



Local Procedure/Protocol	
School/Home Name:	Hall Cliffe School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2024
Next Update Due:	July 2025
Procedure/Protocol Lead:	Andrew Carter
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. CONTEXT

- 1.1** Our School is an independent special school and part of the Witherslack Group. Pupils are aged 8 to 17, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend our school have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.
- 1.2** Our school operates across two campuses. Key Stage 2 and 3 are located in Horbury, within a beautiful historic building that boasts a variety of facilities, including a cooking room, media room, science laboratories, and several specialised therapy suites. Our Key Stage 4 site is situated in Grange Moor, where, in addition to traditional classrooms, we have a fully operational salon, a motor vehicle garage, a construction workshop, and science laboratories, among other amenities. We intentionally maintain small class sizes to ensure that pupils receive ample support from our highly skilled team of educational, pastoral, care, and therapy staff.

2. VISION, AIMS AND INTENT

- 2.1** We are dedicated to empowering pupils to thrive and reach their aspirations through a holistic approach to education and care. Our school offers a curriculum that is centred around the pupil, ambitious, engaging, and relevant. We maintain high expectations for all pupils, aiming for them to graduate with qualifications, accreditations, and experiences that will equip them for the next phase of their lives. We strive to achieve this by:

- Inspiring pupils to cultivate a love for learning, experience success, and attain positive outcomes.
- Assisting pupils in retaining knowledge and making progress across all subject areas.
- Preparing pupils for the next stage of their education.
- Ensuring that every pupil becomes a proficient reader.
- Enabling pupils to earn qualifications and accreditations that reflect their strengths, needs, and interests.
- Encouraging pupils to elevate their career aspirations.
- Providing pupils with insights and experiences related to the workplace.
- Developing pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership, and entrepreneurship.
- Supporting pupils in fostering their independence.
- Ensuring pupils are prepared for transitions and life beyond our school.
- Encouraging pupils to cultivate a positive self-image and a sense of belonging.
- Supporting pupils in optimising their health and well-being, managing their emotions effectively, and building resilience.
- Helping pupils understand their rights and responsibilities while appropriately expressing their views.

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- Assisting pupils in developing spiritual, moral, social, and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British values, and protected characteristics.

3. ROLES AND RESPONSIBILITIES

3.1 Leaders at our school ensure that:

- Staff members are actively engaged in decision-making processes concerning the vision, intent, and development of the curriculum.
- Regular monitoring activities are conducted to guarantee that the curriculum is progressive and suitable, allowing all pupils to achieve positive outcomes.
- All teaching staff meet their roles and responsibilities, which include high-quality planning and teaching methods, regular assessments, and consistent application of the established school policies and procedures.
- Teachers are given opportunities to maintain strong subject knowledge and effective pedagogy as needed, while the entire staff team remains skilled in addressing the needs of pupils.
- Parents and carers receive consistent communication from staff, including updates on the curriculum and school strategies, as well as information about their child’s progress and next steps.

3.2 The teaching staff at OUR School ensure that:

- The curriculum is thoughtfully planned and delivered to help pupils develop their skills, knowledge, and vocabulary, enabling them to know more, remember more, and prepare for their adult lives.
- The curriculum is tailored to meet the individual needs of each pupil, taking into consideration the outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), Personal Education Plans (PEPs), and other essential documents.
- A variety of teaching and differentiation strategies are employed to ensure that all pupils are challenged and can progress at their own pace.
- Pupils are provided with opportunities to engage in safely planned activities outside of the traditional classroom setting.
- Pupils are aware of their next steps in learning and how to achieve them, with opportunities to discuss their own educational progress.
- Parents and carers receive high-quality reports that reflect their children’s learning experiences and outline how they will be supported in their progression.
- Assessment procedures are utilised to enhance the learning and development of pupils, including identifying gaps in knowledge and determining next steps.
- Subject coordinators offer support and guidance to colleagues while monitoring progress within their specific subject areas.

3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils’ learning, competencies, development and preparation for adulthood

3.4 *All staff ensure that:*

- High expectations are maintained for pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence

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- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 Curriculum Delivery

Our school timetable consists of thirty teaching periods each week for every year group. The small class sizes, combined with a high staff-to-pupil ratio, facilitate effective curriculum implementation. This is further enhanced by specialised support from our Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist, and Clinical Psychologist. Most pupils in Key Stage 4 are instructed by subject specialists, while some may follow bespoke timetables tailored to their specific strengths and needs. Individual interventions are planned as necessary to address gaps in knowledge and skills, ensuring that pupils can make progress.

Our timetable is thoughtfully designed to cater to the unique needs of the current cohort. It includes careful planning to minimise transitions and provides ample opportunities to support sensory, social communication, and mental health needs. As a result, initiatives such as Emotional Check-In, Clinical Interventions, and Life Skills have been integrated into the curriculum.

Through high-quality instruction in knowledge, skills, and vocabulary across both core and foundation subjects, all pupils are encouraged to achieve optimal outcomes and make progress throughout all Key Stages. Detailed schemes of work ensure that pupils cover the necessary content for their key stage and address any knowledge gaps, preparing them for subsequent key stages and transitions. The delivery of key focus areas related to learning, work, and life is aligned with pupils' age and developmental stage, incorporating carefully selected learning experiences based on individual needs. A variety of specific approaches are employed to implement and deliver the curriculum, including:

- Learning outside of the classroom and personal development activities
- Interdisciplinary strategies that integrate education, care, and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and complex language
- Recall tasks
- Worksheets, workbooks, and extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning, and scaffolding
- Inquiry-based and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

4.2 Key Stage 2 (Years 4 - 6)

KS2 pupils start their school journey in designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. The majority of pupils are taught by specialist teachers for core subjects as well as P.E, DT and Art and Design.

Pupils access:

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English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development, Enrichment, Outdoor Ed/ Forest School and a carousel of vocational sessions at the Grange Moor site on a half termly basis. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils’ level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional ‘option’ subjects to cater to their individual interests and career aspirations and these include Motor Vehicle Engineering, Construction, Catering, and Separate Science. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 Key Stage 5 (Years 12 – 13)

At Key Stage 5, any young people facing difficulties in securing post-16 placements will receive support at the Grange Moor site in collaboration with the Futures Team. This assistance aims to facilitate a successful transition to a local post-16 placement. Additionally, GCSE resits will be provided for any young people where appropriate.

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.6 Residential Pupils

Residential pupils access their class group during the school day, and they will also have the opportunity to gain further accreditation where appropriate to their needs. This is specific to the individual pupil and linked to the development of key life skills.

4.7 Homework

At our School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil’s needs. For example, a homework ‘menu’ may be offered where pupils’ can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are engaged to read regularly at home.

4.8 Reading

At our School, reading is integral to curriculum. We are committed to ensuring that all pupils leave us as ‘a reader’ and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil’s individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.9 Therapeutic Provision

on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.10 Physical Education

All pupils access PE lessons at our School with physical well-being being seen as a priority. Lessons may take place on the Multi-Use Games Area or the sports hall but some may also take place off-site .

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4.11 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from the Futures Team. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.12 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At our School, SMSC and British Values are promoted in so much of what we do, not least during school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are engaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 COVID-19 Recovery Curriculum

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 *Impact*

The impact of the curriculum at our School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning, work and life. We recognise that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas

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- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 Assessment

We use assessment as a key part of approach to inform the next steps for pupils and to monitor the wider impact of curriculum. Achievement of key concepts and skills are tracked three times a year using assessment system, known as Solar.

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

The expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 Monitoring

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders and subject coordinators.

Our School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1 We identify, recognise and promote individuality and fair access to learning.

We have bespoke learning pathways to meet individual needs and drive ambitions. At the heart of everything we do is the well-being of all our learners. Our aims are for everyone to enjoy learning, participate and progress.

At Hall Cliffe we are very proud of our attendance figures, as we know, children who attend want to learn, feel safe in their learning environment and therefore make good progress. In short, our learners want to attend Hall Cliffe School. The below shows but is not limited to the Learning Pathways. We always strive to make our curriculum, a quality curriculum and a broad and in depth experience in line with Ofsted and Independent School Standards.

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7. REFERENCES

OPSP 11 – Curriculum policy

8. ASSOCIATED FORMS

None

9. APPENDICES

Curriculum Map – KS3 & KS4

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English

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Creative Writing: Exploration and Adventure	Novel Study Reading fiction – writing non-fiction	Poems and Poetry – The Identity Kit	An introduction to Shakespeare – Macbeth	Autobiography – Memories and Moments Reading and writing autobiographical extracts	Reading and Writing Non-Fiction – Stories from Other Cultures
8	Autumn 1 Out of this World: Fiction and non-fiction unit	Autumn 2 Non-fiction reading – Society and Young People (knife crime, social media, body image)	Spring 1 Gothic Horror and Ghost Fiction Spooks and Spirits – A range of extracts from pre-19 th century gothic horror – reading and writing fiction	Spring 2 War in Our World – fiction non-fiction and poetry	Summer 1 Literature Our Day Out	Summer 2 Titanic!
9	Autumn 1 Study of parts of novels – the Hobbit, Harry Potter, Hunger Games	Autumn 2 War Poetry Pre-1914 – Dickens – A Great Expectations	Spring 1 Looking at Modern Texts & Plays e.g. Stone Cold	Spring 2 Non-fiction: Speeches, recounts, historical events	Summer 1 Diversity and Culture	Summer 2 Shakespeare

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Maths

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Sequences Understanding and use of algebraic notation Equality and Equivalence (Algebraic Equivalence)	Place Value and Ordering Integers and Decimals Fractions, Decimals and Percentage Equivalence	Solving Problems with Addition and Subtraction Solving Problems with Multiplication and Division Fractions and Percentages	Operations and Equations with Directed Number Addition and Subtraction of Fractions	Constructing, Measuring and Using Geometric Notation Developing Geometric Reasoning	Developing Number Sense Sets and Probability Prime Numbers and Proof
8	Ratio and Scale Multiplicative Change Multiplying and Dividing Fractions	Working In the Cartesian Plane Representing Data Tables and Probability	Brackets, Equations and Inequalities Sequences Indices	Fractions and Percentages of Amounts Standard Index Form Number Sense	Angles in Parallel Lines and Polygons Area of Trapezia and Circles Line Symmetry and Reflection	Data Handling Cycle Measures of Location
9	Straight Line Graphs Forming and Solving Equations Testing Conjectures	Three Dimensional Shapes Construction and Congruency	Numbers Using Percentages Maths and Money	Deduction Rotation and Translation	Enlargement and Similarity Solving Ratio and Proportion Problems	Rates Probability Algebraic Representation

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Science

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Cells & organisation	Nature & Matter	Circuits & Ohms Law	Space & Mass	Pure & Impure Substances	Photosynthesis & Ecosystems
8	Body Systems	Atoms/Compounds/Elements	Energy/kWh/Fuels	Periodic Table	Health & Immune Systems	Waves & Radiation
9	Motions & Forces	Earth & It's Atmosphere	Genetics & Evolution	Materials & Chemical reactions	Electromagnetism/Magnetism	Gas Exchange & others

Year 7

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Baseline assessment Unit 1 Formal elements	Unit 2 Pattern, form, colour	Unit 3 Line / Geometric shape / composition Self portrait		Unit 4 pattern, line shape Print and Pattern	Unit 5 Exploring POP Art
Computing	Baseline project, revisiting KS2	3D design	E-Safety	Game time (Algorithms and lightbots)	Back to the Future	Alien Party
Citizenship	Active Citizens		Active Citizens		Demonstrating Skills	
Design Technology	Personalised initials stand	Wooden puzzles, skills development		Intro to electronics – Mini-bots	Rubber band racer	Personal project
Food Technology	Kitchen safety and hygiene	Culinary skills	Eat well guide	Food commodities	Food miles	Food choices

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Hall Cliffe School Curriculum Map KS3

Humanities	Finding Your Way: What is Geography?	What was the Battle of Hastings and the Early Middle Ages?	What was it like in the later Middle Ages (1216- 1534)?	How does Wakefield compare to Mumbai?	What was it like in Early Modern England (1534-1700)?	Where will we find rivers and coasts?
PSHE	Relationships Living in the Wider World Transition and safety	Relationships Diversity	Relationship Living in the Wider World Developing skills and aspirations	Health and Wellbeing Health and puberty	Health and Wellbeing Relationships Building relationships	Living in the Wider World Financial decision making

Year 8

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	New beginnings Thinking exploring recording making	Food glorious food Festivals and celebrations	Line/shape/tonal studies	Space / Shape / composition / colour		Colour /Form
Computing	3D Design	Animation/move it	E-Safety	Game time (Algorithms and lightbots)	Sound of music/Say what?	What's in the box
Citizenship	Active Citizens		Active Citizens		Demonstrating Skills	
Design Technology	Treat Snack dispenser mechanisms and motion	Steady hand game project. Functional electronic game	Controllers stand multifunction stand	Lego marble maze	Straw bridge challenge	Air powered dragster
Food Technology	Kitchen safety	Sugar	Nutrients	Food dangers	Culinary skills	Seasonality
Humanities	Was the industrial period positive for everyone?	What is the difference between weather and climate?	How are power, politics and protest linked?	What is an eco-system?	What are Tectonic Hazards?	What happened during the first world war?
PSHE	Health and wellbeing drugs and alcohol	Relationships	Relationships discrimination	Health and Wellbeing Emotional wellbeing	Health and Wellbeing Relationships Identity relationships	Living in the Wider World Digital literacy

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Year 9

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	New beginnings Thinking exploring recording making	Food glorious food Festivals and celebrations	Line/shape/tonal studies	Space / Shape / composition / colour		Colour /Form
Computing	Spiderweb	Cover it	E-Safety	Game on 2	Coaster Park combined project	
Citizenship	Active Citizens		Active Citizens		Demonstrating Skills	
Design Technology	Acrylic Clock Themed Project / Memphis v De Still Templates – modelling Design influences		Media Stand Storage Solution Media stand – shelf (book/games)		Mood / Task lighting project USB night light	
Food Technology	BTEC Level 1 Home cooking skills	BTEC Level 1 Home cooking skills	BTEC Level 1 Home cooking skills	BTEC Level 1 Home cooking skills	BTEC Level 1 Home cooking skills	BTEC Level 1 Home cooking skills
Humanities	What are Global Resources and why are they important?	What happened during the Civil Rights in the USA and why was it important?	How did the Second World War impact modern society?	What was it like in post-war Europe?	What are the challenges of Natural Hazards?	Why do oceans matter?
PSHE	Health and wellbeing relationships peer influence, substance use and gangs	Living in the wider world settings goals	Relationships respectful relationships	Health and Wellbeing Healthy lifestyles	Relationships intimate relationships	Relationships living in the wider world Employability skills

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English

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Fight For Freedom	Gothic Texts	Modern Texts and Poetry	Shakespeare	Recounts and Unseen Poetry	20 th Century Fiction – Sci-Fi
11	Modern Texts	Gothic Texts	Shakespeare	Short Extract Study	EXAM PERSONAL PROJECT	PERSONAL PROJECT

Maths

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 Foundation/Higher GCSE	Equations and Inequalities Graphs Sequences Probability	Surds Pythagoras Area and Perimeter Trigonometry	Trigonometry Further Number Skills Area and Volume	Ratio Transformations Vectors	Vectors contd Quadratics Quadratic Graphs	More Graphs Statistics Angles in Polygons
10 Functional Skills Level 1 (Pearsons)	Basic Number Basic Decimals Rounding	Basic Fractions Fractions and Decimals	Basic Percentages Calculating with Fractions, Decimals and Percentages	Percentages Collecting Data Data Handling Representing Data	Reflection Perimeter and Area Basic Algebra Formulae	Ratios Ratio and Proportion Maps and Scale Drawings Probability

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				Statistical Measurement		
10 Functional Skills Entry 3	Number Skills and Rounding	Number Skills and Rounding	Measures	Properties of Shapes	Decimals	Collecting and Representing Data
10 Functional Skills Entry 2	Number Skills and Rounding	Number Skills and Rounding	Measures	Properties of Shapes	Decimals	Collecting and Representing Data
10 Functional Skills Entry 1	<ul style="list-style-type: none"> Number Skills 	<ul style="list-style-type: none"> Time and Money 	<ul style="list-style-type: none"> Number Skills 	<ul style="list-style-type: none"> Understanding Shape and Space 	<ul style="list-style-type: none"> Time and Money 	<ul style="list-style-type: none"> Collecting and Representing Data.
11 Foundation/Higher GCSE	<ul style="list-style-type: none"> Simultaneous Equations Growth and Decay and recap percentage change Loci 	<ul style="list-style-type: none"> Nets and Plans Variation Ratio Problem Solving 	<ul style="list-style-type: none"> Probability Recap Pythagoras Recap Trigonometry 	<ul style="list-style-type: none"> Quadratic Graphs Other Graphs Problem Solving Surds 	Revision	
11 Functional Skills Level 2	<ul style="list-style-type: none"> Number Decimals Rounding 	<ul style="list-style-type: none"> Fractions Fractions and Decimals 	<ul style="list-style-type: none"> Percentages Calculating with Fractions, Decimals and Percentages 	<ul style="list-style-type: none"> Percentages Collecting Data Data Handling Representing Data Statistical Measurement 	<ul style="list-style-type: none"> Real Life Graphs Conversion Graphs Reflection Perimeter, Area and Volume 2D and 3D shapes 	<ul style="list-style-type: none"> Ratios Ratio and Proportion Maps and Scale Drawing Probability
11 Functional Skills Entry 3	Number Skills and Rounding	Number Skills and Rounding	Measures	Properties of Shapes	Decimals	Collecting and Representing Data

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11 Functional Skills Entry 2	Number Skills and Rounding	Number Skills and Rounding	Measures	Properties of Shape	Decimals	Collecting and Representing Data
11 Functional Skills Entry 1	Number Skills	Time and money	Number Skills	Understanding shape and space	Time and money	Collecting and Representing Data

Science

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Component 1 <ul style="list-style-type: none"> • Biology • The human body 	Component 2 <ul style="list-style-type: none"> • Biology • Environment, evolution and inheritance • Biology TDA • Biology ESA 	Component 3 <ul style="list-style-type: none"> • Chemistry • Elements, mixtures and compounds 	Component 4 <ul style="list-style-type: none"> • Chemistry • Chemistry in our world • Chemistry TDA • Chemistry ESA 	Component 5 <ul style="list-style-type: none"> • Physics • Energy, forces and the structure of matter 	Component 6 <ul style="list-style-type: none"> • Physics • Electricity, magnetism and waves • Physics TDA • Physics ESA
11	<ul style="list-style-type: none"> • Building blocks • Transport over larger distances 	<ul style="list-style-type: none"> • Interactions with the environment • Explaining change 	<ul style="list-style-type: none"> • Building blocks for understanding 	<ul style="list-style-type: none"> • Interactions over small and large distances • Movement and interactions 	<ul style="list-style-type: none"> • Guiding spaceship Earth towards a sustainable future 	<ul style="list-style-type: none"> • Revision & Exams

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Other subjects covered by Key stage 4

- PSHE
- Futures/careers
- Skills for working life
- Highway Code

Options that are available for Key stage 4

- Art
- Construction
- Design Technology
- Hospitality and Catering
- Hair and Beauty
- Land Based Studies
- Motor Vehicles
- PE and Sports award
- Small Animal Care

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