

## **Springboard KS3 Curriculum**

### **The vision for our pupils:**

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

### **Our commitment to pupils:**

- Every pupil will be taught a high-quality diet of subjects including reading, writing, mathematics and PSHE.
- Every pupil will have the opportunity to engage in a variety of therapeutic activities including art and design, mixed media and leisure and recreation.
- Every pupil will be taught the importance of living healthily and how they can positively engage with aspects of lifestyle such as mental health and emotional wellbeing and relationships and social influences
- Every pupil will have access to exciting and personalised off-site learning which builds on personal development targets and fosters an interest in the wider world.
- Every pupil will be treated as unique and their daily diet of learning experiences will be designed to add value to all aspects of their personal growth and to help them fulfil their potential.

### **The origins of our curriculum: Concentric and experiential**

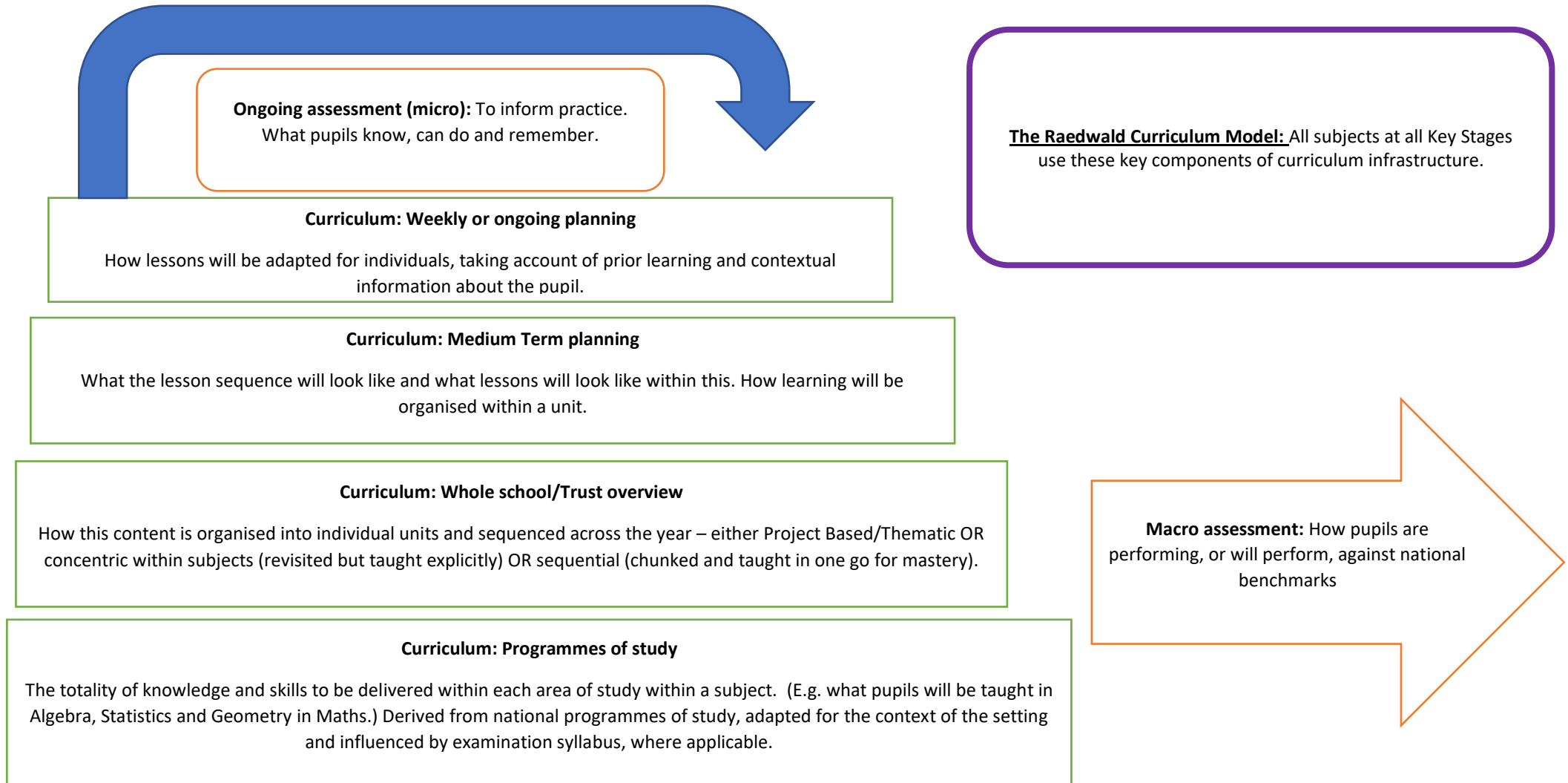
Our curriculum has been designed specifically to meet the academic and pastoral needs of our pupils. The national curriculum has been used as the basis for key areas of study and these have then been built around a central theme which provides a relevant and engaging context in which learning is set.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

Learning objectives have been carefully mapped to allow pupils the opportunity to revisit and consolidate key aspects of learning. It is intended that this will also facilitate transition between school placements by giving schools a clear view of the curriculum content for pupils during their time with us. The curriculum model has been deliberately designed to allow pupils to gradually build on key skills over time by revisiting areas of learning in greater depth and complexity.








Pupils will have the opportunity to meet a wide range of visitors and go on school visits that bring learning to life and give them a context and purpose for what they are studying.







Careful thought has been given to how our curriculum will prepare pupils for the next stage of life and education and these values are intrinsic within the planning and delivery of all teaching. Learning themes and individual lessons will include explicit opportunities to give pupils the cultural capital they are likely to require to succeed in life.

# Raedwald Trust Planning Structure



## Programme outline (2 days/12 weeks)

	Induction Unit	Unit 1 choices			Unit 2		
	 	  			 		
Topic theme	<i>All About Me</i>	<i>Fiercest Fighters</i>		<i>Worst Disasters</i>		<i>Believe it or not</i>	
Driving question	Who am I?	What make a 'fierce fighter'?		What makes a 'disaster'?		Is everything you read true?	
Literacy Spine/Reading Skills		Heritage (classic texts)	Female Protagonists	Texts that aren't texts	World	Non-narrative -business documents, research papers, statistical documents, speeches	Texts that aren't texts
Unit narrative	<p>This is a 1-1 transition unit where the key aims will be:</p> <ol style="list-style-type: none"> <li>1. To understand each individual pupil, their journey and their needs.</li> <li>2. To establish the expectations and routines of the setting.</li> </ol> <p>Assessments will be made of pupils' emotional and social development (PSED &amp; Boxall) and their academic development (selected baseline assessments). These will inform the entry point to learning.</p> <p>This unit will also give pupils a sense of 'fresh start' and the chance to reflect on what they want to achieve during their time at the setting. Teachers will spend a significant body of time focussing on the interactions between staff and pupils. Lessons will be carefully structured to ensure that pupils focus on securing core aspects of learning and engage in therapeutic interventions.</p>	<p>This is a historical enquiry unit, which will focus on exploring who were the 'fiercest fighters' or what the 'worst disaster' was.</p> <p>Each group will explore the struggles of the 'fighters' or 'disasters' they are studying and consider the significance of these periods of history on how we live in modern Britain.</p> <p>Pupils will learn about how this impacted people and the hardships they faced and the culture, beliefs and lifestyles of these people. They will have the chance to relate this to the way we live today.</p> <p>Pupils will continue to be taught a rich and varied diet of all curriculum areas, using historical enquiry as a theme for understanding cause and effect, developing their chronological awareness and evaluating the integrity of the evidence they are studying.</p> <p>Pupils will have the opportunity to develop their creative writing skills and create their own fierce fighter or epic disaster story. Studying texts that aren't texts and other contemporary literature.</p>			<p>This enquiry unit focuses on world and other literature. Exploring Non-fiction writing, with particular focus on writing to inform and explain.</p> <p>Pupils will cover a wide range of vocabulary and stories considering the truth behind the story and evaluating the integrity of the evidence they are studying.</p> <p>Pupils will learn about these stories have impacted people and the hardships they faced and the culture, beliefs and lifestyles of these people. They will have the chance to relate this to the way we live today.</p> <p>Pupils will have the opportunity to present their findings in a non-fiction format, such as a leaflet, presentation or fact file.</p>		
Cultural Capital – Locality experience	Afternoon sessions to fit in with existing project running.	Museum of London – Suffragette Story Museum of History			Visit to Ripleys believe it or not		
World of work (work and career)	Art exhibition of self-portraits	Public Services			Local Newspaper/careers in media		

	Unit 3 Choices			Unit 4 Choices		
						
<b>Topic theme</b>	<i>Frankenstein, Hitler and murderers</i>		<i>Dystopian, Horror or Gothic</i>	<i>Villains</i>		<i>Animal Kingdom</i>
<b>Driving question</b>	<b>What makes a monster?</b>		<b>Is ..... the best genre?</b>	<b>Does crime pay?</b>		<b>Should animals be kept in zoos?</b>
<b>Literacy Spine/Reading Skills</b>	BAME authors (Black, Asian, Minority, Ethnic)	Heritage texts)	(classic Poetry	Texts that build cultural capital	Contemporary (recent texts eg not classics) after WW2 1945	Non-narrative -business documents, research papers, statistical documents, speeches and legal papers
<b>Unit narrative</b>	This enquiry unit will focus on Heritage/Poetry/Texts that build cultural capital Literature.			This enquiry unit focuses on texts that build cultural capital, contemporary and Non-narrative texts. Exploring Non-fiction writing, with particular focus on writing to inform and explain.		
	This enquiry unit, which will focus on exploring what makes a monster or what is the best genre (from a choice).			This historical enquiry unit will explore pupils' understanding of cause and effect, considering this in a historical context. Pupils will learn about famous crimes through history and how and why the nature of these has changed. They will have the opportunity to work alongside the PCSO to help them understand different roles within the police force and how to engage positively with community services.		
	Each group will explore the key aspects of each strand to consider the significance of these in conjunction with either our moral and ethical values and frameworks or what we enjoy and why. Considering the choices we make and significance of this on how we live today.			Pupils will study how crime and punishment has changed through history, each focussing on this aspect of society in different historical periods. Fictional crimes will also be explored, using this as an opportunity to understand people's motivation.		
	Pupils will learn about how this impacted people and the hardships they faced and the culture, beliefs and lifestyles of these people. How these impact how these are portrayed in film and they will have the chance to relate this to the way we live today.			Pupils will use maps and atlases to locate countries that different animals originate from, understanding how this is influenced by the climate and terrain of different regions in the world.		
<b>Cultural Capital – Locality experience</b>	Pupils will continue to be taught a rich and varied diet of all curriculum areas, using historical enquiry as a theme for understanding cause and effect, developing their chronological awareness and evaluating the integrity of the evidence they are studying.			Pupils will learn about these stories have impacted people/animals. They will have the chance to relate this to the way we live today.		
	Pupils will have the opportunity to develop their creative writing skills and create their own monster or story in the style of.			Key skills, such as oracy and debate, empathy and reasoning will be employed and developed throughout the project, alongside focussed teaching across all areas of the curriculum.		
				Pupils will have the opportunity to present their findings in a non-fiction format, such as a News Paper Article or Presentation.		
	Visit to a local studio/Theatre or Film venue/Movies and Mocktails/Photos and Film			PCSO visit		Colchester Zoo visit
<b>World of work (work and career)</b>	Local writers and authors		Local writers and authors	Careers in the police force and public services		Careers with animals