors)	**Properties & constructions** G8 Describe the changes and invariance achieved by combinations of rotations, reflections and translations G10 Apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results

Key Stage 4- Geometry and measures continued

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
		G9 Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment G11 Solve geometrical problems on coordinate axes G12 Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, ~~pyramids, cones and spheres~~ G13 Construct and interpret plans and elevations of 3D shapes	
Component 6 -To be able to choose appropriate units, compare, order and add length, height, weight and capacity. -To be able to accurately draw and measure lengths including perimeter and estimate weight and capacity. To be able to read values from a scale including negative temperatures. Component 5 Calendar and time - To be able to know and order days, months and seasons and to know how many days, weeks in a month and a year. - To be able to tell the time from an analogue or digital clock and convert between 12 and 24hr. - To have an understanding of how many seconds, minutes and hours are equal to and convert between them.	M3 Convert between units of length, weight, capacity, money and time, in the same system M4 Recognise and make use of simple scales on maps and drawings M5 Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles M6 Calculate the volumes of cubes and cuboids M7 Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles M8 Interpret plans, elevations and nets of simple 3-D shapes M9 Use angles when describing position and direction, and measure angles in degrees M13 Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes M14 Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders) M15 Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements M16 Use coordinates in 2-D, positive and negative, to specify the positions of points	**Mensuration & calculation** G14 Use standard units of measure and related concepts G15 Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings G16 Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids prisms G17 Know the formulae: circumference of a circle , area of a circle; calculate: perimeters of 2D shapes, including circles; areas of circles and composite shapes; ~~surface area and volume of spheres, pyramids, cones and composite solids~~ G18 Calculate arc lengths, angles and areas of sectors of circles G19 Apply the concepts of congruence/similarity, inc lengths, areas and volumes in similar figures G20 Know the formulae for: Pythagoras' theorem and the trigonometric ratios,; apply them to find angles and lengths in right-angled triangles and, where possible, general triangles in two and three dimensional figures ~~G21 Know the exact values of sin θ and cos θ for θ = 0°, 30°, 45°, 60° and 90°; know the exact value of tan θ for θ = 0°, 30°, 45° and 60°~~	**Mensuration & calculation** G22 know and apply the sine rule: $a/\sin A = b/\sin B = c/\sin C$, and cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$, to find unknown lengths and angles in non right-angled triangles G23 Know and apply the formula Area = ½ ab sinC to calculate the area, sides or angles of any triangle

- To be able to find the difference between two times and add up to three lengths of time given in minutes and hours.	M17 Understand and use common 2-D representations of 3-D objects M18 Draw 3-D shapes including plans and elevations M19 Calculate values of angles and/or coordinates with 2-D and 3-D shapes	**Vectors** G24 describe translations as 2D vectors G25 apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors	~~**Vectors**~~ ~~G25 use vectors to form arguments and proofs in relation to geometric problems~~

Key Stage 4- Probability

Entry Level- learners working below GCSE level	**Functional Skills- interlink with Foundation** FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
	H4 Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events H5 Use equally likely outcomes to find the probabilities of simple events and express them as fractions H9 Work out the probability of combined events including the use of diagrams and tables, including two-way tables H10 Express probabilities as fractions, decimals and percentages H11 Draw and interpret scatter diagrams and recognise positive and negative correlation	P1 Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees P2 Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments P3 Relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale P4 Apply the property that the probabilities of an exhaustive set of outcomes sum to one; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one P5 Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size P6 Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams P7 Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities P8Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations	P9 Use expected frequencies with two-way tables, tree diagrams and Venn diagrams to calculate and interpret conditional probabilities

Key Stage 4- Statistics

Entry Level- learners working below GCSE level	**Functional Skills-** interlink with Foundation FS 1 / FS 2	**Foundation** Review of KS3 and linked with Functional skills	**Higher-** developing skills from Foundation for most able
Component 8 - To be able to sort and classify objects using one or more criterion. -To be able to collect information and record results using lists and tally charts. -To be able to construct, interpret and compare pictograms and bar charts and use them to extract numerical information. -To solve one-step and two-step problems based on statistical information.	H1 Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs H2 Group discrete data and represent grouped data graphically H3 Find the mean and range of a set of quantities H6 Calculate the median and mode of a set of quantities H7 Estimate the mean of a grouped frequency distribution from discrete data H8 Use the mean, median, mode and range to compare two sets of data	~~S1 infer properties of populations or distributions from a sample, while knowing the limitations of sampling~~ S2 interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use S4 interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: ● appropriate graphical representation involving discrete, continuous and grouped data ● appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) S5 apply statistics to describe a population S6 use and interpret scatter graphs; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends while knowing the dangers of so doing	S3 Construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use

MATHEMATICS: Subject Policy

The aim of the Mathematics curriculum across all sites within the Raedwald Trust is to ensure that all learners develop their mathematical fluency, are able to reason using this fluency and apply their knowledge to solve a wide range of practical/functional problems.

As an alternative provision, we believe that all students should have the same opportunities that mainstream students would experience so we cater for students working at Entry Level up to the GCSE Higher Tier. Alongside these courses, students will have the opportunity to sit Functional Skills qualifications that will highlight our learners' understanding of transferable practical mathematical knowledge.

Students that work within our sites have all experienced a varied education. Many students have experienced interrupted education both short and long term. A large investment of time is spent reviewing and improving gaps in knowledge.

In addition to consolidating subject content from Key stage 3, the statutory areas that are covered across our curriculum are:

- Number
- Algebra

Ratio, proportion and rates of change

- Geometry and measures
- Probability
- Statistics

Courses

Due to the wide variety of learners that attend our varied provisions we do not apply a one size fits all model. Many students have missed large gaps in their education and students also join us at various points across the academic year.

Entry Level

We deliver the AQA Entry Level Certificate to students that need to develop and gain confidence within the core strands of mathematics. The specification we use is co-teachable with the GCSE course. The assessments are on demand so students can complete assignments when they are ready which helps to maintain their motivation. Students can be extracted for specialist 1-2-1 support to aid understanding of the 8 core modules.

GCSE Mathematics

	Autumn	Spring	Summer
	Continual review of understanding to improve sticky memory with a focus on Number and Ratio.		
Year 10	Number **Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, and approximation.** Geometry and measures **Perimeter, area, Surface area and volume.** Ratio, proportion, rates of change **Simplify ratio, Sharing in a given ratio Increase/decrease Percentage change**	Algebra **Sequences, substitution, Linear equations, Brackets and factorising.** **Plotting linear and quadratic graphs, Gradient and y-intercept.** Statistics **Representing data-Bar charts, Pie charts, Pictograms and Scatter diagrams. Averages.** Number **Four rules, Prime numbers, HCF and LCM. BIDMAS.**	Geometry and measures **Angles, Angles in polygons, Bearings** Probability **Probability scale, Relative frequency, Tree diagrams, laws of probability, Listing outcomes, Sample spaces and Venn diagrams** Geometry and measures **Reflection, Rotation, Translation and Enlargement. Scale Properties of a quadrilaterals 2d and 3d shapes, Plans and elevations, Circle terms** Ratio, proportion, rates of change **Sharing in a given ratio Increase/decrease Percentage change**

The Programme of study allows students to gain a wide breadth of the GCSE content. A focus on functional understanding, number and ratio is deliberate to allow students these core skills. These topics make up 56% of the course. The scheme is designed to allow enough time to allow topics to be reviewed to improve memory recall.

	Autumn	Spring	Summer
	Continual review of understanding to improve sticky memory with a focus on Number and Ratio.		
Year 11	Number **Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, Approximation** Geometry and measures **Perimeter, area, Surface area, volume, Pythagoras' theorem** Ratio, proportion, rates of change **Simplify ratio, Sharing in a given ratio, percentage change**	Algebra **Sequences, substitution, Linear equations, Brackets and factorising.** **Plotting linear and quadratic graphs,** **Indices and standard form** Statistics **Averages, review of data presentation** Geometry and measures **Plans and elevations, Circle terms**	Probability **Relative frequency, Tree diagrams, laws of probability,** Number **HCF, LCM, BIDMAS,** Geometry and measures **Angles, Angles in polygons, Bearings** *Consolidation of topics through a targeted revision programme.

The Programme of Study aims to deliver the wide breadth of the demanding GCSE specification but has been refined to address the fractional nature of a placement on Focused pathway. Due to this, identified topics will not be explored in depth. These topics are: Trigonometry, vectors, and volume of cones/pyramids.

Students performing at or above GCSE Grade 5 on arrival will be given a bespoke offer which will allow them to access the Higher GCSE paper. Students will complete the additional topics alongside the main scheme of work. This will be achieved through additional 1-2-1 sessions and targeted resources. Through collaborative work the dual school it is hoped that students can receive support to aid understanding from mainstream teachers.

Additional Higher topics	Autumn	Spring	Summer
Year 10	-Mensuration extended -Ratio and proportion -Surds -Statistics	-Algebra inc solving, factorising, simultaneous and quadratics -Indices -Graphs of equations/functions	- Geometry inc Trigonometry - Data presentation including cumulative frequency and Histograms-Probability
Year 11	-Further algebra -Extended Trigonometry -Growth and decay -Direct and inverse proportion	-Vectors -Graphs -Functions -Iterations -Geometry inc Circle theorems	-Gradients and rates of change *Consolidation of topics through targeted revision programme

***Although the Higher paper is demanding on time and coverage it is achievable through differentiated resources and additional sessions provided by both schools.**

Functional Skills

Functional skills qualifications will run alongside the GCSE course. The qualification compliments the topics taught within the GCSE and allow students to relate Mathematics to real life contexts. Functional Skills cover the following areas:

-Number
-Measure, shape and space
-Handling information and data

Students have the opportunity to achieve Level 1 and 2 qualifications. Students have the opportunity to sit the Functional Skills examinations at two points of the year and will only sit the exam when they are ready. The Functional Skills qualifications are recognised by employers and post-16 providers.

Improving recall

Topics are revisited at the start of lessons that review and recap knowledge from last lesson, last week and last month. The EDI framework used within lessons explicitly focusses on recall of previous knowledge. We use this format to allow us to improve retention of key knowledge. We also ensure that lessons place a high emphasis on fractions, decimals, percentages and ratio as these topics are fundamental topics that are tested within many other topic areas.

Assessment in Mathematics

We assess pupils for three key reasons:

- **a.** To find out what they do and do not know so that we can plan next steps in their learning journey.
- **b.** To understand their patterns of progress.
- **c.** To make judgements about their progress towards key markers in their education.

Ultimately, good assessment will add value to pupil outcomes by helping teachers and leaders to understand what is having good impact and what needs to be refined or addressed for individual pupils.

We use subject specific moderated assessments to baseline student understanding against standardised GCSE/Functional Skills /Entry level assessments. We use this information to capture what the students know within each subject and most importantly any gaps in their knowledge. We use this information to inform future planning to ensure students make progress within each subject.

Progress and attainment information from our planned micro-assessments is regularly reported back to the referring school. At the end of each topic, there is a macro assessment. The assessments mirror the level of challenge that they will face when they reach their final examinations.

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Mathematics and the wider curriculum

Cultural Capital

Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The Mathematics curriculum sets out to develop our learners' cultural capital to make them ready for their next stage in their lives. This is achieved in many ways including teaching students real life skills related to reading timetables, budgeting, finance, recipes, speed/distance, etc.

SMSC
Mathematics enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their numeracy skills and every-day life. Students are provided with opportunities to use their maths skills within real life contexts, applying and exploring the skills required in solving various problems.

Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students are able to gain confidence which should lead to them becoming independent learners.

Within the curriculum we look at various approaches to Mathematics from around the world and use this to discuss their origins. This includes different multiplication methods from around the world and also the origins of Pythagoras' theorem. We try to develop an awareness of both the history of maths alongside the realisation that many topics we still learn today have travelled across the world and are used internationally.

British values
The Mathematics curriculum promotes the British values of tolerance and resilience each lesson through problem solving and understanding of complex concepts. Students are encouraged to learn from mistakes and are supported to improve their understanding. Within the statistics modules students are encouraged to evaluate data and look for bias.

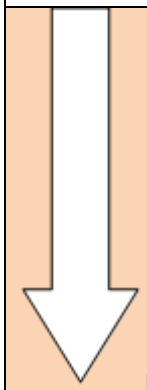
Careers
Within lessons pathways for future study of STEAM subjects is promoted. When looking at topics students are encouraged to see how these might be used in the real world and within vocational contexts. Lessons are linked to developing vocational and functional understanding of IT, Construction, Cooking, Sport, Science, Transport planning, Finance, etc. Staff will make every attempt to link mathematics into the vocational interests of individual students.

Reading
Every opportunity is taken within the classroom to allow students to develop their reading. Many forms of text are actively shared with students to prepare them for independence within society including reading menus, timetables, recipes, advertisements, construction plans, etc.
Students are actively encouraged to read and are supported to understand key words. Shared reading and choral reading often occurs when looking at texts as a class.
Staff explicitly teach the meaning of command words to aid students' understanding of mathematical questions. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. Displays engage students to support them with the understanding of key command words.

MATHEMATICS: Subject Overview

	Term 1		Term 2		Term 3	
	Continual review of understanding to improve sticky memory with a focus on Number and Ratio.					
Year 10	**Number** **Geometry and measures** **Ratio, proportion, rates of change**	Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, and approximation. Perimeter, area, Surface area, volume Simplify ratio, Sharing in a given ratio Increase/decrease Percentage change	**Algebra** **Statistics** **Number**	Sequences, substitution, Linear equations, Brackets and factorising. Plotting linear and quadratic graphs, Gradient and y-intercept. Representing data-Bar charts, Pie charts, Pictograms and Scatter diagrams. Averages. Four rules, Prime numbers, HCF and LCM. BIDMAS.	**Geometry and measures** **Probability** **Geometry and measures**	Angles, Angles in polygons, Bearings Probability scale, Relative frequency, Tree diagrams, laws of probability, Sample spaces, Venn diagrams Reflection, Rotation, Translation and Enlargement. Scale Properties of a quadrilaterals 2d and 3d shapes, Plans and elevations, Circle terms Sharing in a given ratio Increase/decrease Percentage change

					Ratio, proportion, **rates of change revisited**	
	Term 1		**Term 2**		**Term 3**	
	Continual review of understanding to improve sticky memory with a focus on Number and Ratio.					
Year 11	**Number** **Geometry and measures** **Ratio, proportion,** **rates of change**	Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, Approximation Perimeter, area, Surface area, volume, Pythagoras' theorem Simplify ratio, Sharing in a given ratio, % change	**Algebra** **Statistics** **Geometry and measures**	Sequences, substitution, Linear equations, Brackets and factorising. Plotting linear and quadratic graphs, Indices and standard form Averages, review of data presentation Plans and elevations, Circle terms	**Probability** **Number** **Geometry and measures**	Relative frequency, Tree diagrams, laws of probability, HCF, LCM, BIDMAS, Angles, Angles in polygons, Bearings *Consolidation of topics through targeted revision programme

	Year 10- Term 1		
Content	Number(N)	Ratio, proportion and Rates of change (R)	Geometry and measures (G)
 **Fractions, decimals and percentages** Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, Percentage change **Geometry and Mensuration** Perimeter, area, Surface area, volume **Ratio and proportion** Simplify ratio, Sharing in a given ratio **Approximation**	N1 Order F/D/P N2 Apply the four operations to fractions (Proper and improper) N8 calculate exactly with fractions N10 work interchangeably with terminating decimals and their corresponding fractions N11 identify and work with fractions in ratio problems N12 interpret fractions and percentages as operators N13 use standard units of mass, length, time, money and other measures N14 estimate answers; check calculations using approximation and estimation N15 round numbers and measures to an appropriate degree of accuracy	R3 Express one quantity as a fraction of another, R4 Use ratio notation, including reduction to simplest form R5 Divide a given quantity into two parts apply ratio to real contexts and problems R6 Express a multiplicative relationship between two quantities as a ratio or a fraction R7 Understand and use proportion as equality of ratios R9 Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal; solve problems involving percentage change, including percentage increase/decrease, and simple interest.	G14 Use standard units of measure and related concepts G16 Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids prisms G17 Know the formulae: circumference of a circle ,area of a circle; calculate: perimeters of 2D shapes, including circles; areas of circles and composite shapes; surface area and volume.
	Functional skills NS1-18	Functional skills M1, M2 NS14 ,M10,M12	Functional M3 ,M5, M11, M13-15

Rounding to SF and decimal places, Estimation, Upper/lower bounds			
Assessment	Continual assessment through live marking and end of unit topic tests		
Memory recall starters	Focus on Fraction(N2/N8) and ratio(R4/5/9) to improve sticky memory of key skills. Continual focus on following strands taught within topics. N2 apply the four operations, including formal written methods, to integers, decimals all both positive and negative; understand and use place value N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals Review understanding of-N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple. N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5. N8 calculate exactly with fractions **Focus on command words.**		

	Year 10- Term 2		
Content	Algebra(A)	Statistics(S)	Number(N)
Algebra Sequences,substitution, rearranging formulae, Linear equations, Factorising quadratic equations Algebraic proof, Brackets and factorising, Graphs of equations Plotting linear and quadratic graphs Sketch cubic and reciprocal graphs Gradient and y-intercept Real life graphs **Statistics** Bar charts, Pie charts and Pictograms Classifying data, Scatter diagrams Comparing and analysing data- averages **Number operations** Four rules, Prime numbers, HCF, LCM, BIDMAS, Inverse operations,	A1 use and interpret algebraic manipulation A2 substitute numerical values into formulae and expressions A3 understand and use the concepts and vocabulary of expressions, equations, formulae, inequalities, terms and factors A4 simplify and manipulate algebraic expressions by: collecting like terms, multiplying a single term over a bracket, taking out common factors, expanding products of two binomials, factorising quadratic expressions, including the difference of two squares; simplifying expressions involving sums, products and powers, including the laws of indices A5 understand and use standard mathematical formulae; rearrange formulae to change the subject A10 identify and interpret gradients and intercepts of linear functions graphically and algebraically A12 recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions, the reciprocal function A14 plot and interpret graphs of non-standard functions in real contexts to find approximate solutions to distance, speed and acceleration A17 solve linear equations in one unknown algebraically; find approximate solutions using a graph A18 solve quadratic equations algebraically by factorising; find approximate solutions using a graph	S2 interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms S4 interpret, analyse and compare the distributions of data through: ● appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) S6 use and interpret scatter graphs;	N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple,

	A23 generate terms of a sequence from either a term-to-term or a position-to term rule		
	Functional skills NS5, 20, 29	Functional skills H1, H2,H3,H6,H7,H8	
Assessment	Continual assessment through live marking and end of unit topic tests		
Memory recall starters	Focus on Algebra A4 to improve sticky memory of key skills. Review N2, R3 and G17 from last term. **Focus on command words.** Continual focus on following strands taught within topics. N2 apply the four operations, including formal written methods, to integers, decimals all both positive and negative; understand and use place value N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple. N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5. R9 Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal; solve problems involving percentage change, including percentage increase/decrease, and simple interest.		

Foundation	Year 10- Term 3		
Content	Ratio, proportion and Rates of change (R)	Geometry and measures (G)	Probability (P)
Geometry Angles at a point, Angles in polygons Properties of a quadrilaterals Symmetry,2d and 3d shapes Plans and elevations, Circle term **Congruence and similarity** Reflection, Rotation, Translation and Enlargement. Similar shapes **Probability**	R5 Divide a given quantity into two parts apply ratio to real contexts and problems R7 Understand and use proportion as equality of ratios R9 interpret percentages and percentage changes as a fraction or a decimal; solve problems involving percentage change, including percentage increase/decrease, and simple interest.	G1 Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description G3 Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle G4 Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language G6 Apply angle facts, triangle congruence, similarity and properties of quadrilaterals G7 Identify, describe rotation, reflection, translation and enlargement G9 Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment G12 Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres G19 Apply the concepts of congruence/similarity	P1 Record, describe and analyse the frequency of outcomes of probability experiments P2 Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes P3 Relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale P5 Understand that empirical unbiased samples tend towards theoretical probability distributions P6 Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams P7 Construct theoretical possibility spaces for single and combined experiments use these to calculate theoretical probabilities P8 Calculate the probability of independent and dependent combined events, including using tree diagrams

Probability scale, relative frequency, laws of probability, listing outcomes, venn diagrams, tree diagrams	Functional skills M1, M2 NS14 ,M10,M12	Functional skills M8, M9, M16-19	Functional skills H4, H5, H9, H10, H11
Assessment	Continual assessment through live marking and end of unit topic tests. Mock examination- Calculator paper.		
Memory recall starters	Review of Functional topics in preparation for potential FS exam- G16, G17, N11, N12, R3 and R4. Focus on command words. N2 apply the four operations, including formal written methods, to integers, decimals all both positive and negative; understand and use place value N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple. N10 work interchangeably with terminating decimals and their corresponding fractions N11 identify and work with fractions in ratio problems N12 interpret fractions and percentages as operators R9 Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal; solve problems involving percentage change, including percentage increase/decrease, and simple interest.		

Foundation	Year 11- Term 1		
Content	Number(N)	Ratio, proportion and Rates of change (R)	Geometry and measures (G)
Fractions, decimals and percentages Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, Percentage change **Geometry and Mensuration** Perimeter, area, Surface area, volume, Pythagoras' theorem **Ratio and proportion** Simplify ratio, Sharing in a given ratio **Approximation** Rounding to SF and decimal places, Estimation, Upper/lower bounds	N1 Order F/D/P N2 Apply the four operations to fractions (Proper and improper) N8 calculate exactly with fractions N10 work interchangeably with terminating decimals and their corresponding fractions N11 identify and work with fractions in ratio problems N12 interpret fractions and percentages as operators N13 use standard units of mass, length, time, money and other measures N14 estimate answers; check calculations using approximation and estimation N15 round numbers and measures to an appropriate degree of accuracy	R3 Express one quantity as a fraction of another, R4 Use ratio notation, including reduction to simplest form R5 Divide a given quantity into two parts apply ratio to real contexts and problems R6 Express a multiplicative relationship between two quantities as a ratio or a fraction R7 Understand and use proportion as equality of ratios R9 Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal; solve problems involving percentage change, including percentage increase/decrease, and simple interest. R11 use compound units such as speed, rates of pay, unit pricing, density and pressure	G14 Use standard units of measure and related concepts G16 Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids prisms G17 Know the formulae: circumference of a circle ,area of a circle; calculate: perimeters of 2D shapes, including circles; areas of circles and composite shapes; surface area and volume. G20 know the formulae for: Pythagoras' theorem a 2 + b2 = c 2 ,and apply them to find angles and lengths in right-angled triangles in two-dimensional figures.
	Functional skills NS1-18	Functional skills M1, M2 NS14 ,M10,M12	Functional M3 ,M5, M11, M13-15

Assessment	Continual assessment through live marking and end of unit topic tests. Mock examination- Non-calculator paper.
Memory recall starters	Focus on review of Algebraic understanding part 1 and 2- A1- 5, A17 and A23. Focus on Fraction(N2/N8) and ratio(R4/5/9) to improve sticky memory of key skills. Continual focus on following strands taught within topics. N2 apply the four operations, including formal written methods, to integers, decimals all both positive and negative; understand and use place value N3 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals Review understanding of-N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple. N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5. N8 calculate exactly with fractions **Focus on command words.**

Foundation	Year 11- Term 2		
Content	Algebra(A)	Geometry and measures (G)	Statistics (S)
Algebra Sequences, substitution, Linear equations, Brackets and factorising. Plotting linear and quadratic graphs, Indices and standard form **Statistics** Averages, review of data presentation **Geometry and measures** Plans and elevations, Circle terms, Transformations revisited	A1 use and interpret algebraic manipulation A2 substitute numerical values into formulae and expressions A3 understand and use the concepts and vocabulary of expressions, equations, formulae, inequalities, terms and factors A4 simplify and manipulate algebraic expressions by: collecting like terms, multiplying a single term over a bracket, taking out common factors, expanding products of two binomials, factorising quadratic expressions, including the difference of two squares; simplifying expressions involving sums, products and powers, including the laws of indices A5 understand and use standard mathematical formulae; rearrange formulae to change the subject A10 identify and interpret gradients and intercepts of linear functions graphically and algebraically A12 recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions, the reciprocal function A14 plot and interpret graphs of non-standard functions in real contexts to find approximate solutions to distance, speed and acceleration A17 solve linear equations in one unknown algebraically; find approximate solutions using a graph A18 solve quadratic equations algebraically by factorising; find approximate solutions using a graph A23 generate terms of a sequence from either a term-to-term or a position-to term rule	G7 Identify, describe rotation, reflection, translation and enlargement G9 identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment G13 construct and interpret plans and elevations of 3D shapes	Review S2 interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms S4 interpret, analyse and compare the distributions of data through: ● appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) S6 use and interpret scatter graphs; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends while knowing the dangers of so doing

	Functional skills NS5, 20, 29		H1, H2,H3,H6,H7,H8
Assessment	Continual assessment through live marking and end of unit topic tests. Mock examination- Calculator paper.		
Memory recall starters	Use GCSE questions to practice applying angles rules to parallel lines. Continues to use memory starters to support understanding of Pythagoras. Focus on command words. Focus on Algebra A4 to improve sticky memory of key skills. Review N2, R3 and G17 from last term. Continual focus on following strands taught within topics. N2 apply the four operations, including formal written methods, to integers, decimals all both positive and negative; understand and use place value N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple. N6 use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5. R9 Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal; solve problems involving percentage change, including percentage increase/decrease, and simple interest. **Focus on command words.**		

Foundation	Year 11- Term 3		
Content	Probability (P)	Number(N)	Geometry and measures (G)
Probability Relative frequency, Tree diagrams, laws of probability, **Number** HCF, LCM, BIDMAS, **Geometry and measures** Angles, Angles in polygons, Bearings	P1 Record, describe and analyse the frequency of outcomes of probability experiments P2 Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes P3 Relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale P5 Understand that empirical unbiased samples tend towards theoretical probability distributions P6 Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams P7 Construct theoretical possibility spaces for single and combined experiments use these to calculate theoretical probabilities P8 Calculate the probability of independent and dependent combined events, including using tree diagrams	N4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple,	G1 Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description G3 Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle
Assessment	Continual assessment through live marking and end of unit topic tests. Mock examination- Calculator paper.		
Memory recall starters	Focus on gaps from Mock examinations. Focus on Fraction(N2/N8) and ratio(R4/5/9) to improve sticky memory of key skills. Focus on review of Algebraic understanding part 1 and 2- A1- 5, A17 and A23.		

SCIENCE: Programme of Study

Required prior learning from KS3

Working scientifically	Biology	Chemistry	Physics
Pupils should develop their use of scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations. ***Scientific attitudes*** • pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility • understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review • evaluate risks. ***Experimental skills and investigations*** • ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience • make predictions using scientific knowledge and understanding • select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate	***Cells and organisation*** • cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope • the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts • the similarities and differences between plant and animal cells • the role of diffusion in the movement of materials in and between cells • the structural adaptations of some unicellular organisms • the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms. ***Nutrition and digestion*** • the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) ***Gas exchange systems*** • the structure and functions of the gas exchange system in humans, including adaptations to function • the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the	***The particulate nature of matter*** • the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure • changes of state in terms of the particle model. ***Atoms, elements and compounds*** • a simple (Dalton) atomic model • differences between atoms, elements and compounds • chemical symbols and formulae for elements and compounds • conservation of mass changes of state and chemical reactions. ***Pure and impure substances*** • mixtures, including dissolving • diffusion in terms of the particle model • simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography ***Chemical reactions*** • chemical reactions as the rearrangement of atoms • representing chemical reactions using formulae and using equations	***Calculation of fuel uses and costs in the domestic context*** • comparing power ratings of appliances in watts (W, kW) • comparing amounts of energy transferred (J, kJ, kW hour) • domestic fuel bills, fuel use and costs • fuels and energy resources. ***Energy changes and transfers*** • other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels. ***Changes in systems*** • energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change • comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions ***Describing motion*** • speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) • the representation of a journey on a distance-time graph ***Forces*** • forces as pushes or pulls, arising from the interaction between two objects • using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces • forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water • forces measured in newtons, measurements of stretch or compression as force is changed • force-extension linear relation; Hooke's Law as a special case • work done and energy changes on deformation • non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. ***Balanced forces*** • opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface.

- use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety
- make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements
- apply sampling techniques.

Analysis and evaluation

- apply mathematical concepts and calculate results
- present observations and data using appropriate methods, including tables and graphs
- interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
- present reasoned explanations, including explaining data in relation to predictions and hypotheses
- evaluate data, showing awareness of potential sources of random and systematic error
- identify further questions arising from their results.

Measurement

- understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature
- use and derive simple equations and carry out appropriate calculations
- undertake basic data analysis including simple statistical techniques.

movement of gases, including simple measurements of lung volume
- the impact of exercise, asthma and smoking on the human gas exchange system

Health

- the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Photosynthesis

- the reactants in, and products of, photosynthesis, and a word summary for photosynthesis

Cellular respiration

- aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life
- a word summary for aerobic respiration
- the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration
- the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.

- defining acids and alkalis in terms of neutralisation reactions
- the pH scale for measuring acidity/alkalinity; and indicators
- what catalysts do

Energetics

- energy changes on changes of state (qualitative)
- exothermic and endothermic chemical reactions (qualitative)

The Periodic Table

- the varying physical and chemical properties of different elements
- the Periodic Table: periods and groups; metals and non-metals
- how patterns in reactions can be predicted with reference to the Periodic Table

Materials

- The use of carbon in obtaining metals from metal oxides

Earth and atmosphere

- the carbon cycle
- the composition of the atmosphere
- the production of carbon dioxide by human activity and the impact on climate.

Forces and motion

- forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)
- change depending on direction of force and its size.

Observed waves

- waves on water as undulations which travel through water with transverse motion; these waves can be reflected
- pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone.

Light waves

- the similarities and differences between light waves and waves in matter
- light waves travelling through a vacuum; speed of light
- use of ray model to explain imaging in mirrors and the refraction of light

Current electricity

- electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge
- potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current
- differences in resistance between conducting and insulating components (quantitative).

Static electricity

- separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects
- the idea of electric field, forces acting across the space between objects not in contact

Magnetism

- magnetic poles, attraction and repulsion
- magnetic fields by plotting with compass, representation by field lines
- Earth's magnetism, compass and navigation
- the magnetic effect of a current, electromagnets, D.C. motors (principles only).

Physical changes

- conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving
- similarities and differences, including density differences, between solids, liquids and gases
- the difference between chemical and physical changes.

Particle model

- the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density
- atoms and molecules as particles.

Energy in matter

- changes with temperature in motion and spacing of particles
- internal energy stored in materials.

Space physics

			• gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only)

New KS4 learning

Throughout	Autumn (Term 1)	Spring (Term 2)	Summer (Term 3)
Working scientifically • the use of conceptual models and theories to make sense of the observed diversity of natural phenomena • the assumption that every effect has one or more cause • that change is driven by interactions between different objects and systems • that many such interactions occur over a distance and over time • that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review • that quantitative analysis is a central element both of many theories and of scientific methods of inquiry • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science, through different types of scientific enquiry that help them to answer scientific questions about the world around them • develop and learn to apply observational, practical, modelling, enquiry, problem-solving skills and mathematical skills, both in the laboratory, in the field and in other environments • develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively ***1. The development of scientific thinking*** • the ways in which scientific methods and theories develop over time	**Biology** ***Cells*** • cells as the basic structural unit of all organisms; adaptations of cells related to their functions; the main sub-cellular structures of eukaryotic and prokaryotic cells • the fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling life processes to be performed more effectively • life processes depend on molecules whose structure is related to their function ***Respiration*** • the importance of cellular respiration; the processes of aerobic and anaerobic respiration • organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life • the process of photosynthesis ***Diffusion*** • the need for transport systems in multicellular organisms, including plants **Chemistry** ***States of matter*** • changes of state of matter in terms of particle kinetics, energy transfers and the relative	**Biology** ***Human body*** • the fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling life processes to be performed more effectively • organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life • enzymes • factors affecting the rate of enzymatic reactions • the need for transport systems in multicellular organisms, including plants • the relationship between the structure and functions of the human circulatory system • principles of nervous coordination and control in humans • the relationship between the structure and function of the human nervous system • the relationship between structure and function in a reflex arc • principles of hormonal coordination and control in humans • hormones in human reproduction	**Biology** ***Health*** • the relationship between health and disease • non-communicable diseases • the impact of lifestyle factors on the incidence of non-communicable diseases • ***Communicable disease*** • cells as the basic structural unit of all organisms; adaptations of cells related to their functions; the main sub-cellular structures of eukaryotic and prokaryotic cells • bacteria, viruses and fungi as pathogens in animals and plants • communicable diseases including sexually transmitted infections in humans (including HIV/AIDs) • body defences against pathogens and the role of the immune system against disease • reducing and preventing the spread of infectious diseases in animals and plants **Chemistry** ***Acids and alkalis*** • the chemistry of acids;

- using a variety of concepts and models to develop scientific explanations and understanding
- appreciating the power and limitations of science and considering ethical issues which may arise
- explaining everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments
- evaluating risks both in practical science and the wider societal context, including perception of risk
- recognising the importance of peer review of results and of communication of results to a range of audiences

2. Experimental skills and strategies

- using scientific theories and explanations to develop hypotheses
- planning experiments to make observations, test hypotheses or explore phenomena
- applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments
- carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations
- recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative
- making and recording observations and measurements using a range of apparatus and methods
- evaluating methods and suggesting possible improvements and further investigations.

3. Analysis and evaluation

- applying the cycle of collecting, presenting and analysing data, including:

strength of chemical bonds and intermolecular forces

- separation techniques for mixtures of substances: filtration, crystallisation, chromatography, simple and fractional distillation
- relating models of arrangements and motions of the molecules in solid, liquid and gas phases to their densities
- melting, evaporation, and sublimation as reversible changes
- links between pressure and temperature of a gas at constant volume, related to the motion of its particles (qualitative)

Atoms and structure

- matter is composed of tiny particles called atoms and there are about 100 different naturally-occurring types of atoms called elements
- masses and sizes of nuclei, atoms and small molecules
- a simple model of the atom consisting of the nucleus and electrons, relative atomic mass, electronic charge and isotopes

Physics

Forces and energy

- forces and fields: electrostatic, magnetic, gravity
- forces as vectors
- calculating work done as force x distance; elastic and inelastic stretching
- energy changes in a system involving heating, doing work using forces, or doing work using an electric current: calculating the stored energies and energy changes involved

Chemistry

Periodic table

- elements show periodic relationships in their chemical and physical properties
- these periodic properties can be explained in terms of the atomic structure of the elements
- the modern Periodic Table, showing elements arranged in order of atomic number
- position of elements in the Periodic Table in relation to their atomic structure and arrangement of outer electrons
- properties and trends in properties of elements in the same group
- chemical reactivity of elements in relation to their position in the Periodic Table

Structure and bonding

- matter is composed of tiny particles called atoms and there are about 100 different naturally-occurring types of atoms called elements
- a simple model of the atom consisting of the nucleus and electrons, relative atomic mass, electronic charge and isotopes
- elements show periodic relationships in their chemical and physical properties
- these periodic properties can be explained in terms of the atomic structure of the elements
- atoms bond either by transferring electrons from one atom to another or by sharing electrons
- the shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great

- pH as a measure of hydrogen ion concentration and its numerical scale

Rates of reaction

- energy is conserved in chemical reactions so can therefore be neither created nor destroyed
- reactions can occur when molecules collide and do so at different rates due to differences in molecular collisions
- Measurement of energy changes in chemical reactions (qualitative)
- Bond breaking, bond making,
- factors that influence the rate of reaction: varying temperature or concentration, changing the surface area of a solid reactant or by adding a catalyst

Atmosphere + resources

- evidence, and uncertainties in evidence, for additional anthropogenic causes of climate change
- potential effects of, and mitigation of, increased levels of carbon dioxide and methane on the Earth's climate
- common atmospheric pollutants: sulphur dioxide, oxides of nitrogen, particulates and their sources
- extraction and purification of metals related to the position of carbon in a reactivity series

Physics

Energy resources

- Renewable and Non-renewable energy sources used on Earth, changes in how these are used

1. presenting observations and other data using appropriate methods
2. translating data from one form to another
3. carrying out and representing mathematical and statistical analysis
4. representing distributions of results and making estimations of uncertainty
5. interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions
6. presenting reasoned explanations, including relating data to hypotheses
7. being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error

- communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations.

4. Vocabulary, units, symbols and nomenclature

- developing their use of scientific vocabulary and nomenclature
- recognising the importance of scientific quantities and understanding how they are determined
- using SI units and IUPAC chemical nomenclature unless inappropriate
- using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano)
- interconverting units
- using an appropriate number of significant figures in calculations.

- conservation of energy in a closed system, dissipation
- decelerations and braking distances involved on roads, safety

importance in terms of the way they behave

- chemical reactions take place in only three different ways:
    a. proton transfer
    b. electron transfer
    c. electron sharing
- types of chemical bonding: ionic, covalent, and metallic
- bulk properties of materials related to bonding and intermolecular forces
- bonding of carbon leading to the vast array of natural and synthetic organic compounds that occur due to the ability of carbon to form families of similar compounds, chains and rings
- structures, bonding and properties of diamond, graphite, fullerenes and graphene

Physics

Waves

- amplitude, wavelength, frequency, relating velocity to frequency and wavelength
- transverse and longitudinal waves
- electromagnetic waves, velocity in vacuum; waves transferring energy; wavelengths and frequencies from radio to gamma-rays
- velocities differing between media: absorption, reflection, refraction effects
- uses in the radio, microwave, infra-red, visible, ultra-violet, X-ray and gamma-ray regions, hazardous effects on bodily tissues

Magnetism

Electricity

- forces and fields: electrostatic, magnetic, gravity
- the phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects
- quantity of charge flowing as the product of current and time
- measuring resistance using p.d. and current measurements
- exploring current, resistance and voltage relationships for different circuit elements; including their graphical representations
- exploring current, resistance and voltage relationships for different circuit elements; including their graphical representations
- drawing circuit diagrams; exploring equivalent resistance for resistors in series
- the domestic a.c. supply; live, neutral and earth mains wires, safety measures

		• forces and fields: electrostatic, magnetic, gravity • the phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects • exploring the magnetic fields of permanent and induced magnets, and the Earth's magnetic field, using a compass • magnetic effects of currents, how solenoids enhance the effect	

SCIENCE: Subject Policy

Origins of the curriculum

The KS4 science curriculum has been created based on the national curriculum. It takes into account the wide range of exam boards the pupils may come to us having been previously taught and looks at this in conjunction with the temporary nature of a placement on the focused pathway. The curriculum develops understanding of both subject knowledge and skills carried forward from the KS3 national curriculum and guides them towards content to support exam success, college options and future career possibilities.

The science curriculum is clearly divided into biology, chemistry and physics units that have been consciously selected to develop core knowledge; build a solid foundation and support wider access to science within mainstream settings. Children that arrive on any curriculum pathway at any point in time can slot into any strand.

Due to the length of pupil placement, it is important that we carefully plan what specific aspects of the National Curriculum we will deliver during their 1-3 term placement. As such, the curriculum has been written sequentially to support development of core science knowledge within all disciplines of science whilst using a concentric model to revisit scientific skills within the units of study. Learners can spend time studying and understanding the core aspects of the subject area through both theoretical and practical investigation where appropriate. Working scientifically is embedded within each unit which ensures pupils understand the scientific method. Mathematical skills are taught and used through units as

appropriate.

By studying this subject, pupils will be able to make observations about the world around them and explain how they have come about. They will be able to make informed decisions about their own body and their actions in the wider world. They will be able to predict the effects of both their actions and those of wider society.

The curriculum has been specifically designed for our AP setting. It is deliberately reduced from the entirety of the national curriculum, taking into account the limited time we will see pupils. It focuses on the key content which will support them when returning to their mainstream settings. We also focus on content with explicit links to their own health and potential future careers or college courses which we know many of our pupils aspire to move onto. We also focus on practical skills whenever possible as these are areas which we know that our pupils often have been able to engage in only a limited capacity. We recognise the importance of prior knowledge on building understanding and skills, we also recognise that due to previous attendance or behaviour etc. at mainstream settings, prior knowledge will be a key barrier for pupils coming to us. The curriculum has enough flexibility in it to adjust for glaring issues with prior knowledge being missed.

Content and sequencing

The fundamental areas in our science curriculum are the foundation of the three disciplines of Biology, Chemistry, and physics;

- Living cells
- Atomic structure
- Forces and energy

Our objective in science is to support pupils understanding of their environment and existence. We aim to support them in understanding how the world around them works and to give them perspective of their place within it and the impact they, and wider society can have, and their contribution to that, alongside awareness of their physical presence. We aim to give pupils social, technological, mathematical, verbal reasoning and literacy skills. We have organised our curriculum to begin with the most fundamental topics in the first term from the three disciplines of Biology Chemistry and Physics. This represents a balance of all sciences and reflects the reality of science learning they have received and will return to at their mainstream settings. It is a logical continuation of the scientific knowledge and skills gained at KS3. As the placement continues, we move onto more complex topics which builds on previous knowledge and understanding, as presented in the initial topics. Pupils who join later in terms 2 and 3 will enjoy the advantage of an appropriate baseline assessment, to gauge their attainment level and awareness of the term 1 fundamental knowledge. A strong focus on prior learning in each lesson will ensure they have the key knowledge that they may have previously missed so that pupils can make required progress, in line with term 1 attendance.

Due to the temporary nature of our placements, it is not possible to teach the full science GCSE syllabus. We have prioritised themes which link into the fundamental knowledge which all science topics build on. This will support pupils upon returning to mainstream as the topics are

complementary. Our more specific themes are linked to ideas that they are likely to encounter as part of their future lives (e.g., health and disease) to support them with making informed decisions. We have also aimed to cover themes which support post 16 college courses and careers which pupils at our setting most commonly choose to follow to ensure they are on a level playing field with future colleagues who have been to mainstream schools. Although our curriculum choices are based on the national curriculum, we have closely followed some of the structures of the AQA double award. With AQA being the most common course, both nationwide and regionally, this will best support them when returning to mainstream. Also, there is no requirement for any practical booklets as part of the AQA course; the logistics of taking one back and forth between us and their mainstream setting would be a potential barrier to success. We have selected double science rather than a single science because it would limit post 16 options. Although our ambition is to not host exams for all pupils (this would be done at their mainstream setting), we recognise this will not always be possible. As such we have aimed to follow AQA synergy rather than combined as there are fewer exams in total. Historically we know the number of exams is a barrier and a cause of increased stress for our cohort.

In choosing what we will be unable to deliver we have focused on supporting cross curricular consensus with similar content rather than cross curricular repetition. We have focused on topics which are relevant to other topics and topics which are relevant to post 16 options.

Topics we will not deliver include

- Plants and photosynthesis – selected parts of this will be covered in other topics, some themes have no link to other topics
- Radiation and risk – Few themes build on the knowledge of this topic, Few clear links to common post 16 options for our cohort
- Ecosystems and biodiversity - selected parts of this will be covered in other topics, time constraints mean we cannot cover this in the depth we would like
- Inheritance - We support PSHE in ensuring key personal health aspects are covered, Few clear links to common post 16 options for our cohort
- Variation and evolution – Few clear links to common post 16 options for our cohort
- Chemical quantities – Few themes build on the knowledge of this topic
- Atoms into ions, ions into atoms - Few themes build on the knowledge of this topic

Overview of units of study across the focused pathway placement

	Autumn (Term 1)	Spring (Term 2)	Summer (Term 3)
Subject matter	**Biology** • Cells • Respiration • Diffusion **Chemistry** • States of matter	**Biology** • Human body **Chemistry** • Periodic table • Structure and bonding **Physics**	**Biology** • Health • Communicable disease **Chemistry** • Acids and alkalis • Rates of reaction

	• Atoms and structure **Physics** • Forces and energy	• Waves • Magnetism	• Atmosphere + resources **Physics** • Energy resources • Electricity

There will be scientific skills interwoven throughout. These skills will be revisited throughout each unit of study to help pupils embed skills that can be transferred back into their mainstream setting. The skills we will assess are:
· Scientific Attitudes:
Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review
· Experimental Skills and Investigations:
Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge, and experience
· Analysis and Evaluation:
Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions
Present reasoned explanations, including explaining data in relation to predictions and hypotheses

The above is all based on a full-time offer, there may be some pupils on a part time placement. The curriculum will be adjusted appropriately so that it is personalised for these pupils.

We will use our baseline assessment to form a basis for pedagogical adaptation. This would include Irlen's, dyslexia, dyspraxia, and dyscalculia. We will also look at subject specific knowledge and individual pupil styles of learning I.e., auditory/visual/kinaesthetic strengths and weaknesses. We will use ILPS as guidance to adjust our classroom practice as necessary to best support each pupil e.g., increased scribing, reading overlays etc.

Assessment and outcomes
With our classes being small, teachers have the capacity to clearly monitor the progress each pupil makes in each lesson. This will allow staff to adjust the following lesson with regards to any short fallings or misconceptions in pupil learning, so that they continue to progress at the expected level to successfully access the curriculum. We will also use a RAG rating on the whole school formative assessment tracker to monitor this long term. We can then feedback to their mainstream setting and it will inform us of weaknesses which need to be addressed in the future. Alongside this we will have end of module tests for the content of each discipline within each term. The test will be a series of exam questions for the content and skills covered, this will be completed in class as part of a timetabled lesson, in an open book and staff supported style. The test will cover 30 minutes of mixed style exam questions with time to feedback with the pupils. The purpose of it being open book is to avoid the increased pressure and anxiety which we historically know can be a trigger for disruptive behaviour and reduced attendance, whilst still giving pupils exposure to exam style questioning and giving pupils the opportunity to develop the skills required for exam success. This information will, alongside informing our planning,

help us to demonstrate progress. It will also help the pupils identify areas of strength and weakness, to both support revision and make informed post 16 and career decisions.

The intended outcome of this will be for all pupils to achieve a nationally recognised qualification in science which will help to open wider opportunities for post 16 and career choice.

Science and the wider curriculum

Modern Culture imbibes Science, so it is vitally important that Science is recognised in this context. In Science Teaching and Learning, we endeavour to explore and celebrate, research and developments that take place in diverse cultures. We aim to expand Cultural Diversity and awareness, particularly with reference to the contemporary contribution of Culturally Diverse Scientists. Science has a major impact on the quality of our lives. Within Science Teaching and Learning, Pupils consider the moral impact of Science and Technology upon our everyday lives e.g., X-rays, Vaccination, Fertilisers, GM crops, Renewable Energy Sources and Stem Cell Research. Moral decisions are an important aspect of science. Scientific discoveries and inventions need to be used responsibly, and decisions made based on evidence not prejudice. Within Science Teaching and Learning, Pupils are encouraged to be both open minded and critical: we aspire to Pupils developing and engaging their Moral Compass, helping them to understand their world. Scientists are collaborators. The sharing of ideas, data, and results is a key principle of the Scientific Method. We encourage Pupils to work together on Scientific Investigations and to share results, to improve Methodology and Reliability.

Within science we aim to discuss both contemporary and historic contributions to scientific discovery with examples from across the globe, expanding our knowledge beyond Eurocentric concepts and figures. When necessary, we will also identify with a critical eye, scientific concepts which are outdated or controversial. We will aim to consider pupils inherent environment with a desire to promote and expand more diverse experiences**.**

Literacy and communication cover a variety of skills, including taking and making notes, summarizing information, presenting ideas/data, persuasive writing, and arguments. It also covers the 'spoken language' component of the National Curriculum. Teachers will incorporate metacognitive talk and dialogue in the classroom, use activities to engage pupils with reading scientific text (helping them to comprehend it) and support pupils to develop their scientific writing skills. Technical vocabulary forms a key part of scientific learning, and it will form a part of almost every lesson. When encountered it will be explicitly defined for pupils to identify, absorb, and use as part of the wider lesson.

Studying science will provide pupils with understanding of life beyond education. Pupils will gain understanding of their environment and existence. They will have perspective of their place within the world and the impact they, and wider society can have, and their contribution to that. This will allow pupils to make informed decisions about what is best for them, their families, society as a whole and the most vulnerable within it. Pupils will gain social, technological, mathematical, verbal reasoning and literacy skills to support their post 16 careers and wider life choices.

SCIENCE: Subject Overview

	Autumn (Term 1)	Spring (Term 2)	Summer (Term 3)
Subject matter	**Biology** ***Cells*** • Typical cells • Organelles • Specialised cells • Microscopes and microscopy ***Respiration*** • Aerobic • Anaerobic • Comparing • Anaerobic in yeast / plants • Photosynthesis ***Diffusion*** • Diffusion • Osmosis • Active transport **Chemistry** ***States of matter*** • Changes of state • Mixtures and separating mixtures • Density • Gas pressure ***Atoms and structure*** • Atoms, molecules, compounds • Structure of atoms • Electronic structure • RAM and RFM • Moles **Physics** ***Forces and energy*** • Identifying forces • Balanced forces • Force diagrams • Energy stores and transfers • Conservation and dissipation • Elastic potential energy • GPE • KE and GPE • Braking distances	**Biology** ***Human body*** • Digestive organs • Enzymes • Enzymes practical • Lungs and gas exchange • Gas exchange, gills and single cells • Heart and blood vessels • Blood • Nervous systems organs • Reactions practical • Reflexes • endocrine organs • blood glucose • menstrual cycle **Chemistry** ***Periodic table*** • Structure of periodic table • Alkali metals and trends • Halogens and trends ***Structure and bonding*** • Atoms and ions • Ionic bonding • Giant ionic structures • Covalent bonding • Simple covalent structures • Giant covalent structures • Metallic bonding **Physics** ***Waves*** • Wave types • Measuring and calculating waves • EMS and uses of low frequency • Uses and risk of high frequency • Reflection and refraction ***Magnetism*** • Magnetic fields • Fields and current • Motor effect	**Biology** ***Health*** • Non communicable diseases • Smoking and alcohol • Obesity and heart disease • Cancer ***Communicable disease*** • Pathogen cells • Bacterial diseases • Viral diseases and fungal diseases • The immune system • Vaccination **Chemistry** ***Acids and alkalis*** • Acids and alkalis • PH and Neutralisation ***Rates of reaction*** • Exothermic and endothermic • Collision theory and surface area • Temperature and measuring rates • Concentration and pressure ***Atmosphere + resources*** • Burning fossil fuels • Carbon emissions • Global warming, climate change • Extracting metals • Environmental effects of resources extraction **Physics** ***Energy resources*** • Energy resources • Evaluating energy resources ***Electricity*** • Static electrical fields • Current and charge • PD and resistance • Component characteristics • Series and parallel • AC and plugs • The national grid

ART: Programme of Study

Years 10 and 11		Entry Level	Foundation and Higher Level
		Renewing skills from KS3 Runs concurrently with GCSE AO1-4 apply	**GCSE Art & Design Craft and Design and GCSE Photography**
Prior Learning		Pathway is skills focused – Core study on elements of art and artist studies	Students have some understanding of techniques in art and design Pathway is skills focused – Core study of Elements of Art. Students may have a basic knowledge of a range of techniques to record their observations. Students may have some understanding on how to analyse and evaluate their own work and that of others.
Taught content: Knowledge	**AO1 Develop**	Show knowledge and understanding of: • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies, cultures and issues (determined at site level) • other relevant sources researched by the learner	**AO1** - **Develop** ideas through investigations, demonstrating critical understanding of sources. • Understanding of sources that inform their creative intentions • Understanding of visual concepts • Students must know and understand how sources inspire the development of ideas • Gain knowledge of the work and approaches of artists, craftspeople from contemporary and/or historical contexts, periods, societies and cultures • Understand the influence on art of contemporary and/or historical environments, situations or issues • Understand different purposes, intentions and functions of art, craft and design in a variety of contexts (Artists, concepts, contexts, societies, cultures, environments and situations to be determined at site level in response to site curriculum and individual student need) Develop skills with contextual references embedded in work
	AO2 Refine	Practical experience of working in 2D/3D in a range of media and materials including digital media • Understanding and application of techniques • Understand characteristics, properties and effects of using different media, materials, techniques and processes to illustrate intentions	**AO2** - **Refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Practical experience of working in 2D/3D in a range of media and materials including digital media • Understanding and application of techniques • Understand characteristics, properties and effects of using different media, materials, techniques and processes to illustrate intentions

	AO3 Record	Develop knowledge of the ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: • colour • line • form • tone • texture	**AO3 - <u>Record</u>** ideas, observations and insights relevant to intentions as work progresses. • Understanding of visual language • Use visual language to communicate personal ideas Understand the formal elements – colour, line, form, tone, texture
	AO4 Present	Show knowledge and understanding of the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative outcomes.	**AO4 - <u>Present</u>** a personal and meaningful response that realises intentions and demonstrates understanding of visual language. • Reflect critically upon their creative journey and its effectiveness Understand ways in which meanings, ideas and intentions can be communicated through visual and tactile language
	Communication & Collaboration	Evidence the journey through the qualification demonstrating achievement of AOs 1-4. Demonstrate intentions of finished pieces through Annotation, observational and recorded studies.	Evidence the journey through the qualification. Identify achievement of Assessment Objectives 1 – 4 throughout Units 1 and 2. Demonstrate intentions in planning through annotation, observational and recorded studies.
Subsequent learning		General programme of study designed to enable learners to progress either directly to employment or to foundation level courses. The progress made by some learners during the course might be suitable to enable them to transfer to Level 1 qualifications in Art and Design or other vocational options.	This programme of study is designed to allow progression within GCSE to support continuation of Art and Design GCSE at Dual Placement schools. Leading to AS and A Level Art and Design, Level 2 and Level 3 qualifications in Art and Design or other vocational qualifications.

ART: Subject Policy

Raedwald Trust Art & Design – Focused Pathway Policy for KS4
This policy builds upon the policies and current curriculum at KS1-3

The Raedwald Trust programme of study for Art and Design at KS4 has been developed in line with DfE guidance on 'GCSE Art & Design Subject Level Conditions and Requirements' document 2022. Curriculum opportunities have been provided to accommodate specific academic pathways and diverse client needs in Key Stage 4 centres across the Raedwald Trust.

The aim of the Art & Design curriculum across all sites within the Raedwald Trust is to provide opportunities for learners to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. The curriculum allows students to problem solve and find solutions through practical experiments. They are encouraged to think, make mistakes and learn from solutions. We aim for students to become 'art literate', understanding the arts as a form of visual and tactile communication, building visual intuition and expanding their understanding of the world. Simultaneously, we seek to develop an awareness, appreciation and understanding of the rich, cultural diversity of the arts within society.

The RT Art and Design, Focused Pathway KS4 curriculum endeavours to re-engage students through skills focused, creative tasks. With high expectations, clear examples and demonstrations, students are encouraged to explore individual ideas and concepts within a set theme or brief. By regularly exploring new media, tools and techniques alongside specific research into the work of artists, we hope to increase student's confidence, creativity and capacity for imaginative and original thought. We compensate for the 'small nature' of our provision by collaborating with colleagues and arts professionals within our schools and outside school in professional arts venues. We celebrate student achievement within school and the wider community, with exhibitions and performances. We offer opportunities to visit theatres, galleries and museums to foster an interest in the arts and creative professions.

Wellbeing
Further to these objectives, we believe that for our particular students working in Alternative Provision, a positive experience of the arts in its many forms contributes to the general well-being of the student and plays a crucial role in helping students develop strategies to explore their understanding of themselves.

It is our responsibility to:

- To ensure that students are taught the skills needed to sustain and develop creative pursuits by providing a broad arts curriculum of quality and depth.
- That every student should be taught creative skills for life and that appreciation for the arts, in its widest sense, allows students to develop a greater understanding of the world around them.
- To gain a sense of self-esteem, confidence and well-being through participation in the arts and through celebration of outcomes.
- That students should have opportunities to work collaboratively; encouraging the skills of empathy, negotiation, co-operation and teamwork.
- That students be allowed to develop their ability for self-expression, diversity, original thought and inventiveness.
- That through their artistic learning experience, students extend their exploration of the moral, spiritual, cultural and ethical aspects of their world.
- That in participating in arts activities, students are taught to make full use of their critical and evaluative skills in order to develop greater understanding.
- That through their learning experiences they improve their chances of gaining meaningful work and pursuing leisure activities

Overview

At KS4, Art and Design is delivered through skill-focused units of work. Projects/ tasks focus on the elements of art, while following set themes. Units of work are designed by Art specialist teachers. The sequencing of units for the Focused pathway at KS4 are concentric, with skill-based learning through each project/ unit to embed key skills. Two elements of art will be in focus each week. Specific artist references are starting points to discovery; teaching contextual knowledge of the arts and developing understanding of relevant techniques, materials and skills applied.
Units of work are delivered and completed over a 6-week cycle. In this way, progression and long-term knowledge acquisition of key skill areas can be embedded. Art skills and art elements overlap consistently allowing both areas to be revisited frequently throughout a 6-week cycle. There are opportunities for extension activities to consolidate learning and develop originality. Progression is mapped according to the GCSE Art and Design Assessment objectives, AO1-4.

This model of delivery and progression ensures learners have opportunities to create original work which could meet coursework requirements for exam entries at Dual Placement schools where applicable. KS4 students may have the opportunity to achieve an art qualification through their Dual Placement school or at a Raedwald Trust Focused pathway provision.

See ‘KS4 Art & Design Overview’ document.

Assessment and Outcomes

Teachers adhere to the EDI framework in delivery of lessons. Expectations are simple and clear. Students receive regular verbal and weekly written feedback in which they are given clear advice on ways to develop work and understand their own progression. Assessment is used to inform planning. Each unit builds on acquisition of key skills giving multiple opportunities to improve skills. Unit allows for individual outcomes with focused

exploration of techniques and mediums. Students are encouraged to engage in two-way dialogue with their teacher and develop critical skills which will move progress further. The development of art literacy and vocabulary is modelled by teachers consistently to enable students to assess their work with more accuracy. Learning objectives are clear.

Formative assessment will focus on skill statements for Art & Design. Art qualifications offered by or supported at Raedwald Trust are teacher assessed and externally moderated by examining bodies. Collaboration between colleagues from across sites has been practiced for many years, ensuring good levels of standardisation across the Trust. Assessment Objectives and marking procedures are clearly outlined by exam boards at KS4. Staff assess work according to these criteria at the end of every lesson. This information will inform staff to evaluate areas for improvement for each student, each week. Progress will be reported back to Dual Placement schools in a weekly report.

British Values

The KS4 Art curriculum allows plenty of scope for students to explore British Values. Tolerance is promoted through respect for differing points of view, creative responses and understanding of different cultures and styles within art. Exploring themes of Democracy and the Rule of Law, Individual Liberty, Mutual respect and Tolerance for other faiths and traditions becomes an explicit discussion when exploring the work of artists from different times and cultures. Pupils are encouraged to question and explore sensitive and controversial issues, developing an understanding of how artworks reflect social, political and cultural values. Cultural relationships to British art and the wider world of art are also explored to foster greater understanding of our cultural and historical context.

The art curriculum at The Raedwald Trust also delivers British values through cultivating a sense of enjoyment and fascination in learning about the world around them and participating pupils actively in artistic and creative activities.

Character Education

Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other. Arts education fosters good problem-solving skills, is well documented for promoting good mental health and generally increases the well-being of our students.

Cultural Capital

The curriculum aims to build a critical art vocabulary systematically giving students a wider vocabulary. Visits to local and national galleries and museums offer students an opportunity to explore the world around them outside of the classroom, to ensure equality of opportunity to all. The taught curriculum is enriched with encounters from visiting artists, and opportunities for students to take part in national competitions.

Careers and the world of work

The fast-changing world of work puts even greater demand on all of us to support students in making successful transitions in their lives. In art

lessons, we support and encourage pupils to consider and explore careers within the arts and conduct research into future opportunities.

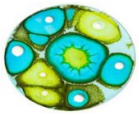
Reading Strategy

Students are introduced to subject specialist texts, websites, reviews and articles to encourage independent and shared reading. Planned units of instruction for art projects contribute to the development of pupil reading skills across the key stage, including use of subject specialist language in lessons and in marking and feedback. Modelling of descriptive writing, comparative writing, critique and self-evaluative writing throughout each project. Classrooms are equipped with bookcases and staff regularly purchase books and journals to cater for student need. The curriculum uses reading to develop student's skills in being able to speculate and wonder about artist's work; to express views and feelings and to consolidate ideas and understanding.

Art and the wider curriculum

The arts present many opportunities to enrich the broader curriculum. Students develop their understanding of numeracy by exploring scale and proportion, measurement, weight, pattern, geometry and symmetry. The curriculum also encourages problem solving. Students are able to work with a number of computer packages to aid the development of their ideas and will gain an understanding of digital image making and its manipulation.

ART: Subject Overview

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
											
Food and drink		Abstraction		Pop Art		Waves		Surrealism		Contrasts/ Urban Photography	
Sarah Graham and Jessica Pettway		Klari Reis		Andy Warhol, Roy Lichtenstein		David Hockney, Hokusai		Rene Magritte, Dali, Marc Chagall		The Boyle Family, Suzanne Merritt	
Line and texture		Mark Making		Colour		Tone and Pattern		Scale		Texture	
Year 10	Year 11	Year 10	Year 11	Year 10	Year 11	Year 10	Year 11	Year 10	Year 11	Year 10	Year 11
Pupils will investigate the theme of food and drink through individual tasks to develop their skills. Pupils will consider other artists work particularly food artist. They will explore line, texture and tone developing individual pieces based on their studies, producing a set of work that shows an exploration of, and a personal response to, the theme and should culminate in an individual and creative final piece		Through the theme of abstraction pupils will investigate materials and mark making skills. Pupils will consider the artist Klari Reis. Pupils will explore different media to create individual pieces, producing a set of work that shows an exploration of and a personal response to the theme and artist and should culminate in an individual and creative final piece.		Pupils will investigate the theme of Pop Art through individual tasks to develop their skills. Pupils will consider other artists work particularly prominent Pop Artists. They will explore colour, developing individual pieces based on their studies, producing a set of work that shows an exploration of, and a personal response to, the theme and should culminate in an individual and creative final piece	Pupils entered for GCSE begin individual preparation for externally set assignment.	Pupils will explore tone and pattern through individual tasks to develop their skills. Pupils will consider other artists work including that of David Hockney and Hokusai. Pupils will explore materials and develop technical skills before developing individual pieces based on their studies, producing a set of work that shows an exploration of, and a personal response to, the theme and should culminate in an individual and creative final piece	Pupils entered for GCSE begin individual preparation for externally set assignment.	Through the theme of Surrealism pupils will investigate materials and scale. Pupils will consider prominent Surrealist artists. Pupils will explore different media to create individual pieces, producing a set of work that shows an exploration of and a personal response to the theme and artist and should culminate in an individual and creative final piece.	Pupils entered for GCSE complete individual preparation for externally set assignment.	Pupils will explore texture and contrasts in surfaces using Photography as a medium. Pupils will learn about artists who focus closely on surfaces using photography and other materials. Pupils will consider composition and learn how to successfully frame a photo. This will lead on to 2D/3D collage work using their own photos and collage materials. They will learn about The Boyle Family and Suzanne Merritt as well as other artists working in the theme.	

PSHE: Programme of Study

Rationale for POS at KS4

Following a baseline assessment and information gathering via an EHCP and /or an Individual Learning Plan (ILP), the most appropriate starting point will be decided with this information in mind, as well as due regard and collaboration (where appropriate) to the students' personal interests and motivation. Many of our students have diverse experiences and needs and therefore may require a bespoke pathway to be implemented to ensure we support them in meeting these, as well as fulfilling the Government's statutory requirements for PSHE. We have students that are very vulnerable in areas such as: managing emotions, risky behaviours, gang involvement and possible exploitation. These will be areas of priority with our client group. With this in mind there will be more emphasis to these written into the MTP.

For students who have been out of education for a considerable time, it may be necessary have a starting point at an earlier Key Stage to ensure that gaps in learning are addressed. Also the timing of delivery of these topics can be changed according to students' needs.

This POS should be read in conjunction with the RT PSHE Policy and Overview documents.

Key Concepts promoted and a Competencies based approach through the core themes of Health and Well-being, Relationships and Living in the Wider World.

We believe that all students have an entitlement to being the 'best' they can be and to acquire the skills and attributes to ensure that they are healthy, able to enjoy positive healthy relationships and are prepared to contribute to society now and in their adult life. We will endeavor to promote the following concepts:

Identity: their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
Relationships: including different types and in different settings, including online.
A healthy (physically, emotionally and socially), balanced lifestyle within relationships, work-life, exercise and rest, spending and saving and lifestyle choices
Risk: identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, and safety including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
Diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
Rights: including the notion of universal human rights, responsibilities: including fairness and justice and consent: in different contexts.
Change: as something to be managed and resilience: the skills, strategies and 'inner resources' we can draw on when faced with challenging change or

circumstance
Power: how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes
Career and Transition: including enterprise, employability and economic understanding

The key skills and attributes are continually being revisited and developed through the core themes and opportunities to develop these are built into the MTP's:

Personal effectiveness:

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social Effectiveness:

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including:
- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills

Presentation skills

- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision making (these are integral to the above and developed throughout the POS)

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and actions
- Making decisions

Assessment Opportunities

Assessment needs to be an integral part of teaching and learning in PSHE in order for it to be effective. Opportunities to 'review and reflect' frequently on learning are essential. It will in the first instance be for students themselves, giving them the opportunity to assess their own learning, particularly when it relates to their 'own identity' i.e. personal qualities, attitudes, skills and attributes. As they become more skilled in this area their raised self-awareness and self-confidence will undoubtedly contribute to their personal development, achievements and influences now and in the future.

Baseline assessment at the start of each unit will provide a clear starting point for teachers, identifying knowledge and understanding, this will inform teachers at which stage to introduce the relevant learning objectives. These will inform the teacher about misconceptions and planning for future progression. Subject matter can be either repeated/revisited using the original baseline activity.

Progress can be measured through: teacher diagnostic, informal formative and summative assessments, e.g. if a learning objective has been met in terms of applying facts, Knowledge and understanding: Students self-assessment in terms of 'I can' statements, 'progress steps' in meeting skills and attributes. Where appropriate 'peer to peer' assessment can also be used.

There are no formal qualifications in this subject. There are opportunities to use the AQA: Unit Award Scheme which presents certificates for knowledge and understanding as well as skills and competencies. These are differentiated topics from Entry Levels: 1-3 and Levels: 1-2. These are assessed through teacher assessment to pre-set learning criteria. AQA externally moderate student's achievements.

Fundamental British Values and SMSC supports the core values of the RT in promoting:

Individual liberty - an understanding of how citizens can influence decision-making through the democratic process;
Rule of law - an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; This also includes 'The Prevent Strategy 2011'.
Democracy - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
Mutual Respect and the Tolerance of those with different Faiths and Beliefs - an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

These are core principles that are implicitly taught within the competencies themes throughout the units of work as well in everyday 'life' within the Trust and local community. Particular focus will be given to each of these on a rolling programme within the core themes.

Reading
Every opportunity is taken within the classroom to allow students to develop their reading skills. Students are actively encouraged to read and are supported to understand key words. A variety of formats are used – textbooks, articles, scenarios, role plays. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. The promotion of inference skills will be developed. The correct scientific and medical terms will be used. Word banks and displays engage students to support them with the understanding of key command words, students are encouraged to use dictionaries.

Careers, Transition and Cultural Capital
PSHE contributes fully to developing and promoting skills, attributes and attitudes to prepare students for their future work /careers. In KS4 of the curriculum this becomes higher profile for many of our students. Within MTP's areas are highlighted for future learning/careers/work opportunities. Students will be supported to move on from the trust with a placement: apprenticeship, further education, work. In order to do this we will endeavor to ensure they are prepared by having in
place:

- A CV
- Completed a model Letter of application
- Preparation for interview - interview techniques

The Gatsby benchmarks for good careers guidance are considered in planning. These are

1. A stable careers programme

2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

In assessing this area we use Gatsby Compass Careers Benchmark Tool as an external audit tool.

KS4-PSHE

Statutory requirements: Relationships / Health & Well-being (RSE Guidance 2020): Living in the wider world contributes to (Gatsby Benchmarks 1-4)

PSHE curriculum is modelled on a concentric thematic approach. Revisiting the core themes of Health and Well-being, Relationships and Living in the Wider World, covered at KS3, through the delivery of the key competencies of: Independence and aspirations: Autonomy and advocacy: Choices and Influences. Students deepen their knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during KS3. This will reflect the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

For students who have been out of education for a considerable time It may be necessary have a starting point at an earlier Key Stage.

** The factual information and statistics used will be sourced from quality assured organisations such as Public health, NHS: recognised, Non-Government Organisations NGO's) such NSPCC , CEOP, British Red cross, British Heart Foundation (BHF). The PSHE Association Quality assures many of the resources used in delivering this POS.**

KS4

Independence & aspirations	Autonomy & advocacy	Choices & influences	Independence & aspirations	Autonomy & advocacy	Choices & influences
• Developing resilience and risk management skills: • Money management • Fraud and cybercrime • Preparing for adult life - social media scams Core Themes: Health & Well-being: Living in the wider world, Relationships	• Developing empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment Core Themes: Relationships • Developing respect for diversity, risk management and support seeking skills: • Nature of committed relationships • Forced marriage	• Developing confidence, agency and support-seeking skills: • Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation and cancer awareness Core Themes: Health & Well- being	• Developing empathy and compassion, clarifying values and support-seeking skills: • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss Core Themes Health & Well-being: Relationships	• Developing confidence, self-worth, adaptability and decision making skills: • Employment rights and responsibilities • PAYE, NI, Tax and pensions • CV and application process • Money management • Aligning actions with goals Core Themes: Health & Well-being: Living in the wider world.	• Developing agency and strategies to manage influence and access support: • Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences • Personal safety • First Aid Core Themes: Health & Well-being: Relationships

	• Diversity and discrimination • Extremism Core Themes: Living in the wider world, Relationships				

Subsequent skills, attributes to be developed

• how to make informed choices about money management • about the risks of gambling, fraud and cybercrime, how to assess these risks and reduce vulnerability to becoming involved • how to assess and evaluate the behaviours and influence of role models • how personal values influence decisions and behaviour in all aspects of life	• about relationship expectations: • how to identify and evaluate own beliefs and values in relation to these • how to assertively communicate relationship expectations • how to recognise manipulation and coercion, how to seek and assertively give or not give consent • how to evaluate and manage the influence of pornography • how to identify the	• how to manage influences to make healthy lifestyle choices • how and why to maintain a healthy balance between time online and other activities • how to access health services with confidence, e.g. smoking cessation, dental and GP services • how to monitor health, e.g. through self-examination and using screening services	• about different types of relationships and families, including single parents, step parents, same sex parents, blended families, foster and adoptive parents • how to identify and evaluate parenting skills and assess readiness for parenthood to recognise that fertility changes over time and evaluate the implications of this • to evaluate beliefs, influences and circumstances that	• how to manage the transition to adulthood and decision making around work, finances and future decisions, • understanding tax, national insurance, different working contracts and pensions • to understand different types of working contracts and employee rights • to understand what a pension is and how it can benefit them when they are older	• how to make positive, informed decisions relating to substances, including drugs, alcohol and nicotine use • about the laws relating to substances • strategies to manage influence in relation to substances • about contraception and how to access advice and support in relation to sexual health

• about the challenges and opportunities transition to adulthood brings • strategies to promote personal safety in new and independent settings, including online	signs of abusive relationships, and where and how to access support and report concerns, including online • to evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online • how to respond to harassment, including online, and violence; • where to seek help • how to make informed decisions about marriage and other long term commitments • about the unacceptability of forced marriage and how to safely seek help • how personal data is generated, collected and shared and may be used with the aim of influencing decisions • how to recognise when social media disproportionately features inaccurate information or	• how to assess and manage risks associated with cosmetic and aesthetic procedures, e.g. tattooing, piercings and the use of sunbeds • about blood, organ and stem cell donation and how to make informed decisions in relation to these	inform decisions in relation to pregnancy • how to access appropriate advice and support in relation to pregnancy, including miscarriage • strategies to manage grief and loss, including bereavement and how to access support for self or others • how to show compassion and empathy for others who are experiencing challenging situations	• to understand options after year11 • to understand what a CV is and how to complete one • to know what employers are looking for • to understand how to open a bank account • to understand how to budget and manage your own finances	• how to balance time online with other activities • how to recognise and manage influences online • to consolidate first aid and life- saving skills • Managing personal and social risks.

	extreme viewpoints; how to evaluate the potential impact of this • about extremism, how to reduce the risks and where to seek help • to respect diversity in gender identity, sexual orientation, faith, race and disability • about rights, roles and responsibilities in a diverse society and how to respect and advocate for them • strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010) • how to manage the influence of gender and sexual norms and stereotyping				

PSHE: Subject Policy

Policy context and rationale

This policy builds upon the policies and current curriculum at Key Stage 1, 2 and 3.

Personal Social, Health and Economic Education (PSHE) within the RT is integral and interwoven across all curriculum subjects. Every member of staff and students' alike, have a responsibility to embrace all aspects of personal and social development.

The taught PSHE curriculum has been developed in line with National Curriculum 2013 (updated 2020) and the PSHE Association updated Programme of Study for PSHE Education KS1-5 (2020). Different centres across RT have diverse client groups with specific individual needs. In these cases, the PSHE Association SEND Planning Framework (2018) has been used. The statutory requirement to deliver Relationships Education, Relationships and Sex education (RSE) and Health Education, as of 2020, has also informed this policy.

Entitlement and equal opportunity

PSHE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all those connected to each setting feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the academy community, is an integral part of our ethos**.** We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance**.** As Alternative Provisions (AP), we believe that all students have the same entitlement as mainstream students, wherever possible this will be implemented. However, there will also be a need to develop bespoke pathways to meet particular needs.

Conscious and deliberate decision making has been made about the sequence of learning based on discussions with Trust safeguarding leads and analysis of relevant safeguarding data and trends. At Key Stage 4, this means planning has been put in place to ensure curriculum addresses issues that are relevant to our current cohort. This is reviewed on an annual basis to ensure planning remains relevant and current for our cohorts.

Policy availability

This policy will be accessible on the RT website. Parents and carers will be informed of its availability and how to access it. At times it may be necessary to inform parents and carers of some key curriculum content being delivered to keep them fully informed and working in partnership with their child and the school.

Policy aims and objectives

As centres' within the RT we uphold the overarching 7 Principles of Public Life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, and Leadership. Each centre striving to be a 'centre of excellence' with high expectations, positive pupil attitudes, good behaviour and a clear focus on raising standards and ensuring progress for all. We do our utmost to create a culture where every pupil feels valued and where every member of staff is committed to pupils achieving their very best. This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

Throughout KS3 and following on into KS4 PSHE education continues to addresses both pupils' current experiences and preparation for their future. The Programme of Study at Key Stage 4 is therefore designed concentrically so pupils, no matter starting point, will still receive teaching in all identified aspects of PSHE. Learning will be revisited each term and further personalised for each pupil to ensure each pupil develops knowledge, skills and attributes to be a healthy and rounded individual. This is grounded in the established evidence base for effective practice in PSHE education. The KS4 Focused pathway is a 1 to 3 term pathway which means some content has been refined and will not be covered to the same depth. However, where necessary, we have allowed time for catch-up or additional 1:1 sessions to explore topics that may be pertinent to individual pupils.

The purpose and intent of our PSHE curriculum is to underpin these values through:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Contributing to the personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions.
- Preparing pupils for the opportunities, responsibilities and experiences of later life
- Supporting other curriculum areas by allowing students the opportunity consider the knowledge and understanding they have, by further consideration and development of skills and strategies to apply this to their present and future lives: e.g. Science curriculum covering reproduction.

Creating a safe and supportive learning environment

PSHE deals with 'real life' experiences so it is imperative that students feel safe and supported in and outside of the classroom. At RT we will ensure that:

- Staff are aware of the needs of all students they are teaching and particularly those who are vulnerable or at risk when planning and delivering content.
- Students and staff ask questions through agreed 'ground rules' and have awareness of confidentiality with regard to the safeguarding policy.
- A differentiated programme will be offered to accommodate student needs including those with SEND
- The safeguarding policy is implemented by staff when necessary.
- Students know that 'all' staff are a point of contact and feel able to seek support and/or are able to make a disclosure.
- Everyone knows who the Designated Safeguarding Lead (DSL) is in each centre. That referral may also be available to other support agencies.

Intended outcomes

Through Active engagement in learning, there will be opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

The learning outcomes of our programme will further:

- develop their knowledge and understanding through delivering the facts on the core themes
- develop skills and strategies to build self-confidence, resilience, assess risk.
- promote respect and human rights through an understanding that they have a responsibility to themselves, others and society now and in their future lives.
- enable students to recognise their true potential, build on success and prepare for the next stage of their lives.

This will build on the knowledge and understanding, skills, attributes and values they have acquired and developed during KS1, 2 and 3 through continuing the core themes of:

- Health and Well being
- Relationships
- Living in the Wider World

Citizenship at KS4 is integrated within the PSHE programme and builds on the KS3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Students develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. Through cross curricular activities experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

This policy and the programme of study has been refined due to the nature of the pathway pupils will access. We acknowledge that many of our students may have missed or been unable to access some aspects of PSHE and endeavour to fill in the gaps, provide personalised bespoke programmes where needed.

Students in KS4 will follow either a short term temporary placement called a Focused pathway for 1-3 terms or a 19 week Springboard pathway of 2-3 days provision. Whilst we aim to follow the curriculum where suitable there will be allowance for personalised lessons to address vulnerabilities, issues, contextual safeguarding and gaps in learning for young people in order to address immediate needs We are also aware that we need to address the changes and challenges that young people experience through adolescence and their increasing independence. The Programme of Study will further develop knowledge and skills which will equip them for the opportunities and challenges of life. Students will learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Overview of key core themes at KS4

Health and Well Being	Relationships	Living in the wider world (including careers)
✓ Self-concept ✓ Mental health and emotional well being ✓ Health related decisions ✓ Drugs alcohol and tobacco ✓ Managing risk and personal safety ✓ Sexual health and fertility ✓ Basic First Aid	✓ Self-concept ✓ Positive relationships ✓ Relationship values ✓ Forming and maintaining respectful relationships ✓ Consent ✓ Contraception and parenthood ✓ Bullying, abuse and discrimination ✓ Social influences	✓ Learning skills ✓ Choices and pathways ✓ Work and career ✓ Employment rights and responsibilities ✓ Financial choices ✓ Media literacy and digital influences ✓ Citizenship. British values and diversity

Learning and Teaching

Principals and methodology

We will determine pupils' prior knowledge/starting points as we believe this informs future planning and assessment. Activities include: mind mapping, invite question and answers, quizzes, draw and write…… The programme will be taught through a range of teaching methods, including 1:1, paired work, small groups. Teaching methods include: scaffolding, inquiry-based learning, scenarios, discussion, socratic questioning, diamond ranking, card sort, problem-based learning.

We will ensure that sessions, include clear, impartial information in relation to matters such as risky behaviour, forced-marriage, female genital mutilation and abortion.

We will help pupils make connections between their learning and 'real life' behaviours by an active learning approach.

Where possible cross curriculum links with other subjects will be made to compliment and support topics being covered. This maybe in timetabling similar topics at the same time, following on from work covered in another subject. e.g. science-reproduction and PSHE- contraception and parenthood.

Reading
Every opportunity is taken within the classroom to allow students to develop their reading. Students are actively encouraged to read and are supported to understand key words. A variety of formats are used – textbooks, articles, scenarios, role plays. Within lessons staff promote high standards of literacy, articulacy and the correct use of standard English. The correct scientific and medical terms will be used. Word banks and displays engage students to support them with the understanding of key command words, students are encouraged to use dictionaries.

Responding to student's questions
We believe it is important that students are able to ask questions in a safe and supportive environment. The topics covered will elicit students to possibly ask some questions which may not be appropriate to the rest of the group or raise safeguarding concerns. Careful consideration needs to take place in assessing the age appropriateness, prior learning and whether others in the group may be affected by an immediate response. It is alright to respond with *'That is a really interesting question and I need time to think because I want to give you a proper answer'.* It is important to ensure you do get back to the student who asked the question. Anonymous questions boxes are available and students encouraged to use these.

Timetabling
On Key Stage 4 Focused pathway pupils will access two 45 minute lessons per week.

Our PSHE programme is further enriched by 'whole school' activities such as:

- ✓ Social interactions at break time and lunchtime
- ✓ Offsite activity groups
- ✓ Visitors /external speakers
- ✓ Educational trips
- ✓ School events/drama

Assessment
Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Students successes are rewarded as part of our behaviour strategy, this maybe include a telephone call home, postcard, certificates, subject student of the week, prizes, whole school reward systems

Teaching responsibility and training

- Each centre has a PSHE Lead. This will usually be a Teacher.
- PSHE will be delivered by Teachers or other Learning and Progress staff
- All staff are encouraged to be confident in the delivery of PSHE. Through the RT CPD programme staff are supported to maintain their professional development.
- When using external speakers to deliver aspects of our PSHE programme we will ensure they meet our quality assurance standards and follow school policies and procedures

Involving Parents and carers

We are committed to and value involving parents and carers. This is achieved by frequent home school communication by phone, reporting, information evenings and parent evenings. Form Tutors will develop good home school links too.

This policy links to the following RT policies

Anti-bullying
Behaviour management and discipline
Careers Education
Educational visits
Learning and teaching
On line safety
Relationships and sex education
Special Education Needs Policy and Information Report
Supporting pupils with Medical conditions
Use of external visitors
Safeguarding policies (Each Centre)

PSHE: Curriculum Overview

Half Terms	**Independence & aspirations** Week 1 Developing resilience and risk management skills: • Money management • Fraud and cybercrime • Preparing for adult life – social media risk management Core Themes: Health & Well-being: Living in	**Autonomy & advocacy** Week 2 Developing Empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Sexual Relationships • Identifying and responding to abuse and harassment Core Themes: Relationships	**Choices & influences** Week 3 Developing confidence, agency and support-seeking skills: • Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation and cancer awareness	**Independence & aspirations** Week 4 Developing respect for diversity, empathy and compassion, clarifying values and support-seeking skills: • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss • Gender Stereoty	**Autonomy & advocacy** Week 5 Developing confidence, self-worth, adaptability and decision making skills: • Employment rights and responsibilities • PAYE, NI, Tax and pensions • CV and application process • Money management • Aligning actions	**Choices & influences** Week 6 Developing agency and strategies to manage influence and access support: • Resisting peer influence • Online choices and influences • Managing mental health Developing respect for diversity, risk management and support- seeking skills: • Diversity and discrimination • Extremism Core Themes: Living in the wider world, Relationships, Health & Well-being.	**Choices & influences** Week 7 Developing agency and decision making, strategies to manage influence and access support: First aid and life-saving Personal safety Core Themes: Health & Well-being: Relationships All lessons Derived from MTP Yr10 Autumn1

	the wider world, Relationships All lessons Derived from MTP Yr11 Autumn 1	All lessons Derived from MTP Yr10 Spring 1	Core Themes: Health & Well-being: All lessons Derived from MTP Yr11 Spring 1	pes – new Core Themes: Health & Well-being: Relationships All lessons Derived from MTP Yr11 Spring 2	with goals Core Themes: Health & Well-being: Living in the wider world. All lessons Derived from MTP Yr11 Summer 1	All lessons Derived from MTP Yr10 Spring 2 and Yr10 Summer 1	
Autumn Term 1	Types of Fraud	What is Sex and Consent	What is a healthy lifestyle both physical and mental	Families and parenting Fertility	Employment Rights and Responsibilities	Radicalisation	First Aid
Autumn Term 2	Identity theft / fraud	Consent	Sleep	Pregnancy / Miscarriage	Understanding Personal Finances	Gangs / County Lines	Managing Risk
Spring Term 1	Money Mules	Abusive Relationships	Diet / exercise	Adoption and abortion Managing grief and loss	Application process	Gender Stereotypes	Managing Risk
Spring Term 2	Online scams	Safe sex and contraception	Substance misuse	Sexual Orientation	CV	Types of mental health	First Aid
Summer Term 1	Sexting	STI's	Alcohol	Gender identity	Money management	Self-harm / loneliness	Managing Risk
Summer Term 2	Gambling and catch up	Managing Breakups	Local Health services and seeking support	Prejudice / Discrimination	Aligning actions with goals	Anxiety / Depression	First Aid

ICT/COMPUTING: Programme of Study

SUBJECT – ICT Functional Skills Examination board: Pearson Edexcel				
	Using ICT	**Finding and selecting information**	**Developing and presenting information**	**Communicating information**
L1	Identify the ICT requirements of a straightforward task. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context. Manage information storage, follow and demonstrate understanding of the need for safety and security practices • Naming conventions • Dissect tasks • Basic PC functions • Basic ICT safety	Use search techniques to locate and select relevant information. Select information from a variety of ICT sources for a straightforward task • Find and select appropriate information from the internet • Know the difference between a web address and a URL • Screen print information and justify choices	Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks. Use appropriate software to meet requirements of straightforward data-handling task and use communications software to meet requirements of a straightforward task • Select suitable software for given tasks • Be able to use basic sum functions +-*/ • Be able to use basic formatting • Be able to select suitable data to create charts	Use communications software to meet requirements of a straightforward task evaluate own use of ICT tools • Be able to use online and offline email clients • Proper use of subject, BCC, CC and to • Suitable language for the target audience of the communication
L2	Plan solutions to complex tasks by analysing the necessary stages. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts. Manage information storage to enable efficient retrieval •Naming conventions and version control •Dissect tasks •use of PC functions such as firewalls, disk cleans, storage, •Basic ICT safety	Use appropriate search techniques to locate and select relevant information. Select information from a variety of sources to meet requirements of a complex task •Find and select appropriate information from the internet and supplied documents •Know the difference between a web address and a URL •Screen print information and justify choices	Enter, develop and refine information using appropriate software to meet requirements of a complex task. Use appropriate software to meet the requirements of a complex data-handling task. Combine and present information in ways that are fit for purpose and audience •Select suitable software for given tasks •Be able to use basic sum functions +-*/ •Good use of formatting •Be able to select multiple pieces of data to create charts, graphs •Be able to use formula to create a model •Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate	Use communications software to meet requirements of a complex task. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information •Be able to use online and offline email clients •Proper use of subject, BCC, CC and to •Suitable language for the target audience of the communication

ICT/COMPUTING: Subject Policy

Origins of the curriculum

The Key Stage 4 Focused Pathway ICT Curriculum is derived from objectives detailed in the National Curriculum. Key skills have been identified and progression mapped through from Key Stage 3 to the end of Key Stage 4. The curriculum is organised concentrically which will enable objectives to be revisited to build on learning and for knowledge acquisition to be long term. As pupils can join the cohort at any point in the year, this also ensures that all pupils have the opportunity to study the curriculum detailed within our programme of study.

The purpose of our ICT programme of study is for pupils to gain the necessary knowledge to be digitally literate, to keep themselves safe online and to explore simple and everyday computing software. The fundamental areas in our ICT curriculum are:

- Formatting
- Word Processing
- Digital literacy
- Online Safety
- Using the Internet to search and retrieve
- Presentation Skills for given scenarios
- Using spreadsheets for data modelling
- Use of ICT for communication

E-safety is additionally taught through our PSHE curriculum.

Within each unit key objectives will be taught and assessed. As agreed with pupils mainstream settings, we will teach the units sequentially as detailed in our curriculum overview. However, all software is revisited throughout the units to further embed knowledge and good practice. Pupils will access two 45 minute ICT lessons each week. All students will be given the opportunity to study functional skills Level 1 or Level 2. Examinations can be arranged on demand so all students should be able to sit an examination regardless of the length of their placement.

Assessment and qualifications:

Teachers will assess learning objectives taught through a RAG rating system which will measure progress over time. Initial lessons completed by students will be used to capture what the students already know and are able to do as a baseline.

Assessment is used to inform future planning and teaching. It is shared with mainstream schools to allow them to reach a holistic judgement. Gaps in learning and misconceptions are addressed rapidly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression. This information is used to ensure students make progress within the subject and are ready to sit the functional skills examination at the end of placement.

All teaching will be adapted to support pupils individual needs, according to their starting point. Through induction individual starting points and any specific strengths or difficulties are identified. Curriculum programmes of study ensure pupils develop the knowledge and skills to support them to access a variety of qualifications. Dependent on point of entry and existing work completed in home school, subject specialists will work with home schools to determine aspirational outcomes for all pupils.

If students come to us with prior ICT subject experience in GCSE ICT, Creative IMEDIA or Computer science. We will be able to support them to continue with their course with an aim to them sitting their examination at their home school.

Functional Skills ICT Level 1 and 2

The Functional Skills ICT qualifications are designed to give learners the skills to operate confidently, effectively, and independently in education, work and everyday life. Completion of this course prepares students for adult hood with a good level of IT functionality and digital literacy.
The core fundamentals of the functional skills qualification are Functional Skills ICT at Levels 1 & 2, which ensures each individual is:

- confident and capable when using ICT systems and tools
- able to find and select information
- able to develop, present and communicate information in both everyday life and work

Assessment is 100% practical examination completed digitally.

Completion of Functional skills level 2 ICT provides students with equivalent points to half a GCSE, the course is widely recognised by employers as evidence of proficiency to complete work based tasks. In addition, this qualification is required for post GCSE diploma courses. Students who have already sat this will not be required to complete this at KS5.

GCSE ICT

Covering a variety of contexts that use ICT as part of a modern society. The course helps to improve your ability to use ICT based systems to address real world challenges and solve problems.

Students will be able to understand current and emerging technologies and assess the potential risks associated with the use of ICT. They will learn

how to adopt safe and secure practices to reduce the risk of fraud, system failures and online dangers.

Assessment is 100% written examination

Creative Imedia

This qualification assesses student's use of creative digital media through practical projects. Students be taught to research, plan and review their products against a client's criteria. Students will be challenged to create digital assets for a variety of target audiences using a variety of hardware and software.

This qualification uses hands on approach that encourages independence and exploration.
Students could use this qualification to enter careers such as website design, graphic designer, animator, advertising.
Assessment will be by way of one written examination and three digital projects.

Computer Science

This qualification builds on the programming skills set out in the KS3 curriculum and is part of the Governments Ebac subjects. Students will be taught to analyse problems in computational terms, including writing, designing, and debugging programs. Students will understand the main components that make up a digital system and be able to describe how they communicate.

Students will be able to apply mathematical skills to the relevant areas of computer science such as binary and hexadecimal.
This qualification will be assessed by way of 100% written examination.

Cultural Capital

Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The ICT and Computing curriculum sets out to develop our learners' cultural capital to make them ready for their next stage in their lives. This is achieved in many ways including teaching student's real life skills related to using the internet, using spreadsheets for accounts, how to communicate with others and so on.

The ICT curriculum has been created to ensure students are able to integrate technology in to their work and social lives safely and efficiently.

SMSC

ICT and Computing enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their ICT skills and every-day life. All scenarios provided are related to real world problems and require them to think about the audience for the problem they are solving. Judgements on what is appropriate for that audience are required to be though about.

ICT/COMPUTING: Subject Overview

Sequence of study 1 Year course			
	Autumn	**Spring**	**Summer**
HT1	**Using ICT** IT safety –what is internet safety, how to use the internet safely, what is an online profile. Storage and naming conventions including version control- setting up folders, files and versions that use a suitable naming convention Use of PC functions such as firewalls-How to run, access items such as firewalls, disk clean up, backups.	**Finding and selecting information** Find and select appropriate information from the internet_- search for information given a set of instructions Know the difference between a web address and a URL Screen print information and justify choices, use a variety of methods to screen print, snipping tool, insert , prit screen.	**Developing and presenting information** Learn how to use basic features of spreadsheet software L1 Be able to use basic sum functions +-*/ • Be able to use basic formatting • Be able to select suitable data to create charts L2 Be able to select multiple pieces of data to create charts, graphs •Be able to use formula to create a model •Organise and integrate information of different types to achieve a purpose, using accepted layouts
Assessment	**Create a file system, demonstrate access to PC utilities. Create files and folders, use version control.**	**Search the internet for given tasks. Present the url and the web address of the information that they find.** **Screen print findings**	**Create a spreadsheet model for a given task, use basic formula. Create charts for this data with suitable headings and formatting.**
HT2	**Using ICT** Dissecting tasks-read and explain a given task. Suggest suitable solutions to the task Retrieving information and storing correctly – how to find and then rename and store information. **Communicating information** Introduction to online and offline email clients Be able to create signatures, BCC, CC and attach documents to email. Use of appropriate language for given tasks	**Developing and presenting information** Learn how to use a range of software PowerPoint, Publisher, Word, excel to present information for a given task and a given audience. Select the appropriate software to create specific products	**Review and revisit all previous units.**
Assessment	**Create a list of SC given a set task, find documents given a file path and save in their own area** **Create a professional email using and online/offline email client. Include attachments and copy in others.**	**Create a range of documents for given tasks. Use font, image, styles and page layouts as required.**	**Final examination**

MUSIC: Programme of Study

	Music Performance	Music Production	Music for Film
KS4	• Play and perform confidently in a range of solo or ensemble contexts. • Exercise vocal skills singing/ rapping including song writing. • Play chosen instrument/s fluently and with accuracy and expression, and to understand other musical devices.	• Develop skills exercising use of music technology appropriately. • Develop skills understanding music loops and samples, midi, panning, mixing and more. • Use professional music software to structure music arrangements. Listen with increasing discrimination to a wide range of music from great composers and musicians.	• Learn and understand the impact of music within film, and how it impacts the visual experience. • To understand how various chord variations and melodies can affect how the watching audience feels by what they hear. • Develop music arrangement skills based around chosen film genre.
Bronze Arts Awards Silver Arts Awards	**<u>Music Performance/ Production/ Music for film</u>** **Explore the arts as a participant**: Develop singing or instrumentation skills and techniques for section- A **Explore the arts as an audience member**: Develop presentation and analysis skills to meet the criteria of section- B **Arts inspiration.** Develop research skills via internet/ books to develop portfolio around chosen artist for section- C **Arts skill share:** Develop communication skills with a specific skill in mind to share that meets the criteria for section- D **Arts Challenge** – Plan a arts event and implement a review of the project **Arts Pathways** – Review an arts event/ experiences/ Undertake arts research **Arts Leadership:**		

	• Plan a project (Identify leadership role and project aims) • Deliver the project (Effective arts leadership/ working effectively with others) • Review the project and the development of leadership skills. **<u>Music Sequencing and Production</u>** (Level 1 Production Pathway) **<u>Aim and purpose</u>**
RSL	This unit aims to introduce learners to the processes involved in using music sequencing software. The purpose of this unit is to enable learners to appreciate the key functions of a sequencing package and put them into practice. **1. Demonstrate the skills to use DAW software to create a project file.** 1.1 Identifying features of a DAW (planning/evaluative) • Annotated screenshots **1.2 Producing a project file (practical, planning/evaluative)** • Audio recording (e.g. mp3), annotated screenshots **1.3 Identifying personal strengths and areas for development (planning/evaluative)** • Written report, audio/video presentation or discussion; completed questionnaire **Using a digital audio workstation (DAW)** • Layout of a DAW (key functions and windows) • Key commands, screen sets and customisation • Programming • MIDI editing • Grid editor • Quantisation • Using a sampler

	• Using a synthesiser • Identifying instrumental options in a DAW • Defining effects and plug-ins available in a DAW and their usage • Setting up project and workflow • Saving a project **Mixing** • Key effects and their functions • Basics of mixing (balance and panning)				
Greater Depth	• Develop knowledge and confidence in communication skills and reading skills. • English- Structuring lyrical content and arrangements.	• Develop ICT skills using computer technology and software. • IT/ Creative media skills	• Develop knowledge in music which may impact future development in musicianship. • Science- Computer science using various plug ins and FX.	• Develop reading and writing skills. • Music theory/ Notation skills • Maths- Counting in various time signatures.	• Develop knowledge in music which may impact future development in musicianship.

MUSIC: Subject Policy

The Raedwald Trust Music curriculum is derived from the objectives set in the National Curriculum for Key Stage 3 and 4. Music plays a central role within the curriculum in the Trust and is fundamental to the wider Trust mission of creating aspirational and knowledge in engaging students. Pupils at Key Stage 4 will perform, produce, listen to, and evaluate music. This will support students to develop their musicianship skills, knowledge and understanding about how musical arrangements are composed. The music curriculum at Key Stage 4 will be centred on creating opportunities for learners to develop as musicians and creators. Learners will develop their singing ability, musical composition skills and be given the opportunity to learn a musical instrument and use technology appropriately. Learners will be given creative license over their work. They will be expected to strive for musical excellence. In addition to creating their own music, learners will understand and explore how music is created. They will be given the opportunity to understand, explore and become music technicians. They will be expected to understand the musical concepts of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Due to the Focused Pathway at Key Stage 4 being fractional, pupils access 4 days per week at PRU and 1 day in mainstream. This means that the music curriculum does not cover the full breadth of the national curriculum and conscious and deliberate decisions have been made about what will be taught. These are shared with mainstream schools who are able to additionally provide music through their mainstream offer if appropriate. We do not offer the Music History component of the music curriculum.

Music Curriculum aims to make sure that all students:

- Develop rudimentary skills on varied instruments (Rhythmic and Melodic)
- Improve performance and communication skills in working groups
- Develop IT skills through music technology and production software
- Music history/ genres
- Sing confidently, with a wide range and with a variety of expression
- Develop song writing and poetry skills (Improving reading and writing)
- Music theory

Assessment:

Teachers will assess daily learning objectives taught through a RAG rating system which will measure progress over time. Assessment is used to inform future planning and teaching. Pupils who may require extra support are identified quickly. Pupils self-assess each lesson, against the objective, to enable them to develop an understanding of their own knowledge progression.

All teaching will be adapted to support students' individual needs, according to their starting point. We work closely with mainstream settings during induction to identify starting points and any specific strengths or difficulties.

Music Performance:
Development opportunities in Raedwald trust include regular rehearsing musicians. Performance experiences are also an essential part of the Raedwald Trust music method:

School events/ clubs:
- Christmas Concert
- World Music Day

Trust wide events bringing several schools together include:
- Joint school performances (Summer term)
- Solo performances

The primary focus for all our students is to access to the music curriculum, with appropriate choice of equipment and software. There is a wide range of ability and confidence across the Raedwald Trust, tasks, objectives and activities designed to allow students to engage at their own level to make progress.

Wider links and post-16
Students will learn and gain transferable skills that will help them to succeed on a post 16 music course either in Music Production/ Music performance, students may also want to explore routes into creative media.

It is important for students to have the opportunity to engage within a strong music curriculum and have a positive experience within the creative arts. Students must feel through the curriculum that they can be safe and free to express their creative thoughts and ideas unique to them. Music is a fantastic way to build confidence and boost self-esteem with learners, whilst developing skills that cross over into Maths, English, Science and IT/ Media.

MUSIC: Subject Overview

Curriculum Overview:					
Autumn		**Spring**		**Summer**	
Music Production	Music Performance	Music for film	Music Production	Music Performance	Music for film

	Music Production	**Music Performance**	**Music Production 2**	**Music for film**
KS4	**Objective:** Develop and learn how to use Logic Pro X, understanding the key tools and commands.	**Objective**: Students will gain skills in exploring melodies through the use of piano/voice.	**Objective:** Develop and understand the importance of mixing volume faders.	**Objective**: To understand the influence of music throughout the genres.
	Objectives: Learn how to use loops and samples within Logic Pro X.	**Objective**: To further develop basic melodic ideas and to record in time accurately.	**Objective:** To further develop mixing skills with the use of faders.	**Objective:** To understand the effects of music in movies.
	Objectives: Further develop the how to use loops and samples, using the sampler (Plug in)	**Objective**: Students will gain skills in how to apply playing with dynamics.	**Objective:** Students will learn how to pan instruments.	**Objective**: To understand how basic chords translate differently on various instruments.
	Objectives: Students will learn how to apply flex-time to their loops and samples.	**Objective:** To further develop using variations of different dynamics within musical arrangements.	**Objective:** Students will further develop their understanding around panning.	**Objective:** To understand the use of minor chords effectively.

	Objective: Further develop applying flex-time on chosen instrument loops.	**Objective:** To develop live performing skills and demonstrate a short live idea on chosen instrument/ or vocals.	**Objective:** Students to learn about software plug ins using reverb.	**Objective**: To understand how to connect music with the context of a movie scene.
	Objective: To develop understanding how to edit midi loops.	**Objective:** To further develop an original song solo, duo or band, demonstrating practical skills learned.	**Objective:** Further develop applying reverb to instruments in music arrangement.	**Objective:** To develop and understand the culture and era.
	Objective: Further develop using midi notes and how to export a song arrangement in to mp3/ Wav format.	**Objective:** To demonstrate a short performance of original music piece.	**Objective:** Students to develop using EQ (Equaliser) on their chosen instrument track.	**Objective:** To understand how to resolve a movie scene with music.
			Objective: Students to further develop using EQ (Equaliser) on their chosen instrument track.	**Objective:** To understand the effects of music within a movie trailer.
			Objective: To record a structured melody or rhythm using the midi keyboard.	**Objective:** To understand various approaches within music suited to the film genre.
			Objective: To further develop recorded melody or drum pattern using the midi keyboard.	**Objective:** To understand the methods of arranging an orchestral piece of music for film.
			Objective: To understand how to edit and rearrange midi notes.	**Objective:** To further understand various

				approaches within music suited to the film genre.
			Objective: Learn how to export a song arrangement in Logic Pro in to mp3/ Wav format.	**Objective:** Understand how to use panning to create imagery.
			Objective: To understand 'The sampler' within Logic Pro X.	**Objective:** Further understand how to use panning to create imagery.
			Objective: To further understand 'The sampler' within Logic Pro X.	**Objective:** Understanding the difference between exporting video files.

PHYSICAL EDUCATION: Programme of Study

Health and Well-Being	Co-operation and Collaboration	Leadership
Understand movement concepts. Participate regularly in realistic fitness activities that can be maintained post 16. Achieve and maintain personal fitness in order to enhance health.	Understand principles, strategies and tactics. Take part in social sports that involve being part of a team.	Core Leadership skills are life skills.
Inspire pupils to succeed. Support health and fitness by participating in physically demanding activities.	Become physically confident through competition.	Build character and embed values of fairness and respect.
Be physically active for sustained periods of time. Encourage students to make the choice of healthy, active lives.	Take part in a range of physical activities.	Develop the qualities of Resilience, Accountability, Respect and Patience through Leadership.
Provide the motivation to make wise lifestyle choices. Know yourself and how to achieve the goal of managing stress through emotional regulation, using own strategies for self-calming.	Develop motor skill competence – agility, balance, co-ordination (running, jumping, throwing, catching). Value engagement.	Develop knowledge of and responsibility for personal character traits. Increase confidence in social character traits.

KS4 PE Programme of Study - Raedwald Trust does not follow an exam syllabus for PE, therefore Programme of Study reflects priorities.

Focus points:

- **To engage our students in physical activities**
- **To promote enjoyment from being active, leading to healthy future lifestyles**
- **To expose our students to a range of different sports**

PHYSICAL EDUCATION: Subject Policy

Origins of the curriculum

The aim of the PE curriculum across all sites within the Raedwald Trust is to ensure that all learners develop their self-confidence through participation in complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. The curriculum is derived from Key Stage 4 objectives within the National Curriculum. Specific curriculum focus has been consciously chosen in response to the cohort we serve.

As an alternative provision, we believe that all students should have the same opportunities that mainstream students would experience. We provide numerous sports and activities for our students at a site level or through our Third Party Provides around the local area. This enables the students to have a wide range of opportunities to develop further and promotes a healthy lifestyle.

Content and sequencing

The fundamental areas in our P.E. curriculum are:

- Health and Fitness
- Co-operation and Collaboration
- Leadership

Through Physical Education, students will acquire the confidence to be involved in physical activities in and beyond school. Throughout the Key Stage 4, students will be given the opportunity to experience a breadth of traditional sports, including volleyball, badminton, football, table tennis, basketball, gymnastics, fitness, tennis, golf. They will develop stronger leadership and interpersonal skills, respecting themselves and others through excellent sportsmanship. They will understand the importance of never giving up, being resilient and striving to be the best they can be. Levels of fitness will rise and the appreciation/understanding of sport at the top level will improve.

The curriculum will be delivered in a concentric which allows our cohort to build upon previous learning and skills in order to promote progress of new skills and knowledge. The framework of the curriculum is structured around Cognitive, Social and Physical development; allowing students to master physical techniques, develop understanding in performance analysis and work with others confidently.

Pupils will embed the physical development and skills learned in key stages 1, 2 and 3, becoming more competent, confident and expert in their techniques whilst applying them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. Finally, they will develop the confidence and interest to get involved in exercise, sports and activities out of school in later life, understanding the long-term health benefits of physical activity.

Pupils should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, table tennis, basketball, cricket, football

- Develop their technique and improve their performance in other sports [both competitive and non-competitive]
- Take part in activities which present intellectual and physical challenges and be encouraged to work as part of a team, building on trust and developing skills to solve problems, either individually or as a group
- Be encouraged to take part in sports and leisure activities outside school through community links or sports clubs.

This taught content will develop pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Our high-quality PE curriculum will enable all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps pupils develop personally and socially.

They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations**.**

Overview of units of study:

	Autumn	Spring	Summer
Key Stage 4	Health and Well-Being	Health and Well-Being	Health and Well-Being
	Co-operation and Collaboration	Co-operation and Collaboration	Co-operation and Collaboration
	Leadership	Leadership	Leadership

Assessment and outcomes

Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Competence
* Developing control of whole-body skills and fine manipulation skills.
* Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity.
* Responding with body and mind to the demands of an activity.
* Adapting to a widening range of familiar and unfamiliar contexts.

Performance
* Understanding how the components of competence combine, and applying them to produce effective outcomes.

*Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
* Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams.

Creativity
*Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.
* Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
Healthy, active lifestyles
* Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
* Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

These movements, skills and techniques will be formatively assessed during a variety of physical and competitive activities. Teachers will use visual observation and picture record of pupils' progress throughout the activity.

Parkside KS4 and the wider curriculum
Cultural Capital
Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The PE curriculum sets out to develop our learners' cultural capital to make them ready for the next stage in their lives. This is achieved in many ways including teaching students' real life skills related to reading timetables, budgeting, finance, recipes, speed/distance, etc.

SMSC
PE enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their body and their health through positive choices and a positive mind-set.

Teamwork is fundamental to PE through reading the game, discussion, explaining and presenting ideas as well as leadership and knowing when to make a decision. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students are able to gain confidence which should lead to them becoming independent learners.

British values
The PE curriculum promotes the British values of tolerance, resilience and sportsmanship through problem solving and understanding of complex skills. Students are encouraged to learn from mistakes and are supported to improve their understanding. Within sport, to become better we need to practice and listen to others within the team and those who coach.

Careers
So many excel in physical exercise and there are many career opportunities within Sport and PE. It is important to create an understanding of the real world in PE and allow our students to look beyond school and develop those much needed skills that are transferable to the next steps of education and beyond.

Reading

Every opportunity is taken within PE to allow students to develop their reading. Signposting students towards specific resources to encourage to read will increase self-confidence and better their knowledge within education.

PHYSICAL EDUCATION: Subject Overview

Overview of units of study:

	Autumn	Spring	Summer
Key Stage 4	Health and Well-Being	Health and Well-Being	Health and Well-Being
	Co-operation and Collaboration	Co-operation and Collaboration	Co-operation and Collaboration
	Leadership	Leadership	Leadership

HISTORY: Programme of Study

History– Focused Pathway Programme of Study KEY STAGE 4				
Prior learning: KEY STAGE 3	Schools will include Geography and History at a reduced amount in KS3. 1. Democracy The inter-war years and the rise of the dictators 2. Democracy Magna Carta and the emergence of Parliament 3. Equality WW2, the holocaust and the wartime leadership of Winston Churchill 4. Equality Britain's transatlantic slave trade: its effects and its eventual abolition			
Content for: KEY STAGE 4	**Understanding the modern world**		**Shaping the nation**	
	Section A: Period studies **AD America, 1920–1973: Opportunity and inequality**	**Section B: Wider world depth studies** **BC Conflict and tension between East and West, 1945–1972**	**Section A: Thematic studies** **AC Britain: Migration, empires and the people: c790 to the present day**	**Section B: British depth studies** **BA Norman England, c1066–c1100**

Taught content: Knowledge / skills	Students will be taught about the political, economic, social and cultural aspects of opportunity and inequality in America and the role of change during this time. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Students will learn about the following key areas: • American people and the 'Boom' • Bust – Americans' experiences of the Depression and New Deal • Post-war America	Students will be taught about the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. Students will learn about the following key areas: • The origins of the Cold War • The development of the Cold War • Transformation of the Cold War	Students will be taught how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. Students will learn about the following key areas: • Conquered and conquerors • Looking west • Expansion and empire • Britain in the 20th century Students will study how factors worked together to bring about particular developments at a particular time and their impact upon society.	Students will be taught about the arrival of the Normans and the establishment of their rule. Major aspects of Norman rule will be considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies. Students will learn about the following key areas: • The Normans: conquest and control • Life under the Normans • The Norman Church and monasticism • The historic environment of Norman England
Taught content progression	The Focused Pathway Programme of Study for Key Stage 4 outlines a structure which combines the learning and application of adaptable historical skills with subject knowledge deemed necessary to achieve success in GCSE. The order in which the modules are studied can vary according to the needs of individual centres or groups of students.			
This curriculum provision is designed to equip students with adaptable skills and knowledge to support success in the next part of their education or employment journey. Different sites across the Trust will adapt history teaching to suit the needs of their students and the prevalent teaching and learning structure.				

Raedwald Trust KS4 History Curriculum Policy.

Introduction

'Those who fail to learn from history are condemned to repeat it.' (Winston Churchill)

'History is bunk' (Henry Ford)

The purposes of teaching and learning History as a discrete subject at Key Stage 4 are as follows:

1. To give a context to modern Britain and the world by understanding more about the events, people and movements that have contributed to creating our society.
2. To develop, through the study of history a range of adaptable skills which will prove useful for further learning in all areas and success in later life.
3. To have the opportunity to study for and achieve a GCSE qualification in History.
4. To utilise the wealth of opportunities and examples associated with historical study to expand literacy and appreciate the diverse and evolving nature of our language.
5. To model a love of history as a lifelong area of interest.

The role of Student and Teacher

Our policy is to encourage all students who have chosen to study History at Key Stage 4 to take a significant measure of responsibility for their learning and development as historians. This requires a questioning, critical attitude towards the subject where young people will need to use their curiosity to actively interrogate the content of the curriculum. This approach derives from our belief that the ability to learn independently and reflect constructively are two of the most important skills for life. It is also born partly out of necessity in that the content of the GCSE History curriculum is substantial and will require study beyond the classroom. Success in History will require a commitment beyond taught sessions to self-directed study. Many of our students will have experienced gaps in learning, poor fit educational environments and mental, learning or physical difficulties. We therefore assess and respond to the needs of each student and adapt our support and resources accordingly. We retain the expectation throughout that all students will achieve the best they can.

Accessing History in the Raedwald Setting.

It important to recognise the context in which History will be taught across the Trust. Raedwald Trust makes a full-time offer to all students. There are occasions when circumstance requires a bespoke offer which might include a reduced or integration timetable. Our goal remains always to enable all students to access a complete, full-time curriculum.

Students may join us at any point in their Key Stage 4 career. With this in mind, we aim to offer two learning pathways:

1. For later entrants or those who have stronger interests elsewhere, we will provide the opportunity to undertake Discrete History Units (DHU). The focus here will be to use the study of events, people and ideas to develop adaptable skills, promote an interest in history and increase understanding of why the modern world is as it is.
2. For students who join in Year 10 and have the desire and commitment, we are able to offer a GCSE in History. This will be taught either on specific sites or at a convenient central location. The emphasis on the development and use of adaptable skills will remain a key focus.

Adaptable Skills.

We have identified the acquisition and practice of the following adaptable skills as particularly suited to historical study. (NB, we use the term 'adaptable' as opposed to transferable skills. This is because any skill, when used in a new context will be adapted to suit that different situation).

- Chronological understanding and sequencing
- Identifying cause and effect
- Drawing conclusions from limited or conflicting information
- Writing and speaking coherently and logically
- Researching effectively
- Developing views and opinions and supporting them effectively
- Increasing ability to judge own performance accurately and set realistic next steps

This list is not exhaustive and will be subject to regular review.

Content and Sequencing

The Programme of Study is derived in the first instance from the Department for Education (2014) History GCSE Subject Content. Our Programme demonstrates how the national guidance is translated into a working version for Key Stage 4 at Raedwald Trust. It shows the content and sequence of both GCSE and stand-alone History modules.

Due to the Focussed pathway being a fractional placement, deliberate and conscious decisions have been made about which content to prioritise and which content to omit. Specialist teachers have made the decisions based on concepts that are deemed most relevant and important for students living in modern Britain and that which will provide the foundations for deeper studies and examination success. This can be found in the Pathway overview for this subject.

Assessment and Outcomes

The fundamental qualification in Key Stage 4 History is the AQA GCSE History (8145). It is assessed by means of two terminal examinations at the end of Year 11.

The examinations assess students' knowledge and understanding of 4 identified Units of Work which have been studied through Key Stage 4.

As part of the course, summative assessments take place at the end of each Unit of Work. In addition, a process of formative assessment provides students with an ongoing understanding of their progress, success and areas for development. This may take the form of verbal and written feedback, ongoing mini-tests and self and peer assessment. The latter is particularly significant as part of our teaching programme is to support greater independence in managing the quality of work.

For students undertaking DHU's the assessment process will be the same as for GCSE except there will be no terminal examination. Instead, students will receive written feedback in the form of a citation which will outline the skills and knowledge attained.

History and the Wider Curriculum

Our language is in the process of continuous change. A student transported back to the 16th century would struggle to understand the 'English' spoken. An appreciation of how our language has evolved provides useful insights into the nature of modern, multicultural Britain and the wider world. In addition to the adaptable skills outlined above, students will have the opportunity to develop a broader, richer vocabulary which will be of benefit in all areas of the curriculum and beyond. The high reading, writing and structured speaking content of the course supports students to improve and develop their literacy abilities.

There is obvious Cultural Capital in the study of local and national History. The town of Ipswich and the County of Suffolk offer significant opportunities from the archaeology of Sutton Hoo and Grimes Graves to the Technological developments of Martlesham Heath and the Port of Felixstowe. We believe that fieldwork is an essential element in making history relevant and therefore useful. Our curriculum includes opportunities to make use of local opportunities such as museums, record offices and historic sites.

Another element of modern historical study is the increased use of technology for teaching and learning. The internet provides almost unlimited access to historical information and opinion. Students are able to communicate instantly with teachers and historians. The sheer volume of information now available requires the development of effective critical skills which are obviously adaptable elsewhere.

A qualification in History provides an excellent foundation for numerous career and educational routes. Students have developed and can demonstrate a wide range of adaptable skills such as problem solving, independent working and self-management which are highly valued by employers.

HISTORY: Subject Overview

Topic	Course items covered	Assessment outcomes
Understanding the modern world Section A: Period studies	**AD America, 1920–1973: Opportunity and inequality** **1. Part one: American people and the 'Boom'.** Mass production in America **2. Part one: American people and the 'Boom'.** Division in America **3. Part two: Bust – Americans' experiences of the Depression and New Deal.** American society during the Depression **4. Part two: Bust – Americans' experiences of the Depression and New Deal.** The New Deal	**AO1**: demonstrate knowledge and understanding of the key features and characteristics of the period studied. **AO2**: explain and analyse historical events and periods studied using second-order historical concepts.

	5. Part two: Bust – Americans' experiences of the Depression and New Deal. The impact of the Second World War **6. Part three: Post-war America.** Post war American society **7**. **Part three: Post-war America.** The Civil Rights campaign **8. Part three: Post-war America.** The feminist movement	**AO3**: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **AO4**: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
Understanding the modern world Section B: Wider world depth studies	**BC Conflict and tension between East and West, 1945–1972** **1. Part one: The origins of the Cold War.** Contrasting American and Russian ideologies and the end of the Second World War **2. Part one: The origins of the Cold War.** The Truman Doctrine and Marshall Plan **3. Part two: The development of the Cold War.** The significance of events in Asia for superpower relations 4. **Part two: The development of the Cold War.** Military rivalries and alliances, the formation of NATO **5. Part two: The development of the Cold War.** The 'Thaw' and Hungarian uprising **6**. **Part three: Transformation of the Cold War.** The Berlin Wall **7**. **Part three: Transformation of the Cold War.** Tensions in Cuba, the Cuban missile crisis **8. Part three: Transformation of the Cold War.** Détente and SALT 1	
Shaping the nation Section A: Thematic studies	**AC Britain: Migration, empires and the people: c790 to the present day** **1. Part one: Conquered and conquerors.** The Viking invasion of Britain **2. Part one: Conquered and conquerors.** The Hundred Years' War **3. Part two: Looking west.** Colonisation in North America **4. Part two: Looking west.** Migrants to and from Britain **5**. **Part three: Expansion and empire.** British control and expansion in India **6**. **Part three: Expansion and empire.** Migrants to, from and within Britain **7. Part four: Britain in the 20th century.** The legacy of Empire **8. Part four: Britain in the 20th century.** Britain's relationship with Europe and the development of the European Union	

Shaping the Nation Section B: British depth studies	**BA Norman England, c1066–c1100** **1. Part one: The Normans: conquest and control.** The claimants to the throne **2. Part one: The Normans: conquest and control.** The events of 1066 **3. Part two: Life under the Normans.** The Anglo-Saxon and Norman government systems and the Feudal system **4. Part two: Life under the Normans.** Anglo-Saxon and Norman life **5**. **Part three: The Norman Church and monasticism.** The strength of the Church in Norman Britain **6**. **Part three: The Norman Church and monasticism.** Monasticism **7. Part four: The historic environment of Norman England.** Flexible content **8. Part four: The historic environment of Norman England.** Flexible content	

RELIGIOUS EDUCATION: Programme of Study

Religious Studies – Programme of Study KEY STAGE 4				
Prior learning: **KEY STAGE 3**	Schools will have chosen **three** from the six themes listed below, as identified in the Essex Agreed Syllabus: 1. Beliefs, teachings and sources. 2. Practices and ways of life. 3. Expressing meaning. 4. Identity, Diversity and Belonging 5. Meaning Purpose and Truth 6. Values and Commitments. Within these lessons, students will be taught about the following belief systems: Christianity, Islam, Hinduism, Judaism, Sikhism and Humanism. There is a focused coverage on Christianity.			
Content for: **KEY STAGE 4**	Section A: The study of religions: beliefs and teachings		Section B: Thematic Studies: religions, ethical and philosophical studies	
	Christianity	**Islam**	**Theme A** **Families and relationships**	**Theme B** **Religion, peace and conflict**

Taught content: Knowledge / skills	Students will be taught that Christianity is the main religion in Great Britain. Students will analyse the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. Students will learn about the following key areas: • The nature of God and the Trinity • Christian beliefs about creation • Christian beliefs about the crucifixion, resurrection and ascension • Christian beliefs about the afterlife • Beliefs and teachings about Jesus and salvation Students will be able to analyse and discuss the influence of these beliefs and teachings on individuals, communities and societies.	Students will be taught that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students will analyse the beliefs and teachings of Islam specified below and their basis in Islamic sources of wisdom and authority. Students will learn about the following key areas: • The key beliefs of Sunni and Shi'a Muslims • The oneness and nature of God • The role of angels • Akhirah • Risalah • Sacred texts in Islam Students will be able to analyse and discuss the influence of these beliefs and teachings on individuals, communities and societies.	Students will be taught to analyse religious teachings, and religious, philosophical and ethical arguments, relating to the issues listed below, and their impact and influence in the modern world. Students will learn about the following key areas: • Christian and Islamic beliefs about contraception • Christian and Islamic beliefs about sexual relationships before marriage • Christian and Islamic beliefs about homosexual relationships • Human sexuality • Marriage and divorce • The purpose of families in Christianity and Islam • Gender equality	Students will be taught to analyse religious teachings, and religious, philosophical and ethical arguments, relating to the issues listed below, and their impact and influence in the modern world. Students will learn about the following key areas: • The meaning and significance of peace, justice, forgiveness and reconciliation • Christian beliefs about violence • Christian and Islamic beliefs about weapons of mass destruction • Christian and Islamic beliefs related to pacifism • Reasons for war and the Just War Theory
Taught content progression	This content will allow all students to have a solid foundation of two of the main religions in Great Britain (Christianity and Islam). Students will be taught the tools to analyse some important topics for debate and explore their own attitudes and beliefs towards these issues.			
Whilst students will be able to show their understanding of key themes through the application of teachings from religion and beliefs, there is also a teaching focus on the practical element of analysis within philosophical thinking and debate. These lessons provide thought-provoking questions to allow students to challenge their own structures of belief and support them in their composition of well-balanced and organised points of view on key issues. Students will become more familiar with sources of wisdom and authority including scripture and/or sacred texts and will be able to reference these in arguments related to the themes listed above.				

RELIGIOUS EDUCATION: Subject Policy

Origins of the curriculum

The Raedwald Trust Focused Pathway RE Programme of Study reflects the agreed syllabus guidelines as set out by Suffolk SACRE, aspects of all i/GCSE syllabi content which reflects the DfE stipulation that all pupils need to study RE. The SACRE guidelines state that to assure access for SEND pupils, the programmes of study should be taught according to the agreed syllabus 'as far as is practicable' and offer opportunities for accreditation for all.

RE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all pupils feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to as well as respecting the identity of others within and beyond school communities. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community, is an integral part of our ethos.
As Alternative Provisions (AP), we believe that all students have the same entitlement as mainstream students, however there will also be a need to differentiate to meet particular needs (match syllabus requirements of home schools and pupil ability).
In addition, Religious Education within the Raedwald Trust is integral and interwoven across all curriculum subjects and is underpinned in our Pupil/Staff Charter. All staff and students have a responsibility to embrace all aspects of faith exploration and respect for belief and cultural difference. There is no separate curriculum, but modification of the curriculum can be done in the following ways to meet the needs of pupils;

- Building on curriculum content from earlier key stages, while being aware of age, appropriateness and progression
- maintaining, consolidating, reinforcing and generalising, as well as introducing new knowledge, skills and understanding
- using core content from all exam board GCSE and iGCSE Syllabi as a resource, to provide a context, in planning learning appropriate to the age and needs of pupils and protecting their opportunity to gain accredited qualifications at 16
- focusing on 4 core units, in depth to contribute to course coverage
- integrating and celebrating Religious Education with other subjects and as part of their everyday activities, including routines and shared events in Reflection Fortnights
- accessing Religious Education through personal exploration and contact with a range of people
- providing a variety of learning environments/contexts in which content can be delivered.

'Religious Education actively promotes the values of truth, justice, and respect for all and care of the environment. It places specific emphasis on pupils valuing themselves and others, on the role of the family and the community in religious belief and activity, on the celebration of diversity in society through understanding similarity and differences, and on human stewardship of the earth. Religious Education also recognises the changing nature of society, including changes in religious practice and expression and the influence of religion in the local, national and global economy.'

Suffolk SACRE 2012

Content and sequencing

At KS4, students will cover topics linked to the GCSE AQA Syllabus B (yr 11 pupils) but also the core content of all other exam boards for GCSE/iGCSE. The Programme of Study follows a thematic approach and explores the conceptual areas in relation to two different monotheistic religions, these two religions are chosen as they have parallel conceptual roots in faith and as such are more familiar to learners who often have limited contact time within the curriculum. This is arranged sequentially and the Programme of Study ensures that students experience a breadth of different religious views. Students will study Christianity as it is the main religion in Great Britain today. The second religion to be studied is Islam as it's the second largest religion, and there is a growing Muslim community in the region has grown significantly in recent years.

KS4 1-3 term placement focused pathway – linked to core content of all GCSE and iGCSE syllabi

Core unit 1 6 lessons content 2 Revision lessons **Christianity (in depth study 1)**	Core unit 1 6 lessons content 2 Revision lessons **Islam (in depth study 2)**
Core unit 1 6 lessons content 2 Revision lessons **Relationships and families (theme 1)**	Core unit 1 6 lessons content 2 Revision lessons **Peace and Conflict (theme 2)**

Due to the Focussed pathway being a fractional placement, deliberate and conscious decisions have been made about which content to prioritise and which content to omit. Specialist teachers have made the decisions based on concepts that are deemed most relevant and important for students living in modern Britain and that which will provide the foundations for deeper studies and examination success. This can be found in the Pathway overview for this subject.

The thematic units will give all students the opportunity to study both contemporary issues as well as the religious, philosophical and ethical arguments related to these themes. This will allow them to be able to cover content related to core content for i/GCSE assessment or gain AQA unit awards.

Assessment and outcomes

The Programme of Study encompasses two main assessment objectives:

- AO1: Demonstrate knowledge and understanding of religion and belief, including:
  - beliefs, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and beliefs.
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

Learning about Religion is concerned with the investigation of the explicit nature of religions and identifying and developing an understanding of ultimate questions and ethical issues and how individual religions relate to one another. This learning is then applied in thematic studies comparing religious views and how it creates complexity in contemporary situations. It is suggested that an appropriate approach to the teaching of Religious Education should begin with those areas of the curriculum that engage learners implicitly with religious ideology with Core unit Relationships and Families. Ongoing assessment for learning will take place throughout lessons and formal assessments at end of each unit (preparation for end of key stage exams) will identify areas for revision. Teachers and students will make judgements about students' progress be assessing them using a skills and knowledge based formative assessment tool.

These will then support identification of pupil need and success. Pupil outcomes will be recorded and used to inform future planning. Gaps in learning and misconceptions are addressed rapidly.

Our aim within the subject is that Religious Education should provide pupils across The Raedwald Trust opportunities to learn details messages from religion and belief systems and about religion and belief systems;

- Develop the ability to reflect on the relevance of religion to contemporary moral and social issues within society.
- Enhance their own spiritual, moral, cultural and social development.
- Develop a positive attitude towards people who hold different values and beliefs.
- Acquire knowledge and understanding of Christianity and other principal world religions
- Develop an understanding of how beliefs affect the lives of believers and their wider communities (multi faith Britain/ wider world).

Whilst a specific level of knowledge and understanding of key religious world views is central to the teaching of Religious Education, it is also understood that the development of attitudes in relation to 'self' and 'other' are essential. These are set out as four essential attitudes in the Essex/ Suffolk Agreed Syllabus as Self-awareness, Respect, Open-mindedness and Appreciation and Wonder. In addition to this Religious Education has a central role to contribute to developing the spiritual and moral, social and cultural education of students across the curriculum.

RE and the Wider Curriculum

Religious education provides opportunities for the development of knowledge, skills and understanding which stimulate pupils' interest and enjoyment in learning and encourage the best possible progress and attainment for all. It develops both independent and interdependent learning and makes an important contribution to

pupils' skills in literacy and in information and communication technology. It promotes an enquiring approach in which pupils are able to consider carefully issues of truth in religion. It develops the capacity to think coherently and consistently, enabling them to evaluate their own views, and those of others, in a reasoned and informed manner.

Religious education has a significant role in the promotion of spiritual, moral, social and cultural development. At its heart lies a commitment to focus on ultimate questions and ethical issues. This enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. It seeks to develop pupils' awareness of themselves and others, enabling them to develop a clear understanding of the significance of religion in their own area as well as in the world today. It also enables pupils to learn about the ways different faith communities relate to each other and to society as a whole. Religious education aims to promote religious understanding and respect, and to challenge prejudice, discrimination and simplistic stereotyping. It is concerned with the promotion of each pupil's self-worth, enabling them to reflect on their uniqueness as human beings, to share their feelings and emotions with others and to appreciate the importance of forming and maintaining positive relationships. It is also committed to exploring the significance of humanity in relation to the environment, and the beliefs people hold about their responsibility towards it.'

Additional information

Withdrawal from Religious Education lessons:

Pupils – a parent of a pupil may request:

- that their child be wholly or partly excused from receiving religious education given in accordance with the agreed syllabus.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

Teachers – a teacher may not be:

- required to teach religious education (although this may not be the case in a school with a religious foundation).
- discriminated against for their religious opinions or practices.

RELIGIOUS EDUCATION: Subject Overview

Topic	Course items covered	Assessment outcomes
Christianity	**In depth study 1:** **1.** The Holy Trinity (L2) **2.** Christian beliefs about the Afterlife (L6) **3.** The crucifixion (L8) **4.** The resurrection (L9) **5.** The crucifixion, resurrection and ascension (L10) **6.** Salvation in Christianity (L12) **7**. Revision lesson: The nature and oneness of God **8.** Revision lesson: The Christian belief of the crucifixion, resurrection and ascension of Christ	**AO1**: Demonstrate knowledge and understanding of religion and belief, including: beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs. **AO2**: Analyse and evaluate aspects of religion and belief, including their significance and influence.
Islam	**In depth study 2:** **1.** Sunni and Shi'a beliefs (L2) **2.**The oneness of God (L3) **3.** The Nature of God (L4) 4. The role of Angels in Islam (L5) **5.** Life after death in Islam (L7) 6. Prophethood (L8) **7**. Revision lesson: Key beliefs of Sunni and Shi'a Muslims **8.** Revision lesson: The nature of Allah	**AO1 and AO2.**
Relationships and Families	**Theme 1** **1.** Human sexuality and sexual relationships in marriage in Christianity and Islam. (L2) **2.** Same sex marriages and relationships in relation to UK law and Christianity. (L3) **3.** Contraception and teachings of Islam and Christianity (L4) **4.** Marriage in Christianity and Islam (L5) **5**. Gender roles and stereotypes (L10) **6**. Religious teaching about the roles of men and women (L11) **7.** Revision lesson: Sexual relationships before marriage **8.** Revision lesson: Gender equality in marriage	**AO1 and AO2.**

Peace and Conflict	**Theme 2** **1.** Peace and conflict (L1) **2.** Violence and violent protest (L3) **3.** The reasons for and consequences of war (L4) **4.** The Just War Theory (L6) **5**. Forgiveness and reconciliation in Islam and Christianity (L7) **6**. Weapons of mass destruction (L10) 7. Revision lesson: Weapons of mass destruction 8. Revision lesson: The Just War Theory	**AO1 and AO2.**

D&T (FOOD TECHNOLOGY): Programme of Study

Prior learning: KEY STAGE 3	Prior learning at KS3 is extremely variable and depends on school facilities and staff being appropriately trained. If the school has followed the National Curriculum, pupils should understand what a healthy diet is, where some of their food comes from and how some meals are made. For the KS4 Programme of Study, it is assumed that students have limited savoury cooking skills.					
Content for: KEY STAGE 4 **(Adapted from National Curriculum subject content and GCSE specifications)**	Students to learn how to make food safely and hygienically	Students to use a range of skills to make savoury snacks and meals	Students to analyse processed foods and understand the impact they have on physical and mental health	Students to learn about how food choices might affect their behaviour, temperament and ability to focus on tasks	Students to learn about the impact their food choices have on the environment	Students to learn about careers within the food industry
Taught content: Knowledge / skills	Students will be taught how to prepare and cook a range of foods safely and hygienically within a kitchen setting. Students will learn about the following key areas:	Students will be taught a range of skills that will enable them to make home-cooked, nutritious meals and snacks.	Students will be taught how to analyse processed foods and consider how they affect their health. This will include the ability to:	Students will develop a deeper understanding of how food choices might be affecting their mental health and capacity to learn. They will learn how:	Students will develop a deeper understanding of how food choices might impact their local environment and its footprint in the world. They will learn about:	Students will be taught some of the different pathways and careers that are involved in the food industry. They will learn about:

	• bacterial growth • food storage • cross-contamination • personal hygiene. This will be assessed and evidenced through a student's ability to cook a range of savoury products using high-risk foods.	Five key areas will be repeated and mastered throughout: • knife skills • rolling and shaping • seasoning • time management • control of heat. By the end of KS3, students will be able to make several savoury meals from scratch.	• comprehend nutritional labelling • consider their own health and how food choices impact it • recognise a range of diet-related diseases and their causes • learn about basic nutrients and their role in a healthy diet • understand what a balanced lifestyle is • explore how their own diet will change throughout their lifetime.	• foods high in sugar can impact brain function • certain foods can help prevent behavioural problems • there is a link between food and sleep and the ability to focus • a healthy lifestyle is linked to a healthy mind.	• the impact of meat production • the impact of food miles on the world • the carbon footprint of their food choices • the future of food and new technology • how new ingredients and materials can help reduce their impact on the plant.	• roles within the hospitality sector • the wider careers choices within the food industry • how to research local food careers.
Taught content: KS4 progression	This content will provide a strong foundation for progression to potential college courses and careers. More importantly, it will allow all students to have a solid foundation of savoury cooking skills and a sound knowledge of nutrition that they can rely on for the rest of their lives.					
The theory and skills content will be taught side-by-side and students will be continually focusing on how food affects their own wellbeing. The practical lessons will also have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on health and wellbeing. The holistic approach fosters a love of cooking and inspires them to become inquisitive about how foods are made. The students will gradually be given greater independence and they will be encouraged to be creative with their food products and to develop pride in their work.						

D&T (FOOD TECHNOLOGY): Subject Policy

The focused pathway Food & Nutrition curriculum is based on current public health priorities and the needs of the cohort. Students will not be studying a GCSE-level qualification in the subject so a bespoke offering has been developed. The Food & Nutrition Curriculum is derived from objectives in the National Curriculum and the students' needs. The curriculum develops knowledge gained at Key Stage 3 and guides learners on a journey towards securing the knowledge and understanding they need to succeed at Key Stage 4 and beyond. The pathway aims for students to return to their mainstream setting. Therefore, a key part of the pathway is to improve their self-confidence, physical and emotional health and independence. The Food & Nutrition programme has been designed to support this.

The purpose of the Food & Nutrition programme is to equip students with the knowledge and skills to lead a healthy lifestyle. The programme aims to provide students with savoury practical cooking skills and allows them to develop an understanding of how their food choices affect their physical and mental health. A particular focus is to make links between food and mental health, attention span and emotional wellbeing.
The theory and skills content will be taught side-by-side and students will be continually focusing on how food affects their own wellbeing. The practical lessons will also have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on their mind and body. The holistic approach fosters a love of cooking and inspires learners to become inquisitive about how foods are made. The students will gradually be given greater independence and they will be encouraged to be creative with their food products and to develop a pride in their work.
Students will develop an understanding of food hygiene and safety in order for them to make food products safely. They will look at the role of bacterial growth, personal hygiene, cross-contamination and food storage. They will work with a range of high-risk foods such as meat, dairy and fish in order to learn skills both for life and to allow them to continue their food studies, which could lead to possible employment.
Practical skills will focus on five key areas that students will repeat and master across the Key Stage through a range of food products. These skills are: knife skills, rolling and shaping, seasoning, time management and control of heat. Allowing students to focus on and practise these skills will ensure they improve their confidence and independence across the subject. These five skills are the building blocks of all future savoury cooking.

Teachers will monitor students' skills using a practical tracker. Time will be built into lessons to re-teach any content that needs to be revisited. Assessment is used to inform future planning and teaching. Gaps in learning and misconceptions are addressed rapidly. Students self-assess each lesson against the objective to enable them to develop an understanding of their own knowledge progression. Lessons are cross-curricular, and literacy is a large part of the Food & Nutrition programme of study. Students will be expected to read through information presented to them and evaluate their own learning.
All teaching will be adapted to support students' individual needs and will take account of their starting point. The unit will work closely with mainstream settings during induction to identify appropriate starting points and any specific strengths or difficulties. Every student will have the opportunity to access Food & Nutrition in a way that works for them to enable them to progress during their time with us.