KS4 Focused Pathway Curriculum

Information Pack for Mainstream Schools RÆDWALD T.R.U.S.T

2023-2024

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1. Curriculum Structure

Ongoing assessment (micro): To inform practice. What pupils know, can do and remember.

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 yeareither 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

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 (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 Wolver of Currampaw William Grill (Picture book) Beautiful and captivating	Climate robate 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 Joss Additional study - poems: Emotional Menageric	Break the Mouid 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	Dranges 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 Jan Ing Thomson Joyful narrative - friendship, trust	Goldfish boy Lisa Thomson DCD, SEMH buillying, 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 hings 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 Gome Come Various (Anthology of narratives) New voices, black representation	Once Morris Eleitzman 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, disclement bullying, animals
	Key: Inspire	ational figures; <mark>Ce</mark>	elebrating diversity	<mark>y;</mark> Environmental ı <u>Seminal Bri</u> t	r <mark>esponsibility;</mark>	torical issues; Joy eritage literature :	f <mark>ul literary experie</mark> from anthologies	ence: Poetry: Fem	ale representati	on; Current issues	

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RÆDWALD

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.



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

As we are Alternative Provision sites, we cannot assume that a student beginning 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	SPEAKING & LISTENING
_		(inc. GRAMMAR & VOCABULARY)	
Prior learning	 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 nonnarrative texts, including arguments, and personal and formal letters using Standard English grammar, spelling and punctuation accurately 	 using Standard ,speak confidently and effectively in a range of formal and informal , English including: ,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

As an alternative Provision, we offer a Fractional Placement and as such, students study core skills to complement a given examination syllabus (Functional Skills Level 1 and 2 or GCSE English Language and English Literature, dependent on their Home School exam requirement), students are given opportunities across the key curriculum areas to: Reading 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 . Taught content: Knowledge/Skills Students should: read/be exposed to a range of literature and non-fiction, such as essays, reviews and journalism ٠ have the opportunity to read: ✓ At least one play by Shakespeare writing from the 19th, 20th and 21st centuries \checkmark a range of poetry since 1789, including some Romantic poetry \checkmark 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

As (F	s an Alternative Provision, we offer a Fractional Placement and as such, students study core skills to complement a given examination syllabus unctional sills level 1 and 2 or GCSE English Language and English Literature, dependent on their Home School exam requirement), students a
giv	ven opportunities across the key curriculum areas to:
W	riting
•	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
St	udents 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
Sp	peaking & Listening
•	understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners
St	udents 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

	As we are a Fractional Placement students may not be attending at the end of Key Stage 4. However, if they are still on a dual placement roll, students are able to choose their next educational/training step and this may include an individual proceeding to study English further at A level, or av instead involve them using the KS4 curriculum they have been exposed to supporting students in the following ways:							
ning	READING	WRITING (inc. GRAMMAR & VOCABULARY)	SPEAKING & LISTENING					
Subsequent lea	 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 Overview								
Week 1 - Weds 6th Sept	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
19th Century Gothic Horror	19th Century Gothic Horror	19th Century Gothic Horror	19th Century Gothic Horror	19th Century Gothic Horror	19th Century Gothic Horror	19th Century Gothic Horror		
Vocabulary/Setting the scene	Tension and suspense	Gothic Motifs and conventions	Story Openings/literary techniques	Authorial Intent	Preparing for narrative Writing	Narrative Writing Assessment		
Lesson 1 KNOW: The conventions of Gothic Horror DO: Apply Gothic conventions to a text	Lesson 4 KNOW : How tension and suspense is created DO : Plan a piece of descriptive writing following gothic conventions	Lesson 7 KNOW: The features of gothic settings DO: Identify gothic motifs in an image	Lesson 10 KNOW: A variety of techniques used in story openings DO: Plan a story opening	Lesson 13 KNOW: The effect of language choices on the reader DO: Analyse writer's language and the effect of those choices	Careers Week - Becoming a Freelance Writer - Lesson 16 KNOW: How to approach a piece of narrative writing DO: Annotate a student's exam Paper 1 Question 5	Lesson 19 KNOW: How to write a Gothic Horror narrative DO: <u>Assessment</u>		
Lesson 2 KNOW : The conventions of Gothic Horror DO : Read and annotate 'The Raven' by Edgar Allen Poe	Lesson 5 KNOW: How tension and suspense is created DO: Produce a piece of extended descriptive writing following gothic conventions	Lesson 8 KNOW: How colour can create a sense of fear DO: Identify how colour has been used to create fear in a text	Lesson 11 KNOW: A variety of techniques used in story openings DO: Write a story opening	SMSC - Spiritual Development - Lesson 14 KNOW: Understand the use of pathos in a text DO: Create a character	Lesson 17 KNOW: The structure of narrative writing DO: Begin planning a gothic horror narrative	Lesson 20 KNOW: How to write a Gothic Horror narrative DO: <u>Assessment</u>		
Lesson 3 KNOW : The conventions of Gothic Horror DO : Use nous, adjectives and verbs to create Gothic Horror Imagery	Lesson 6 KNOW: The conventions of Gothic Horror DO: Make predicions based on a character's dialogue	Lesson 9 KNOW: How motifs are used in Gothic Horror DO: Identify typical conventions or motifs in a written text	Lesson 12 KNOW: Why writers use pathetic fallacy DO: Describe a setting using pathetic fallacy	Lesson 15 KNOW: How to introduce a character into a narrative DO: Introduce a character into a setting	Lesson 18 KNOW: The structure of narrative writing DO: Plan a gothic horror narrative	Lesson 21 KNOW: How to write a Gothic Horror narrative DO: <u>Assessment</u>		

			Autumn Term 2			
Week 8 - Tuesday 31st Oct	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Creative Reading and Writing	Creative Reading and Writing	Creative Reading and Writing	Creative Reading and Writing	Creative Reading and Writing	Creative Reading and Writing	Creative Reading and Writing
Key Characters	Tone and techniques	Narration	Structure	Structure/Stating a point of view	Descriptive Writing	Descriptive Writing
SMSC - Cultural Lesson 1 KNOW: Who the key characters are in a text DO: Describe the key characters	Lesson 4 KNOW: How a writer uses language to create tone DO: Complete a scatter graph	SMSC - Moral Lesson 7 KNOW: How the narration impacts the reader DO: Explain how the narrator can be unreliable	SMSC Cultural Lesson 10 KNOW: How language is used to portray the narrator DO: Choose from a list of vocabulary to describe the narrator	BV - Mutual Respect Lesson 13 KNOW: How texts are structured DO: Evaluate the structure of the chapter and the effect on the reader	Careers Week - The Publishing Process at Penguin Random House - Lesson 16 KNOW: The features of descriptive writing DO: Compare two answers according to the mark scheme and make improvements	Lesson 19 KNOW: Features of descriptive Writing DO: Continue Planning descriptive writing (Lesson 2 of 2)
Lesson 2 KNOW: Who the key characters are in a text DO: Describe the key characters	Lesson 5 KNOW: Narrative techniques DO: Describe the narrator and the effect he has on the reader	Lesson 8 KNOW: How the narration impacts the reader DO: Explain how language techniques show the narrator's ideas	Lesson 11 KNOW: How texts are structured DO: Comment on how the text is structured	Lesson 14 KNOW: The requirement for a successful response to Paper 1 Q4 DO: Prepare for Assessment	Lesson 17 KNOW: The features of descriptive writing DO: Identify language techniques and compare the tone created	Lesson 20 KNOW: Features of descriptive Writing DO: Descriptive writing <u>Assessment</u> (Lesson 1 of 2)
Lesson 3 KNOW: Who the key characters are in a text DO: Describe the key characters	BV - Tolerance Lesson 6 KNOW: Narrative techniques DO: Describe the narrator and the effect he has on the reader	Lesson 9 KNOW: How narration impacts the reader DO: Explained what is learned about the narrator's life in the opening of 'The White Tiger'	Lesson 12 KNOW: How texts are structured DO: Describe how the writer opens and closes the chapter	Lesson 15 KNOW: The requirement for a successful response to Paper 1 Q4 DO: <u>Assessment</u>	Lesson 18 KNOW: The features of descriptive writing DO: Begin planning descriptive writing (lesson 1 of 2)	Lesson 21 KNOW: Features of descriptive Writing DO: Descriptive writing <u>Assessment</u> (Lesson 2 of 2)

Spring Term 1							
Week 15 W/C - Thurs 4th Jan	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	
Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives	Writers' Viewpoints and Perspectives	
Summary Writing	Comparative Writing	Language Analysis	Article Writing	Speech Writing	Speaking and Listening	Speaking and Listening	
SMSC - Cultural Lesson 1 - KNOW: The writer's viewpoint DO: Identify information from the text to answer true/false questions	BV - Mutual respect and tolerance Lesson 4 KNOW: How to use language to identify the writer's viewpoint DO: Describe the bias of the writer of the biographical info for Florence Nightingale	SMSC - Cultural Lesson 7 KNOW: How to analyse language in a text DO: Identify true/false statements	Lesson 10 KNOW: The key features of an article DO: Evaluate the pros and cons of space travel	SMSC Cultural - Lesson 13 KNOW: The key features of persuasive speeches DO: Watch a trailer for the film 'Dunkirk' - imagine you are soldier	Careers Week Top 10 jobs for people who love public speaking - Lesson 16 KNOW: What the success criteria is for a successful talk DO:_ <u>Plan</u> _a talk using the success criteria	Lesson 19 KNOW: What the success criteria is for a successful talk DO: <u>Prepare</u> a talk using the success criteria for a Speaking and Listening Assessment	
Lesson 2 KNOW: How to summarise DO: Summarise the similarites and differences between two texts	SMSC - Cultural Lesson 5 KNOW: How to compare texts DO: Plan a response to an exam style questions	Lesson 8 KNOW: How to analyse language in a text DO: Annotate an image with language techniques to explain how you feel	BV - Mutual respect Lesson 11 KNOW: The key features of an article DO: Plan your own article	BV Democracy/Individual Liberty/Tolerance Lesson 14 KNOW: The key features of persuasive speeches DO: Identify how Churchill convinces the people that Britain is far stronger than what it appears to be now	Lesson 17 KNOW: What the success criteria is for a successful talk DO: <u>Plan</u> a talk using the success criteria	Lesson 20 KNOW: What the success criteria is for a successful talk DO: <u>Prepare</u> a talk using the success criteria for a Speaking and Listening Assessment	
BV - Rule of Law Lesson 3 KNOW: How to summarise DO: Summarise the similarites and differences between two texts	Lesson 6 KNOW: How to compare texts DO: Respond to an exam style questions_ (Assessment)	Lesson 9 KNOW: How to analyse language in a text DO: Plan a response to an exam style question	Lesson 12 KNOW: The key features of an article DO: Write an article <u>(Assessment)</u>	Lesson 15 KNOW: The key features of persuasive speeches DO: Imagine you are Prime Minister in 1940 - Plan a persuasive speech to inspire the people of Britain	Lesson 18 KNOW: What the success criteria is for a successful talk DO: <u>Prepare</u> a talk using the success criteria for a Speaking and Listening Assessment	Lesson 21 KNOW: What the success criteria is for a successful talk DO: <u>Give</u> a talk using the success criteria for a Speaking and Listening Assessment	

			Spring Term 2	
Week 22 - 26th Feb	Week 23	Week 24	Week 25	Week 26
Women of Shakespeare	Women of Shakespeare	Women of Shakespeare	Women of Shakespeare	Women of Shakespeare
Language/Form/Structu re	Point/Evidence/Explain	Comparative connectives	Stereotypes	Lady Macbeth
Lesson 1 KNOW: How to skim and scan for information in a text DO: Highlight key information in response to a question	SMSC Cultural - Lesson 4 KNOW: Features of a sonnet DO: Comment on the content of a sonnet	Lesson 7 KNOW: Several comparative connectives DO: Use comparative connectives appropriately to compare poems	Lesson 10 KNOW: How Lady Macbeth meets/doesn't meet contextual expectations for women DO: Explain how her actions/comments are expected/unexpected	Careers Week Get Into Theatre/Theatre Careers, Training, Experiences and Funding - Lesson 13 KNOW: How Lady Macbeth's character changes over the course of the play DO: Explain how her actions/comments in Act 5 contrast to her earlier behaviour
Lesson 2 KNOW : Key terms for poetic techniques DO : Comment on meaning created by a writer's use of language, form and structure	Lesson 5 KNOW: The PEA method of writing DO: Use PEA to analyse Shakespeare's use of language in Sonnet 130	Lesson 8 KNOW: The plot and context of 'Macbeth' DO: Produce a summary of the key events in 'Macbeth	BV Mutual respect - Lesson 11 KNOW: How Lady Macbeth meets/doesn't meet contextual expectations for women DO: Explain how her actions/comments are expected/unexpecte	Lesson 14 KNOW: How to approach an exam style question DO: Plan a response
Lesson 3 KNOW: How to analyse a text using PEA method DO: Comment on meaning created by a writer's use of language, form and structure	Lesson 6 KNOW: Several Comparative Connectives DO: Use Comparative connectives appropriately	Lesson 9 KNOW: How to stress syllables when reading aloud DO: Perform a short dramatic reading	Lesson 12 KNOW: How Lady Macbeth's character responds to Macbeth's guilt DO: Explain how her actions/comment in Act 2 and 3 affect the audience impression of her character	Lesson 15 KNOW: How to approach an exam question DO: R espond to a Shakespeare exam style question - <u>Assessment</u>

Summer Term 1							
Week 27	Week 28 - Mon April 15th	Week 29 GCSE exams start	Week 30	Week 31	Week 32		
Unseen Poetry	Unseen Poetry	Unseen Poetry	Unseen Poetry	Unseen Poetry	Unseen Poetry		
Poetic Features	Using SMILE for Analysis	Poetic/Language Techniques	Comparing Poems	Themes and imagery	Writers' Perspectives		
SMSC - Spiritual Lesson 1 - KNOW: Poetic Features DO: Describe poetic features from a poem	BV - Tolerance Lesson 4 KNOW: What is SMILE for analysing poetry DO: Use SMILE to analyse a poem	BV - Individual Liberty Lesson 7 KNOW: Language techniques DO: Explain the thoughts and feelings in the first 5 stanzas of 'Childhood' by Richard Aldington	SMSC - Spiritual Lesson 10 KNOW: How to analyse a poem DO: Describe the key ideas related to choice in 'The Road Not Taken' by Robert Frost	SMSC - Spiritual Lesson 13 KNOW: How to identify key themes in 'Medusa' by Carol Ann Duffy DO: Explain which words or phrases emphasise her feeling and why	Careers Week - Poet, Gerald Stern, looks back on his career of reading and writing poetry - Lesson 16 KNOW: The writer's perspective DO: Explain how William Wordsworth presents London in his poem 'Composed Upon London Bridge'		
Lesson 2 KNOW: Poetic features DO: Explain why poetic features have been included	SMSC - Cultural Lesson 5 KNOW: What is SMILE for analysing poetry DO: Use SMILE to analyse a poem	Lesson 8 KNOW: Language techniques DO: Evaluate how the writer uses language techniques to get across meaning to the reader	Lesson 11 KNOW: How to analyse a poem DO: Explain how Frost uses language and structure to get across his message	SMSC - Cultural Lesson 14 KNOW: How imagery is used in 'Mrs Midus' by Carol Ann Duffy DO: Explain how the writer uses imagery to get across Mrs Midus' feelings	Lesson 17 KNOW: What COP26 is DO: Describe the key message of 'Futurama' by Simon Armitage		
Lesson 3 KNOW: Poetic features DO: Evaluate the effect of poetic features on the reader	SMSC - Social Lesson 6 KNOW: What is SMILE for analysing poetry DO: Use SMILE to analyse a poem	SMSC - Spiritual Lesson 9 KNOW: Language techniques DO: Describe the key ideas and thems in 'Out of the Blue' by Simon Armitage	BV - Individual Liberty Lesson 12 KNOW: How to analyse a poem DO: Identify similarities and differences between 'The Road Not Taken by Robert Frost and Invictus by William Ernest Henley	Lesson 15 KNOW : How imagery is used in Sonnet 43 by Elizabeth Barrett Browning DO : Explain how the writer uses imagery to convey their ideas about love to the reader	Lesson 18 KNOW: How to approach Unseen Poetry exam questions DO: Compare two poems - <u>Assessment</u>		

	Summer Term 2							
Week 33 - Mon 3rd June	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39		
Save Our Seas	Save Our Seas	Save Our Seas	Save Our Seas	Save Our Seas	Save Our Seas	Save Our Seas		
Skimming and Scanning	Summary Writing	How writers use language to convey meaning	Speaking and Listening	Letter writing/themed paragraphs	Formal Letter writing	Formal Letter Writing		
Lesson 1 KNOW: The key ideas a writer is communicating Do: Explain meaning using alternative vocabulary	SMSC - Moral Lesson 4 KNOW: The features of an effective summary DO: Highlight key points in a text to provide the basis for a summary	Lesson 7 KNOW: How to infer meaning from a text DO: Explain the writer's meaning using alternative vocabulary	SMSC Social Lesson 10 KNOW: The importance of turn- taking and listening in a discussion DO: Participate in a discussion	Lesson 13 KNOW: The difference between formal and informal writing DO: Convey written information in both formal and informal styles	Lesson 16 KNOW: The features of a formal letter DO: Write the opening of a formal letter	Careers Week 19 Environmental career paths for non- scientists - Lesson 1 KNOW: How to write themed paragraphs DO: Create themed paragraphs and include persuasive techniques - <u>Assessment</u>		
SMSC - Moral Lesson 2 KNOW: The key ideas a writer is communicating Do: Explain meaning using alternative vocabulary	Lesson 5 KNOW: The features of an effective summary DO: Identify key points and order them	Lesson 8 KNOW: A selection of writers' techniques DO: Explain the effect of a writer's choices on a reader	Lesson 11 KNOW: What makes a good presentation DO: Deliver and evaluate a presentation	Lesson 14 KNOW: When/why a writer starts a new paragraph DO: Identify the theme/topic of each paragraph given in a text	Lesson 17 KNOW: The different sentence types DO: Punturate sentences accurately	Lesson 20 KNOW: How to write themed paragraphs DO: Write a conclusion to a formal letter		
SMSC - Cultural Lesson 3 KNOW: The key ideas a writer is communicating Do: Explain meaning using alternative vocabulary	Lesson 6 KNOW: The features of an effective summary DO: Write a summary of a text	Lesson 9 KNOW: A selection of writers' techniques DO: Explain the effect of a writer's choices on a reader	BV - Mutual respect Lesson 12 KNOW: What makes a good presentation DO: Deliver and evaluate a presentation	Lesson 15 KNOW: When/why a writer starts a new paragraph DO: Identify the theme/topic of each paragraph given in a text	BV - Mutual respect Lesson 18 KNOW: How to write themed paragraphs DO: Create themed paragraphs and include persuasive techniques Assessment	Lesson 21 KNOW: How to proofread and edit own work DO: Proofread and edit own work for accuracy		

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

	Assessment Objectives
A01	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
A04	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
A06	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
A07	Demonstrate presentation skills in a formal setting
AO8	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
A09	Use spoken Standard English effectively in speeches and presentations

Key Stage 4 – Number

Entry Level- learners working	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	developing skills from Foundation for most able
Entry Level- learners working below GCSE level 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	Functional Skills- interlink with Foundation FS 1 / FS 2 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	FoundationReview of KS3 and linked with Functional skillsNumberN1 order positive and negative integers, decimals and fractions.N2 apply the four operations, including formal written methods, to integers, decimals and simple fractionsN3 use inverse operationsN4 use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiple, 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	Higher- developing skills from Foundation for most able Number N1use the symbols =, \neq , <, >, \leq , \geq 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. $\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}$) and rationalise denominators N9 calculate with and interpret standard form A \times 10n, where $1 \le A < 10$ and n is an integer
for solving problems Component 4 To be able to calculate amounts and give change			

Key Stage 4- Number continued

Entry Level- learners working	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	developing skills from Foundation for most able
Component 3	NS8 Read, write, order and compare common	Fractions, Decimals and Percentages	Fractions, Decimals and Percentages
-To be able to understand	fractions and mixed numbers	N10 work interchangeably with terminating decimals	N10 change recurring decimals into their
equality	NS9 Find fractions of whole number quantities or	and their corresponding fractions	corresponding fractions and vice versa
-To be able to identify and show	measurements	N11 identify and work with fractions in ratio	
halves, thirds, quarters, fifths	NS10 Read, write, order and compare decimals	problems	
and tenths.	up to three decimal places	N12 interpret fractions and percentages as operators	
-To be able to recognise and	NS11 Add, subtract, multiply and divide decimals		
identify equivalent fractions	up to two decimal places		
-To be able to add or subtract	NS16 Recognise and calculate equivalences		
fractions with a common	between common fractions, percentages and		
denominator	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	Measures and accuracy	Measures and accuracy
		N13 use standard units of mass, length, time, money	N15 use inequality notation(>, \geq , <, \leq , \neq) to
	NS12 Approximate by rounding to a whole	and other measures	specify simple error intervals due to rounding
	number or to one or two decimal places	N14 estimate answers; check calculations using	N16 apply and interpret limits of accuracy,
	NS15 Estimate answers to calculations using	approximation and estimation	including upper and lower bounds
	fractions and decimals	N15 round numbers and measures to an appropriate	
		degree of accuracy	

Key Stage 4- Algebra

Entry Level- learners working	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	developing skills from Foundation for most able
	NS20 Evaluate expressions and make	Notation, vocabulary and manipulation	Notation, vocabulary and manipulation
	substitutions in given formulae in words and	A1 use and interpret algebraic manipulation	A1 use and interpret algebraic conventions,
	symbols	A2 substitute numerical values into formulae and	including: • ab in place of a × b • 3y in place of y
	NS29 Follow the order of precedence of	expressions	+ y + y and $3 \times y \bullet a^2$ in place of a $\times a$, etc.
	operators, including indices	A3 understand and use the concepts and vocabulary	A2 substitute into scientific formulae
		of expressions, equations, formulae, inequalities,	A4 simplify and manipulate algebraic
		terms and factors	expressions including surds and algebraic
		A4 simplify and manipulate algebraic expressions by:	fractions.
		collecting like terms, multiplying a single term over a	A6 use algebra to support and construct
		bracket, taking out common factors, expanding	arguments and proofs
		products of two binomials ,factorising quadratic	A7 interpret the reverse process as the 'inverse
		expressions, including the difference of two squares;	function'; interpret the succession of two
		simplifying expressions involving sums, products and	functions as a 'composite function'
		powers, including the laws of indices	
		A5 understand and use standard mathematical	Graphs
		formulae; rearrange formulae to change the subject	A9 use the form $y = mx + c$ to identify parallel
		A6 know the difference between an equation and an	and perpendicular lines
		identity	A11 identify turning points of a quadratic graph
		A7 where appropriate, interpret simple expressions	by completing the square
		as functions with inputs and outputs.	A12 recognise, sketch and interpret graphs of,
		Graphs	exponential functions ($y = kx$) for positive values
		A8 work with coordinates in all four quadrants	of k, and the theorem value for angles of any cize
		As plot graphs of equations that correspond to	- cos x and y - can x) for angles of any size
		form y = my + c to identify parallel lines	given function
		$\Lambda 10$ identify and interpret gradients and intercents of	
		linear functions graphically and algebraically	
		A11 identify and interpret roots intercents turning	
		noints of quadratic functions granhically: deduce	
		roots algebraically	
		A12 recognise, sketch and interpret graphs of linear	
		functions, guadratic 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	

Key Stage 4- Algebra continued

Entry Level- learners working	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	developing skills from Foundation for most able
	NS5 Use simple formulae expressed in words for	Solving equations and inequalities	Solving equations and inequalities
	one or two-step operations	A17 solve linear equations in one unknown	A17 solve linear equations with the unknown on
		algebraically ; find approximate solutions using a	both sides of the equation; find approximate
		graph	solutions using a graph
		A18 solve quadratic equations algebraically by	A18 solve quadratic equations (including those
		factorising; find approximate solutions using a graph	that require rearrangement) algebraically by
		A19 solve two simultaneous equations in two	factorising, by completing the square and by
		variables and find solutions using a graph	using the quadratic formula; find approximate
		A21 create algebraic expressions or formulae;	solutions using a graph
		A22 solve linear inequalities in one variable;	A19 solve two simultaneous equations with two
		represent the solution set on a number line	unknown values (linear/linear or
		Sequences	linear/quadratic) algebraically; find approximate
		A23 generate terms of a sequence from either a	solutions using a graph
		term-to-term or a position-toterm rule	A20 find approximate solutions to equations
		A24 recognise and use sequences of triangular,	numerically using iteration
		square and cube numbers, simple arithmetic	A22 solve linear inequalities with one or two
		progressions, Fibonacci type sequences, quadratic	unknown value(s)
		sequences, and simple geometric progressions	Sequences
		A25 calculate the nth term of linear 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	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	developing skills from Foundation for most able
Component 4	M11 Convert between metric and imperial units	R1 Change freely between related standard units and	R15 Understand that the gradient at a point on a
To recognise and identify coins	of length, weight and capacity using a) a	compound units in numerical and algebraic contexts	curve gives the instantaneous rate of change;
and notes and appreciate the	conversion factor and b) a conversion graph tax	R2 Use scale factors, scale diagrams and maps	apply the concepts of average and
purchasing power of the	and simple budgeting	R3 Express one quantity as a fraction of another,	instantaneous rate of change in numerical,
different amounts.		R4 Use ratio notation, including reduction to simplest	algebraic and graphical contexts
To be able to convert from pence		form	R16 including iterative processes
to pounds and vice versa and use		R5 Divide a given quantity into two parts in a given	
correct decimal notation		part:part or part:whole ratio; express the division of	
including calculator		a quantity into two parts as a ratio; apply ratio to real	
interpretation.	NS28 Understand and calculate using ratios,	contexts and problems	
	direct proportion and inverse proportion	R6 Express a multiplicative relationship between two	
		quantities as a ratio or a fraction	
		R7 Understand and use proportion as equality of	
		ratios	
	M1 Calculate simple interest in multiples of E%	Ro Define percentage as (number of parts per 100)	
	on amounts of monoy	Ry Define percentage as flumber of parts per 100,	
	M2 Calculate discounts in multiples of 5% on	fraction or a docimal: express one quantity as a	
	amounts of money	percentage of another: work with percentages	
	NS14 Calculate percentages of quantities	greater than 100% solve problems involving	
	including simple percentage increases and	percentage change including percentage	
	decreases by 5% and multiples thereof	increase/decrease, and simple interest	
		R10 Solve problems involving direct and inverse	
	M10 Calculate amounts of money, compound	proportion, including graphical and algebraic	
	interest, percentage increases, decreases and	R11 Use compound units such as speed, rates of pay,	
	discounts including	unit pricing, density and pressure	
	M12 Calculate using compound measures	R12 Compare lengths, areas and volumes using ratio	
	including speed, density and rates of pay	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	

Key Stage 4- Geometry and measures

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

Key Stage 4- Geometry and measures continued

Entry Level- learners working	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	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	M3 Convert between units of length, weight,	Mensuration & calculation	Mensuration & calculation
-To be able to choose	capacity, money and time, in the same system	G14 Use standard units of measure and related	G22 know and apply the sine rule:
appropriate units, compare,	M4 Recognise and make use of simple scales on	concepts	a/sin A = b/sin B = c/sin C ,
order and add length, height,	maps and drawings	G15 Measure line segments and angles in geometric	and cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$, to find
weight and capacity.	M5 Calculate the area and perimeter of simple	figures, including interpreting maps and scale	unknown lengths and angles in non right-angled
-To be able to accurately draw	shapes including those that are made up of a	drawings and use of bearings	triangles
and measure lengths including	combination of rectangles	G16 Know and apply formulae to calculate: area of	G23 Know and apply the formula
perimeter and estimate weight	M6 Calculate the volumes of cubes and cuboids	triangles, parallelograms, trapezia; volume of cuboids	Area = 1/2 ab sinC to calculate the area, sides or
and capacity.	M7 Draw 2-D shapes and demonstrate an	prisms	angles of any triangle
To be able to read values from a	understanding of line symmetry and knowledge	G17 Know the formulae: circumference of a circle ,	
scale including negative	of the relative size of angles	area of a circle; calculate: perimeters of 2D shapes,	
temperatures.	M8 Interpret plans, elevations and nets of simple	including circles; areas of circles and composite	
	3-D shapes	shapes; surface area and volume of spheres,	
Component 5 Calendar and time	M9 Use angles when describing position and	pyramids, cones and composite solids	
 To be able to know and order 	direction, and measure angles in degrees	G18 Calculate arc lengths, angles and areas of sectors	
days, months and seasons and	M13 Calculate perimeters and areas of 2-D	of circles	
to know how many days,	shapes including triangles and circles and	G19 Apply the concepts of congruence/similarity, inc	
weeks in a month and a year.	composite shapes including non-rectangular	lengths, areas and volumes in similar figures	
- To be able to tell the time from	shapes	G20 Know the formulae for: Pythagoras' theorem	
an analogue or digital clock	M14 Use formulae to find volumes and surface	and the trigonometric ratios,; apply them to find	
and convert between 12 and	areas of 3-D shapes including cylinders (formulae	angles and lengths in right-angled triangles and,	
24hr.	to be given for 3-D shapes other than cylinders)	where possible, general triangles in two and three	
 To have an understanding of 	M15 Calculate actual dimensions from scale	dimensional figures	
how many seconds, minutes	drawings and create a scale diagram given actual		
and hours are equal to and	measurements		
convert between them.	M16 Use coordinates in 2-D, positive and		
- To be able to find the	negative, to specify the positions of points		
difference between two times	M17 Understand and use common 2-D	Vectors	
and add up to three lengths of	representations of 3-D objects	G24 describe translations as 2D vectors	

time given in minutes and	M18 Draw 3-D shapes including plans and	G25 apply addition and subtraction of vectors,	
nours.	elevations M19 Calculate values of angles and/or	diagrammatic and column representations of vectors	
	coordinates with 2-D and 3-D shapes		

Key Stage 4- Probability

Entry Level- learners working	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	developing skills from Foundation for most able
	H4 Understand probability on a scale from 0	P1 Record, describe and analyse the frequency of	P9 Use expected frequencies with two-way
	(impossible) to 1 (certain) and use probabilities	outcomes of probability experiments using tables	tables, tree diagrams and Venn diagrams to
	to compare the likelihood of events	and frequency trees	calculate and interpret conditional probabilities
	H5 Use equally likely outcomes to find the	P2 Apply ideas of randomness, fairness and equally	
	probabilities of simple events and express them	likely events to calculate expected outcomes of	
	as fractions	multiple future experiments	
	H9 Work out the probability of combined events	P3 Relate relative expected frequencies to	
	including the use of diagrams and tables,	theoretical probability, using appropriate language	
	including two-way tables	and the 0-1 probability scale	
	H10 Express probabilities as fractions, decimals	P4 Apply the property that the probabilities of an	
	and percentages	exhaustive set of outcomes sum to one; apply the	
	H11 Draw and interpret scatter diagrams and	property that the probabilities of an exhaustive set of	
	recognise positive and negative correlation	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	

Key Stage 4- Statistics

Entry Level- learners working	Functional Skills- interlink with Foundation	Foundation	Higher-
below GCSE level	FS 1 / FS 2	Review of KS3 and linked with Functional skills	developing skills from Foundation for most able
Component 8	H1 Represent discrete data in tables, diagrams	S2 interpret and construct tables, charts and	S3 Construct and interpret diagrams for grouped
- To be able to sort and classify	and charts including pie charts, bar charts and	diagrams, including frequency tables, bar charts, pie	discrete data and continuous data, i.e.
objects using one or more	line graphs	charts and pictograms for categorical data, vertical	histograms with equal and unequal class
criterion.	H2 Group discrete data and represent grouped	line charts for ungrouped discrete numerical data,	intervals and cumulative frequency graphs, and
-To be able to collect information	data graphically	tables and line graphs for time series data and know	know their appropriate use
and record results using lists and	H3 Find the mean and range of a set of	their appropriate use	
tally charts.	quantities	S4 interpret, analyse and compare the distributions	
-To be able to construct,	H6 Calculate the median and mode of a set of	of data sets from univariate empirical distributions	
interpret and compare	quantities	through:	
pictograms and bar charts and	H7 Estimate the mean of a grouped frequency	 appropriate graphical representation involving 	
use them to extract numerical	distribution from discrete data	discrete, continuous and grouped data	
information.	H8 Use the mean, median, mode and range to	 appropriate measures of central tendency (median, 	
-To solve one-step and two-step	compare two sets of data	mean, mode and modal class) and spread (range,	
problems based on statistical		including consideration of outliers)	
information.		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	

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

Many students have missed large gaps in their education and students also join us at various points across the academic year. The expectation is that all students will take the GCSE examinations if they are with us at the end of Year 11. T

Entry Level

We can deliver the 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

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.

Term 1		Term 2		Term 3		
Continual review of understanding to improve sticky memory with a focus on Number and Ratio.						
Number Geometry and measures Ratio, proportion, rates of change	Equivalent fractions, decimals and percentage +,-, x and / Fractions, Fractions of a quantity, <u>and approximation.</u> Perimeter, area, Surface area, volume Simplify ratio, Sharing in a given ratio Increase/decrease Percentage change	Algebra Statistics Geometry and measures	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 Reflection, Rotation, Translation and Enlargement. Scale. Properties of a quadrilaterals Plans and elevations.	Number Geometry and measures Yr 11 Revision Year 10 Number	Prime numbers, HCF and LCM. Angles, Angles in polygons, Bearings Revision and exam preparation BIDMAS Four operations	
Algebra	Sequences, substitution,	<u>Probability</u>	Probability scale, Relative frequency, Tree diagrams, laws of probability, Sample spaces, Venn diagrams	Geometry and measures Algebra Shape	Pythagoras' theorem, Trigonometry Algebra review- Solving equations, expanding and factorising Shape review- Perimeter, area and volume	

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: 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 supported from mainstream school. Through collaborative work with the dual school it is hoped that students can receive appropriate 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 can 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, the decision to enter students for these qualifications is made by the home school. The Functional Skills qualifications are recognised by employers and post-16 providers. Functional skills entries will be completed by the mainstream school.

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. The framework structure is based around Rosenshine's Principles of Instruction and focusses on students improving their 'sticky memory'. 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 selected topics, 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.

*The Curriculum Overview and Medium Term Plan documents help to set out how the mathematics curriculum has been planned to develop understanding of the wider curriculum

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.

We explicitly teach key vocabulary each lesson to allow students to make connective learning and recall the meaning behind command words. 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.

Autumn Term 1						
Week 1 - Weds 6th Sept	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Торіс	Торіс	Topic	Topic	Topic	Topic
Fractions	Calculating fractions	Rounding and estimation	Perimeter and Area	Circles	Volume	Surface area
Lesson 1- Fractions, decimals and percentages conversion	Leson 1- Adding and subtracting mixed numbers	Lesson 1- Fractions review	Lesson 1- Perimeter	Lesson 1- Parallelograms and Trapezia	Lesson 1- Volume of cuboids and prisms	Lesson 1- Surface area of prisms
Lesson 2- Fractions of an amount	Lesson 2- Multiplying mixed numbers	Lesson 2- Rounding to decimal places and significant figures	Lesson 2- Area of rectangles and triangles	Lesson 2- Circumference of a circle	Lesson 2- Volume of composite shapes	Lesson 2- Shape assessment
	Lesson 3- Dividing mixed numbers	Lesson 3- Upper and lower bounds	Lesson 3- Composite shapes	Lesson 3- Area of a circle	Lesson 3- Volume of a cylinder	Lesson 3- Shape review

Autumn Term 2							
Week 8 - Tuesday 31st Oct	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Ratio	Proportion	Percentages	Percentages	Functional maths/Sequences	Sequences/Substit ution	Algebra	
Lesson 1- Simplifying and sharing	Lesson 1- Recipes	Lesson 1- Percentage increase and decrease(Calculat or)	Lesson 1- Finding Percentage change	Lesson 1- Functional skills questions(QWC)	Lesson 1- Using the nth term rule	Lesson 1- Collecting like terms	
Lesson 2- Sharing within a ratio	Lesson 2- Best value	Lesson 2- Percentage increase and decrease(non- calculator)	Lesson 2- Finding the original	Lesson 2-Types of sequence	Lesson 2- substitute numbers into an expression	Lesson 2- Expanding brackets	
Lesson 3- the difference of two values	Lesson 3- Exchange rates	Lesson 3- Repeated percentage change	Lesson 3- Percentages review	Lesson 3- Finding the nth term rule	Lesson 3- substitute numbers into complex formulae	Lesson 3- Expanding two brackets	
			Spring Term	1			
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Week 15 - Thurs 4th Jan	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	
Algebra	Forming equations and Graphs	Graphs/Laws of Indices	Standard Form	Mock exam week	Data Representation	Analysing data	
Lesson 1- Factorising	Lesson 1- Forming expressions and equations	Lesson 1- Quadratic graphs	Lesson 1- Writing numbers in standard form		Lesson 1- Pie charts	Lesson 1- Averages	
Lesson 2- Solving two/three term equations	Lesson 2- Linear graphs	Lesson 2- Cubic and reciprocal graphs	Lesson 2- Calculating with standard form		Lesson 2- Pie charts on excel	Lesson 2- Interpreting averages from grouped data	
Lesson 3- Solving 4 term equations with brackets	Lesson 3- y=mx+c	Lesson 3- Laws of Indices	Lesson 3- Pictograms and misrepresentation		Lesson 3- Stem and leaf diagrams	Lesson 3- Scatter diagrams	

Spring Term 2					
Week 22 - 26th Feb	Week 22 - 26th Feb Week 23 Week 24 Week 25 Week 26				
Plan views and Transformation	Transformation	Probability	Probability/Angles	Angles	
Lesson 1 -Plan views	Lesson 1- Reflection	Lesson 1- Simple probability	Lesson 1- Tree diagrams	Lesson 1- Angles within triangles	
Lesson 2- Rotation	Lesson 2- Enlargement	Lesson 2- Relative frequency	Lesson 2- Tree diagrams	Lesson 2- Angles along parallel lines	
Lesson 3- Translation	Lesson 3- Mixed transformations	Lesson 3- Sample spaces	Lesson 1- Finding missing angles	Lesson 3- Mixed angles with reasonings	

		Si	ummer Term	2		
Week 33 - Mon 3rd June	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Shape review	Shape review	Percentage review	Averages review	Data presentation on the computer	Functional skills QWC	Functional skills review
Lesson 1 -Perimeter	Lesson 1- Area of a Trapezium and Parallelogram	Lesson 1- Percentage increase and decrease(Calculat or)	Lesson 1- Mean, mode, mean and range	Lesson 1- Creating bar charts on excel from a data set	Lesson 1- Responding to functional skills questions	Lesson 1- Functional skills paper 2 cont
Lesson 2- Area	Lesson 2- Volume of cuboids	Lesson 2- Repeated percentage change	Lesson 2- Comparing averages	Lesson 2- Creating accurate pie charts from a data set(excel)	Lesson 2- Functional skills paper 1	Lesson 2- Assessment review
Lesson 3- Area of a circle	Lesson 3- Volume of prisms	Lesson 3- Percentage change	Lesson 3- Averages from grouped data	Lesson 3- Presenting scatter graphs and describing trends(excel and word)	Lesson 3- Functional skills Paper 2	Lesson 3- Assessment review with gap fills

SCIENCE: Programme of Study

Required prior learning from KS3

Working scientifically	Biology	Chemistry	Physics
Pupils should develop their use of	Cells and organisation	The particulate nature of	Calculation of fuel uses and costs in the domestic context
scientific vocabulary, including the use of scientific nomenclature and units and mathematical representations.	 cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope 	 matter the properties of the different states of matter (solid, liquid and rac) in terms of the 	 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
Scientific attitudes	 the functions of the cell wall, cell membrane, cytoplasm, nucleus. 	particle model, including gas	 fuels and energy resources. Energy changes and transfers
 pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility 	 vacuole, mitochondria and chloroplasts the similarities and differences between plant and animal cells 	 changes of state in terms of the particle model. Atoms, elements and 	 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
 understand that scientific methods and theories develop as earlier explanations are 	 the role of diffusion in the movement of materials in and between cells 	a simple (Dalton) atomic model	 energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change
modified to take account of new evidence and ideas, together with the importance of publishing results and peer	 the structural adaptations of some unicellular organisms the hierarchical organisation of multicellular organisms: from cells to 	 differences between atoms, elements and compounds chemical symbols and formulae for elements and 	 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
 evaluate risks. 	tissues to organs to systems to organisms.	compounds	Describing motion
Experimental skills and	Nutrition and digestion	 conservation of mass changes of state and chemical 	time (speed = distance ÷ time)
investigations	• the consequences of imbalances in	reactions.	the representation of a journey on a distance-time graph
ask questions and develop a	the diet, including obesity, starvation and deficiency diseases	Pure and impure substances	Forces
une of enquiry based on observations of the real world, alongside prior knowledge and experience	 the tissues and organs of the human digestive system, including adaptations to function and how the 	 mixtures, including dissolving diffusion in terms of the particle model 	 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
 make predictions using scientific knowledge and understanding 	digestive system digests food (enzymes simply as biological catalysts)	 simple techniques for separating mixtures: filtration, evaporation, distillation and 	 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
 select, plan and carry out the most appropriate types of 	Gas exchange systemsthe structure and functions of the gas	chromatography Chemical reactions	 forces measured in newtons, measurements of stretch or compression as force is changed
scientific enquiries to test	exchange system in humans, including adaptations to function	 chemical reactions as the rearrangement of atoms 	force-extension linear relation; Hooke's Law as a special case

•	use and derive simple equations and carry out		•	conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving	
•	appropriate calculations undertake basic data analysis		•	similarities and differences, including density differences, between solids, liquids and gases	
	including simple statistical techniques.		• Par	the difference between chemical and physical changes. ticle model	
			•	the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density	
			•	atoms and molecules as particles.	
			Ene	rgy in matter	
			•	changes with temperature in motion and spacing of particles	
			•	internal energy stored in materials.	

New KS4 learning

Throughout		Autumn (Term 1)		Spring (Term 2)		Summer (Term 3)	
Working scientifically		Biology	Bio	ology	Bio	ology	
• • •	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,	 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 	<i>Ниі</i> •	man 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	Не • •	alth the relationship between health and disease non-communicable diseases the impact of lifestyle factors on the incidence of non-communicable diseases	
•	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	 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 	•	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	•	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)	

- 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
- 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

- organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life
- the process of photosynthesis

Diffusion

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Physics

• 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 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

- 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

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

- 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

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Acids and alkalis

- the chemistry of acids;
 - 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

•	making	and	reco	ord	ing	obse	ervations	and	
	measurem	ents	using	а	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:
 - 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
 - interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions
 - 6. presenting reasoned explanations, including relating data to hypotheses
 - 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

Forces and energy

- forces and fields: electrostatic, magnetic, gravity
- forces as vectors

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- 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
- conservation of energy in a closed system, dissipation

- 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 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

common atmospheric pollutants: sulphur dioxide, oxides of nitrogen, particulates and their sources

Physics

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Energy resources

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

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



using an appropriate number of significant figures in calculations.	 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 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	Biology	Biology	Biology	
matter	Cells	Human body	Health	
	Respiration	Chemistry	Communicable disease	
	Diffusion	Periodic table	Chemistry	
	Chemistry	 Structure and bonding 	 Acids and alkalis 	
	States of matter	Physics	Rates of reaction	
	Atoms and structure	Waves	• Atmosphere + resources	
	Physics	 Magnetism 	Physics	
	 Forces and energy 		 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

 \cdot Experimental Skills and Investigations:

Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge, and experience

 \cdot 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	Biology	Biology	Biology
matter	Cells	Human body	Health
	Typical cells	Digestive organs	Non communicable diseases
	 Organelles Specialised cells Microscopes and microscopy Respiration Aerobic Anaerobic Comparing respirations Photosynthesis Diffusion Osmosis Osmosis practical Arbino transment 	 Enzymes Enzymes practical Enzymes optimum Lungs and breathing Alveoli and concentration gradients Exchange surfaces Heart Blood vessels Blood Nervous systems organs reactions practical Reflexes Endocrine organs Blood glucose Menstrual cycle 	 Smoking and alcohol Obesity and heart disease Cancer Communicable disease Pathogen cells Bacterial and protist diseases Viral diseases and fungal diseases The immune system Vaccination Chemistry Acids and alkalis Acids and alkalis
	Chemistry States of matter	<u>Chemistry</u> Periodic table	• PH and Neutralisation Rates of reaction
	 Changes of state Mixtures and separating mixtures Density Density practical Gas pressure Atoms and structure Atoms, molecules, compounds Structure of atoms, Electronic structure RAM and RFM 	 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 	 Exothermic and endothermic Measuring rates of reaction Collision theory and surface area Temperature Concentration and pressure Catalysts Atmosphere + resources Carbon emissions Global warming, climate change Fossil fuels burning environmental effects

<u>P</u>	Physics	Physics	Physics	
F	orces and energy	Waves	Energy resources	
	Identifying forces	Wave types	Energy resources	
	Balanced forces	Measuring and calculating waves	Evaluating energy resources	
	 Force diagrams 	• EMS	Electricity	
	 Energy stores and transfers 	 Uses of low frequency EMS 	Static electrical fields	
	 Conservation and dissipation 	 Uses and risk of high frequency EMS 		
	• GPE	Magnetism	Current and charge	
	KE and GPE	Magnetic fields	• PD	
	Hooke's law	• Magnetic fields	Resistance	
	• EPE	Fields and current	Component characteristics	
		Motor effect	Series	
			Parallel	

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.				
vledge	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 - <u>Develop</u> 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 				
Taught content: Knov	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 - <u>Refine</u> 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	meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: • colour • line • form • tone • texture	 ACS - <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	
		đ	5	14		1000		and the second second		- Contraction	1
Food and drink		Abstraction		Under the Microscope		Pop Art		Surrealism		Contrasts/ Urban Photography	
Sarah Graham Pettiway	n, Jessica	Klari Reis, Fran	k Bowling	Ernst Haeckel, Josh Rogan, Helen Wells		Claes Oldenburg, Peter Anton		Rene Magritte, Dali, Massogona Sylla		The Boyle Family, Suzanne Merritt	
Line and colour		Mark Making,	line,pattern	Tone and Patt	Tone and Pattern		Colour, shape, form		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, and 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	Through the theme of abstraction pupils will investigate materials and mark making skills. Pupils will consider abstract 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 art installation	Pupils will explore tone and pattern through individual tasks to develop their skills. Pupils will consider other artists work .and 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 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 three dimensional pieces based on their studies, (Project links to Food and drink)	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 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.
		Pupils entered for GCSE begin individual preparation for externally set assignment.	Pupils entered for GCSE continue individual preparation for externally set assignment.	Pupils entered for GCSE complete individual preparation for externally set assignment and sit exam.	

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 61

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 influencess Personal safety First Aid Core Themes: Health & Well-being: Relationships

Diversity and discriminationExtremism	
Core Themes: Living in the wider world, Relationships	

Subsequent skills, attributes to be developed

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

				(
ext ho po thi	treme viewpoints; ow to evaluate the otential impact of is			
• ab ho risi sec	out extremism, ow to reduce the ks and where to ek help			
• to get sex fai dis	respect diversity in nder identity, xual orientation, ith, race and sability			
• ab res div ho ad	out rights, roles and sponsibilities in a verse society and ow to respect and lvocate for them			
• str dis pre bu an cha Eq	rategies to challenge scrimination and ejudice-based Illying in relation to by of the protected aracteristics of the guality Act (2010)			
• ho inf an ste	w to manage the fluence of gender d sexual norms and ereotyping			

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	Autonomy &	Choices &	Independence	Autonomy &	Choices & influences	Choices &
& aspirations	advocacy	influences	& aspirations	advocacy		influences
					Week 6	
Week 1	Week 2	Week 3	Week 4	Week 5	Developing	Week 7
Developing resilience and risk management skills: Money manage ment Fraud and cybercri me Preparin g for adult life – social media risk manage ment Core Themes: Health & Well- being: Living in	Developing Empathy and compassion, strategies to manage influence and assertive communication: Relationshi p expectatio ns Sexual Relationshi ps Identifying and responding to abuse and harassmen t	Developing confidence, agency and support-seeking skills: Making safe and healthy lifestyle choices Health promotio n and self- examinat ion Blood, organ, stem cell donation and cancer awarene	Developing respect for diversity, empathy and compassion, clarifying values and support- seeking skills: • Families and parenting • Fertility, adoption, abortion • Pregnanc y and miscarria ge • Managin g grief and loss • Gender Stereoty	Developing confidence, self- worth, adaptability and decision making skills: Employme nt rights and responsibi lities PAYE, NI, Tax and pensions CV and applicatio n process Money managem ent Aligning actions	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.	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

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. 			
	Music Performance/ Production/ Music	sic for film				
Bronze Arts Awards	Arrts Explore the arts as a participant: Develop singing or instrumentation skills and techniques for section- A Awards					
	Explore the arts as an audience meml	ber : Develop presentation and analysis skills to me	eet 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					
Silver Arts Awards	Silver Arts Arts Awards					

Arts	Leadership	:
		•

- Deliver the project (Effective arts leadership/ working effectively with others)
- Review the project and the development of leadership skills.

Music Sequencing and Production (Level 1 Production Pathway)

Aim and purpose

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

RSL

	 Using a sampler Using a synthesiser Identifying instrumenta Defining effects and plue Setting up project and Saving a project 	al options in a DAW ug-ins available in a DAW ai workflow	nd their usage		
	Mixing Key effects and their fu Basics of mixing (balance) 	nctions ce 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:						
	Autu	mn	Spri	ing		Summer
Music Pro	Music Production Music Performance		Music for film	Music for film Music Music Production Performance		Music for film
	D.4in	Due du ettere	Marcia Desfermence	Marsia Dua	deretien 2	Marcia for film
<u>KS4</u>	Objective and learn Logic Pro understar tools and	Develop how to use X, nding the key commands.	<u>Objective</u> : Students will gain skills in exploring melodies through the use of piano/voice.	Objective: Develo understand the in mixing volume fac	p and portance of ders.	Objective : To understand the influence of music throughout the genres.
	Objective to use loo samples v Pro X.	s: Learn how ops and vithin Logic	Objective: To further develop basic melodic ideas and to record in time accurately.	Objective: To furt mixing skills with faders.	her develop the use of	Objective: To understand the effects of music in movies.
	Objective develop t use loops using the in)	s: Further he how to and samples, sampler (Plug	<u>Objective</u> : Students will gain skills in how to apply playing with dynamics.	Objective: Studer how to pan instru	nts will learn Iments.	Objective : To understand how basic chords translate differently on various instruments.
	Objective will learn flex-time and samp	s: Students how to apply to their loops les.	Objective: To further develop using variations of different dynamics within musical arrangements.	Objective: Studer develop their und around panning.	nts will further lerstanding	Objective: To understand the use of minor chords effectively.

Objective: Furth develop applyin time on chosen instrument loop	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 de understanding h 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: Furth develop using m notes and how t export a song arrangement in mp3/ Wav form	ner <u>Objective:</u> To demonstrate a short operformance of original music piece. to at.	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.	Understand principles, strategies and tactics.	Core Leadership skills are life skills.
Participate regularly in realistic fitness activities	Take part in social sports that involve being part of	
that can be maintained post 16.	a team.	
Achieve and maintain personal fitness in order to		
enhance health.		
Inspire pupils to succeed.	Become physically confident through competition.	Build character and embed values of fairness and
Support health and fitness by participating in		respect.
physically demanding activities.		
Be physically active for sustained periods of time.	Take part in a range of physical activities.	Develop the qualities of Resilience, Accountability,
Encourage students to make the choice of healthy,		Respect and Patience through Leadership.
active lives.		
Provide the motivation to make wise lifestyle	Develop motor skill competence – agility, balance,	Develop knowledge of and responsibility for
choices.	co-ordination (running, jumping, throwing,	personal character traits.
Know yourself and how to achieve the goal of	catching).	Increase confidence in social character traits.
managing stress through emotional regulation,	Value engagement.	
using own strategies for self-calming.		

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– Focused Pathway Programme of Study KEY STAGE 4						
Content for:	Understanding the modern world		Shaping the nation			
KEY STAGE 4						
	Section A: Period studies Section B: Wider world depth studies		Section A: Thematic studies	Section B: British depth studies		
	AD America, 1920–1973: Opportunity and inequality	BC Conflict and tension between East and West, 1945–1972	AC Britain: Migration, empires and the people: c790 to the present day	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 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	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 the formation of Empire, expansion and the remaining legacy. It will also study the country's relationship with Europe and the wider world.	Students will be taught about life under Norman 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: • American people and the 'Boom' • Bust – Americans' experiences of the Depression and New Deal • Post-war America	 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 learn about the following key areas: • 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 learn about the following key areas: The Normans: conquest and control. (Background only) Life under the Normans The Norman Church and monasticism
Omissions	Who were the Americans? Why was there an economic boom in the 1920s Playing the Stock Market Al Capone Story Why did Prohibition fail? A land of opportunity?	How did the world react to the Russian Revolution? Peace in Europe The Yalta Conference The Potsdam Conference How did Stalin react to the Marshall plan? Communism in China	Context: Conquered and conquerors Vikings and Anglo-Saxons England and France 1066- 1560 Looking West – Britain and the Atlantic world England and the Age of Discovery – 1588-1707	The succession Crisis in 1066 Why did William win the Battle of Hastings? How did William establish control? The historic environment of Norman England – exam case study

[Why were Sacco amd	Why was there a space race	
	Versatta avagutad?		
		The Prague Spring	
	Opposition to the Now Deal	The Hugbe sping	
	Opposition to the New Dedi	The Brezhnev Doctrine	
	Was the New Deal effective?		
	Popular culture in the 1930s		
	How prosperous were		
	Americans in the 1950s?		
	The Black Power Movement		
	Johnson's Great Society		
	What was the feminist		
	movement?		
	What was the feminist movement?		

Raedwald Trust KS4 History Curriculum Policy.

Parkside Academy's KS4 History Curriculum is derived from objectives given in the DfE History GCSE subject content (2014). The KS4 curriculum is strictly progressive and students become more aware of the purpose and nature of history as an academic discipline and the transferable skills they develop in order to become lifelong learners. With the flexible nature of the Focused Pathway, students are able to develop literary skills needed for successful re-integration into the humanities curriculum at the Home School. We are keen to reengage our students by ensuring that the topics chosen hold value and significance to our students who may never have engaged fully in the subject in a mainstream setting. Equipping learners with the ability to scrutinize and seek the truth is central to our curriculum. Consequently, there is an element of concentric learning whereby historical evidence remains a key focus in the lessons. Equally, there is a sequential element whereby a chronological understanding of a period is developed and understood. Either way we will inspire our learners to see the value of history in every aspect of their lives.

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

- 1. To build on delivery at KS3 filling gaps and misconceptions where necessary.
- 2. To address any gaps in learning and skills that have occurred as a result of fragmented education.
- 3. 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.
- 4. To develop a range of adaptable skills which will prove useful for further learning in all areas and success in later life.
- 5. To have the opportunity to develop skills and knowledge needed for the successful reintegration into GCSE History classes.
- 6. To develop an increasing awareness of first order historical concepts through use of literacy frameworks.
- 7. 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.
- 8. To model a love of history as a lifelong area of interest.

- 9. To develop an increasing ability to think critically and independently
- 10. To augment and amplify a sense of citizenship and identity.

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.

Due to the Focused 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. The History Focused Pathway Programme of Study KS4 document details the specific chronological content covered as part of the offer.

The fundamental areas in our History curriculum are closely aligned to the AQA GCSE history specification.

Understanding the modern world

Section A: Period studies – America 1920-1973

Section B: Wider world depth studies – Conflict and Tension between East and West 1945-1972

Shaping the Nation

Section A: Thematic studies - Britain: Migration, empires and the people c790 to the present day

Section B: British depth studies - Norman England 1066-1100

The key historical enquiry skills pupils will work on are:

- Evidence and interpretation.
- Cause and consequence.
- Change and continuity.

- Historical significance.
- Chronological understanding
- First order historical concepts
- Developing valid historical claims
- Analysing differing historical interpretations

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 interrogate the content of the curriculum. This approach stems 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 and will become active participants facilitated by the skills developed through an exciting and inspiring curriculum.

Accessing History in Parkside KS4.

It important to recognise the context in which History will be taught at Parkside KS4. We offer a fractional placement starting four days a week which can span 1-3 terms. We therefore cannot meet the entire teaching requirements of the GCSE History curriculum. Due to the deficit of learning some of our students have experienced we have selected units that will appeal to our cohort some of whom may be studying History GCSE for the first time at our base. Therefore, specific units have been selected to re-engage our learners. This offer is not comprehensive in terms of total GCSE coverage. Units selected are intended to promote a sense of identity and cultural capital. Sometimes learners will require a bespoke offer which might include a reduced or integration timetable. The emphasis remains at all times on the development and use of adaptable skills. Instilling a love and passion for the subject remains at the heart of delivery and everything we aspire to achieve in partnership with our students.

Content sequencing and omissions

Due to the Focused pathway being a fractional and flexible 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 those which will provide the foundations for deeper studies and examination success. This can be found in the Pathway overview for this subject.

As a result of this, we will *not* be covering:

Thematic Study. Britain: Migration, empires and the people c 790 to the present day

Conquered and Conquerors

- Vikings and Anglo-Saxons 790-1066
- England and France 1066-1560

Looking West

- England in the Age of Discovery 1558-1707
- Britain and the Americas 1707-1865

British Depth Studies. Norman England 1066-1100

- The Normans: conquest and control
- The historic environment of Norman England

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 and distilling information
- Developing supported views and judgements
- Increasing ability to judge own performance accurately and set realistic next steps

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

Assessment and Outcomes

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, reflection and self and peer assessment. Our aim remains for our students to take ownership of outcomes and continually evaluate how they can progress. By making small changes from lesson to lesson our students become familiar with the ongoing process of self evaluation and development. Teacher assessment will include detailed written feedback, verbal feedback, mini-tests and self and peer assessment. Student led assessment remains at the heart of our delivery.

History and the Wider Curriculum

The principal focus of our KS4 History curriculum is to allow our students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history. We want our students to transcend the world in which they live and experience a world based on diverse human experience. We will endeavor to help our students become critical thinkers who are reflective of the world in which we live. History is central to asking the bigger questions and gaining a broad historical context can facilitate this. Students who develop a chronological awareness will develop a sense of self which is underpinned by British Values.

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.

The global perspective brings with it an enhanced sense of Cultural Capital whether it stems from studying local History, the national context through to international History. Our curriculum includes the chance to develop an understanding of the broad range of physical evidence available to historians. Opportunities to visit museums and historical sites are encouraged. Speakers are encouraged.

The opportunity to study different socio-economic and cultural systems of governance broadens the students' knowledge and understanding of their place in the world. This knowledge can further the students' understanding of our society and their place within it.

An ability to assess information's relevance and importance is essential in a multitude of roles within the workplace. The skills learned in History are adaptable to a range of vocational and educational environments, either within Raedwald Trust, in mainstream, or other alternative provision.

HISTORY: Subject Overview

Торіс	Course items covered	Assessment outcomes
Understanding the modern world	AD America, 1920–1973: Opportunity and	AO1: demonstrate knowledge and understanding of
Section A: Period studies	inequality	the key features and characteristics of the period
		studied.
	1. American people and the 'Boom' (Part 1). Mass	
	production in America	AO2: explain and analyse historical events and
		periods studied using second-order historical
	2. American people and the 'Boom' (Part 1).	concepts.
	Division in America	
		AO3: analyse, evaluate and use sources
	3. Bust – Americans' experiences of the Depression	(contemporary to the period) to make substantiated
	and New Deal (Part 2). American society during the	judgements, in the context of historical events
	Depression	studied.
	4. Bust – Americans' experiences of the Depression	AO4 : analyse, evaluate and make substantiated
	and New Deal (Part 2). The New Deal	Judgements about interpretations (including now
	C. Bust. Americanal superiores of the Developing	and why interpretations may differ) in the context of
	5. Bust – Americans' experiences of the Depression	nistorical events studied.
	and New Deal (Part 2). The Impact of the Second	
	6 Post-war America (Part 3) Post war American	
	society	
	Society	
	7. Post-war America (Part 3). The Civil Rights	
	campaign	
	8.Post-war America (Part 3). The feminist	
	movement	

Understanding the modern world	BC Conflict and tension between East and West,	See above
Section B: Wider world depth studies	1945–1972	
	1. The origins of the Cold War (Part 1). Contrasting	
	American and Russian ideologies and the end of the	
	Second World War	
	2. The origins of the Cold War (Part 1). The Truman	
	Doctrine and Marshall Plan	
	3. The development of the Cold War (Part 2). The	
	significance of events in Asia for supernower	
	relations	
	4 The development of the Cold War (Part 2)	
	4. The development of the Cold Wal (Part 2). Military rival rise and alliances, the formation of	
	NATO	
	NATO	
	5 The development of the Cold War (Part 2) The	
	The development of the Cold war (Part 2). The	
	6 Transformation of the Cold Way (David 2) The	
	Berlin Well	
	Bernin Wall	
	7 Transformation of the Cald Mar (Dart 2)	
	7. Transformation of the Cold War (Part 3).	
	rensions in Cuba, the Cuban missile crisis	
	0. Transformation of the Cold Mar (Dort 2) D(1)	
	8. Transformation of the Cold War (Part 3). Detente	
	and SALL1	

GEOGRAPHY: Programmes of Study

Geography– Focused Pathway Programme of Study KEY STAGE 4						
Content for KS4	Living with the physical	Living with the	Challenges in the human	Challenges in the human		
	environment	physical	environment	environment		
	Section A: The challenge of natural hazards	environment Section B: The living world	Section A Urban issues and challenges Section B: The changing economic world	Section C: The challenge of resource management		
Taught content: Knowledge / skills	Students will learn about the following key areas:	Students will learn about the following key	Students will learn about the following key areas:	Students will learn about the following key areas:		
	Natural Hazards	areas:	Section A	Section C		
	What are natural hazards?	Ecosystems	Urban issues and challenges	Resource Management		
	Plate tectonics theory	Introducti on to	 Factors affecting rates of urbanization Case study – Rio de Janeiro 	 Global distribution of resources Food water and energy 		
	 Distribution of earthquakes and volcanoes 	systems • Change	Urban change in the UK	 provision in the UK Global food supply Impact of food insecurity 		
	Effects of earthquakes	and eco- systems	 Where do people live in the UK 	Sustainable food productionGlobal water supply		
	 Responses to earthquakes Case study Turkey Syria quake 	Global ecosyste ms Tropical	Case study Bristol	Sustainable water supplyGlobal energy supplySustainable energy supply		
	Reducing the risk of	Rainforests	Sustainable Urban development	 Case studies relating to the above in LICs 		
	Weather hazards	 Tropical Rainforest 	Planning urban sustainability			
	wediner hazaras		Sustainable traffic			

 Global dimospheric circulation Tropical storms formation and structure Case study – cyclone Idai Reducing the effects of tropical storms Weather hazards in the UK Somerset floods Extreme weather in the UK Climate Change Evidence for climate change Causes of climate change Managing the impacts of the climate – mitigation and adaptation 	 Causes, impacts and managin g Sustainab le manage ment of rainforest s Hot Deserts Characte ristics Climate graphs Case study – Thar desert Causes of desertific ation and reducing the risks of desertific ation 	 Global variations in economic development and quality of life Section B The development gap Measuring development The demographic transition model Changing population structures Causes and impacts of uneven development Reducing the development gap Case study – reducing the gap Jamaica Nigeria – newly emerging economy Case study Nigeria The changing UK economy Science and business parks 	
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			Environments				
			 Characte ristics of cold environm ents Adapting to cold environm ents Case study Svalbard Managin g cold environm 				
Taught content progression	The Focused Path adaptable geogra are studied can ve	way Programme of S aphical skills with subj ary according to the	tudy for Key Stage 4 ject knowledge dee needs of individual	outlines a structure med necessary to a centres or groups of	which combines the chieve success in Go students.	learning and applic CSE. The order in whi	ation of ch the modules
Students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and							
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 geography teaching to suit the needs of their students and the prevalent teaching and learning structure.							
Omissions		Unit 1 - Living w	ith the physical	environment	Unit 2 - Challen	ges in the	Unit 3 –
We do not cover field work or Pre- release materialsSection C: Physical • Coasts		landscapes in the U	ĸ	human environ Section A Urban iss challenges Section B: The char	ment ves and nging economic	Geographica I application	

Rivers	world	
Glaciers		
Fieldwork		
	Planning for Rio's urban poor	Fieldwork
	New housing for Bristol	Developi
	Temple Quarter regeneration	ng questions
	 Changing population structures – population pyramids 	for an enquiry
	Causes of uneven development	 Selecting, measurin g and
	 Uneven development Migration 	recording data
	 Reducing the development gap – debt relief 	 Processin g and
	Reducing the gap – tourism	presentin g
	Environmental impacts of industry in the UK	fieldwork data
	Changing rural landscapes in the UK	 Analysing fieldwork
	Changing transport infrastructure in the UK	data
		Reaching
		ns
	The UK in the wider world – EU and Commonwealth	Evaluatin g your aeograp

Carte phic	
• Gran	ogra skills
	hica
Statis skills	tical

Raedwald Trust KS4 Geography Curriculum Policy.

Parkside Academy's KS4 Geography Curriculum is derived from objectives given in the DfE Geography guidance GCSE subject content (2015). The KS4 curriculum is strictly progressive and students become more aware of the purpose and nature of geography as an academic discipline and the transferable skills they develop in order to become lifelong learners. With the flexible nature of the Focused Pathway, students are able to develop literary skills needed for successful re-integration into the humanities curriculum at the Home School. We are keen to reengage our students by ensuring that the topics chosen hold value and significance to our students who may never have engaged fully in the subject in a mainstream setting. Equipping learners with the ability distil data, assess and evaluate is central to our geography curriculum at the Parkside Base. We intend to follow the rubric quoted in the DfE Geography guidance whereby our students are better equipped 'in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)' Consequently, there is an element of concentric learning whereby geographical skills remain a key focus in the lessons. Equally, there is a sequential element whereby an understanding of the global, social, political and cultural landscape is built upon.

The purposes of teaching and learning Geography at Key Stage 4 are as follows:

- 1. To build on delivery at KS3 filling gaps and misconceptions where necessary.
- 2. To address any gaps in learning and skills that have occurred as a result of fragmented education.
- 3. To develop a range of adaptable skills which will prove useful for further learning in all areas and success in later life.
- 4. To have the opportunity to develop skills and knowledge needed for the successful reintegration into GCSE geography classes.
- 5. Broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.
- 6. A greater emphasis given to process studies that lead to an understanding of change.
- 7. A greater stress on the multivariate nature of 'human-physical' relationships and interactions.
- 8. A stronger focus on forming generalisations and/or abstractions, including some awareness of theoretical perspectives and of the subject's conceptual frameworks.

- 9. An increased involvement of students in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions.
- 10. Enhancing competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.
- 11. To model a love of geography as a lifelong area of interest.
- 12. To develop an increasing ability to think critically and independently
- 13. To augment and amplify a sense of citizenship and identity in an increasingly globalized world.

Content and Sequencing

The Programme of Study is derived in the first instance from the Department for Education (2015) Geography GCSE Subject Content. Our Programme demonstrates how the national guidance is translated into a working version for Key Stage 4 at Raedwald Trust.

Due to the Focused 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. The Geography Focused Pathway Programme of Study KS4 document details the specific content covered as part of the offer.

At Key Stage 4 we teach aspects of AQA GCSE Geography adopting a rapid umbrella approach to the delivery of the curriculum. This syllabus provides the opportunity for pupils to consolidate and develop their knowledge and understanding of human and physical geography. We do not expressly teach the fieldwork element although trips and visits are encouraged. AQA geography is the most commonly taught syllabus in our 'home' schools, thus this decision allows pupils to move from different settings and be able to have the best chance of succeeding.

The fundamental areas in our Geography curriculum are closely aligned to the AQA GCSE geography specification.

	Autumn	Spring	Summer
Focused Pathway	The Urban World	Resource Management	Tropical Rainforests
	Urban Change	Food Management	Hot Desserts
	Urban Sustainability	Water management	
	The Development Gap	Energy management	
Nig	geria: a Newly-Emerging Economy	Natural Hazards	Fair Trade
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The	e development gap	Tectonic Hazards	Tourism
The	e Changing UK economy	Climate change	
		Weather Hazards	
		Eco systems	

Note: no field work GCSE component is covered in the delivery of the curriculum due to the fractional nature of the placement

The key geographical skills pupils will work on are:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts (know geographical material)
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (*think like a geographer*)
- Develop and extend their competence in a range of skills in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography)

The role of Student and Teacher

Our policy is to encourage all students who have chosen to study Geography at Key Stage 4 to take a significant measure of responsibility for their learning and development as geographers. This requires a questioning, critical attitude towards the subject where young people will need to use their curiosity to interrogate the content of the curriculum. This approach stems 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 Geography curriculum is substantial and will require study beyond the classroom, subject to student need. Success in Geography 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 and will become active participants facilitated by the skills developed through an exciting and inspiring curriculum.

Accessing Geography in Parkside KS4.

It important to recognise the context in which Geography will be taught at Parkside KS4. We offer a fractional placement starting four days a week which can span 1-3 terms. We therefore cannot meet the entire teaching requirements of the GCSE Geography curriculum. Due to the deficit of learning some of our students have experienced we have selected units that will appeal to our cohort some of whom may be studying Geography GCSE for the first time at our base. Therefore, specific units have been selected to re-engage our learners. This offer is not comprehensive in terms of total GCSE coverage. Units selected are intended to promote a sense of identity and cultural capital. Sometimes learners will require a bespoke offer which might include a reduced or integration timetable. The emphasis remains at all times on the development and use of adaptable skills. Instilling a love and passion for the subject remains at the heart of delivery and everything we aspire to achieve in partnership with our students.

Content sequencing and omissions

Due to the Focused pathway being a fractional and flexible 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 those which will provide the foundations for deeper studies and examination success. This can be found in the Pathway overview for this subject.

As a result of this, we will **not** be covering the fieldwork component at the Parkside KS4 base.

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).

- Drawing conclusions from a range of data
- Writing and speaking coherently and logically
- Researching effectively and distilling information
- Developing supported views and judgements

• Increasing ability to judge own performance accurately and set realistic next steps

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

Assessment and Outcomes

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, reflection and self and peer assessment. Our aim remains for our students to take ownership of outcomes and continually evaluate how they can progress. By making small changes from lesson to lesson our students become familiar with the ongoing process of self evaluation and development. Teacher assessment will include detailed written feedback, verbal feedback, mini-tests and self and peer assessment. Student led assessment remains at the heart of our delivery. S

Geography and the Wider Curriculum

The principal focus of our KS4 Geography curriculum is to allow our students to develop and extend their knowledge and understanding of place from a local, national and global context. We want our students to transcend the world in which they live and experience a society based on diverse human experience. We will endeavor to help our students become critical thinkers who are reflective of the world in which we live. Geography is central to asking the bigger questions and gaining a broad geographical context can facilitate this. Students who develop a global awareness will develop a sense of self which is underpinned by British Values.

An ability to assess information's relevance and importance is essential in a multitude of roles within the workplace. The skills learned in Geography are adaptable to a range of vocational and educational environments, either within Raedwald Trust, in mainstream, or other alternative provision.

The opportunity to study different socio-economic and cultural systems of governance broadens the students' knowledge and understanding of their place in the world. This knowledge can further the students' understanding of our society and their place within it.

The principal focus of the geography curriculum is to inspire in pupils a curiosity about the world and its people which in turn, empowers them to believe that their actions can make a difference. The curriculum has a strong focus on sustainability and climate change, and the role individuals, communities and governments can all play in this. Through activities such as litter picking on the beach at Felixstowe, fund raising for charities and learning about deprivation in Ipswich, pupils are encouraged to find positive ways of helping their communities.

Literacy

The global perspective brings with it an enhanced sense of Cultural Capital whether it stems from studying local geography, the national context through to global context. Opportunities for field studies are encouraged. Speakers are encouraged.

Literacy remains at the heart of all our delivery. We will inspire our students by making language accessible and all our lessons will be structured in a way that allows for full engagement and understanding of the themes and topics.

GEOGRAPHY: Subject Overview

Topic	Course item covered	Assessment outcomes
Challenges in the human environment	The Urban World	
Section A Urban issues and challenges	 Megacities Rio Case study – social and economic challenges Urban Change in the UK: Bristol introduction Environmental & Social challenges of Bristol Environmental and Social challenges of Bristol – problems and solutions Regeneration Bristol Urban Sustainability Freiburg 	
Section B	The development gap	
The Changing economic world	1. Measuring development	
	2. Limitations of social and economic measures of	
	development	
	3. Global variations in economic development and	
	quality of life.	

	4. Demographic Transition Model.	
	5. Strategies for reducing the development gap	
Section B	Nigeria: A Newly emerging economy	
The Changing economic world	1. Exploring Nigeria	
	2. Nigeria in the wider world	
	3. Nigeria's changing economy	
	4. Transnational corporations	
	5. Impacts of international aid	
	6. Managing environmental issues	
	7. Quality of life in Nigeria	
Section B	The changing UK economy	
The Changing economic world	1. Changes in the UK economy	
	2. Post-industrial economy	
	3. Uk science and business parks	
Section C	Resource Management	
The challenge of resource management	1. Global distribution of resources	
	2. Provision of food in the UK	
	3. Provision of water in the UK	
	4. Provision of energy in the UK	
Section C	Resource Management	
The challenge of resource management	1. Food management	
	2 Water management	
	3 Energy management	
	5. Energy management	
Section A	The challenge of natural hazards	
Living with the physical environment		

	1 Milesters natural hazanda?	
	1. What are natural nazards?	
	2. Tropical storms	
	3. Weather hazards in the UK	
	4. Somerset floods	
	5. Evidence for climate change	
	6. Causes of climate change	
	7. Human causes of climate change	
	8. Managing the impacts of the climate	
Section B	Ecosystems	
The Living World	1. Introduction to eco-systems	
	2. Change and eco-systems	
	3. Global ecosystems	
	Tropical Rainforests	
	4. Tropical Rainforests - causes, impacts and	
	managing	
	5. Sustainable management of rainforests	

RELIGIOUS EDUCATION: Programme of Study

Religious Studi	ies – Programme of Study KEY	' STAGE 4					
Prior learning: KEY STAGE 3	 ig: 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 focu coverage on Christianity. 						
Content for: KEY STAGE 4	Section A: The study of religions: beliefs	and teachings	Section B: Thematic Studies: religions, e	thical 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	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 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:	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:			
	 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 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 	 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 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 			

	Students will be able to analyse and discuss the influence of these beliefs and teachings on individuals, communities and societies.	Students will be able to analyse and discuss the influence of these beliefs and teachings on individuals, communities and societies.	 The purpose of families in Christianity and Islam Gender equality 	 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 element of analysis w support them in their scripture and/or sacre	e able to show their understanding of key ithin philosophical thinking and debate. T composition of well-balanced and organized texts and will be able to reference thes	themes through the application of teach hese lessons provide thought-provoking o sed points of view on key issues. Students e in arguments related to the themes liste	ings from religion and beliefs, there is also questions to allow students to challenge t will become more familiar with sources o ed above.	o a teaching focus on the practical heir own structures of belief and of wisdom and authority including		

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
- 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, 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 that has grown significantly in recent years.

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

Core unit 1 7 lessons	Core unit 1 7 lessons
content 2 Revision	content 2 Revision
lessons	lessons
Christianity (in depth study 1)	Islam (in depth study 2)
Core unit 18 lessons	Core unit 1 8 lessons
content 2 Revision	content 2 Revision
lessons	lessons
Relationships and families (theme 1)	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
 - o 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. 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

Торіс	Course items covered	Assessment outcomes
Christianity	In depth study 1:	AO1 : Demonstrate knowledge and understanding of religion and belief,
	1. The Holy Trinity	including:
	2. The Creation Story	
	3. Christian beliefs about the Afterlife	beliefs, practices and sources of authority
	4. The crucifixion	
	5. The resurrection	influence on individuals, communities and societies
	6. The crucifixion, resurrection and ascension	
	7. Salvation in Christianity	similarities and differences within and/or between religions and beliefs.
	8. Revision lesson: The nature and oneness of God	
	9. Revision lesson: The Christian belief of the crucifixion,	AO2: Analyse and evaluate aspects of religion and belief, including their
	resurrection and ascension of Christ	significance and influence.
Islam		
	In depth study 2:	
	1. Sunni and Shi'a beliefs	
	2.The oneness of God	
	3. The Nature of God	
	4. The role of Angels in Islam	
	5. Life after death in Islam	
	6. Prophethood	
	7. Prayer in Islam	
	8. Revision lesson: Key beliefs of Sunni and Shi'a Muslims	AO1 and AO2.
	9. Revision lesson: The nature of Allah	
Deletienskins	Thoma 1	
	1 Human covuality and covual relationships in marriage in	
	L. Furnan sexuality and sexual relationships in marriage in	
	2 Same say marriages and relationships in relation to UK law and	
	Christianity	
	 Contracention and teachings of Islam and Christianity 	
	A Marriage in Christianity and Islam	
	+. Marriage in Christianity and Island	

	 Divorce and cohabitation Religious teachings and attitudes towards family Gender roles and stereotypes Religious teaching about the roles of men and women Revision lesson: Sexual relationships before marriage Revision lesson: Gender equality in marriage 	
Peace and Conflict	 Theme 2 1. Peace and justice 2. Pacifism in Christianity and Islam 3. Violence and violent protest 4. The reasons for and consequences of war 5. The Just War Theory 6. Forgiveness and reconciliation in Islam and Christianity 7. Weapons of mass destruction 8. Peacemaking 9. Revision lesson: Weapons of mass destruction 10. Revision lesson: The Just War Theory 	AO1 and AO2. 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: • 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.	Students will be taught a range of skills that will enable them to make home-cooked, nutritious meals and snacks. Five key areas will be repeated and mastered throughout:	Students will be taught how to analyse processed foods and consider how they affect their health. This will include the ability to: • 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	Students will develop a deeper understanding of how food choices might be affecting their mental health and capacity to learn. They will learn how: • 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.	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: • 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.	Students will be taught some of the different pathways and careers that are involved in the food industry. They will learn about: • roles within the hospitality sector • the wider careers choices within the food industry • how to research local food careers.

			• explore how their own diet will change throughout their lifetime.			
Taught content: KS4 progression	This content will provide a students to have a solid fou lives.	strong foundation for progr undation of savoury cooking	ression to potential college co g skills and a sound knowledge	urses and careers. More im e of nutrition that they can	portantly, it will allow all rely on for the rest of their	
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.