KS4 Focused Pathway Curriculum

Information Pack for Mainstream Schools

2023-2024

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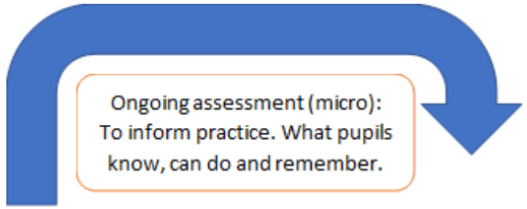
1. Curriculum Structure



Curriculum: Weekly or ongoing planning

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

Curriculum: Medium Term planning

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

Curriculum: Whole school/Trust overview

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

Curriculum: Programmes of study and policy

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

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

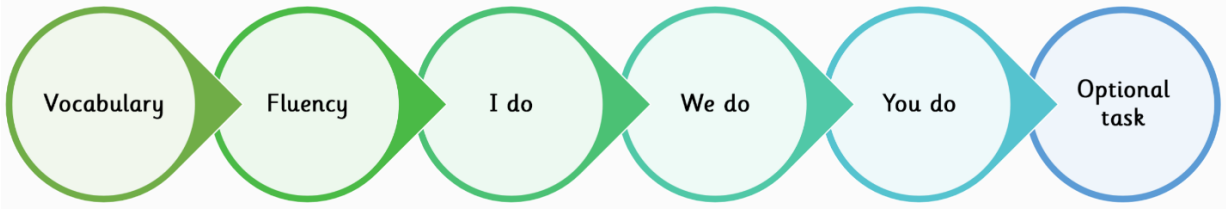
This model describes the elements that underpin our curriculum structure and planning.

2. Curriculum Overview

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

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

Seminal British authors and heritage literature from anthologies

4. PSED (Personal, Social and Emotional Development)

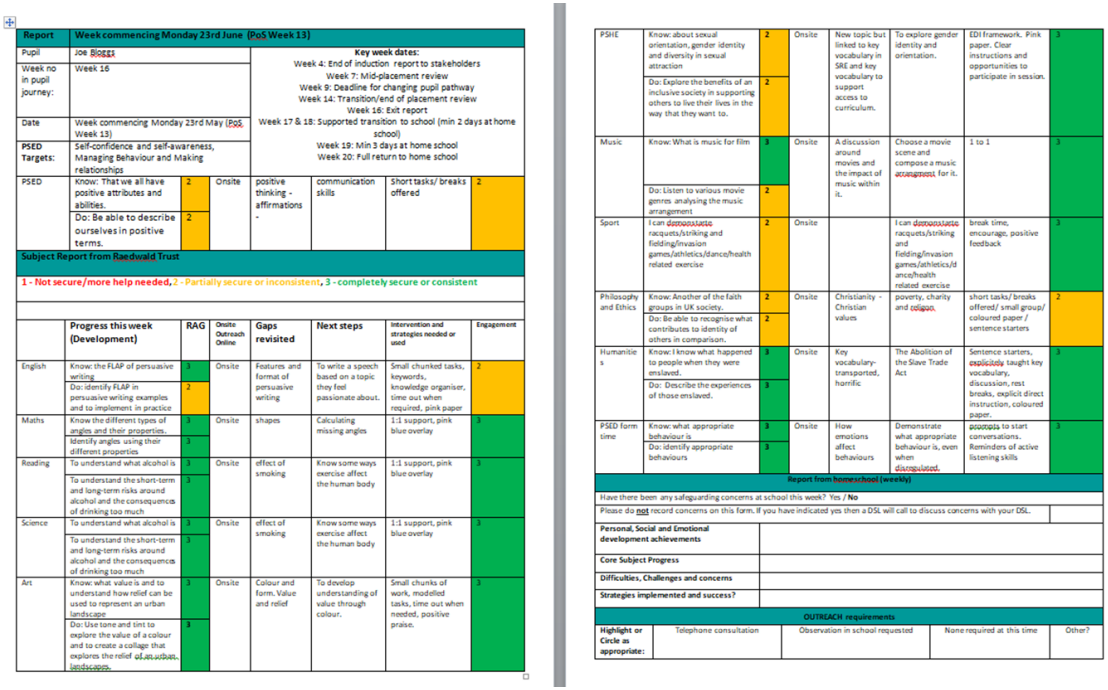
At Parkside we believe that children's personal, social and emotional development (PSED) is paramount to their success as learners. As such, pupils are RAG rated against the EYFS profile by the referring school and on induction; this is used to target, track and support development and ensure exceptional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

5. Assessment and Reporting

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

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

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



Report	Week commencing Monday 23rd June (PoS Week 13)							
Pupil	Joe Biggs			Key week dates: Week 4: End of induction report to stakeholders Week 7: Mid-placement review Week 9: Deadline for changing pupil pathway Week 14: Transition/end of placement review Week 16: Exit report Week 17 & 18: Supported transition to school (min 2 days at home school) Week 19: Min 3 days at home school Week 20: Full return to home school				
Week no in pupil journey:	Week 16							
Date	Week commencing Monday 23rd May (PoS Week 13)							
PSED Targets:	Self-confidence and self-awareness, Managing Behaviour and Making relationships							
PSED	Know: That we all have positive attributes and abilities.	2	Onsite	positive thinking - affirmations -	communication skills	Short tasks/ breaks offered	2	
	Do: Be able to describe ourselves in positive terms.	2						

Subject Report from Raedwald Trust							
1 - Not secure/more help needed, 2 - Partially secure or inconsistent, 3 - completely secure or consistent							
	Progress this week (Development)	RAG	Onsite Outreach Online	Gaps revisited	Next steps	Intervention and strategies needed or used	Engagement
English	Know: the FLAP of persuasive writing	3	Onsite	Features and format of persuasive writing	To write a speech based on a topic they feel passionate about.	Small chunked tasks, keywords, knowledge organiser, time out when required, pink paper	2
	Do: identify FLAP in persuasive writing examples and to implement in practice	2					
Maths	Know the different types of angles and their properties.	3	Onsite	shapes	Calculating missing angles	1:1 support, pink blue overlay	3
	Identify angles using their different properties	3					
Reading	To understand what alcohol is	3	Onsite	effect of smoking	Know some ways exercise affect the human body	1:1 support, pink blue overlay	3
	To understand the short-term and long-term risks around alcohol and the consequences of drinking too much	3					
Science	To understand what alcohol is	3	Onsite	effect of smoking	Know some ways exercise affect the human body	1:1 support, pink blue overlay	3
	To understand the short-term and long-term risks around alcohol and the consequences of drinking too much	3					
Art	Know: what value is and to understand how relief can be used to represent an urban landscape	3	Onsite	Colour and form. Value and relief	To develop understanding of value through colour.	Small chunks of work, modelled tasks, time out when needed, positive praise.	3
	Do: Use tone and tint to explore the value of a colour and to create a collage that explores the relief of an urban landscape.	3					
PSHE	Know: about sexual orientation, gender identity and diversity in sexual attraction	2	Onsite	New topic but linked to key vocabulary in SRE and key vocabulary to support access to curriculum.	To explore gender identity and orientation.	EDI framework. Pink paper. Clear instructions and opportunities to participate in session.	3
	Do: Explore the benefits of an inclusive society in supporting others to live their lives in the way that they want to.	2					
Music	Know: What is music for film	3	Onsite	A discussion around movies and the impact of music within it.	Choose a movie scene and compose a music arrangment for it.	1 to 1	3
	Do: Listen to various movie genres analysing the music arrangement	2					
Sport	I can demonstrate racquets/striking and fielding/invasion games/athletics/dance/health related exercise	2	Onsite		I can demonstrate racquets/striking and fielding/invasion games/athletics/dance/health related exercise	break time, encourage, positive feedback	3
Philosophy and Ethics	Know: Another of the faith groups in UK society.	2	Onsite	Christianity - Christian values	poverty, charity and religion.	short tasks/ breaks offered/ small group/ coloured paper / sentence starters	2
	Do: Be able to recognise what contributes to identity of others in comparison.	2					
Humanities	Know: I know what happened to people when they were enslaved.	3	Onsite	Key vocabulary- transported, horrific	The Abolition of the Slave Trade Act	Sentence starters, explicitely taught key vocabulary, discussion, rest breaks, explicit direct instruction, coloured paper.	3
	Do: Describe the experiences of those enslaved.	3					
PSED form time	Know: what appropriate behaviour is	3	Onsite	How emotions affect behaviours	Demonstrate what appropriate behaviour is, even when dysregulated.	prompts to start conversations. Reminders of active listening skills	3
	Do: identify appropriate behaviours	3					

Report from homeschool (weekly)				
Have there been any safeguarding concerns at school this week? Yes / No				
Please do not record concerns on this form. If you have indicated yes then a DSL will call to discuss concerns with your DSL.				
Personal, Social and Emotional development achievements				
Core Subject Progress				
Difficulties, Challenges and concerns				
Strategies implemented and success?				
OUTREACH requirements				
Highlight or Circle as appropriate:	Telephone consultation	Observation in school requested	None required at this time	Other?

6. Subject Information

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

ENGLISH: Programme of Study

Prior learning	As we are Alternative Provision sites, we cannot assume that a student 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 (inc. GRAMMAR & VOCABULARY)	SPEAKING & LISTENING
	• reading a wide range of fiction and non-fiction, including ✓ English literature, both pre-1914 and contemporary, including prose, poetry and drama ✓ Shakespeare (two plays) ✓ seminal world literature • making inferences and referring to evidence in the text • knowing how language, including figurative language, poetic devices, vocabulary choice, grammar, text structure and organisational features, presents meaning • studying setting, plot, and characterisation, and the effects of these	• writing for a wide range of purposes and audiences, including: ✓ formal discussion texts ✓ stories, scripts, poetry and other imaginative writing ✓ notes and polished scripts for talks and presentations ✓ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • using Standard English grammar, spelling and punctuation accurately	• 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

Taught content: Knowledge/Skills	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 **Students should:** • read/be exposed to a range of literature and non-fiction, such as essays, reviews and journalism • have the opportunity to read: ✓ At least one play by Shakespeare ✓ writing from the 19th, 20th and 21st centuries ✓ a range of poetry since 1789, including some Romantic poetry • be taught to make comparisons between texts in terms of content, context, theme and style • learn to summarise and synthesise information from different types of text • be taught to recognize the impact of a text's social and historical context on its interpretation • practise identifying and interpreting themes, ideas and information • explore aspects of plot, characterisation, events and settings, the relationships between them and their effects • learn to find evidence within a text to support a point of view, including justifying inferences with evidence • practise distinguishing between statements that are supported by evidence and those that are not, identifying bias and misuse of evidence • learn how to analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluate the effect/ impact of writer's choices • make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from their wider experience

	• be aware of multiple interpretations of textual information
Taught content: Knowledge/Skills	As an Alternative Provision, we offer a Fractional Placement and as such, students study core skills to complement a given examination syllabus (Functional sills 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:
	Writing • learn to write clearly and coherently • spell and use grammar and punctuation accurately • adapt vocabulary and style for a range of contexts, purposes and audiences **Students should:** • adapt their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue • select and organize ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • use vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to suit audience, purpose and context • use Standard English where appropriate
	Speaking & Listening • understand and use the conventions of presentation, debate and discussion so they can become competent speakers and listeners Students should: • make formal presentations • participate in debate • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • listen and respond appropriately in all contexts above

Subsequent learning	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 ay instead involve them using the KS4 curriculum they have been exposed to supporting students in the following ways:		
	READING	WRITING (inc. GRAMMAR & VOCABULARY)	SPEAKING & LISTENING
	• Accessing course material for future study/qualifications • Understanding legal documents eg terms & conditions • Make value judgements about the quality and veracity of the information they are reading	• Job applications • Assignments for future qualifications	• Job interviews • Customer facing roles

ENGLISH: Subject Overview						
Week 1	**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**
Autumn Term 2						
Week 8	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**
Spring Term 1						
Week 15	**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**
Spring Term 2						
Week 22	**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/Structure	**Point/Evidence/Explain**	**Comparative connectives**	**Stereotypes**	**Lady Macbeth**		
Summer Term 1						

Week 27	Week 28	Week 29	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	
Summer Term 2						
Week 33	**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

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

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

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

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

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

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

MATHEMATICS: Programme of Study

Key Stage 4 – Number

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

Key Stage 4- Number continued

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

Key Stage 4- Algebra

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

Key Stage 4- Algebra continued

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

Key Stage 4- Ratio, proportion and rates of change

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

Key Stage 4- Geometry and measures

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

Key Stage 4- Geometry and measures continued

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

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

Key Stage 4- Probability

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

Key Stage 4- Statistics

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

MATHEMATICS: Subject Overview

RT Curriculum Overview 2023/24: Mathematics						
Autumn Term 1						
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Topic	**Topic**	**Topic**	**Topic**	**Topic**	**Topic**	**Topic**
Fractions	**Calculating fractions**	**Rounding and estimation**	**Perimeter and Area**	**Circles**	**Volume**	**Surface area**

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/Substitution**	**Algebra**

Spring Term 1						
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**

Spring Term 2						
Week 22 - 26th Feb	**Week 23**	**Week 24**	**Week 25**	**Week 26**	**Week 27**	**Week 28**

Plan views and Transformation	**Transformation**	**Probability**	**Probability/Angles**	**Angles**	**Topic**	**Topic**

Summer 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**

MATHEMATICS: Subject Overview

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. The skills developed within the curriculum is also meets the needs of students studying functional skills specifications if the home school chooses to enter them for these qualifications.

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

Baselining
Many students have missed large gaps in their education and students also join us at various points across the academic year. All students will complete a Baseline assessment that we use to understand pupils confidence with 28 core mathematical skills across the 6 themes of mathematics. 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. We track topic understanding from the baseline assessment. The information also helps to inform the numeracy target set on the Individual learning plan. Lessons are adapted to develop their understanding against the numeracy target.

Entry Level
We can support the delivery of the Entry Level Certificate to students that need to develop and gain confidence within the core strands of mathematics. The Entry level specification is co-teachable with our programme of study. 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.

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.

For those students identified as performing at Higher GCSE level, we will adapt our lessons for students to extend their knowledge within topics. Students can complete additional topics alongside the main scheme of work. This can 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 support to aid understanding from mainstream teachers. The variety of topics that can be covered are listed below:

Autumn	Spring	Summer

-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
-Further algebra -Extended Trigonometry -Growth and decay -Direct and inverse proportion	-Graphs -Functions -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.**

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.

The lessons are planned to follow a concentric model that allows us to build up student's skills through constant revisiting and interleaving. In line with the Research Government Review series (2021) lessons are planned with:

- Frequent low stake testing
- Learners are given a variety of tasks that focus on rehearsal of facts, methods and strategies alongside developing their understanding.
- Opportunities for students to develop proof and reasoning skills.

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.

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 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 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.

SCIENCE: Programme of Study

Required prior learning from KS3

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

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

Analysis and evaluation

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

Measurement

- understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature

movement of gases, including simple measurements of lung volume

- the impact of exercise, asthma and smoking on the human gas exchange system

Health

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

Photosynthesis

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

Cellular respiration

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

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

Energetics

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

The Periodic Table

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

Materials

- The use of carbon in obtaining metals from metal oxides

Earth and atmosphere

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

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

Observed waves

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

Light waves

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

Current electricity

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

Static electricity

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

Magnetism

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

Physical changes

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

Particle model

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

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

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
- making and recording observations and measurements using a range of apparatus and methods
- evaluating methods and suggesting possible improvements and further investigations.

3. Analysis and evaluation

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

Physics

Forces and energy

- forces and fields: electrostatic, magnetic, gravity
- forces as vectors
- calculating work done as force x distance; elastic and inelastic stretching
- 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
- 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
- pH as a measure of hydrogen ion concentration and its numerical scale

Rates of reaction

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

Atmosphere + resources

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

Physics

Energy resources

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

Electricity

• 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 5. interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions 6. presenting reasoned explanations, including relating data to hypotheses 7. being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error • communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations. ***4. Vocabulary, units, symbols and nomenclature*** • developing their use of scientific vocabulary and nomenclature • recognising the importance of scientific quantities and understanding how they are determined • using SI units and IUPAC chemical nomenclature unless inappropriate • using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano) • interconverting units • using an appropriate number of significant figures in calculations.	• 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	• 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 • electromagnetic waves, velocity in vacuum; waves transferring energy; wavelengths and frequencies from radio to gamma-rays	• 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

		• 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 matter	**Biology** • Cells • Respiration • Diffusion **Chemistry** • States of matter • Atoms and structure **Physics** • Forces and energy	**Biology** • Human body **Chemistry** • Periodic table • Structure and bonding **Physics** • Waves • Magnetism	**Biology** • Health • Communicable disease **Chemistry** • Acids and alkalis • Rates of reaction • Atmosphere + resources **Physics** • Energy resources • Electricity

There will be scientific skills interwoven throughout. These skills will be revisited throughout each unit of study to help pupils embed skills that can be transferred back into their mainstream setting. The skills we will assess are:
· Scientific Attitudes:

Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review
· Experimental Skills and Investigations:

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

Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions
Present reasoned explanations, including explaining data in relation to predictions and hypotheses

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

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

Assessment and outcomes

With our classes being small, teachers have the capacity to clearly monitor the progress each pupil makes in each lesson. This will allow staff to adjust the following lesson with regards to any short fallings or misconceptions in pupil learning, so that they continue to progress at the expected level to successfully access the curriculum. We will also use a RAG rating on the whole school formative assessment tracker to monitor this long term. We can then feedback to their mainstream setting and it will inform us of weaknesses which need to be addressed in the future. Alongside this we will have end of module tests for the content of each discipline within each term. The test will be a series of exam questions for the content and skills covered, this will be completed in class as part of a timetabled lesson, in an open book and staff supported style. The test will cover 30 minutes of mixed style exam questions with time to feedback with the pupils. The purpose of it being open book is to avoid the increased pressure and anxiety which we historically know can be a trigger for disruptive behaviour and reduced attendance, whilst still giving pupils exposure to exam style questioning and giving pupils the opportunity to develop the skills required for exam success. This information will, alongside informing our planning, help us to demonstrate progress. It will also help the pupils identify areas of strength and weakness, to both support revision and make informed post 16 and career decisions.

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

Science and the wider curriculum

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

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

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

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

SCIENCE: Subject Overview

	Autumn (Term 1)	Spring (Term 2)	Summer (Term 3)
Subject matter	**Biology** ***Cells*** • Typical cells • Organelles • Specialised cells • Microscopes and microscopy ***Respiration*** • Aerobic • Anaerobic • Comparing respirations • Photosynthesis ***Diffusion*** • Diffusion • Osmosis • Osmosis practical • Active transport **Chemistry**	**Biology** ***Human body*** • Digestive organs • 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 **Chemistry**	**Biology** ***Health*** • Non communicable diseases • 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 • PH and Neutralisation

	States of matter • 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 **Physics** ***Forces and energy*** • Identifying forces • Balanced forces • Force diagrams • Energy stores and transfers • Conservation and dissipation • GPE • KE and GPE • Hooke's law • EPE	***Periodic table*** • Structure of periodic table • Alkali metals and trends • Halogens and trends ***Structure and bonding*** • Atoms and ions • Ionic bonding • Giant ionic structures • Covalent bonding • Simple covalent structures • Giant covalent structures • Metallic bonding **Physics** ***Waves*** • Wave types • Measuring and calculating waves • EMS • Uses of low frequency EMS • Uses and risk of high frequency EMS ***Magnetism*** • Magnetic fields • Fields and current • Motor effect	***Rates of reaction*** • 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 **Physics** ***Energy resources*** • Energy resources • Evaluating energy resources ***Electricity*** • Static electrical fields • Current and charge • PD • Resistance • Component characteristics • 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.
Taught content: Knowledge	**AO1 Develop**	Show knowledge and understanding of: • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies, cultures and issues (determined at site level) • other relevant sources researched by the learner	**AO1** - **Develop** ideas through investigations, demonstrating critical understanding of sources. • Understanding of sources that inform their creative intentions • Understanding of visual concepts • Students must know and understand how sources inspire the development of ideas • Gain knowledge of the work and approaches of artists, craftspeople from contemporary and/or historical contexts, periods, societies and cultures • Understand the influence on art of contemporary and/or historical environments, situations or issues • Understand different purposes, intentions and functions of art, craft and design in a variety of contexts (Artists, concepts, contexts, societies, cultures, environments and situations to be determined at site level in response to site curriculum and individual student need) Develop skills with contextual references embedded in work
	AO2 Refine	Practical experience of working in 2D/3D in a range of media and materials including digital media • Understanding and application of techniques • Understand characteristics, properties and effects of using different media, materials, techniques and processes to illustrate intentions	**AO2** - **Refine** work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Practical experience of working in 2D/3D in a range of media and materials including digital media • Understanding and application of techniques • Understand characteristics, properties and effects of using different media, materials, techniques and processes to illustrate intentions

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

ART: Subject Policy

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

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

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

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

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

It is our responsibility to:

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

Overview

At KS4, Art and Design is delivered through skill-focused units of work. Projects/ tasks focus on the elements of art, while following set themes. Units of work are designed by Art specialist teachers. The sequencing of units for the Focused pathway at KS4 are concentric, with skill-based learning through each project/ unit to embed key skills. Two elements of art will be in focus each week. Specific artist references are starting points to discovery; teaching contextual knowledge of the arts and developing understanding of relevant techniques, materials and skills applied.

Units of work are delivered and completed over a 6-week cycle. In this way, progression and long-term knowledge acquisition of key skill areas can be embedded. Art skills and art elements overlap consistently allowing both areas to be revisited frequently throughout a 6-week cycle. There are opportunities for extension activities to consolidate learning and develop originality. Progression is mapped according to the GCSE Art and Design Assessment objectives, AO1-4.

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

See ‘KS4 Art & Design Overview’ document.

Assessment and Outcomes

Teachers adhere to the EDI framework in delivery of lessons. Expectations are simple and clear. Students receive regular verbal and weekly written feedback in which they are given clear advice on ways to develop work and understand their own progression. Assessment is used to inform planning.

Each unit builds on acquisition of key skills giving multiple opportunities to improve skills. Unit allows for individual outcomes with focused exploration of techniques and mediums. Students are encouraged to engage in two-way dialogue with their teacher and develop critical skills which will move progress further. The development of art literacy and vocabulary is modelled by teachers consistently to enable students to assess their work with more accuracy. Learning objectives are clear.

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

British Values

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

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

Character Education

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

Cultural Capital

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

Careers and the world of work

The fast-changing world of work puts even greater demand on all of us to support students in making successful transitions in their lives. In art lessons, we support and encourage pupils to consider and explore careers within the arts and conduct research into future opportunities.

Reading Strategy

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

Art and the wider curriculum

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

ART: Subject Overview

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
											
Food and drink		Abstraction		Under the Microscope		Pop Art		Surrealism		Contrasts/ Urban Photography	
Sarah Graham, Jessica Pettiway		Klari Reis, Frank 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 Pattern		Colour, shape, form		Scale, texture		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 (Project links to Pop Art)	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 (Project links to Under the microscope)	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 (Project links to Abstraction)	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 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' outcome
- **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

Careers Guidance is crucial in preparing young people for the opportunities, responsibilities and experiences of life in order to help them make a successful transition to adulthood and prepare them for next steps. This document highlights how we will support students moving forward and what will remain the responsibility of the home school.

As part of commitment to provide Careers Education and Guidance on our focused pathway we will include the following elements:

1. A planned programme of careers that is embedded across the curriculum
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Personal careers guidance from a Level 3 qualified adviser

Responsibility of the home school:

1. Encounters with further and higher education
2. Careers Fairs and Post 16 information events
3. Encounters with employers and employees
4. Experience of workplaces
5. Personal careers guidance from a Level 6 qualified adviser

Parkside will ensure that students receive lessons which promote careers in each of its core lessons once a half term. In PSHE there will be half termly lesson on careers and transition which will focus on developing skills such as CV writing, application process, opening a bank account and other life skills. Careers will be promoted

through displays dedicated to local market careers information.

Careers advice and guidance will be offered through a Level 3 qualified careers guidance professional (CGP) and any students in Yr11 with have at least one careers interview. The CGP could, where appropriate, support students in Yr11 to apply for post 16 courses, training opportunities and apprenticeships in collaboration with the home-school.

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

PSHE and Citizenship

Impact:

All students build up skills and knowledge that become invaluable in the outside world, they tackle problems and become resilient in testing situations, they reflect in order to allow them to better themselves and they also show creativity. Our diverse curriculum offers more bespoke and personalised learning to meet the needs of all individuals and the lifestyles and influences they want to follow. Living within a diverse area, students will:

- Demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Demonstrate a healthy outlook towards school.
- Achieve age related expectations across the wider curriculum.
- Develop positive and healthy relationship with their peers both now and in the future.
- Understand the physical aspects involved in RSE at an age-appropriate level.
- Have respect for themselves and others.
- Have positive body images.
- Be aware that there is a range of support systems for poor physical and mental health.
- Demonstrate and apply key employment qualities and understand the importance of careers education

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.**

PSHE Focused Pathway – 1 – 3 Terms
Subject Overview

	Independence & aspirations	**Autonomy & advocacy**	**Choices & influences**	**Independence & aspirations**	**Autonomy & advocacy**	**Choices & influences**	**Choices & influences**
	Core Themes: Living in the wider world, Relationships, Health & Well-being.	**Core Themes: Living in the wider world, Relationships, Health & Well-being.**	**Core Themes: Living in the wider world, Relationships, Health & Well-being.**	**Core Themes: Living in the wider world, Relationships, Health & Well-being.**	**Core Themes: Living in the wider world, Relationships, Health & Well-being.**	**Core Themes: Living in the wider world, Relationships, Health & Well-being.**	**Core Themes: Health & Well-being: Relationships, Living in the wider world.**
	Developing resilience and risk management skills: • **Money management** • **Fraud and cybercrime** • **Online Safety** • **Preparing for adult life – social media risk management**	**Developing Empathy and compassion, strategies to manage influence and assertive communication:** • **Relationship expectations** • **Sexual Relationships** • **Identifying and responding to abuse and harassment**	**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** • **Healthy lifestyles**	**Developing respect for diversity, empathy and compassion, clarifying values and support-seeking skills:** • **Families and parenting** • **Fertility, adoption, abortion** • **Pregnancy and miscarriage** • **Managing grief and loss** • **Gender Stereotypes**	**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** • **Careers / Transition** **Developing agency and strategies to manage influence and access support:** • **Managing mental health** • **Peer on Peer Abuse** • **Anger management**	**Developing agency and strategies to manage influence and access support:** • **Resisting peer influence** • **Careers/Transition** • **Online choices and influences** • **Managing mental health** **Developing respect for diversity, risk management and support-seeking skills:** • **Diversity and discrimination** • **Extremism**	**Developing agency and decision making, strategies to manage influence and access support:** • **Careers/Transition** • **First aid and life-saving** • **Personal safety** **Developing respect for diversity, risk management and support- seeking skills:** • **Diversity and discrimination** • **Extremism**

PSHE: Subject Policy

Policy context and rationale

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

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

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

Entitlement and equal opportunity

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

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

Policy availability

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

Policy aims and objectives

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

This is achieved by fostering an ethos firmly rooted in social justice, civic values and lifelong learning.

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

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

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

Creating a safe and supportive learning environment

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

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

Intended outcomes

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

The learning outcomes of our programme will further:

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

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

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

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

This policy and the programme of study has been refined due to the nature of the pathway pupils will access. We acknowledge that many of our students may have missed or been unable to access some aspects of PSHE and endeavour to fill in the gaps, provide personalised bespoke programmes where needed.
Students in KS4 will follow either a short-term temporary placement called a Focused pathway for 1-3 terms or a 19-week Springboard pathway of 2-3 days provision. Whilst we aim to follow the curriculum where suitable there will be allowance for personalised lessons to address vulnerabilities, issues, contextual safeguarding, and gaps in learning for young people 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 ✓ Anxiety and depression ✓ Sleep ✓ Self-harm and loneliness	✓ Self-concept ✓ Positive relationships ✓ Relationship values ✓ Forming and maintaining respectful relationships ✓ Consent ✓ Contraception and parenthood ✓ Bullying, abuse and discrimination ✓ Social influences ✓ Abortion and miscarriage ✓ Gender stereotypes ✓ Sexually transmitted Diseases	✓ Learning skills ✓ Choices and pathways ✓ Work and career ✓ Employment rights and responsibilities ✓ Financial choices ✓ Social media and online friendships ✓ Radicalisation and exploitation ✓ Careers and Transition ✓ Prejudice and discrimination

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
- ✓ 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

Autumn Term 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Types of Fraud	Consent	What is a healthy lifestyle both physical and mental	Families and parenting	Employment Rights and Responsibilities	Careers / Transition	Grooming and Radicalisation
Autumn Term 2						
Week 8 - Tuesday 31st Oct	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Topic	Topic	Topic	Topic	Topic	Topic	Topic

Online friendships and social media	Consent	Healthy lifestyles and Sleep	Pregnancy / Miscarriage	Personal Finances	Careers / Transition	Gangs / County Lines
Spring Term 1						
Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Money Mules	Abusive Relationships	Diet / exercise	Adoption and abortion	Gender Stereotypes	Careers / Transition	Week 21: Online risks
Week 22 - 26th Feb	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Safe sex and contraception	Substance misuse	Sexual Orientation	Week 25: Mental Health Awareness	CV and Covering letter		
Week 27	Week 28 - #	Week 29	Week 30	Week 31	Week 32	Week 33
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Sexting	STI's	Drugs and Alcohol	Gender identity	*Eating disorders and loneliness*	*Careers and Transition*	
Week 33 - Mon 3rd June	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39
Topic	Topic	Topic	Topic	Topic	Topic	Topic
Gambling and phone addiction	Managing Loss and Grief	Local Health services and seeking support	Prejudice / Discrimination	Peer on Peer abuse and anger management	Anxiety / Depression	Careers / Transition

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

RSL	enable learners to appreciate the key functions of a sequencing package and put them into practice. **1. Demonstrate the skills to use DAW software to create a project file.** 1.1 Identifying features of a DAW (planning/evaluative) • Annotated screenshots **1.2 Producing a project file (practical, planning/evaluative)** • Audio recording (e.g. mp3), annotated screenshots **1.3 Identifying personal strengths and areas for development (planning/evaluative)** • Written report, audio/video presentation or discussion; completed questionnaire **Using a digital audio workstation (DAW)** • Layout of a DAW (key functions and windows) • Key commands, screen sets and customisation • Programming • MIDI editing • Grid editor • Quantisation • Using a sampler • Using a synthesiser • Identifying instrumental options in a DAW • Defining effects and plug-ins available in a DAW and their usage • Setting up project and workflow • Saving a project **Mixing** • Key effects and their functions

	• Basics of mixing (balance and panning)				
Greater Depth	• Develop knowledge and confidence in communication skills and reading skills. • English- Structuring lyrical content and arrangements.	• Develop ICT skills using computer technology and software. • IT/ Creative media skills	• Develop knowledge in music which may impact future development in musicianship. • Science- Computer science using various plug ins and FX.	• Develop reading and writing skills. • Music theory/ Notation skills • Maths- Counting in various time signatures.	• Develop knowledge in music which may impact future development in musicianship.

MUSIC: Subject Policy

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

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

Music Curriculum aims to make sure that all students:

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

Assessment:

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

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

Music Performance:

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

School events/ clubs:

- Christmas Concert
- World Music Day

Trust wide events bringing several schools together include:

- Joint school performances (Summer term)
- Solo performances

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

progress.

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

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

MUSIC: Subject Overview

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

	Music Production	**Music Performance**	**Music Production 2**	**Music for film**
KS4	**Objective:** Develop and learn how to use Logic Pro X, understanding the key tools and commands.	**Objective**: Students will gain skills in exploring melodies through the use of piano/voice.	**Objective:** Develop and understand the importance of mixing volume faders.	**Objective**: To understand the influence of music throughout the genres.
	Objectives: Learn how to use loops and	**Objective**: To further develop basic melodic	**Objective:** To further develop mixing skills with the use of faders.	**Objective:** To understand the effects of music in movies.

	samples within Logic Pro X.	ideas and to record in time accurately.		
	Objectives: Further develop the how to use loops and samples, using the sampler (Plug in)	**Objective**: Students will gain skills in how to apply playing with dynamics.	**Objective:** Students will learn how to pan instruments.	**Objective**: To understand how basic chords translate differently on various instruments.
	Objectives: Students will learn how to apply flex-time to their loops and samples.	**Objective:** To further develop using variations of different dynamics within musical arrangements.	**Objective:** Students will further develop their understanding around panning.	**Objective:** To understand the use of minor chords effectively.
	Objective: Further develop applying flex-time on chosen instrument loops.	**Objective:** To develop live performing skills and demonstrate a short live idea on chosen instrument/ or vocals.	**Objective:** Students to learn about software plug ins using reverb.	**Objective**: To understand how to connect music with the context of a movie scene.
	Objective: To develop understanding how to edit midi loops.	**Objective:** To further develop an original song solo, duo or band, demonstrating practical skills learned.	**Objective:** Further develop applying reverb to instruments in music arrangement.	**Objective:** To develop and understand the culture and era.
	Objective: Further develop using midi notes and how to export a song arrangement in to mp3/ Wav format.	**Objective:** To demonstrate a short performance of original music piece.	**Objective:** Students to develop using EQ (Equaliser) on their chosen instrument track.	**Objective:** To understand how to resolve a movie scene with music.

			Objective: Students to further develop using EQ (Equaliser) on their chosen instrument track.	**Objective:** To understand the effects of music within a movie trailer.
			Objective: To record a structured melody or rhythm using the midi keyboard.	**Objective:** To understand various approaches within music suited to the film genre.
			Objective: To further develop recorded melody or drum pattern using the midi keyboard.	**Objective:** To understand the methods of arranging an orchestral piece of music for film.
			Objective: To understand how to edit and rearrange midi notes.	**Objective:** To further understand various approaches within music suited to the film genre.
			Objective: Learn how to export a song arrangement in Logic Pro in to mp3/ Wav format.	**Objective:** Understand how to use panning to create imagery.
			Objective: To understand 'The sampler' within Logic Pro X.	**Objective:** Further understand how to use panning to create imagery.
			Objective: To further understand 'The sampler' within Logic Pro X.	**Objective:** Understanding the difference between exporting video files.

Physical Education Programme of Study- Key Stage 4

PE curriculum offered at Key Stage 4 covers breadth of study required under the national curriculum. The planned curriculum is consistent with the national curriculum for PE and aims to ensure that all pupils:

- develop their technique and improve their performance in other competitive sports, [for example, gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

Adaptations are made to fulfil the following criteria due to class sizes:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, and tennis]
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

We are unable to offer after school sessions, but we do have the opportunity for students to take part in sporting activities through lunchtime clubs. Students do have the opportunity to access mainstream after school clubs and play for school teams as part of the dual school placement on the Focused pathway. Due to the nature of the cohort and fractional placements we are unable to fulfil intra based competitive games and we are unable to play other schools although students can be part of teams within their home school.

<table>
<tr><td colspan="5">AUTUMN TERM</td></tr>
<tr><td colspan="2">HEALTH & WELLBEING</td><td colspan="2">CO-OPERATION & COLLABORATION</td><td>LEADERSHIP</td></tr>
<tr><td colspan="2">CLIMBING x 4 weeks

N.C. OBJECTIVE: To participate in physically demanding activity, supporting health and fitness.</td><td colspan="2">N.C. OBJECTIVE: To develop technique and improve performance in competitive sports and physical activities.

BASKETBALL x 3 weeks</td><td>FITNESS x 4 weeks

N.C. OBJECTIVE: To tackle complex and demanding physical activities; To get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</td></tr>
<tr><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td><td>Know:</td><td>Do:</td></tr>
<tr><td>• Exercise releases feel-good endorphins, reducing feelings of stress (have fun climbing for enjoyment, keeping</td><td>• Develop agility to climb basic walls with increasing speed & confidence
• Follow safety guidelines</td><td>How to control a basketball and the importance of being able to use either hand</td><td>Control a basketball with either hand, with increasing mobility and confidence</td><td>Some aspects of fitness and how to test for them</td><td>Co-operate and collaborate with other students to plan a personal fitness profile</td></tr>
</table>

healthy through social activity) • Safety aspects within climbing	
• The different grades used for ascending the climbing walls • How to move & balance across different grips & grades	• Use agility techniques to maintain balance across grips for longer periods of time • Log the climbing techniques learned
• The way I move & balance will impact upon the speed of my climb	• Use co-ordination & strength to attempt more challenging climbs, including overhangs
• How to abseil safely from a climbing wall • The impact of activities on my body both physically and mentally (experience 'the art of letting go' of negativity & tension in order to relax and unwind)	• Improve my speed when ascending • Let go & release off the walls to improve abseiling when I descend each climb (take a leap of trust)

- Remember safety rules
- Identify Health and Skill elements of fitness used
- PSED - identify different feelings experienced
- Analysis of performance - evaluate techniques to improve

Co-ordination is needed to dribble the ball without looking at it	Beat defenders by dribbling at speed
The 'double dribble' rule and how it affects decision making Agility is needed when moving to catch a ball under pressure	Recap skills and tricks: Practice balanced dribbling (one hand only) to beat defenders 1 v 1 dribble and shoot, using agility to react to the game
How to plan and develop team tactics Basic refereeing hand signals (traveling, double dribble, jump ball, foul)	Practice different kinds of passing with a partner, building stamina to be able to pass on the move Play 2 v 2, self-refereeing & communicating with team-mate & opposition

DODGEBALL *x 3 weeks*

Know:	Do:
• How to improve dodging abilities • Understand the importance of warming up and cooling down	• Improve reaction times and movement by being alert • Demonstrate good control and technique in throwing, catching and dodging a ball

How to compare test results to normative data	Complete 6 different fitness tests
The role of a fitness instructor	Use test results to agree exercises for a personal fitness profile

- Recall the names of other students collaborated with
- Identify Health and Skill elements of fitness used
- Analysis of performance – evaluate techniques to improve
- Challenge – set personal goals to achieve each session

• Challenge – set personal goals to achieve each session • Leadership – demonstrate techniques/successes to peers	• To improve catching ability, it is important to practice as often as possible • Demonstrate understanding of and play by the rules of dodgeball	• Practice catching • Make and act on decisions in game situations about the best strategies and tactics to employ e.g. whether to dodge a ball or risk trying to catch it	
	• The key aspects of a good throw: Balance-Aim-Follow through-Body position • Understand which throws are best suited to playing dodgeball and why	• Select and use some tactics and strategies to outwit opponents in a game situation • Demonstrate ability to throw and catch with speed and accuracy	
	• Knowledge of how to organise and lead small games and activities • Develop organisation, communication and teamwork • Build confidence and self-esteem • Take on responsibility of leading peers		

SPRING TERM		
HEALTH & WELLBEING	CO-OPERATION & COLLABORATION	LEADERSHIP
GYMNASTICS *x 4 weeks* N.C. OBJECTIVE: To evaluate their performances compared to previous ones and demonstrate	N.C. OBJECTIVE: To use and develop a variety of tactics and strategies to overcome opponents in team and individual games	FIRST AID *X 4 weeks* N.C. OBJECTIVE: To take part in activities in a range of environments which present intellectual and

improvement across a range of physical activities to achieve their personal best

Know:	Do:
• Sport helps to keep you physically active and healthy • Muscular endurance (stamina) is needed to maintain control and body tension	• Take part in moderate/vigorous activity • Use speed to succeed when rolling and travel with control
• The social benefits of gymnastics equip you with the skills to better handle physical and emotional challenges in life • Good body tension is needed to control weight-bearing balances	• Listen, follow directions, take turns, be quiet and respect others. • Balance on large body parts and take weight on hands
• Gymnastics is a challenging sport which requires concentration, improving discipline that can be channelled into everyday life, within the classroom. • You need to maintain strong shapes with jumping from height	• Follow the rules and codes of conduct, learn about safety and respect others. • Improve agility by using apparatus for flight
• You learn cognitive skills more	• Recognise how to connect what the

BADMINTON *x 2 weeks*

Know:	Do:
The varied movements provide a powerful cardio workout by engaging the entire body, including the hamstrings, quads, calves and your core. Speed and stamina are needed to switch between attacking & defending	Lunge, dive, run and get your heart pumping. Co-ordinate forehand and backhand shots to try and beat your opponent
Badminton can aid in developing bone mass and density, which lessens the likelihood of osteoporosis in the future. How to umpire & score a game of badminton	Chase the shuttlecock and move around the court at a fast pace. Play a range of shots using your agility to anticipate & your balance to create deception

- Badminton offers a whole host of benefits ranging from increasing life expectancy and mobility to promoting heart health and exercise for all ages and abilities.
- Taking part in any form of regular physical activity helps to release our natural feel-good happy hormones, endorphins. In turn, this can help reduce depression, anxiety and stress and improve our overall mood and sleep.
- Talking to other players and rallying in singles or doubles means that badminton is a social sport.

physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

Know:	Do:
Learn and understand what first aid is	Discover first aid skills Learn what to do to help
Learn about basic life support	The primary survey The recovery position CPR How to use an AED
Learn the first aid for bleeding and shock	Ensure the safety of themselves and others Provide first aid and reassure a casualty who has an injury and is bleeding Seek medical help if required
Learn the first aid for bone, muscle and joint injuries	Identify a bone, muscle or joint injury Give first aid to a casualty who has a musculoskeletal injury Identify when it is necessary to call for help and do so effectively
Learn about the causes of chest pain, and first aid for an angina attack or a heart attack	Recognise when a casualty has chest pain Provide first aid to a casualty who has chest pain

effectively in an environment that includes the body as well as the mind. • How to independently evaluate performance to improve	brain is saying to what the body is doing. • Co-ordinate linked sequences of movements using apparatus for a variety of levels

- Emphasise body weight strength to improve core strength, reflexes, whole body muscle extension and flexion, and balance.
- Incorporate several different skills into one sport such as strength, flexibility, speed, balance, coordination, power and discipline.
- The intense movement that takes place in a gym opens neural pathways in the brain, which can lead to increased concentration, focus and success, not just in the gym but at school and at home.
- Build strength of character - with increased activity comes an increase in endorphins, leading to happier more positive feelings.
- In gymnastics, there is always another step to learn, and it is therefore possible to learn something new in every class. It encourages students to be bold and to explore the capabilities of their bodies.

CRICKET *x 2 weeks*

Know:	Do:
• Good hand-eye co-ordination is needed for fielding • How to put a batter under pressure by bowling effectively	• Concentrate for periods of time to throw and catch a ball • Field confidently, using a balanced body position for accuracy over distance
• It will take patience and practice to feel comfortable • Balanced footwork will allow you to bat in different directions	• Learn good batting and bowling technique • Use your speed running towards the crease, your agility to change direction quickly and your stamina to score runs

- Persevere to practice skills independently
- Collaborate to play with and against others
- Identify Health and Skill elements of fitness used
- Analysis of performance – evaluate techniques to improve

	Seek help when necessary for a casualty who has chest pain
Learn first aid for someone who is choking	Recognise when a casualty is choking Know how to react when a casualty is choking Seek help if a casualty is choking

- Learn and practice different first aid skills
- Learn the steps and key action to take when someone needs first aid
- Know how and when to deliver CPR
- Know the concept and use of AED
- Know the concepts of common first aid emergencies

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. This high-quality physical education curriculum inspires all pupils to succeed and excel, to become physically confident in a way which supports their health and fitness. Providing opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

This is consistent with the national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

As an alternative provision, providing fractional placements to our pupils, our specific curriculum focus has been consciously chosen in response to the cohort we serve. We are committed to providing valuable opportunities to learn important knowledge within PE that can enable them to make informed decisions about their own participation in sport and physical activity and lead healthy, active lives. In summary,

- Teachers and leaders recognise that learning takes time. They make sure that pupils have enough time to revisit and develop their knowledge within a context before moving too quickly on to a new sport or physical activity.
- Leaders planning the curriculum are clear that the sport or physical activity being taught matters.
- They select physical activities and sports based on their capacity to develop pupils' competence within PE. They use the 3 pillars (motor competence; rules, strategies and tactics; and healthy participation) to help identify key concepts to teach and for pupils to learn and build pupils' understanding incrementally.
- The PE curriculum meets the needs of all pupils. All pupils feel included and able to succeed within the subject.

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 within their local community.

PE at PSKS4:
Students access 90 minutes of taught curriculum PE time each week, as well as having the opportunity to participate in table tennis, basketball and football during break and lunchtimes. Mainstream schools provide any additional allocation of PE time required to meet the statutory entitlement of 120 minutes per week, via lessons or extra-curricular clubs.

Content and sequencing
The fundamental areas in our P.E. curriculum cover the three pillars:

- Healthy participation
- Motor competence
- Rules, strategies and tactics

These are covered through our curriculum which is subdivided into

- 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 cricket, badminton, football, basketball, gymnastics, fitness, tennis and 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 concentrically which allows our cohort to build upon previous learning and skills and to promote progress of new skills and knowledge, whether they are with us for one term or all three. Pupils are given direct instruction to develop their agility, balance, coordination, stamina and speed, with these fundamental motor skills being returned to during each unit of health and fitness and co-operation and collaboration activities throughout the academic year. 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 increasing expertise 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 e.g. 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 is selected and sequenced to develop pupils' movement related 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**.**

If students are unable to participate within an activity, we use bespoke lessons developed by Greenfields Education to access the PE curriculum. The lessons can be taught on site and many lessons can be solely taught within the classroom. These lessons are based around:
- Food and nutrition-linked
- Healthy bodies and minds
- On the move
- Reading- Developing an understanding of sport

Assessment and outcomes

There is a clear micro-assessment in place for how pupils are accessing and progressing within the PE curriculum. Judgements are made throughout each session and unit through a RAG rating system. During the initial lesson of each activity block, the basic gross motor skills required for that specific activity are assessed by PE staff and specialist provider instructors, so that areas which need to be developed can be targeted within subsequent physical learning sessions. Pupils and staff analyse their performance, enabling pupils to accurately connect knowledge that is declarative (know-what) and procedural (know-how). This purposeful feedback informs next steps. This careful monitoring of the impact ensures that all pupils know more and can do more.

Pupils will be supported to understand concepts of competence, performance and creativity to deepen and broaden their knowledge, skills and understanding. These include:

Motor Competence

- Develop control of whole-body skills and fine manipulation skills.
- Select and use skills, tactics and compositional ideas effectively in different types of physical activity.
- Respond with body and mind to the demands of an activity.
- Adapt to a widening range of familiar and unfamiliar contexts.

Performance

- Understand how the components of competence combine and apply them to produce effective outcomes.
- Know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
- Appreciate how to adjust and adapt when performing in different contexts and when working individually, in groups and teams.

Creativity

- Use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Explore and experiment with techniques, tactics and compositional ideas to produce efficient and effective outcomes**.**

Healthy, active lifestyles

- Understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
- Recognise 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 records or written descriptions of pupils' progress throughout the activity.

If, during the induction session of any activity, a student is observed by specialist staff to need more specific targeted support with any of their gross/fine motor skills, then further baseline assessments may be conducted to determine whether a more formalised intervention is suggested to help them make progress in line with age-appropriate expectations.

Parkside KS4 and the wider curriculum

In PE, it is important that pupils see their attainment as incremental and not defined by sex, ethnicity or other personal characteristics. The instruction, practise and feedback that pupils receive within lesson time should enable all pupils to develop their competency, reinforcing the important message that everyone can improve. Fostering positive and purposeful learning environments which focus on mastery of skills, self-improvement and effort are key.

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.

SMSC & British Values
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 decisions. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students can gain confidence which should lead to them becoming independent learners.

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, listen to others within the team and to 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 them to read will increase self-confidence and better their knowledge within education.

Wider School

Further opportunities to be active at break and lunch time gives pupils additional occasions to practise their skills and knowledge, both with their peer group and with wider staffing. This further supports the collaboration and co-operation needed in many team sports and games.

HISTORY: Programme of Study

History– Focused Pathway Programme of Study KEY STAGE 4				
Content for: **KEY STAGE 4**	**Understanding the modern world**		**Shaping the nation**	
	Section A: Period studies **AD America, 1920–1973: Opportunity and inequality**	**Section B: Wider world depth studies** **BC Conflict and tension between East and West, 1945–1972**	**Section A: Thematic studies** **AC Britain: Migration, empires and the people: c790 to the present day**	**Section B: British depth studies** **BA Norman England, c1066–c1100**
Taught content: Knowledge / skills	Students will be taught about the political, economic, social and cultural aspects of opportunity and inequality in America and the role of change during this time. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them. Students will learn about the following key areas: • American people and the 'Boom'	Students will be taught about the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations. Students will learn about the following key areas • The origins of the Cold War	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 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 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: • The Normans: conquest and control. (Background only) • Life under the Normans

	• Bust – Americans' experiences of the Depression and New Deal • Post-war America	• The development of the Cold War • Transformation of the Cold War		• 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? Why were Saccp amd Vamzetto executed? Opposition to the New Deal 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?	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 Why was there a space race The Prague Spring The Brezhnev Doctrine	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

HISTORY: Subject Policy

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

Topic	Course items covered	Assessment outcomes
Understanding the modern world Section A: Period studies	**AD America, 1920–1973: Opportunity and inequality** **1. American people and the 'Boom'(Part 1).** Mass production in America	**AO1**: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

	2. American people and the 'Boom'(Part 1). Division in America **3. Bust – Americans' experiences of the Depression and New Deal (Part 2).** American society during the Depression **4. Bust – Americans' experiences of the Depression and New Deal (Part 2).** The New Deal **5. Bust – Americans' experiences of the Depression and New Deal (Part 2).** The impact of the Second World War **6. Post-war America (Part 3).** Post war American society **7**. **Post-war America(Part 3).** The Civil Rights campaign **8.Post-war America (Part 3).** The feminist movement	**AO2**: explain and analyse historical events and periods studied using second-order historical concepts. **AO3**: analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. **AO4**: analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
Understanding the modern world Section B: Wider world depth studies	**BC Conflict and tension between East and West, 1945–1972** **1. The origins of the Cold War (Part 1).** Contrasting American and Russian ideologies and the end of the Second World War	See above

	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 superpower relations 4. **The development of the Cold War (Part 2).** Military rivalries and alliances, the formation of NATO **5. The development of the Cold War (Part 2).** The 'Thaw' and Hungarian uprising **6**. **Transformation of the Cold War (Part 3).** The Berlin Wall **7**. **Transformation of the Cold War (Part 3).** Tensions in Cuba, the Cuban missile crisis **8. Transformation of the Cold War (Part 3).** Détente and SALT 1	

GEOGRAPHY: Programmes of Study

Geography– Focused Pathway Programme of Study KEY STAGE 4				
Content for KS4	**Living with the physical environment** **Section A: The challenge of natural hazards**	**Living with the physical environment** **Section B: The living world**	**Challenges in the human environment** **Section A Urban issues and challenges**	**Challenges in the human environment** **Section C: The challenge of resource**

			Section B: The changing economic world	**management**
Taught content: Knowledge / skills	Students will learn about the following key areas: **Natural Hazards** • What are natural hazards? **Tectonic hazards** • Plate tectonics theory • Distribution of earthquakes and volcanoes • Effects of earthquakes • Responses to earthquakes • Case study Turkey Syria quake • Reducing the risk of earthquakes **Weather hazards** • Global atmospheric circulation • Tropical storms formation and structure	Students will learn about the following key areas: **Ecosystems** • Introduction to eco-systems • Change and eco-systems • Global ecosystems **Tropical Rainforests** • Tropical Rainforests - causes, impacts and managing • Sustainable management of rainforests **Hot Deserts** • Characteristics • Climate graphs • Case study – Thar desert • Causes of desertification and reducing the risks of desertification	Students will learn about the following key areas: Section A **Urban issues and challenges** • Factors affecting rates of urbanization • Case study – Rio de Janeiro **Urban change in the UK** • Where do people live in the UK • Case study Bristol **Sustainable Urban development** • Planning urban sustainability • Sustainable traffic management strategies • Global variations in economic development and quality of life Section B **The development gap**	Students will learn about the following key areas: Section C **Resource Management** • Global distribution of resources • Food, water and energy provision in the UK • Global food supply • Impact of food insecurity • Sustainable food production • Global water supply • Sustainable water supply • Global energy supply • Sustainable energy supply • Case studies relating to the above in LICs

	• 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	**Cold Environments** • Characteristics of cold environments • Adapting to cold environments • Case study Svalbard • Managing cold environments	• 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** • Post-industrial economy • Science and business parks	
Taught content progression	The Focused Pathway Programme of Study for Key Stage 4 outlines a structure which combines the learning and application of adaptable geographical skills with subject knowledge deemed necessary to achieve success in GCSE. The order in which the modules are studied can vary according to the needs of individual centres or groups of students.			
Students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content. 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 *We do not cover field work or Pre-release materials*	**Unit 1 - Living with the physical environment** **Section C: Physical landscapes in the UK** • Coasts • Rivers • Glaciers • Fieldwork	**Unit 2 - Challenges in the human environment** **Section A Urban issues and challenges** **Section B: The changing economic world** • Planning for Rio's urban poor • New housing for Bristol • Temple Quarter regeneration • Changing population structures – population pyramids • Causes of uneven development • Uneven development Migration • Reducing the development gap – debt relief • Reducing the gap – tourism • Environmental impacts of industry in the UK • Changing rural landscapes in the UK • Changing transport infrastructure in the UK • The north south divide • The UK in the wider world –	**Unit 3 – Geographical application** **Fieldwork** • Developing questions for an enquiry • Selecting, measuring and recording data • Processing and presenting fieldwork data • Analysing fieldwork data • Reaching conclusions • Evaluating your geographical enquiry • Cartographic skills • Graphical skills • Statistical skills

		EU and Commonwealth	

GEOGRAPHY: Curriculum Policy

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 Urban Change	Resource Management Food Management	Tropical Rainforests Hot Desserts

	Urban Sustainability The Development Gap	Water management Energy management	
	Nigeria: a Newly-Emerging Economy The development gap The Changing UK economy	Natural Hazards Tectonic Hazards Climate change Weather Hazards Eco systems	Fair Trade Tourism

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
Challenges in the human environment **Section A** **Urban issues and challenges**	**The Urban World** 1. Megacities 2. Rio Case study – social and economic challenges 3. Urban Change in the UK: Bristol introduction Environmental & Social challenges of Bristol Environmental and Social 4. challenges of Bristol – problems and solutions 5. Regeneration Bristol 6. Urban Sustainability 7. Freiburg
Section B **The Changing economic world**	**The development gap** 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 **The Changing economic world**	**Nigeria: A Newly emerging economy** 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 economic world**	**The changing UK economy** 1. Changes in the UK economy 2. Post-industrial economy

	3. Uk science and business parks
Section C **The challenge of resource management**	**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 **The challenge of resource management**	**Resource Management** 1. Food management 2. Water management 3. Energy management
Section A **Living with the physical environment**	**The challenge of natural hazards** 1. What are natural hazards? 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 **The Living World**	**Ecosystems** 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 Studies – Programme of Study KEY STAGE 4

Prior learning: **KEY STAGE 3**	Schools will have chosen **three** from the six themes listed below, as identified in the Essex Agreed Syllabus: 1. Beliefs, teachings and sources. 2. Practices and ways of life. 3. Expressing meaning. 4. Identity, Diversity and Belonging 5. Meaning Purpose and Truth 6. Values and Commitments. Within these lessons, students will be taught about the following belief systems: Christianity, Islam, Hinduism, Judaism, Sikhism and Humanism. There is a focused coverage on Christianity.			
Content for: **KEY STAGE 4**	Section A: The study of religions: beliefs and teachings		Section B: Thematic Studies: religions, ethical and philosophical studies	
	Christianity	**Islam**	**Theme A** **Families and relationships**	**Theme B** **Religion, peace and conflict**
Taught content: **Knowledge / skills**	Students will be taught that Christianity is the main religion in Great Britain. Students will analyse the beliefs and teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. Students will learn about the following key areas: • The nature of God and the Trinity • Christian beliefs about creation • Christian beliefs about the crucifixion, resurrection and ascension • Christian beliefs about the afterlife • Beliefs and teachings about Jesus and salvation Students will be able to analyse and discuss the influence of these beliefs and teachings on individuals, communities and societies.	Students will be taught that Islam is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students will analyse the beliefs and teachings of Islam specified below and their basis in Islamic sources of wisdom and authority. Students will learn about the following key areas: • The key beliefs of Sunni and Shi'a Muslims • The oneness and nature of God • The role of angels • Akhirah • Risalah • Sacred texts in Islam Students will be able to analyse and discuss the influence of these beliefs and teachings on individuals, communities and societies.	Students will be taught to analyse religious teachings, and religious, philosophical and ethical arguments, relating to the issues listed below, and their impact and influence in the modern world. Students will learn about the following key areas: • Christian and Islamic beliefs about contraception • Christian and Islamic beliefs about sexual relationships before marriage • Christian and Islamic beliefs about homosexual relationships • Human sexuality • Marriage and divorce • The purpose of families in Christianity and Islam • Gender equality	Students will be taught to analyse religious teachings, and religious, philosophical and ethical arguments, relating to the issues listed below, and their impact and influence in the modern world. Students will learn about the following key areas: • The meaning and significance of peace, justice, forgiveness and reconciliation • Christian beliefs about violence • Christian and Islamic beliefs about weapons of mass destruction • Christian and Islamic beliefs related to pacifism • Reasons for war and the Just War Theory

Taught content progression	This content will allow all students to have a solid foundation of two of the main religions in Great Britain (Christianity and Islam). Students will be taught the tools to analyse some important topics for debate and explore their own attitudes and beliefs towards these issues.
Whilst students will be able to show their understanding of key themes through the application of teachings from religion and beliefs, there is also a teaching focus on the practical element of analysis within philosophical thinking and debate. These lessons provide thought-provoking questions to allow students to challenge their own structures of belief and support them in their composition of well-balanced and organised points of view on key issues. Students will become more familiar with sources of wisdom and authority including scripture and/or sacred texts and will be able to reference these in arguments related to the themes listed above.	

RELIGIOUS EDUCATION: Subject Policy

Origins of the curriculum

The Raedwald Trust Focused Pathway RE Programme of Study reflects the agreed syllabus guidelines as set out by Suffolk SACRE, aspects of all i/GCSE syllabi content

which reflects the DfE stipulation that all pupils need to study RE. The SACRE guidelines state that to assure access for SEND pupils, the programmes of study should be taught according to the agreed syllabus 'as far as is practicable' and offer opportunities for accreditation for all.

RE will endorse the RT Single Equality Policy to develop a culture of inclusion and diversity in which all pupils feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to as well as respecting the identity of others within and beyond school communities. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community, is an integral part of our ethos.

As Alternative Provisions (AP), we believe that all students have the same entitlement as mainstream students, however there will also be a need to differentiate to meet particular needs (match syllabus requirements of home schools and pupil ability).

In addition, Religious Education within the Raedwald Trust is integral and interwoven across all curriculum subjects and is underpinned in our Pupil/Staff Charter. All staff and students have a responsibility to embrace all aspects of faith exploration and respect for belief and cultural difference. There is no separate curriculum, but modification of the curriculum can be done in the following ways to meet the needs of pupils;

- Building on curriculum content from earlier key stages, while being aware of age, appropriateness and progression
- maintaining, consolidating, reinforcing and generalising, as well as introducing new knowledge, skills and understanding
- using core content from all exam board GCSE and iGCSE Syllabi as a resource, to provide a context, in planning learning appropriate to the age and needs of pupils and protecting their opportunity to gain accredited qualifications at 16
- focusing on 4 core units, in depth to contribute to course coverage
- integrating and celebrating Religious Education with other subjects and as part of their everyday activities, including routines and shared events
- 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 syllabi

Core unit 1 7 lessons content 2 Revision lessons **Christianity (in depth study 1)**	Core unit 1 7 lessons content 2 Revision lessons **Islam (in depth study 2)**
Core unit 1 8 lessons content 2 Revision lessons **Relationships and families (theme 1)**	Core unit 1 8 lessons content 2 Revision lessons **Peace and Conflict (theme 2)**

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

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

Assessment and outcomes

The Programme of Study encompasses two main assessment objectives:

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

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

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

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

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

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

RE and the Wider Curriculum

Religious education provides opportunities for the development of knowledge, skills and understanding which stimulate pupils' interest and enjoyment in learning and encourage the best possible progress and attainment for all. It develops both independent and interdependent learning and makes an important contribution to pupils' skills in literacy and in information and communication technology. It promotes an enquiring approach in which pupils are able to consider carefully issues of

truth in religion. It develops the capacity to think coherently and consistently, enabling them to evaluate their own views, and those of others, in a reasoned and informed manner.

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

Additional information

Withdrawal from Religious Education lessons:

Pupils – a parent of a pupil may request:

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

Teachers – a teacher may not be:

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

RELIGIOUS EDUCATION: Subject Overview

Topic	Course items covered	Assessment outcomes

Christianity **Islam** **Relationships and Families**	**In depth study 1:** **1.** The Holy Trinity **2**. The Creation Story **3.** Christian beliefs about the Afterlife **4.** The crucifixion **5.** The resurrection **6.** The crucifixion, resurrection and ascension **7.** Salvation in Christianity **8**. Revision lesson: The nature and oneness of God **9.** Revision lesson: The Christian belief of the crucifixion, resurrection and ascension of Christ **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 **9.** Revision lesson: The nature of Allah **Theme 1** **1.** Human sexuality and sexual relationships in marriage in Christianity and Islam. **2.** Same sex marriages and relationships in relation to UK law and Christianity. **3.** Contraception and teachings of Islam and Christianity **4.** Marriage in Christianity and Islam **5.** Divorce and cohabitation **6.** Religious teachings and attitudes towards family **7.** Gender roles and stereotypes **8**. Religious teaching about the roles of men and women **9.** Revision lesson: Sexual relationships before marriage	**AO1**: Demonstrate knowledge and understanding of religion and belief, including: beliefs, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and beliefs. **AO2**: Analyse and evaluate aspects of religion and belief, including their significance and influence. **AO1 and AO2.**

Peace and Conflict	**10.** Revision lesson: Gender equality in marriage **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.**

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: • knife skills • rolling and shaping • seasoning • time management • control of heat. By the end of KS3, students will be able to make several savoury meals from scratch.	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 strong foundation for progression to potential college courses and careers. More importantly, it will allow all students to have a solid foundation of savoury cooking skills and a sound knowledge of nutrition that they can rely on for the rest of their lives.					
The theory and skills content will be taught side-by-side and students will be continually focusing on how food affects their own wellbeing. The practical lessons will also have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on health and wellbeing. The holistic approach fosters a love of cooking and inspires them to become inquisitive about how foods are made. The students will gradually be given greater independence and they will be encouraged to be creative with their food products and to develop pride in their work.						

D&T (FOOD TECHNOLOGY): Subject Policy

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

The purpose of the Food & Nutrition programme is to equip students with the knowledge and skills to lead a healthy lifestyle. The programme aims to provide students with savoury practical cooking skills and allows them to develop an understanding of how their food choices affect their physical and mental health. A particular focus is to make links between food and mental health, attention span and emotional wellbeing.

The theory and skills content will be taught side-by-side and students will be continually focusing on how food affects their own wellbeing. The practical lessons will also have a theory focus and will show students how to make freshly cooked versions of commonly eaten ultra-processed foods. The key nutrition focus is not to teach about individual nutrients but to help students make the link between their food choices and the impact they have on their mind and body. The holistic approach fosters a love of cooking and inspires learners to become inquisitive about how foods are made. The students will gradually be given greater independence and they will be encouraged to be creative with their food products and to develop a pride in their work.

Students will develop an understanding of food hygiene and safety in order for them to make food products safely. They will look at the role of bacterial growth, personal hygiene, cross-contamination and food storage. They will work with a range of high-risk foods such as meat, dairy and fish in order to learn skills both for life and to allow them to continue their food studies, which could lead to possible employment.
Practical skills will focus on five key areas that students will repeat and master across the Key Stage through a range of food products. These skills are: knife skills, rolling and shaping, seasoning, time management and control of heat. Allowing students to focus on and practise these skills will ensure they improve their confidence and independence across the subject. These five skills are the building blocks of all future savoury cooking.

Teachers will monitor students' skills using a practical tracker. Time will be built into lessons to re-teach any content that needs to be revisited. Assessment is used to inform future planning and teaching. Gaps in learning and misconceptions are addressed rapidly. Students self-assess each lesson against the objective to enable them to develop an understanding of their own knowledge progression. Lessons are cross-curricular, and literacy is a large part of the Food & Nutrition programme of study. Students will be expected to read through information presented to them and evaluate their own learning.

All teaching will be adapted to support students' individual needs and will take account of their starting point. The unit will work closely with mainstream settings during induction to identify appropriate starting points and any specific strengths or difficulties. Every student will have the opportunity to access Food & Nutrition in a way that works for them to enable them to progress during their time with us.