

## Curriculum Summary 2019-20



**Our classes** are organised as follows:

Class 1: Younger students, usually Years 5-7

Class 2: Older students, usually Years 7- 9

Both of these classes has a “base” teacher for English (literacy) and mathematics (numeracy), which are the first two lessons of most days. They will also have this teacher for other subjects, depending on the teacher’s specialisms. For the rest of the time the classes will move to other teachers for a range of subjects. The two nurture based classes spend the majority of the time with their class teacher:

Class 3 (Bridge): A nurture-based class for students of any age who need to develop the essential skills for learning.

Class 4: A class for students who manage better with a limited number of adults. These students are likely to have been out of education before coming to Chalk Hill.

Intervention: Identified students are given additional support one-to-one and in small groups away from their main class, to help them make accelerated progress in literacy and numeracy.

SEMH Intervention: All students have access to a BACP approved counsellor. Identified students are given weekly 1:1 sessions in Drawing and Talking, emotional literacy and social skills when necessary.

**Our curriculum** is based on the National Curriculum and consists of:

- English
- Mathematics
- Science
- Art
- Computing
- Drama
- Emotional Literacy
- Food Technology
- Geography
- History
- Music
- Physical Education (PE)
- Personal Social and Health Education (PSHE) including Citizenship
- Religious Education (RE)
- Resistant Materials

In addition, Nurture based classrooms offer sessions in social skills, sensory and free play.

We have adapted our plans across the curriculum so that they include tasks and challenges that contribute to nationally recognised awards accredited by ASDAN. Boarding students also have the opportunity in residential time to earn additional points towards these qualifications.

Our curriculum offer is further enhanced by **extended learning opportunities** in the form of:

- Horse riding for selected students
- Forest Schools
- Nurture sessions for all students
- Social skills and emotional literacy

**Personal development** lies at the heart of our work. All our students are either at risk of permanent exclusion from their mainstream schools, or have been excluded permanently. This is typically a consequence of behaviour resulting from their social, emotional and mental health needs. Most of our students have experienced difficulty, disturbance or trauma in their childhood. They frequently experience low self-esteem, often alongside conditions such as attachment disorder, ADHD and ASD, struggling to regulate their emotions and consequently their behaviour.

It is our purpose not only to ensure that our students make accelerated academic progress, making up for missed and disrupted learning, but also to equip them to become resilient, confident, responsible and respectful students and citizens, who understand and embrace fundamental British values, in particular the rule of law, mutual respect and tolerance.

This aim is supported by a number of elements of the curriculum outlined above, in particular PSHE and Emotional Literacy lessons, SEMH Interventions and extended learning opportunities. Furthermore, staff are actively encouraged to exercise freedom and flexibility within their planned lessons, to respond to social and emotional issues as they arise.

In support of this all our staff have undertaken training in Restorative Justice, and Trauma Informed Schools, with some colleagues undertaking the practitioner diploma in Trauma and Mental Health Informed Schools and Communities during 2020. Other staff will also be receiving training in order to extend further the range of SEMH interventions we offer.

Subject	<b>English</b>
Core Aims	<p>Our core aims are that students succeed in English and become proficient in reading, writing, speaking and listening and communication so that they can move on to the next stage of their education confidently.</p> <p>We aim to encourage good habits in communication, reading, writing, speaking and listening, while always keeping at the forefront that English is both rewarding and enjoyable. Students read daily, practice their individual spellings, aim to improve their handwriting skills and begin to write for a variety of reasons. For example students write their own stories and articles', letters and reports. They develop an understanding of fiction and nonfiction styles of reading and writing. Underpinning this are explicit grammar lessons to support their understanding of how our language works and is constructed.</p> <p>When students join the school they are fully assessed in all areas of literacy. This allows for gaps in their knowledge and understanding to be addressed. Half termly and termly monitoring of progress and standardised assessments ensure students are working at the correct level for them to be challenged but still make progress. Individual support and personalised learning programmes support student development.</p>
Topics	<p>Literary and non-literary materials are used in equal measure. We aim to cover as many genres from as wide a time line as possible. This list provides an example of texts although where possible links are made across the curriculum with History and Science and may therefore be subject to change.</p> <p>Zathura by Chris Van Allsburg  A Christmas Carol by Charles Dickens  Skellig By David Almond  Holes  The Iron Man  A variety of books by David Walliams and Roald Dahl  A selection of books by Marjorie Blackman and Michael Morpurgo  Macbeth- Shakespeare  Poetry- including poetry from other cultures, war poetry and classic poetry  Adverts and Advertising  Biography and auto biography eg Anne Frank  Crime and punishment  Film and animation</p>
Skills and Knowledge	<p><b>Reading</b></p> <p>Apply their knowledge of phonics, prefixes, suffixes and root words to read and understand the meaning of new words.</p> <p>Demonstrate an understanding of what they have read. Students begin to predict what will happen next and are able to infer what the text means.</p> <p>Read an increasingly wide range of texts including a variety of fiction and non-fiction, poetry, reports, newspapers, articles and biographies and autobiographies.</p> <p>Discuss and evaluate text referring to choice of language and impact on the reader- challenge the ideas of others</p>

	<p><u>Writing</u></p> <p>Spelling use known strategies to spell words (as well as using dictionaries) – (at an individual level)</p> <p>Write legibly, fluently and at an increasing speed</p> <p>Write their own stories and develop their creative and imaginative skills – (plan, write and edit)</p> <p>Write a range of other narrative and non- narrative texts- eg letters, diaries, recounts, persuasive articles, instructions and reports</p> <p>Use accurately and understand an increasing range of grammatical terminology- (individual)</p> <p><u>Speaking and listening</u></p> <p>Speak confidently in a group by taking part in discussions and giving short presentations to the class.</p>
Social, moral, spiritual and Cultural	<p>Trips to the theatre and cinema</p> <p>Cultural poetry</p> <p>Introduction to a range of literacy texts.</p> <p>Explanation of moral issues raised in texts.</p> <p>Understanding of techniques used by writers (e.g. advertisers) to manipulate readers.</p>
British Values	<p>War poetry, famous British authors.</p> <p>Promotion of mutual respect and tolerance through exploration of a range of texts.</p>
ASDAN Links	<p><u>Identity</u></p> <p>Handling discussions, negotiations and criticism.</p> <p>Looking Ahead – Job adverts – personal qualities</p> <p><u>International</u></p> <p>Value the links we have with other people and places.</p> <p>Challenge 17 Discussion about countries visited and wish list</p> <p><u>Citizenship</u></p> <p>Reading the Newspaper.</p> <p>Looking at ways different papers report the news.</p>

Subject	<b>Maths</b>
Core Aims	<p>Our core aims are:</p> <p>That students succeed in Maths and develop a deeper understanding of the key concepts ready for the next stage of their education.</p> <p>That they are able to use their mathematical knowledge across the whole curriculum with confidence, can use and apply mathematics in practical tasks, in real-life problems, within mathematics itself and that they are able to work on problems that pose a challenge.</p> <p>We aim to ensure Maths is fun, achievable and real to life. Much of the work will relate to real life experiences so that students are able to see the connection, and importance of maths in lessons.</p> <p>When students join the school they are fully assessed in mathematics. This allows for gaps in their knowledge and understanding to be addressed. Regular assessments and monitoring of progress three weekly and termly, provide opportunities for tracking progress and ensuring students are working at the correct level for them to be challenged but still make progress.</p>
Topics	<p>Students should develop mathematical knowledge through consolidating and extension of topics, and by introducing new mathematical topics when age and ability appropriate. The lessons are differentiated to cater for each individual student's needs, and varied to accommodate a range of learning styles, with practical work, concrete activities, games, group work and some computing lessons being used.</p> <p>The subject content will meet the requirements of the KS2 and 3 National Curriculum. The main areas of Mathematics addressed are:</p> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>• Number and place value, approximation, estimation and rounding</li> <li>• Addition and subtraction</li> <li>• Multiplication and division</li> <li>• Fractions</li> <li>• Decimals and fractions</li> <li>• Percentages, decimals and fractions</li> <li>• Measures- comparing, describing and solving practical problems in length, weight, volume, capacity, temperature and time</li> <li>• Geometry and properties of shape</li> <li>• Geometry and position, direction and motion</li> <li>• Data</li> <li>• Ratio and proportion</li> <li>• Algebra</li> </ul> <p><b>KS3</b></p> <ul style="list-style-type: none"> <li>• Number –Order</li> </ul>

	<ul style="list-style-type: none"> <li>Positive and negative integers, fractions, decimals and percentages</li> <li>Rounding numbers and measures to an appropriate degree of accuracy</li> <li>Using primes, multiples, factors and factorisation to calculate</li> <li>Addition and subtraction of decimals, positive and negative numbers, mixed numbers, roots powers and the use of brackets.</li> </ul> <p>Number –fractions, decimals and percentages</p> <ul style="list-style-type: none"> <li>Interpreting, calculating and comparing</li> </ul> <p>Algebra</p> <ul style="list-style-type: none"> <li>Notation, vocabulary and manipulation eg <math>ab</math> in place of <math>a \times b</math>, collecting like terms, expanding brackets and rearranging formulae</li> <li>Algebra and graphs – work with coordinates in all four quadrants</li> <li>Algebra and sequences</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>Apply formula to calculate perimeter and area of shapes</li> <li>Construct different shapes</li> <li>Properties of shapes and 3D problems</li> </ul> <p>Probability</p> <p>Statistics</p>
Skills and Knowledge	<p>All skills and knowledge expectations will be individualised and will be addressed to a greater or lesser extent than stated:</p> <p>Number and place value- addition, subtraction, multiplication and division.</p> <p>Recognition and use of fractions</p> <p>Measurement-including conversion between imperial and metric measurements, using scales, temperature, volume and capacity. Time and timetables.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Shape and Geometry</p> <p>Identification of 2D and 3D shapes including properties of reflection, rotation and symmetry.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms, triangles and rectangles</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units [for example, <math>\text{mm}^3</math> and <math>\text{km}^3</math>]</p>

	<p>Draw 2D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>Statistics- Handling Data</p> <p>The ability to construct a variety of charts and tables as well as extract information presented in interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean, mode, range as an average</p>
Social, moral, spiritual and Cultural	Collaboration, sharing and comparing work, group skills.
British Values	
ASDAN Links	<p><u>Personal Finance</u></p> <ul style="list-style-type: none"> <li>• What money is</li> <li>• Managing money</li> <li>• Spending money</li> <li>• Credit and debit</li> <li>• Pensions, insurance, mortgages</li> <li>• Saving, investing and aid</li> </ul>

Subject	<b>Science</b>
Core Aims	<p>To ensure that students:</p> <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding through the disciplines of biology, chemistry and physics</li> <li>• develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> </ul>
Topics	<ul style="list-style-type: none"> <li>• Plants and photosynthesis</li> <li>• Animals including humans</li> <li>• Uses of everyday materials- properties and changes of materials</li> <li>• Living things and their habitats, ecosystems and environments</li> <li>• Rocks and weathering</li> <li>• Light and sound</li> <li>• Forces and magnets</li> <li>• States of matter</li> <li>• Electricity</li> <li>• Earth and space</li> <li>• Evolution and inheritance</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• secure understanding of knowledge and concepts</li> <li>• observing over time;</li> <li>• pattern seeking;</li> <li>• identifying, classifying and grouping; comparative and fair testing (controlled investigations);</li> <li>• researching using secondary sources</li> <li>• physical processes</li> <li>• chemical reactions</li> <li>• energy transfer in different contexts</li> <li>• evolution and survival</li> </ul>
Social, Moral, Spiritual and Cultural	Collaboration; sharing results and comparing; appreciation of nature.
British Values	Science and religion, for example different views on evolution and creation. Environmental activism and different views on fracking and fossil fuels.
ASDAN Links	<u>Environment</u> Challenges 5-7 (Natural Disasters) and Challenges 21-23 (Natural Resources) World environment issues. Challenge 1 and 2 – learn about things that affect the world environment.

Subject	<b>Art and Design KS2 and KS3</b>
Core Aims	<p>Art, craft and design embody some of the highest forms of human creativity. The art and design curriculum should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <ul style="list-style-type: none"> <li>• Produce creative work</li> <li>• Explore their own ideas</li> <li>• Record their experiences</li> <li>• Become proficient at drawing, painting, sculpting</li> <li>• Become proficient at general art, craft and design techniques</li> <li>• Evaluate and analyse creative works using artistic language</li> <li>• Know about great artists, craft makers and designers</li> <li>• Understand historical and cultural developments of art forms</li> </ul>
Topics	<p><b>Materials</b> – Texture, pattern, experimenting. Create visual texture using different marks and tools. Create patterns motifs with repeated mark making.</p> <p><b>Painting:</b> Watercolours. Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Create a sketch book - begin to use artistic language.</p> <p><b>Painting</b> – Acrylic. Critically evaluate and edit (paint over their work). Recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.</p> <p><b>Printing</b>- use a variety of methods to experiment with printing natural objects.</p> <p><b>Photography</b>-Capture images in nature to use as a source of inspiration for sculpture and painting.</p> <p><b>Sculpture</b>- Experiment, form, plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Evaluate and edit using artistic language</p> <p><b>Drawing</b> – charcoal, pencil Use a variety of techniques to create form and texture i.e. shading and perspective.</p> <p><b>Artists, architects and designers in history</b> Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• Use sketchbooks to review and revisit ideas</li> <li>• Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• Consider great artists, architects and designers in history</li> <li>• Increase their proficiency in the handling of different materials</li> <li>• Use a range of techniques and media</li> <li>• Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> <li>• Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>

Social, cultural, moral, spiritual	Trips to local and national art galleries. Study of artists from a range of cultures.
British values	Studying British artists. Respect for different viewpoints and perspectives.

Subject	<b>Computing</b>
Core Aims	<p>To ensure that students:</p> <ul style="list-style-type: none"> <li>• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;</li> <li>• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;</li> <li>• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;</li> <li>• are responsible, competent, confident and creative users of information and communication technology.</li> </ul>
Topics	<p>Practical Programming: Text-based coding: input, calculate (process) output  Games Design: Program a character, objects and world interactions  Computers: How Computers Work and System Architecture  Internet Safety: How to be a responsible cyber citizen  Cyber Security: Be aware of malware and data security breeches  Copyright: Legal implications  Computer Simulations: Identify how computers simulate scenarios  Ladder Logic: How To Think Like A Computer Scientist  Algorithms: How To Tell A Computer What To Do  HTML &amp; CSS: How To Make A Website Java: How To Make Your Website Interactive  Ruby On Rails: How To Make Your Own App  Robotics: How To Make A Helpful Robot</p>
Skills and Knowledge	<p>Students will be able to use:</p> <ul style="list-style-type: none"> <li>• develop text-based programming techniques</li> <li>• apply logic and sequencing</li> <li>• develop greater awareness on topical issues</li> <li>• become a confident digital citizen</li> <li>• develop “soft-skills” using a wide variety of programs to search, create and evaluate digital information</li> <li>• Students will gain knowledge of the applications of computing in the real world, and the history of computing.</li> <li>• HTML and CSS to format a webpage;</li> <li>• Javascript and JQuery to add interactive elements to a website;</li> <li>• Ruby On Rails or Python to create a web app.</li> </ul> <p>Students will gain knowledge of the applications of computing in the real world, and the history of computing.</p>
Social, Moral, Spiritual and Cultural	<p>Online safety and social networking.  Benefits and drawbacks of the internet.  Cyber security</p>
British Values	<p>Story of Alan Turing (tolerance)  Use of computers to calculate votes (democracy)  How do the police use computing (rule of law)</p>
ASDAN Links	<p>Identity Challenge 1: Build a webpage about yourself  <u>Citizenship</u>  The internet – look closely at the internet and how it is becoming more important in our lives. Challenge 56, 57, 58.</p>

Subject	<b>Drama</b>
Core Aims	<p>Drama at Chalk Hill is entirely practical, with a focus on improvisation supported by drama games and exercises. Through these, students learn performance techniques, developing and extending their creativity to be able to make and perform pieces together.</p> <p>In order to achieve this, students also learn to improve and enhance their group and team skills such as turn-taking, listening and responding, sharing, co-operation and compromise. These, combined with increasing confidence in performance and independence as learners, help to develop students' resilience and self-esteem. All of these are key skills for future learning and employment.</p>
Topics	<p>Ghost stories      Fantasy      Spy story      A Christmas disaster      How to survive school      Frozen and moving pictures</p>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Using still images (frozen pictures) to structure a narrative</li> <li>• Basic Stage fighting techniques</li> <li>• Basic mime and physical theatre</li> <li>• Stage awareness</li> <li>• Being an audience</li> <li>• Using body language, movement and voice to convey character</li> <li>• Developing and sustaining a role</li> <li>• Group skills, including concentration and co-operation</li> </ul>
Social, Moral, Spiritual and Cultural	Collaboration; group work; exploring others' experience; respecting feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; using a range of social skills; participating and cooperating; resolving conflict.
British Values	Students develop their self-knowledge, self-esteem and self-confidence; are encouraged to accept responsibility for their behaviour, show initiative, respect others; show tolerance and to understand how they can contribute positively.
ASDAN Links	

<b>Subject</b>	<b>Food Technology</b>
<b>Core Aims</b>	<p>Cooking and nutrition</p> <p>Learning how to cook is a crucial life skill that will enable students to feed themselves and others affordably and well, now and in later life.</p> <p>Our aim is that students develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. That they build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</p> <p>And finally that they understand and apply the principles of nutrition and healthy eating and learn how to cook.</p>
<b>Topics</b>	<p>Healthy eating and nutrition- seasonal fruit and vegetables</p> <p>Cheap healthy snacks</p> <p>Using store cupboard basics to make a meal.</p> <p>Food from around the world- multicultural food</p> <p>Summer picnic food</p> <p>Seasonal celebrations eg Christmas- cakes, Easter eggs, and party food</p> <p>Cakes and baking- yearly bake off</p> <p>Easy economical meals</p>
<b>Skills and Knowledge</b>	<p>Understand and apply the principles of nutrition and health:</p> <p>Students will develop their knowledge and understanding of ingredients and healthy eating;</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>Cook a range of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Become competent in a range of cooking techniques: for example by developing food preparation and cooking techniques;</p> <ul style="list-style-type: none"> <li>• Select and prepare ingredients;</li> <li>• Use utensils and electrical equipment;</li> <li>• Apply heat in different ways;</li> <li>• Use awareness of taste, texture and smell to decide how to season dishes and combine ingredients;</li> <li>• Apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users -Adapt and use their own recipes.</li> <li>• Develop their knowledge of consumer food and drink choice;</li> <li>• Apply their knowledge to make informed choices;</li> <li>• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently;</li> <li>• Evaluate and test their ideas and products and the work of others.</li> </ul>

Social, moral, spiritual and Cultural	British food celebrations and traditions Food from different cultures
British Values	British food celebrations and traditions Appreciating foods from different cultures.
ASDAN Links	<p><u>Healthy Eating Challenge 5, 6, 7</u></p> <ul style="list-style-type: none"> <li>• Balanced diets</li> <li>• Vitamins, food groups</li> <li>• Devise a healthy diet</li> <li>• Prepare menus</li> </ul> <p><u>International</u></p> <p>Traditions and culture of other countries Challenge 9 – Foods around the world Prepare simple traditional meal</p>

Subject	<b>Geography</b>
Core aims	<p>To ensure that students:</p> <ul style="list-style-type: none"> <li>• Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>• Understand the processes that give rise to key physical and human geographical features of the world, and how they bring about spatial variation and change over time</li> <li>• Are able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> </ul>
Topics	<p>The geography curriculum is divided into 4 areas covered in a variety of topics:</p> <p>Physical and Human Geography Locational knowledge Place knowledge Geographical skills and fieldwork</p> <p>Topics</p> <ul style="list-style-type: none"> <li>• Map Skills,</li> <li>• Weather and climate</li> <li>• A country profile - India and Japan.</li> <li>• A country profile Part of Great Britain and an area in France</li> <li>• Natural Disasters Volcanoes and Earthquakes, tsunamis</li> <li>• Ecosystems,</li> <li>• Environmental issues,</li> <li>• Rivers</li> <li>• Coasts and erosion</li> <li>• Settlements and population</li> </ul>
Skills and knowledge	<p>Students should</p> <ul style="list-style-type: none"> <li>• Develop a curiosity and fascination about the world and its people.</li> <li>• Interpret a range of sources of geographical information eg maps and globes</li> <li>• Develop knowledge of the location of globally significant places</li> <li>• Know about diverse places, people, resources and natural and human environments.</li> <li>• Develop a deep understanding of the Earth's key physical and human processes.</li> <li>• Understand the interaction between physical and human processes, and of the formation and use of landscapes and environments.</li> <li>• Explain how the Earth's features are shaped, interconnected and change over time</li> <li>• Understand how towns and cities develop, and the impacts human development has on the environment, ecosystems and our lives.</li> <li>• Know how planning and future growth can be designed to be sustainable.</li> </ul>
Social, moral, spiritual And cultural	Geography encourages questioning, investigation and critical thinking about issues affecting the world and people's lives. It inspires students to become global citizens

	by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.
British Values	Mutual respect and tolerance, by understanding the lives and circumstances of others.
Cross Curricular Links	Geography and the skills learnt can be utilised to complete sections within the ASDAN course, under the Environment section. The children will research how natural disasters have affected different populations. They will also explain how charitable groups have helped those affected by those disasters. The students can also research environmental issues which can affect them and others, then present different methods to solve the issue through different media.
ASDAN Links	<u>Environment</u> Natural disasters Challenge 5, 6 <u>International</u> Global citizenship To understand how we are all citizens of the world 3rd world and developing countries Challenge 15, 16

Subject	<b>History</b>
Core aims	To ensure that: Students gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire students' curiosity to know more about the past.
Topics	<ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• World War II</li> <li>• Crime and Punishment</li> <li>• Significant Historical World Events</li> <li>• Iron Age to the Bronze Age</li> <li>• Roman Empire</li> <li>• The modern world –key events</li> </ul>
Skills and knowledge	<p>Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgments.</p> <ul style="list-style-type: none"> <li>• How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>• Understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies</li> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections</li> <li>• Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
Social, moral, spiritual And cultural	<p>History helps students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p><b>Social:</b> Students will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture.</p> <p><b>Moral:</b> Students will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions.</p> <p><b>Spiritual:</b> The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results.</p> <p><b>Cultural:</b> Students will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture.</p>

	Students develop a better understanding of our multicultural society through studying links between local, British, European and world history
British Values	<p>History provides us with a collective memory; it gives us a sense of connection to place, time and community, and to the shared values which have been introduced and adopted which we hold dear in the UK.</p> <p>Our history has allowed us to develop an attitude of fair play and tolerance as we encountered other beliefs and cultures.</p> <p>Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p> <p>Links clearly evident to British History and Students should analyse events in UK and world history where British values have been tested such as World War and significant historical events, Hiroshima for example</p> <p>Rule of Law – Women getting the vote in 1927, Civil Rights Act USA – 1964 (Tolerance of Faiths and Beliefs)</p> <p>Crime and Punishment – Rule of Law</p>
ASDAN Links	History and the skills learnt can be utilised to complete sections within the ASDAN course, under the Citizenship section. The children will research various challenges concerning discrimination and how this affects different cultural groups through their gender, ethnicity or age.

Subject	<b>Music</b>
Core Aims	<p>To ensure that students can:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;</li> <li>• understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>
Topics	<ul style="list-style-type: none"> <li>• Seasons and Planets</li> <li>• Electronic Music</li> <li>• Music From Africa</li> <li>• Music in TV and Film</li> <li>• Pomp and Circumstance (Ceremonial music)</li> <li>• Minimalism</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Performance with the voice and with tuned and untuned instruments;</li> <li>• Composition and improvisation;</li> <li>• Listening to and understanding music from a range of styles;</li> <li>• Use of musical notations;</li> <li>• History of music.</li> </ul>
Social, Moral, Spiritual and Cultural	<p>Use of music in our own and other cultures including spiritual music.      Listening to and appreciating music from a range of cultural backgrounds.      Group work, turn-taking and leadership skills through ensemble music-making.      Listening to others.</p>
British Values	Respect for and tolerance of other cultures through studying world music.
ASDAN Links	International Challenge 8: Organise a ‘Music from around the world’ event.

Subject	<b>PE</b>
Core aims	<p>Students will learn:</p> <p>The benefits of being active through the participation of different sports which will make them physically confident in a way which will support their personal health and fitness in the future. PE allows the children to build character and to help embed values of fairness and respect.</p>
Topics	<p>Students develop a broad range of skills, learning how to use them in different ways. These include invasion games, net games, fitness, striking and fielding games</p> <ul style="list-style-type: none"> <li>• Running, jumping, throwing and catching in isolation and in combination</li> <li>• Competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, rounders, dodge ball, table tennis and tennis and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance through athletics.</li> <li>• Outdoor and adventurous activity challenges both individually and within a team</li> <li>• Individual fitness</li> <li>• Cross country</li> </ul>
Skills and knowledge	<p>Students will</p> <ul style="list-style-type: none"> <li>• Communicate, collaborate and compete with each other.</li> <li>• Develop an understanding of how to improve in different physical activities and sports.</li> <li>• Learn how to evaluate and recognise their own success.</li> <li>• Take part in competitive sports and activities outside of school which will boost their self-image and confidence.</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition.</li> </ul>
Social, moral, spiritual And cultural	Through participation in sporting events the children will develop a better understanding of collective and mutual responsibilities as team members and as representatives of the school. Social skills will be developed, such as communication and turn taking, sharing, managing differences and by accepting defeat and team play.
British Values	Fair play and respect, adhering to rules, and tolerating differences.
ASDAN Links	<p>PE and the skills learnt can be utilised to complete sections within the students ASDAN course under the sections of Health.</p> <p><u>Keeping Fit</u></p> <p>Challenge 13, 14, 15, 16</p> <ul style="list-style-type: none"> <li>• Working out training programmes to improve fitness</li> <li>• List activities for strength, stamina, suppleness</li> <li>• Carry out training programme</li> </ul>

Subject	<b>PSHE</b>
Core Aims	To provide students with: <ul style="list-style-type: none"> <li>• accurate and relevant knowledge;</li> <li>• opportunities to turn that knowledge into personal understanding;</li> <li>• opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;</li> <li>• the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.</li> </ul>
Topics	Healthy lifestyles- healthy bodies Emotional well being and mental health Anti bullying Drugs alcohol and sex education Safety (including physical and online safety) Learning to be together Learning about me Different types of Relationships- eg friendships, family, strangers Healthy relationships- conflict, tolerance Sex and Relationships Education Keeping yourself safe (including online safety and radicalisation) Our community Religion and cultures Right and wrong
Skills and Knowledge	<ul style="list-style-type: none"> <li>• self-reflection</li> <li>• Learning from experience to seek out and make use of constructive feedback</li> <li>• Setting personal goals</li> <li>• Making decisions (including knowing when to be flexible)</li> <li>• Active listening, Empathy and Communication</li> <li>• Team working and Negotiation</li> <li>• Self-regulation</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-organisation (including time management)</li> </ul>
Social, Moral, Spiritual and Cultural	Empathy, respect for others. Self-awareness including beliefs and morals.
British Values	The PHSE curriculum will: <ul style="list-style-type: none"> <li>• enable students to develop their self-knowledge, self-esteem and self-confidence;</li> <li>• enable students to distinguish right from wrong and to respect the civil and criminal law of England;</li> </ul>

	<ul style="list-style-type: none"> <li>• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</li> <li>• enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> <li>• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> <li>• encourage respect for other people; and</li> <li>• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</li> </ul>
ASDAN Links	<p>Health Challenges 26-28 (Sex &amp; Relationships)  Citizenship Challenges 1-4 (Nationality) and 8-9 (Bullying) and Challenge 32 (Local Government)</p> <p><u>Identity</u></p> <ul style="list-style-type: none"> <li>• Personal skills and qualities</li> <li>• Who am I</li> <li>• My education</li> <li>• My interests and talents</li> <li>• Family</li> <li>• Record of achievement</li> <li>• Forming opinions</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Different qualities needed within successful relationships</li> </ul>

Subject	<b>RE</b>
Core aims	To ensure that: Children to acquire a greater knowledge and understanding of the beliefs and practices of the religions which not only shape their history and culture but which guides their own development. This will help the student to be more socially aware and confident in their own beliefs and values and the impacts their beliefs and values have on others.
Topics	<ul style="list-style-type: none"> <li>• Justice and Freedom</li> <li>• Peace</li> <li>• Forgiveness</li> <li>• Beliefs (Christianity, Buddhism, Judaism, Sikh, Islam)</li> <li>• Signs and Symbols</li> <li>• Non-religious World views</li> <li>• Places of Worship</li> </ul>
Skills and knowledge	The course is designed to <ul style="list-style-type: none"> <li>• Promote academic growth alongside spiritual, moral, social and emotional development.</li> <li>• Encourage students to learn about, as well as learn from religion, growing in and reflecting upon their individual faith journey, whilst considering their responses to contemporary issues.</li> <li>• We introduce the study of individual religions through six themes: relationships, rights and responsibilities, power, space, time and communication.</li> </ul>
Social, moral, spiritual And cultural	RE encourages students to develop their sense of identity and belonging. It enables them to flourish individually within their communities as citizens in a diverse society and global community. It plays an important role in preparing students for adult life, employment and lifelong learning. It fosters respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables students to combat prejudice.
British Values	Tolerance, of those with different faiths and beliefs and for those without a faith.
ASDAN Links	<p>RE and the skills learnt can be utilised to complete sections within the ASDAN course, under the Values section. The children will research different religions or visit a religious centre and then to use different media to present their findings.</p> <p><u>Values</u>  Respecting differences  To raise awareness of issues related to discrimination and prejudice  Challenge 1, 2, 3</p> <p><u>Religion</u>  Understand how difference religious beliefs have the capacity to divide and unite people.  Challenge 9, 10, 11</p>

<b>Subject</b>	<b>Resistant Materials</b>
Core aims	The Resistant Materials course aims to develop the children's' knowledge of design, hands on making skills and problem solving. The children will use a variety of materials during the modelling stage such as play dough through to cardboard. In the making stage the children may use materials including wood, metal and plastics which are the primary materials used in this course.
Topics	This course will focus on engineering and architectural design, materials and their use in industry, construction skills and creative processes incorporating modelling, product testing and the final design
Skills and knowledge	Children will have the opportunity to learn about product research, designing and making and evaluating the finished product to a given specification. Assessment will be based upon the initial research completed, the designing and making process and following evaluation of the final product. The children will be tasked with: designing, making, evaluating, time keeping, problem-solving and adhering the design specification. Some of the skills taught and required include designing, making, evaluating, time keeping, problem solving and a focus on the output of excellent work.
Social, moral, spiritual And cultural	Resistant Materials can provide an excellent platform for further study in project management, engineering and design, especially in areas such as architecture, interior design, furniture design and industrial design. It will also equip the children with knowledge about the sustainability of the wood we use and why it is necessary for the preservation of our forests and the indigenous people who reside in them.
British Values	Resistant Materials promotes British values through the preservation of our environment and sustainable use of our raw materials.

## **The Nurture Classrooms**

The nurture classes are small classes of 4-6 children that support them in meeting the social and intellectual demands of school life, improving their self-confidence and self-esteem, through a carefully planned curriculum.

### **Our Nurture Group Principles**

Children's learning is understood developmentally.

Planned activities within the nurture group reflects the curriculum of similar children in the school but is adapted as appropriate for the developmental stage of each child in the nurture group. Nurture Group staff meet regularly with class lead teacher to discuss the children's' learning, emotional needs and their progress.

The classroom offers a safe base.

The nurture rooms provide a bridge between home and school, a warm and friendly environment where children feel emotionally safe and secure.

The development of self-esteem is an important aspect of the nurture group.

With a growing self-esteem children will be more able to face the challenges of everyday life, to solve problems and to tackle new experiences.

The development of language skills for communication is vital.

Great attention is paid to the use of language with high levels of child/adult interactions, everything is explained and explored.

All behaviour is communication.

The children learn acceptable ways of communicating their likes, dislikes and feelings. There is a clear rewards and sanctions system, understood by the children, within the group.

We recognise the importance of transition in children's lives.

Managing transitions is a key feature of our Nurture Group, preparing the children for day-to-day events and changes to the usual routines.

Through discussion with staff children are considered for a place in the nurture group. A Boxall Profile is completed and analysed. Members of the SLT use this information to select children.

A teacher or nurture lead, and a teaching assistant are attached to the nurture group, planning an appropriate curriculum and modelling good relationships.

Each session is planned to meet the emotional and learning needs of each child. A range of practical activities, rich in speaking and listening, take place with an overarching group focus for developing the children's social and emotional needs.

## **ASDAN Life Skills**

Health - Personal Care – Teeth, Skin, Hair  
Challenge 1, 2, 3, 4

Health Challenge 8 Healthy Eating - Obesity

Health – First Aid  
Challenge 19, 20, 21  
Visit from First Aider  
Research basic first aid

Environment – Local environment.

Challenge 9, 10 Improve environment in school plan and carry out an idea.

Being Green at Home and care

Understand how environment awareness begins at home  
Challenge 13, 15  
Recycling project – carry out project to help conserve and recycle resources.  
Challenge 28, 29

Enterprise – Challenge 16

A mini enterprise project – plan set up and solve problems as they arise (also care)

## **ASDAN: Care**

Health – Sports in the community

Challenge 17 – indepth study of local facilities

Health – Road and transport safety

How to conduct yourself safely as a pedestrian – road user and make you aware of safety on a railway track.

Challenge 22, 23, 24, 25

Health – Help and Advice

Challenge 37 visit Citizens Advice – Find out how they can help

Challenge 36 GP Surgery – Find out how they can help

Environment Challenge 7 – Relief work, charities

Community

Local facilities Challenge 9

Challenge 12, 13, 14 Local issues – to raise awareness of local issues

Helping others Challenge 21, 22, 23 – Make an active contribution to your community