Curriculum Overview 2018-19
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Intent

The purpose of the curriculum is to help pupils to:

- Develop lively, imaginative and enquiring minds through the reinforcement and building upon of prior learning and an increasing the cognitive complexity of new learning.
- Acquire knowledge, skills and understanding relevant to adult life and a world of rapid and continuous technological change
- Have functional numeracy and literacy skills
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Develop an understanding of the world in which they live
- Appreciate human achievements and aspirations
- Take their place in society as informed, confident and responsible citizens

Implementation

- The curriculum will be deep and rich, and have fluidity so that we can best educate our students in accordance with their needs, aspirations and the wider national context.
- The curriculum will reinforce and build upon prior learning through increasing complexity of cognitive challenge.
- The curriculum will aim to meet statutory requirements
- Equality of access for all pupils to academic experiences
- Parents should be provided with curriculum information relevant to their child
### Key Stage 4 Subjects

**Compulsory GCSE Subjects Taken by All Pupils**

- English Language
- English Literature
- Mathematics
- Science (Combined science or Triple science)

**Compulsory Non-Assessed Subjects**

- Information ideas and guidance (incorporating RE)
- Core PE

**Optional Subjects**

Pupils must choose three optional subjects from these lists below, at least one of which must be from the EBacc group.

**Optional Ebacc Subjects**

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**Implementation (continued)**

### CURRICULUM 2018 - 19

<table>
<thead>
<tr>
<th>KEY STAGE 3</th>
<th>KEY STAGE 4</th>
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</thead>
<tbody>
<tr>
<td><strong>YEAR 7</strong></td>
<td><strong>YEAR 8</strong></td>
</tr>
<tr>
<td>ENGLISH (4 lessons)</td>
<td>ENGLISH (4 lessons)</td>
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<tr>
<td>MATHS (4 lessons)</td>
<td>MATHS (4 lessons)</td>
</tr>
<tr>
<td>SCIENCE (3 lessons)</td>
<td>SCIENCE (3 lessons)</td>
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<tr>
<td>MFL (2 lessons)</td>
<td>MFL (2 lessons)</td>
</tr>
<tr>
<td>MA &amp; ENG INT (KS2 &lt; 100)</td>
<td>MA &amp; ENG INT (KS2 &lt; 100)</td>
</tr>
<tr>
<td>GEOGRAPHY (2 lessons)</td>
<td>GEOGRAPHY (2 lessons)</td>
</tr>
<tr>
<td>HISTORY (2 lessons)</td>
<td>HISTORY (2 lessons)</td>
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<tr>
<td>RE (1 lesson)</td>
<td>RE (1 lesson)</td>
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<tr>
<td>COMPUTING (1 lesson)</td>
<td>COMPUTING (1 lesson)</td>
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<tr>
<td>Music (1 lesson)</td>
<td>Music (1 lesson)</td>
</tr>
<tr>
<td>ADT (2 lessons on rotation)</td>
<td>ADT (2 lessons on rotation)</td>
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<tr>
<td>PE (2 lessons)</td>
<td>PE (2 lessons)</td>
</tr>
<tr>
<td>ETHICS/PSHCE/IAG (1 lesson)</td>
<td>ETHICS/PSHCE/IAG (1 lesson)</td>
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</tbody>
</table>
- GCSE Computer Science
- GCSE French
- GCSE Geography
- GCSE History
- GCSE Triple Science

Other Optional Subjects
- Art
- Citizenship
- Dance
- Design and Technology
- Engineering
- Food
- Health and social care
- iMedia
- PE
- Performing Arts – Music
- Performing Arts – Dance

**Literacy and Numeracy**

See literacy and numeracy policies and schemes of learning

**SMSC**

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education. The impact of this is a school that is inclusive and aware of others needs and feelings. Pupils are open to new ideas and other cultures. We endeavour to create a school environment where spiritual, moral, social and cultural themes are part of all we do.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Definition</th>
<th>Curriculum coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual</td>
<td>The spiritual development of pupils is shown by their:</td>
<td>Throughout the school year we have spiritually themed assemblies. SLT of PL assemblies often focus on moral or social issues.</td>
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<tr>
<td></td>
<td>- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</td>
<td>This aspect of SMSC is covered extensively in RE, humanities, in PSHE and throughout the growth programme at KS3 and KS4.</td>
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<tr>
<td></td>
<td>- sense of enjoyment and fascination in learning about themselves, others and the world around them</td>
<td>A series of dropdowns, each with a specific spiritual focus</td>
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<tr>
<td></td>
<td>Use of imagination and creativity in their learning</td>
<td>Important religious dates are celebrated in assemblies for events such as Christmas, Divali and Eid.</td>
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<tr>
<td><strong>Moral</strong></td>
<td>The moral development of pupils is shown by their:</td>
<td>This aspect of SMSC is covered extensively in RE lessons and dropdown days.</td>
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<td></td>
<td>• ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</td>
<td>Teachers seek opportunities to identify and include aspects of spiritual, moral, social and cultural education in their lesson planning as highlighted in the school’s lesson planning pro-forma.</td>
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<tr>
<td></td>
<td>• understanding of the consequences of their behaviour and actions</td>
<td>Problems and disputes of all kinds handled sensitively and supportively, using the principles of restorative justice.</td>
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<tr>
<td></td>
<td>• interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</td>
<td>eSafety is covered in Computing, in our newsletters and in assemblies in conjunction with National eSafety day.</td>
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<td></td>
<td></td>
<td>Some of the aspects of this strand are thoroughly covered in the KS4 option Citizenship.</td>
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| **Social** | The social development of pupils is shown by their:   | Pupils engage in a variety of charity events every year for national charities and various local charities. |
|            | • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds | Relationships are covered extensively in the PSHE unit for Personal Development. |
|            | • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | Team building activities are included in Growth lessons and in PE. |
|            | • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and | Staff are positive role models of the pupils and work hard to maintain positive and respectful relationships between pupils and adults. |
|            |                                                      | In English many of the core texts eg Blood brothers are used as texts that |
| Cultural | The cultural development of pupils is shown by their:  
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others  
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain  
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain  
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities  
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | We cover many aspects of different cultures in PSHE. This has enabled pupils to understand the changing nature of UK society and explore their own values in a diverse society and understand how values and priorities differ in other countries and cultures.  
These values are also key areas of study in the KS4 course, GCSE citizenship.  
Respecting other faiths is covered in RE, PSHE and assemblies  
Democracy is covered extensively in Citizenship, Humanities and in PSHE.  
Pupils learn about the music of other cultures and religions and therefore understand how music can be used for spiritual and sacred purposes.  
Important religious dates are celebrated in assemblies for events such as Christmas, Divali and Eid.  
Pupils reflect during the annual Remembrance Day assembly to commemorate the sacrifice of the armed forces in World War 1 and subsequent conflicts, at home and abroad. |
**British Values**

At Wyvern the curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and through our school ethos which celebrates every child and marks significant events.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Coverage in the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>Democracy in Britain is explored from different viewpoints throughout the history curriculum at Key Stage 3. Democracy and Parliament are studied in PSHE and GCSE Citizenship</td>
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<tr>
<td>The rule of Law</td>
<td>Units of learning in humanities examine what it means to be British in the 21st century. The important of abiding by the law is covered in several of our PSHE curriculum and GCSE Citizenship</td>
</tr>
<tr>
<td>Individual liberty</td>
<td>Pupils reflect during the annual Remembrance Day assembly to commemorate the sacrifice of the armed forces in World War 1 and subsequent conflicts, at home and abroad.</td>
</tr>
<tr>
<td>Mutual respect</td>
<td>As a school we encourage pupils to show mutual respect to each other constantly. This is a regular theme in assemblies. This is evident throughout Wyvern Academy’s behaviour policy</td>
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<tr>
<td>Tolerance of those with different faiths or beliefs</td>
<td>This aspect of British values is covered extensively in our RE schemes of learning and is a fundamental value of the school. The PSHE programme of study deals with many issues to do with tolerance, diversity and respect for people differences.</td>
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**Work Related Learning and Careers**

- **Learn through work** by providing opportunities for pupils to learn from direct experiences of work (through Work Experience, enterprise activities or through vocational contexts in subjects)
- **Learn about work** by providing opportunities for pupils to develop knowledge and understanding of work and enterprise (e.g. vocational courses and careers education)
- **Learn for work** by developing key skills for enterprise and employability.

At Wyvern Academy we believe that direct experience of the world of work (through a variety of activities) is at the heart of work related provision and we are committed to meeting the statutory requirements.

The underlying aims of work-related learning are directly linked to the School Development plan in wishing to instil a whole school work ethos which will improve pupil motivation involvement and achievement. An effective work related learning programme will support the school vision of improved academic results through greater variety in teaching and learning styles, a broader KS4
curriculum and the spread of excellence throughout the school and our community. By providing pupils with more relevant learning opportunities combined with logical, clearly understandable routes through to employment, Further Educations (FE), Higher Education (HE) or training we aim to see post-16 routes better suited to pupils skills and abilities and a higher number of pupils gaining both academic and vocational qualifications.

**Specific aims and learning objectives**

- Recognise, develop and apply their skills for enterprise and employability.
- Use their experience of work, including work experience and part-time jobs to extend their understanding of work.
- Learn about the way business enterprises operate, working roles and conditions and rights and responsibilities in the workplace.
- Develop awareness of the extent and diversity of local and national employment opportunities.
- Relate their own abilities and achievements to career intentions and make informed choices based on an understanding of the alternatives.
- Undertake tasks and activities set in work contexts.
- Learn from contact with personnel in different employment sectors.
- Have experience (direct or indirect) of working practices and environments.
- Engage with ideas, challenges and applications from the business world.

**PSHE**

We recognise the value and importance of PSHE, Citizenship and Skills in educating and developing the whole child. Although some aspects of these areas are addressed in subject lessons (e.g. drugs in Science, healthy lifestyle in PE and Design Technology etc.), our provision includes six separate days during the course of the year which are given over exclusively to the delivery of PSHE, Citizenship and Skills.

The rationale for this model is to develop over time an increasingly innovative and effective way of delivering these important elements. We aim to further develop skills, knowledge and attitudes in areas of importance to our particular pupils. We also intend to do this in a way that helps pupils develop personal, learning and thinking skills by using a variety of teaching and learning styles and using outside expertise where available.

**Sport**

Wyvern Academy has a proud tradition of sporting participation. We offer the chance for pupils to take part in a wide variety of sports and see significant value in pupils taking part in after school physical education.

The following is a list of the sports for which we typically enter teams into competitions:

- Football
- Rugby
• Netball
• Cross country
• Athletics
• Rounders
• Cricket
• Swimming

Opportunity and access
At Wyvern Academy we recognise the diversity of aspiration and interest and will give attention to pupils of both genders and from ethnic, cultural and religious groups as well as gifted and talented and special needs pupils. This is consistent with the schools inclusion policy.

Monitoring and Evaluation
• An annual report to SLT and Governors.
• An annual review as part of the school improvement plan.
• Parents are to be informed about activities through the end of term newsletter and the website.

Proposed Impact
The curriculum should:
• Deliver the current and future statutory requirements
• Be rich and deep, relevant and differentiated
• Enable pupils to fulfil their potential
• Prepare pupils to make informed and appropriate choices post 16
• Meet the needs of the full range of abilities within the school
• Ensure continuity and progression within the school and between phases of education
• Foster teaching styles which will offer and encourage a variety of relevant learning opportunities as defined in the learning and teaching policy
• Encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all
• Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
• Help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
• Help pupils to use language and number effectively
• Help pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
• Help pupils understand the world in which they live
• Help pupils to appreciate human achievements and aspirations

The school therefore will endeavour to provide:
• An environment in which young people of all abilities are able to develop the skills and attitudes which will facilitate lifelong learning and sustained personal development.

**Monitoring and Evaluation**

• An annual report to SLT and Governors.
• Parent and pupil views
• An annual review as part of the school improvement plan.