



## **PIX BROOK ACADEMY CURRICULUM STRATEGY**

*To educate the socially responsible citizens of the future.*

### **School Mission:**

Pix Brook Academy has as its mission the belief in the moral purpose to: ***educate the socially responsible citizens of the future***. This will be achieved by a relentless focus on raising the aspirations of pupils to achieve their ambitions in a way that recognises their responsibility to the world around them.

### **School values:**

Pix Brook Academy is committed to ensuring that the values of the school: Ambition, Aspiration and Responsibility are delivered throughout the curriculum. Subjects taught are designed to challenge pupils to go above and beyond the norm. Opportunities are provided to highlight and provide information about future possibilities and the use of creative and interactive lessons are designed to both deepen and broaden pupil's appreciation of their responsibilities as custodians of our world. Simply being well educated is not enough, it's about being aware of the power and responsibility that education brings.

### **Curriculum overview**

At Pix Brook Academy, our core value of educating the socially responsible citizens of the future is at the heart everything we do. We focus on ensuring all stakeholders are ambitious, aspirational and responsible in all they do and this helps us to ensure that every pupil excels in life.

To achieve our core value our intention is to ensure pupils make outstanding progress and that the curriculum removes any potential barriers to learning. We want our pupils to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the academy.

### **At Pix Brook Academy pupils will:**

- experience a broad, deep and knowledge rich curriculum;
- be literate and numerate;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;
- secure foundations for progression.

### **Pupils experience a broad, deep and knowledge rich curriculum**

Our academy curriculum helps pupils to achieve high standards and make excellent progress. The curriculum is broad and pupils learn essential knowledge built around a 'learning journey' and 'Big Ideas' to ensure they have a deep understanding across a range of subjects. There are many opportunities built into lessons to secure the need to recall and retrieve previous learning so that knowledge is fully embedded.

### **Pupils will be taught thematically**

- The curriculum at Pix Brook Academy at KS2 is designed around a thematic approach. Classes in Y5 and Y6 are taught through a primary model with most lessons delivered by their class teacher. Specialist teaching is provided for some elements of the curriculum such as Dt and

PE. At KS4 a traditional secondary curriculum is adopted. Pupils will be taught by subject specialist staff in classes appropriate to their needs.

- In Year 6, with a focus on SATs, pupils follow a similar routine, with setting in place for Maths classes.
- The curriculum offers a broad range of learning opportunities that are designed to facilitate the access to further and higher education opportunities.
- Sex and relationship education delivered via Citizenship programme. (See Sex and relationship education policy).
- Spiritual, moral, social and cultural development; British values; Careers guidance delivered via the Citizenship programme of study, supplemented by immersion days agreed and calendared. These make use of external input and cross curricular experiences.

The development of pupil language and oracy is at the forefront of our curriculum as we understand how vital it is for our pupils to build confidence in communication skills not only for their time in school but also to prepare them for working life. We ensure pupils have opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. Numeracy skills are embedded across the curriculum. Pupils who arrive with below expected maths and English skills are quickly caught up through expert teaching and incisive intervention. The academy ensures that pupils are literate and numerate enabling them to flourish, thrive and access the next stage of their education, employment or training.

### **Pupils will build their character**

At the academy, we are totally committed to improving the life chances and aspirations of pupils. With a focus on building character and resilience, we ensure pupils have access to a wide curriculum which provides numerous opportunities in sport, creativity and performance. An enrichment programme supports the development of pupils into well rounded citizens and student voice opportunities are provided to enhance their appreciation of the importance of being socially responsible.

### **Pupils will secure foundations for progression**

It is our intention at the academy to ensure pupils have secure foundations for progression into further education and apprenticeships. From Year 5 pupils will receive careers information based on the Gatsby benchmarks and this is supported through drop-down days throughout the year. Over the course of 7 years, pupils receive a rigorous and bespoke aspirations program that exposes our pupils to a huge range of voices and experiences.

### **Curriculum Implementation**

We believe that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. The curriculum is designed and implemented so that it builds on prior knowledge and prepares pupils for the next stage in their education. Lessons are engaging, inspiring and suitably differentiated so that pupils are able to achieve, or go beyond, their potential with pupils able to spend a lot of time in lessons working independently at their level of ability.

Development of language and building knowledge are integral to curriculum planning. Subject Leaders, who are experts in their subjects, carefully construct a curriculum that promotes a deep

understanding of a wide range of topics. Teachers plan learning that use data and prior attainment information and that allows pupils to embed and recall knowledge. This builds firm foundations for progression to the next level of their learning.

### **Key Stage 3**

As pupils move in to Year 7, greater use is made of subject specialist teaching, along with ability grouping in more subjects.

### **Key Stage 4**

As pupils progress the opportunity to focus on specialist areas increases providing pupils with option choices built around the core curriculum of English, Maths, Science, PSHE, PE and humanities.

### **Curriculum Impact**

At Pix Brook Academy, our curriculum will:

- ensure that the sequence of learning builds on previous knowledge whilst supporting future progression.
- enable all pupils to fulfil their potential.
- meet the needs of pupils of all abilities at the academy.
- allow pupils to acquire an appreciation and respect for their own and other cultures.
- develop pupils ready for their next phase of learning and beyond.
- prepare pupils to compete in the global economy.
- help students develop lively, enquiring minds and the ability to question and argue rationally.

### **Curriculum Hours**

Our curriculum is based around pupils receiving 25 lessons per week. There are five 1-hour lessons each day. We operate a two-week timetable cycle, covering fifty lessons.

| <b>Year 5 /6</b> |                          |
|------------------|--------------------------|
| <b>Subject</b>   | <b>Lessons per cycle</b> |
| Art              | 2                        |
| Citizenship      | 2                        |
| DT               | 2                        |
| English          | 12                       |
| French           | 2                        |
| Geography        | 3                        |
| History          | 3                        |
| IT               | 1                        |
| Maths            | 12                       |
| Music            | 1                        |
| PE               | 4                        |
| RE               | 1                        |
| Science          | 5                        |

Music is supplemented by signing assemblies.

| Year 7/ 8       |                   |
|-----------------|-------------------|
| Subject         | Lessons per cycle |
| Art             | 2                 |
| Citizenship /RE | 3                 |
| DT / Catering   | 2                 |
| English         | 10                |
| French          | 3                 |
| Geography       | 4                 |
| History         | 4                 |
| IT              | 2                 |
| Maths           | 8                 |
| Music           | 1                 |
| PE              | 4                 |
| Drama           | 1                 |
| Science         | 6                 |

### **Assessment**

At the start of each year, all pupils will have a baseline target established. From that an end of year aspirational target will be derived that they are expected to strive towards.

Regular, low stakes, testing ensure that pupils embed knowledge into their long term memory.

Pupils are assessed by a combination of peer, self and teacher assessments. Summative assessment will take place at least once per half term.

Following each assessment, incisive intervention to fill gaps in knowledge means that pupils make rapid progress.

Parents receive reports 3 times per year. The reports will indicate the progress that pupils have made towards their target grade and an indication of their behaviour and attitude to learning.

### **Curriculum Review**

#### **Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with school council; subject leads and leadership team
- Book scrutiny
- Subject audits

Heads of subject and year leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Subject reviews
- Cross curricular planning

- Student voice

Heads of subject and year leaders also have responsibility for monitoring the way in which resources are stored and managed.

**School curriculum policy:**

Our curriculum policy is designed to continually reinforce our moral purpose by:

- Providing a broad and balanced education for all pupils
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' physical development and responsibility for their own health, and enable them to be active
- Promoting a positive attitude towards learning
- Ensuring equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Providing subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Developing pupils' independent learning skills and resilience, to equip them for further/higher education and employment

Year 5  
Curriculum Plan 2020/21

|                | Autumn Term   |                                | Spring Term  |                                     | Summer Term  |   | Big Picture. By the end of the year I will... |
|----------------|---|--------------------------------|--|-------------------------------------|--|---|---|
| English        | Curious Confectionery!<br>Autobiography transition unit<br>Charlie and the Chocolate<br>Factory – imaginative writing |                                | Ultimate Survivor!<br>Kensuke's Kingdom:<br>Persuasive writing, diaries,<br>discussion |                                     | All the World's a Stage!<br>Treason - Berlie Doherty<br>Poetry/Plays: Shakespeare<br>Animation - The Piano |   |   |
| Guided Reading | Journey to the River Sea  |                                | Once   |                                     | Letters from a Lighthouse  |   |   |
| Maths          | Taught on a rolling program covering the areas of Number, Measurement, Geometry, Statistics, Ratio and Algebra        |                                |  |                                     |  |   |   |
| Science        | Living Things and Their Habitats - Plants and Life cycles   | Forces                         | Earth and Space  | Properties and changes of materials | Animals including humans (Human reproduction)  | Puberty<br>Time for creative investigations and overlap |   |
| Art            | Techniques - sweet wrapper design.  |                                | Hokusai and landscapes (Constable/Turner)  |                                     | Portraits  |   |   |
| DT             | Gum Ball machines   |                                | Structures   |                                     | Theatre design - costumes/ sets  |   |   |
| French         | All About Ourselves   | Getting to know you            | Family and Friends   | School Life                         | That's Tasty   | Time Travelling   |   |
| Geography      | Rainforests   |                                | Coasts   |                                     | Communities  |   |   |
| History        | Ancient Mayans  |                                | World War II   |                                     | Tudors   |   |   |
| PE             | Games / Fitness   |                                | Net and Wall / Games / Fitness   |                                     | Athletics/ Striking & Fielding / Fitness   |   |   |
| Citizenship    | Transition – Changing School  | Personal Safety – Keeping Safe | Bullying   | Environment                         | Our community  | Sex and Relationships – Growing Up                      |   |
| RE             | Inspirational people  |                                | Worship  |                                     | Peace  |   |   |
| Computing      | E safety  | Plan and promote an event      | Scratch project  | Internet research and webpage       | Making a film  |   |   |
| Music          | Rock - Livin' on a Prayer   |                                | Overture by Grazyna Bacewicz: WW2 composer   |                                     | Hip Hop – Fresh Prince of Bel Air  |   |   |

Year 6  
Curriculum Plan 2020/21

|                | Autumn Term  |                   | Spring Term   |                           | Summer Term                            |                     | Big Picture: At the end of the Year we...  |
|----------------|--|-------------------|---|---------------------------|--|---------------------|--|
| Topic          | It's All Elementary!   |                   | Chop and Change!  |                           | Where in the World?                    |                     |  |
| English        | Sherlock: Speckled Band<br>Street child  |                   | The Highwayman<br>Beowulf                                 |                           | Holes                                  |                     | The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.   |
| Guided Reading | Cogheart   |                   | Reciprocal reading and comprehension practice (SATs prep) |                           | Boy at the back of the class           |                     | Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.   |
| Maths          | Taught on a rolling program covering the areas of Number, Measurement, Geometry, Statistics, Ratio and Algebra |                   |   |                           |  |                     | Pupils should become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry, can solve problems by applying their mathematics to a variety of routine and nonroutine problems   |
| Science        | Light  | Electricity       | Classification  | Evolution and Inheritance | The circulatory System                 | A healthy lifestyle | They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations |
| Art            | William Morris - Printing  |                   | Clay fish/ collage  |                           | Artists from around the world          |                     | Will know the style, beliefs and cultural impact of influential artists from history and have the ability to create artwork in their style.  |
| DT             | Mini torches   |                   | Movable wire figures (link to Beowulf characters)         |                           | Cooking - dishes from around the world |                     | We, as humans, have been inventive and creative throughout history due to our desire to continually improve, develop and progress. Pupils will design and manufacture unique one-off products.   |
| French         | Let's visit a French town  | Let's go shopping | This is France  | All in a day              | Revision                               | Revision            | Pupils should be able to listen attentively to spoken language and show understanding by joining in and responding to simple instructions. They must appreciate stories, songs, poems and rhymes in French. Also, understand basic   |



|             |  |                      |                                     |                |                              |     |  |
|-------------|--|----------------------|-------------------------------------|----------------|------------------------------|-----|--|
|             |  |                      |                                     |                |                              |     | grammar appropriate to French, such as masculine and feminine.   |
| Geography   | UK Geography   |                      | Rivers                              |                | Continents                   |     | An understanding of the difference between physical and Human geography including weather and climate and local and world communities. Underpinned by the skills of map work 6 and 4 figure grid references use of scale   |
| History     | Victorians   |                      | Invaders through time               |                | Ancient Greeks               |     | A greater understanding of empire and those civilisations outside of Europe underpinned by the second order concepts Change and Continuity Similarity and difference, Significance   |
| PE          |  |                      |                                     |                |                              |     | Pupils should apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should begin to develop an appreciation of the need to be physically active.  |
| Citizenship | Rights and responsibilities  | British values       | E safety                            | Healthy Living | Finance                      | SRE | To develop an understanding of the importance of British values and the role of a socially responsible citizen.  |
| RE          | Victorians who changed the world: (Brunel, Dickens, Dr Barnardo, Darwin, Curie, Livingstone) |                      | Water                               |                | What is means to be a Muslim |     | Learn core knowledge about Christianity & Islam and of the 6 main religions. The ability to debate, reflect evaluate and make connections between their lives and religion. Students given the ability to see how the key concepts may challenge their own ways of thinking. Students appreciate the impact of religion on their communities and how religion can both help and hinder community cohesion. |
| Computing   | E Safety   | We are travel agents | Scratch Maths                       | Scratch Game   | Making an advert             |     | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; solve problems by decomposing them into smaller parts.   |
| Music       | The Nutcracker - Tchaikovsky   |                      | A New Year Carol – Benjamin Britten |                | Pop Ballads                  |     | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  |

At PBA our core mission is to **educate the socially responsible citizens of the future**. For each curriculum area this provides the basis for the curriculum intent.

#### Curriculum Intent: Reading

| <b>Educate</b>  | <b>Social</b>   | <b>Responsibility</b>   | <b>Citizen</b>  | <b>Future</b>  |
|---|---|---|---|--|
| At Pix Brook Academy, we value reading as a key life skill, and are dedicated to enabling our pupils to become confident, lifelong readers. Through our curriculum we actively encourage students to develop their close reading skills so they can confidently and methodically break down the language and structure of a complex passage to establish and analyse meaning. | In a fast paced, global world the importance of understanding written and spoken English is crucial and it is essential that we develop these skills through an effective English curriculum. | From Year 5, our students will be building on the foundations of the lower primary curriculum through a systematic exposure to a wide range of high-quality literature. We not only promote reading for enjoyment to ignite a curiosity in students, but also as a way of acquiring knowledge and exploring the world in ways that develop a student's cultural and emotional intellect | The ability to communicate effectively, confidently and with clarity is crucial in school, but also in becoming an effective participant in our wider society with skills of communication being key to accessing the world of work and in navigating adult life. | We believe reading is key for academic success as well as life beyond education, providing pupils with a high-quality teaching in Reading, that will enable pupils to speak and read fluently so that they can communicate their ideas and emotions to others effectively. |

#### Curriculum Intent: Writing

| <b>Educate</b>   | <b>Social</b>  | <b>Responsibility</b>   | <b>Citizen</b>   | <b>Future</b>   |
|--|--|---|--|---|
| Writing underpins everything the children undertake in life and is a skill which will continually be built upon throughout their school life and beyond. We will develop the pupil's ability to write clearly, fluently and accurately in plain English, showing flair and creativity where appropriate. | The main focus of writing is to allow a child to present their ideas in a logical and cohesive way which flows. It encourages expression and the children to embrace their creativity within a detailed framework. | To use language to express views coherently and appropriately to different audiences. | Use a wide range of appropriate and ambitious vocabulary with precision to express ideas with clarity. | Without the ability to write effectively, children will be disadvantaged as the gap will widen as they progress through their school life. Effective writers develop skills from a young age which consolidates and enhances their knowledge as they progress to adulthood. |

#### Curriculum Intent: Maths

| <b>Educate</b>                              | <b>Social</b>                         | <b>Responsibility</b>                                 | <b>Citizen</b>                     | <b>Future</b>                              |
|---|---------------------------------------|---|------------------------------------|--|
| We follow the maths national curriculum and | Pupils are educated to understand the | Pupils are taught to solve problems by applying their | Develop their character, including | Pupils can communicate, justify, argue and |

|  |  |   |   |  |
|--|--|---|---|--|
| believe that students deserve a creative and ambitious mathematics curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for everyday life and future employment. can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. | importance played by maths in determining decisions. | mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. In doing so pupils will develop their understanding of the way numbers are used to influence people. | resilience, confidence and independence, so that they contribute positively to the life of the school, their local community and the wider environment. | prove using mathematical vocabulary enabling them to see the world with clarity. |
|--|--|---|---|--|

#### Curriculum Intent: Science

| <b>Educate</b>   | <b>Social</b>   | <b>Responsibility</b>   | <b>Citizen</b>  | <b>Future</b>   |
|--|---|---|---|---|
| At Pix Brook Academy, science is a world of exploration and discovery. The children are taught the key scientific principles of biology, chemistry and physics. All lessons follow the national curriculum and the children have two hours a week dedicated to this core subject | To challenge received wisdom by considering new evidence and ideas.<br><br>To use problem solving skills and numeracy within scientific concepts; | Cross curricular links and a thematic approach to learning allow children to build on their capital, and aid them in future career choices. To appreciate the role played by science in global development and consider the consequences. | Science capital plays a vital role in our school. Throughout the year, numerous STEM based visitors share their knowledge and skills with the children. In March, the entire school takes part in National Science Week, allowing the children to participate in exciting experiments and challenges. | Throughout the units the children are encouraged to plan and conduct experiments, question and explore phenomena. This allows the children to work scientifically and become independent learners. Understanding the nature, processes and methods of Science; Understanding the uses and implications of Science today and for the future. |

### Curriculum Intent: Art

| <b>Educate</b>   | <b>Social</b>   | <b>Responsibility</b>  | <b>Citizen</b>  | <b>Future</b>   |
|--|---|--|---|---|
| We support our students to aspire through their learning experiences to standards of excellence intellectually, practically, and aesthetically. The curriculum we provide is rich in skills and knowledge. | We develop students' awareness of the impact of art on society and expect them to achieve by applying a variety of skills from the wider curriculum together with those specific to Art to produce effective and considered artworks. | Through our art curriculum, students are taught not only how to use formal elements within their art work such as line, tone, colour, space, texture etc., but to also analyse how formal elements are used as powerful communication tools to create effect | confident self-managers and team-workers, who are willing to take risks and keep an open-mind about new ideas and techniques; to be responsible citizens aware of the role they play in society and the importance of art in contributing to society. | Through our curriculum, we aim to provide students with an experience that is exciting and to ensure that our students combine practical skills with creative thinking, developing highly valuable and transferrable skills for future careers and life |

### Curriculum Intent: Citizenship

| <b>Educate</b>   | <b>Social</b>   | <b>Responsibility</b>   | <b>Citizen</b>   | <b>Future</b>   |
|--|---|---|--|---|
| Focus teaching and learning on developing pupils' understanding of citizenship concepts and use and application of citizenship skills, as these are the essential foundations of high quality citizenship education. Citizenship concepts include democracy, government, law, justice, rights and responsibilities, participation, community, equality, identities, diversity. | The responsibilities of individuals to society are referred to in the content and structure of lessons to engender a sense of place in society. | At its heart is the expectation that good citizens take a collective view of the world. | Citizenship skills include critical thinking and researching, enquiry, tackling controversial issues, oracy, discussion and debate, advocacy, influencing, campaigning and other forms of citizenship action, collaboration and teamwork, problem solving and critical reflection. | Citizenship strives to develop in young people a sense of place and consequently an appreciation of how context determines that sense. In this area we look to challenge perceptions and develop <i>mindful</i> citizens. |

### Curriculum Intent: Computing

| <b>Educate</b>                               | <b>Social</b>                           | <b>Responsibility</b>                                    | <b>Citizen</b>                                   | <b>Future</b>                          |
|--|---|--|--|--|
| The intent of the Computing curriculum is to | To explore the concepts associated with | ICT is a focus on the application of software to support | Digital Literacy is a focus on functional skills | To be aware of the constantly evolving |

|   |  |   |   |                                 |
|---|--|---|---|---------------------------------|
| <p>develop students who are problem solvers and computational thinkers, which builds on three main strands; Digital Literacy, ICT and Computer Science, each of which are woven throughout the curriculum. Computer Science is a more academic pursuit into the principals of computational thinking (Abstraction, Decomposition, Pattern Recognition and Algorithmic Thinking) and developing systems through the use of programming techniques.</p> | <p>social media and develop in young people an appreciation of the impact virtual actions have on society.</p> | <p>human activities considering the design, usability and trustworthiness to work with/develop digital artefacts. To educate individuals in the responsibility associated with social media and the risks of the virtual world.</p> | <p>that enable the safe navigation through the world and can be applied across all subjects such as the use of email and standard applications such as the office suite of software (Word, PowerPoint, Excel, Publisher) and internet applications e.g. Google Chrome and the Google suite.</p> | <p>technological landscape,</p> |
|---|--|---|---|---------------------------------|

#### Curriculum Intent: Design Technology

| <b>Educate</b>  | <b>Social</b>   | <b>Responsibility</b>   | <b>Citizen</b>   | <b>Future</b>  |
|---|---|---|--|--|
| <p>Skills are taught progressively to help build the confidence and skills of pupils, this will enable them to apply the skills appropriately as they move up through the school. Additionally, DT aims to equip pupils with the technical knowledge and language associated with the subject. This empowers pupils to articulate what they have designed, made and learnt.</p> | <p>Through the DT curriculum pupils will learn that, as potential future designers and consumers of products, they have a duty to be socially responsible and informed citizens who should design, engineer or purchase products that have minimal impact on the world around them.</p> | <p>Pupils combine their designing and making skills with relevant knowledge and understanding (e.g. aesthetic, social and environmental) to create products each term that have real-life purposes.</p> | <p>Pupils are encouraged to become resilient, independent, creative problem solvers and to think as individuals as well as part of a team. They also learn to take risks and become resourceful. These are key skills that pupils will need throughout their life.</p> | <p>DT helps prepare pupils to enter an ever advancing technological and inventive society, where design, engineering, innovation and inventive minds help shape the world they will live in.</p> |

## Curriculum Intent: Geography

| <b>Educate</b>   | <b>Social</b>   | <b>Responsibility</b>  | <b>Citizen</b>  | <b>Future</b>   |
|--|---|--|---|---|
| <p>The theme of diversity continues during Geography via immigration, Push and Pull Factors and the growth of our population. Students shall also study different continents their similarities and differences with people from other parts of the world.</p> | <p>The interconnectedness of society will be explored and the impact of development of the planet form the basis of discussion.</p> | <p>Students shall also be taught Human Geography and how population growth can affect our ability to live sustainably. Fair trade, how the relationship between rich and poor MED's and LED's affect the world and the probability of this planet ever being managed in a sustainable fashion.</p> | <p>Students need geography to better understanding of the forces which world was created their planet. Students also need to be aware not just about their locality but be allowed to explore the worlds of their international peers</p> | <p>Similarly the impact of fashion and consumerism on our planet shall be addressed Student shall be given the opportunity to look and the future of our planet, the world in 2050 and suggest ways that shall enable us to achieve a balance with our environment.</p> |

## Curriculum Intent: History

| <b>Educate</b>   | <b>Social</b>   | <b>Responsibility</b>  | <b>Citizen</b>  | <b>Future</b>   |
|--|---|--|---|---|
| <p>Students shall be able to better understand the foundations of some of the conflicts which are still very much prevalent in today's society. Issues such as Empire, slavery, and revolution shall all be analysed in an effort to allow students to develop their own opinions whilst being able to empathise and accept the opinions of others. History introduces the theme of diversity into all elements of the curriculum.</p> | <p>The use of <i>Meanwhile elsewhere</i> ensures that diversity is embedded within each unit and eventually for homework. This will ensure that our pupils have respect for other cultures both now and in the future</p> | <p>We at Pixbrook believe that History enables students shall be able to broaden the minds of the students, challenging stereotypes, misconceptions and preconceived ideas to analyse and understand the events of the past.</p> | <p>The use of enquiry-based teaching shall be use to foster the love of learning and move away from the utilitarian approach where students learn because they have to Pixbrook aims in still the love of learning combined with a growth mindset and improved study skills we aim to create independent learners with a thirst for knowledge and a genuine hunger for learning</p> | <p>This in turn allows them to gain some form of better understanding about their present and in some cases perhaps predict the future.</p> |

Curriculum Intent: MFL

| <b>Educate</b>   | <b>Social</b>   | <b>Responsibility</b>   | <b>Citizen</b>  | <b>Future</b>  |
|--|---|---|---|--|
| It is our intention to ensure that by the end of our children's primary education, they have acquired an understanding of both spoken and written French, confidence to speak in French with others and know how important other languages can be in their future. | Use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions | We aspire to expose our pupils to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. | It will enhance their future career opportunities and enable them to connect with other cultures and build tolerance. | Learning a new language will improve children's problem solving and creativity skills and learn within a coherent and progressive framework. |

Curriculum Intent: Music

| <b>Educate</b>  | <b>Social</b>   | <b>Responsibility</b>  | <b>Citizen</b>  | <b>Future</b>  |
|---|---|--|---|--|
| 'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum) At Pixbrook we are committed to ensuring Music is an enjoyable subject to learn by providing a range of musical experiences following our spiral curriculum. | Our teaching focuses on encouraging our learners to participate in a range of musical activities including listening and appraising, composing, improvisation and performance (meeting the national curriculum statements). | Develop their cross-curricular skills of problem solving, perseverance, diligence, team work, time management, organisation, responsibility and cultural history | They develop their descriptive writing and reasoning skills when writing about music and sharing their opinions. Alongside this, Pupils also complete evaluations, peer and self-assessment and watch each other's performances which develops a huge amount of mutual respect! | Understand how music can support the development of life skills, such as confidence, self-awareness, perseverance and discipline and provide a holistic experience that they can take beyond their musical studies |

Curriculum Intent: PE

| <b>Educate</b>   | <b>Social</b>  | <b>Responsibility</b>   | <b>Citizen</b>   | <b>Future</b>   |
|--|--|---|--|---|
| Students follow content according to the National Curriculum for Physical Education. Students can experience a balanced and varied curriculum allowing students to participate in a wide variety of activities covering invasion, racket, striking and fielding, aesthetics and athletics. | At Pix brook we aim to provide equal opportunities for all so that Physical Education provides all students with a broad and balanced range of physical activities, which are delivered in an engaging and challenging way | We recognise that different students will feel enthused about different sports and aim to provide a mixture of curriculum, extra-curricular and competitive opportunities for them to participate in. | In PE it is vital they develop independence, resilience, teamwork skills and creative problem solvers and to think as individuals as well as part of a team. This will equip them to become responsible healthy citizens and continue to hone these skills they will need throughout their life. | Supporting students with the opportunity to take responsibility for their own health and fitness, and physical development and reflect on how they can do this. |

Curriculum Intent: Religious education

| <b>Educate</b>   | <b>Social</b>   | <b>Responsibility</b>  | <b>Citizen</b>   | <b>Future</b>  |
|--|---|--|--|--|
| The main theme here will be community cohesion, students shall be continually learning about the six main faiths and debating how they affect our ability co-exist in a cohesive productive society. | The rejection of prejudice and the need to understand other views of the world form the basis of studies in this subject. | In addition, students shall be learning about the influence that other cultures have had on our day to lives as with other subject the aim shall be to challenge stereotypes and misconceptions using education to broaden horizons and challenge prejudice. | In addition, students shall become familiar with the important role that religion plays in our everyday lives both in terms of thought and practice. | Students will be encouraged to compare and contrast religions in an effort to understand other people cultures and the similarities that bind communities together students shall also be encouraged to resolve conflict via shared understand of things we share as oppose to the differences that tear us apart. |



# Curriculum policy

POLICY WRITTEN MAY 2019. REVIEW 2021

MR S ADAMS



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## 1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be active*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*
- *Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*

Pix Brook Academy is committed to ensuring that the values of the school: Ambition, Aspiration and Responsibility

are delivered throughout the curriculum. Subjects taught are designed to challenge pupils to go above and beyond the norm. Opportunities are provided to highlight and provide information about future possibilities and the use of creative and interactive lessons are designed to both deepen and broaden pupil's appreciation of their responsibilities as custodians of our world. Simply being well educated is not enough, it's about being aware of the power and responsibility that education brings.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

### **3. Roles and responsibilities**

#### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### **3.2 Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

- The curriculum at Pix Brook Academy at KS2 is designed around a thematic approach. Classes in Y5 and Y6 are taught through a primary model with most lessons delivered by their class teacher. Specialist teaching is provided for some elements of the curriculum such as Dt and PE. At KS4 a traditional secondary curriculum is adopted. Pupils are taught by subject specialist staff in classes appropriate to their needs.
- The curriculum offers a broad range of learning opportunities that are designed to facilitate the access to further and higher education opportunities.
- Primary curriculum: Currently pupils are taught in mixed ability classes by their class teacher. The literacy provision allows for a thematic approach to the delivery of English, Geography, History, French and Citizenship. Numeracy provision is delivered within the mathematics, science and computing subject areas. PE, Art, and Dt are delivered by specialist teachers.
- Sex and relationship education delivered via Citizenship programme. (See Sex and relationship education policy).
- Spiritual, moral, social and cultural development; British values; Careers guidance delivered via the PSHE programme of study, supplemented by immersion days agreed and calendared. These make use of external input and cross curricular experiences.
- In the short term the focus is on the delivery of the KS2 curriculum.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Meetings with school council; subject leads and leadership team
- Book scrutiny
- Subject audits

Heads of subject and year leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Subject reviews
- Cross curricular planning
- Student voice

Heads of subject and year leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed biannually by vice principal and lead governor. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Sex and relationship policy