



# The Branch Christian School

## Curriculum Policy Document

Lower Seniors – Whitefields

Incorporating our Overarching Aims



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## Contents

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Introduction .....                                                      | 3  |
| Our Vision .....                                                        | 4  |
| Our Aims .....                                                          | 5  |
| Our Values .....                                                        | 7  |
| Our Curriculum .....                                                    | 8  |
| SEND Provision .....                                                    | 16 |
| Overarching Aims.....                                                   | 18 |
| English Language and Grammar .....                                      | 19 |
| Teaching English as a Second Language .....                             | 25 |
| Mathematics.....                                                        | 26 |
| Science .....                                                           | 29 |
| Social Studies - History .....                                          | 34 |
| Social Studies - Geography.....                                         | 36 |
| Citizenship.....                                                        | 38 |
| PSHE .....                                                              | 40 |
| Careers .....                                                           | 43 |
| Art and Design .....                                                    | 44 |
| Music.....                                                              | 48 |
| Literature & Creative Writing .....                                     | 51 |
| ICT .....                                                               | 53 |
| Design and Technology.....                                              | 55 |
| Physical Education .....                                                | 58 |
| Foreign Languages and Culture.....                                      | 61 |
| Biblical Studies .....                                                  | 63 |
| Religious Education.....                                                | 65 |
| FRAMEWORK for WHOLE PROGRAMME First Year Lower Seniors – Y7 – KS3 ..... | 67 |
| FRAMEWORK for WHOLE PROGRAMME Second Year Lower Seniors – Y8 – KS3...   | 68 |
| FRAMEWORK for WHOLE PROGRAMME Third Year Lower Seniors – Y9 – KS3.....  | 69 |

# Introduction

This document is a guide to the aims and structure of our curriculum at The Branch Christian School. It outlines policies on all the Core Subjects, along with details of Programmes of Study for our Complementary Activities.

This document also includes our overarching aims for our curriculum at these levels.

We believe that the ACE curriculum gives the students an excellent academic programme which is accompanied by Complementary Activities to broaden their learning and social experience.

Full programmes of study and progression schedule for subjects covered by the Accelerated Christian Education curriculum may be found in the ACE Schemes of Work.

The following should also be read in conjunction with this document:

- ACE Schemes of Work
- CEE Scope and Sequence
- ACE Procedures Manual
- BCS Curriculum Policy – September 2020.doc
- **ACE Pedagogy September 2020 Whole School.docx**
- PACE Differentiation Comparison Charts UK Whole School UK 11-09-20(1).docx
- Schemes of Work for Complementary Activities

This update: 21<sup>st</sup> April 2021 by BCS staff from CEE MOD

# Our Vision

At The Branch Christian School our aim is that students in our school:

- Become confident and enthusiastic learners who can work independently or as part of a team to achieve their potential in all aspects of school life and equip them beyond school life.
- Gain a good set of social and moral values; including being compassionate, tolerant, honest, respectful, and have the unselfishness to work for the good of others, as unto the Lord.
- Value themselves, each other, their community, Britain and beyond.
- Cultivate self-control to order their own lives.
- Acquire the self-motivation and skills to develop their abilities and talents.
- Have a sense of pride in themselves and their achievements and a strong belief in their own uniqueness.
- Have happy memories of enjoyable, challenging and exciting learning and high aspirations for the future.
- Become ready for the next step in their education; thoroughly prepared for life and with a lasting love of learning.

# Our Aims

We aim to achieve our vision by:

- Providing a varied and balanced curriculum that will develop each child's full potential and creativity.
- Providing equality of opportunity and equal access to the learning and social activities on offer.
- Providing a variety of approaches to learning that give children the skills to enable them to take a greater responsibility for their own learning.
- Providing a happy, safe and secure environment.
- Encouraging the necessary learning and social skills for taking a positive role in life.
- Valuing each child and their contributions.
- Fostering good character, a sense of responsibility, honesty and integrity.
- Developing self-respect, self-confidence and taking a responsibility for one's own actions.
- Developing care and respect paying particular regard to the protected characteristics of the Equality Act 2010. As well as teaching this in specific subject areas such as RSE, and PSHE, this will be embedded in the curriculum.
- Embedding the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, into the curriculum as well as specific subjects such as PSHE.
- The use of an effective behaviour management policy ensuring that pupils' behaviour is conducive to effective learning for ALL learners.
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- Taking positive action against discrimination and stereotyping on the grounds of ability, social class or any of the protected characteristics of the Equality Act 2010 as follows:
  - a) age
  - b) disability
  - c) gender reassignment

- d) marriage and civil partnership
- e) pregnancy and maternity
- f) race
- g) religion or belief
- h) sex
- i) sexual orientation

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for children with SEND including a 'My Plan' and adult support where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more detail*

# Our Values

The Branch Christian School has the following values, which underpin all that we do:

- Parents have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- Commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- The importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.
- Clear and consistent discipline: we work to maintain fair discipline throughout the school with a clear code of conduct that all staff and parents uphold.
- Respect for authority and honour for all. We teach the students to respect authority as given by God to parents, teachers and others in the school, Church communities and those in positions of responsibility e.g. the police, government etc.
- A Biblical world view in all areas of school life. We aim to develop a Biblical approach in all aspects of the curriculum, administration and pastoral care.

# Our Curriculum

## Curriculum – Intent

The curriculum at The Branch Christian School is a Bible-based curriculum, equipping students to live and experience wellbeing in all areas of their lives both during their school life and beyond.

Our intention is that **each and every** student would see themselves as unique, accepted, valued and with a hope and a future. In addition to fostering a love for learning and encouraging and challenging our students to be the best that they can, we encourage them to see that with God they can face any challenge and not be overwhelmed by it.

Within the ACE programme, in each subject, work is planned sequentially with core knowledge and skills connecting across the subject areas; it is individualised, cumulative and achieves progression as the students master the subject matter. From Preschool, the reading program is essential to underpin all the learning; the system is designed to introduce our students to reading early and build strong readers. Whilst much of what they read facilitates their learning, we actively encourage wider reading to foster reading for pleasure which we believe will impact them across all areas of the curriculum and in their life outside education.

Our students are encouraged to work hard to overcome in areas where they are challenged, developing resilience and a sense of self-worth and a belief that they can do their work and take pride in their achievements. We place God at the centre of all that we do as we believe that when students are secure in His love and provision of redemption through the death and Resurrection of Jesus and His protection, alongside our belief in them, they will thrive and have a sense of wellbeing, positioning them to develop their academic ability alongside their wider talents and skills.

We offer a wide variety of subjects in the afternoons especially designed to complement the PACE material, building team skills, group work, investigations and bringing a dynamic, practical level to the more theoretical PACE work. The synergy between the Complementary Activities and the PACE work gives a holistic, well rounded curriculum ensuring work is relevant and prepares our students for life in modern Britain and beyond. Through this approach, we aim to support their development as independent citizens who are able to contribute to the society that they live in, having had the opportunity to develop critical thinking skills.

We foster in students the belief that whilst it is important that they work hard to achieve all that they can whilst at school, they are not the sum of their academic achievements, but have implicit worth in God's eyes and in ours; we nurture them to see their value as a human being and to value others.

Our curriculum is designed with the following principles implicit across all subjects:

- Students should have a basis for developing and maintaining proper relationships with God, themselves and others.
- Students should have an ability to think about the ultimate purpose of life.
- Students should be equipped in a changing world.
- Students should be able to argue rationally and make reasoned judgements.
- Students should develop enquiring minds, be able to learn for themselves, set short- and long-term goals and appreciate the importance of completing tasks.
- Students should appreciate diversity.
- Students should know the 9 protected characteristics of the 2010 Equality Act and show an appropriate sensitivity toward them.
- Students should have a working knowledge of the British Values.
- Students should appreciate the need to listen to others and to think from another person's point of view.
- Students should learn to become independent and possess the capability to work in co-operation with others.
- Students should be able to develop an intelligent interest in the social, political and natural world starting with a Biblical Worldview.
- Students should develop the 90 character traits of Jesus listed below:

|               |            |               |             |                 |
|---------------|------------|---------------|-------------|-----------------|
| Affectionate  | Deferent   | Gracious      | Observant   | Reverent        |
| Appreciative  | Dependable | Grateful      | Optimistic  | Righteous       |
| Attentive     | Determined | Happy         | Orderly     | Secure          |
| Available     | Diligent   | Holy          | Patient     | Self-Controlled |
| Blessed       | Discerning | Honest        | Peaceful    | Sincere         |
| Cheerful      | Discreet   | Humble        | Perseverant | Steadfast       |
| Committed     | Efficient  | Integrity     | Persuasive  | Submissive      |
| Compassionate | Equitable  | Joyful        | Prepared    | Tactful         |
| Concerned     | Fair       | Just          | Prudent     | Temperate       |
| Confident     | Faithful   | Kind          | Punctual    | Thorough        |
| Considerate   | Fearless   | Knowledgeable | Pure        | Thrifty         |
| Consistent    | Flexible   | Longsuffering | Purposeful  | Tolerant        |
| Content       | Forgiving  | Loving        | Ready       | Trustworthy     |
| Cooperative   | Friendly   | Loyal         | Rejoicful   | Truthful        |
| Courageous    | Generous   | Meek          | Repentant   | Understanding   |
| Courteous     | Gentle     | Merciful      | Resourceful | Virtuous        |
| Creative      | Godly      | Modest        | Respectful  | Wise            |
| Decisive      | Goodly     | Obedient      | Responsible | Zealous         |

## **Our Core Curriculum**

The core of the Accelerated Christian Education (ACE) curriculum is comprised of the following subjects:

- Maths
- English Grammar
- Word Building (spelling and etymology)
- Science
- Social Studies (Christianity in the context of History and Geography)
- Literature & Creative Writing or Basic Literature

The programmed learning approach is such that it makes the child responsible for his/her learning.

The A.C.E. programme is unique. It provides individual students with the opportunity to develop their abilities to their maximum potential. Although A.C.E. is a technically complex system, it makes use of well-researched programmed learning techniques and motivational methods. The technical description of the A.C.E. programme is Progress Motivated Individualised Programmed Learning. As this method is not widely used, it bears some further explanation.

### **Progress Motivated**

In a conventional system, students progress through school based on chronological age. Research and experience have shown that this may not be the best way to teach children. It leads to classes being composed of children at many different levels of achievement. In certain countries of Europe, the accepted criterion for 'promotion' to a higher class is the passing of an end of year assessment. This promotion by achievement produces a desire in the student to perform well and is called 'progress motivation'. The A.C.E. programme has adopted some aspects of this philosophy, only 'promoting' children on to the next unit when a satisfactory grade has been attained. Normally the pass mark is 80%, although in 'Word Building' [spelling] units the mark is 90%. A student must master the material before progressing to the next unit, so this method is often called 'Mastery Learning'. Assessment is by a test, which is taken at the end of each PACE. This test is 'unseen', that is, it is taken under examination conditions without access to the PACE material or other open books. Students take the test one day after completing the PACE. This ensures they have mastered the learning objectives and the content. Teachers and parents ensure the proper learning of the material by asking probing questions the day before the test is taken.

## **Individualised**

A.C.E. has developed and produced an individualised curriculum composed of 144 core workbooks, called PACEs, in six subjects. A PACE is a Packet of Accelerated Christian Education, i.e. a self-study workbook. Within each PACE are activities that the students complete. There are three check-ups, which are used by the student to ascertain what they have learned so far in each section; the student may NOT look back to find the answers whilst completing these. The purpose of the check-up is for the student and the supervisor to be aware of whether the student has mastered the work in the previous section of the PACE and is ready to progress to the next part of the PACE or whether reviewing the work may be needed. At the end of the PACE is a Self-Test, which demonstrates what the student has learned in the whole PACE; again, the student may NOT look back to find the answers whilst completing this. The student is quizzed after each check-up and Self-Test to check their learning and knowledge of the PACE, before taking the PACE Test the following day.

A student does not start on the course at the level that his chronological age indicates. Instead, he takes a diagnostic test which determines his actual performance level. Once this is known, a prescription, or individually tailor-made programme, is created for that student.

In this way no able child is held back, and less able children can learn at a rate appropriate to their needs.

## **Programmed Learning**

A.C.E. uses a technique of programmed learning called linear programming. This means that a base level of ability is assumed, and children proceed through the programmed PACEs at a rate they and their supervisors determine. Motivation is maintained by the setting of short and long-term goals. As the key concept in programmed learning is mastery of concepts, regular testing ensures this. Concepts in the units are repeated several times and they are 'drip fed' to the student over a period of time. Programmed learning has proved to be one of the most effective ways of mastering key concepts and is used extensively by the Armed Forces, industry and commerce in training programmes.

## **Mastery Learning:**

In Mastery Learning testing determines the student's progress. Students are not allowed to proceed until they have demonstrated by successful testing that they have mastered the work. This is true in PACEs and in software programmes, Mathbuilder, Word Builder, Readmaster and Typemaster.

## **Progress Is Related to Performance Not Age**

Individual learning ensures that each student performs at their 'level' of learning. Students on the A.C.E. curriculum are not assessed by their chronological age, but by their level of achievement. Because of this, A.C.E. level numbers should be taken as an indication of performance, not an absolute measure of ability.

Each student completes each PACE until the subject matter is 'mastered' before moving on to the next. A student will usually complete between 10 - 12 PACEs in each subject, each year, depending on ability. Therefore, any student completing less than this might need assessing for special needs; any student completing more than this, is likely to be 'most able'.

On average this work is measured every three weeks; each PACE Test must be passed with a score of 90% (PACE numbers 1001-1036 and all Word Building) or 80% (1037+ in other subjects). These scores are averaged at the end of every term and at the end of every year to determine the progress of each individual student and each department.

Students are encouraged in character development through examples given in each PACE.

Since every student's ACE work is individualised, it considers ability, aptitude and previous learning. The aim is that every student by the end of their education will have gone as far as they are able through the ACE programme.

It has been recognised that "In the best schools in the country, excellent classroom practice has already established a pedagogy and culture of **personalised** teaching and **learning**." The approach in the complementary afternoon activities is based on sound principles and an orderly approach, lending variety to the teaching and learning styles of the students.

The emphasis in the work is upon achievement according to ability, which is rewarded with different coloured stars. Children are responsible for marking/ scoring their own work accurately. They learn how to set realistic goals for what can be achieved in each subject every day. An average of ten to twelve PACES in each subject per year is expected lower down the school however each child can work at his/ her own level/ rate.

## **Evaluation and Assessment of PACE work**

Individual learning outcomes in PACE work are evaluated using:

- Goal Check Reports
- Supervisor Progress Charts
- Check-ups

- Self-Tests
- Quizzing
- PACE Tests
- Academic projections

### **Self-evaluation:**

Students can score their own work, identify any errors, and correct their mistakes. They score, correct and rescore their Self-Tests, although the Supervisor ensures the marking is correct. Students can check their own progress by way of the stars on their star charts.

### **Differentiation**

Individual learning ensures that each student performs at their 'level' of learning.

Staff use their professional discretion to further differentiate work for students; those who cope well, with for example their maths, will have some of the exercise crossed out whilst those who struggle to complete work may be given additional work and/or this might become a focus for an afternoon's Complementary Activity.

Each student completes each PACE until the subject matter is 'mastered' before moving on to the next.

A student will usually complete between 10 - 12 PACEs in each subject, each year, depending on ability. Therefore, any student completing less than this might need assessing for special needs; any student completing more than this, is likely to be 'most able'.

Students will achieve the following levels depending on their diagnosis or abilities, starting late on the programme, or learning gaps from their previous school.

The following applies to those students that are average learners and who join the school at secondary school age and who average 12 PACEs in each subject per year. Some students may finish earlier if diagnosed higher at entry or who are 'Most Able' and some may not finish up to 1084 until they are age 15 - 16.

| <b>Students' Age</b> | <b>English Year Group</b> | <b>A.C.E. Level</b> | <b>PACEs</b> |
|----------------------|---------------------------|---------------------|--------------|
| Secondary Education  |                           |                     |              |
| 11 – 12              | 7                         | 5                   | 1049-1060    |
| 12 – 13              | 8                         | 6                   | 1061-1072    |
| 13 – 14              | 9                         | 7                   | 1073-1084    |

The following **only** applies to those students that are '**Most Able**' learners and who have been on the programme since preschool. This does not allow for many repeat PACEs and will only be achieved by those students who are **A** or **A\*** learners, who can achieve 12 PACEs in each subject per year.

| <b>Students' Age</b> | <b>English Year Group</b> | <b>A.C.E. Level</b> | <b>PACEs</b>             |
|----------------------|---------------------------|---------------------|--------------------------|
| 11 – 12              | 7                         | 7                   | 1076-1086                |
| 12 – 13              | 8                         | 8                   | 1087-1096                |
| 13 – 14              | 9                         | 9                   | 1097-1102 +<br>electives |

### **Other Assessments**

Students will also be assessed on their cognitive abilities using GL Assessments Cat4 tests.

These will be used to identify areas where the children need extra support or tuition. This will then be incorporated into our Complementary Activities.

### **Standard Age Scores**

Experience has shown us that the SAS obtained in the cognitive tests should be considered alongside other factors such as the student's PACE progress and the supervisor's insight into students' abilities.

Within CEE (Christian Education Europe), the following 'Aims and Targets', School Level A, B and C are used as shorthand.

Students are tested for their Standard Age Score (SAS) using GL Assessments.

**School Level C** refers to those students whose Standard Age Scores (SAS) are between 94 and 110, who are without LDD which strongly limits their possible attainment, and who are not working to catch up after poor attainment at their previous school.

**School Level B** refers to similar students whose SAS are between 111 and 120; students with average SAS above 117 should be able to gain Grammar School places.

**School Level A** refers to students whose average SAS are between 121 and 130

**School Level A+** refers to students who have several areas where their SAS are above 130 (130+)

### **Our Complementary Activities**

A supplementary programme of studies is provided for the students including:

Foreign Languages  
ICT  
Music, Art & Drama  
Practical Science & Maths  
Careers  
History

Physical Education and games  
Design Technology, DTFT  
PSHE and Citizenship  
Relationships and Sex Education  
English/Extended Writing  
Geography

The children will work in blocks (a block is half a term) for these lessons which will complement the ACE programme.

This age group will work on a rolling programme of 3 years.

### **European Student Convention**

The European Student Convention (ESC) is an amazing, once-a year opportunity for students who use the ACE curriculum. This convention is for young people 12 years of age and older.

Students compete against each other in several events including:

- Art & Photography
- Drama & Music
- Sport & Athletics
- Academics & Bible Memory

They work on their entries throughout the year and are tested against their peers and against a prescribed standard. This is individualised – they choose their own entries, with guidance, and work on them for several months leading up to the event. The results test the student and the school against other students and schools, giving both a clearer idea of their strengths. It ultimately builds confidence in the students, giving them opportunities that they would otherwise not obtain.

These entries form the basis for most of our supplementary curriculum at this age.

# SEND Provision

The Branch Christian School has the following values which underpin all that we do:

- An understanding that parents have the primary responsibility before God for educating their children, working in partnership with church and school to prepare the children for adult life. We believe that the role of parents in the education of their children is very important and we seek to work together with good, open communication.
- A commitment to excellence in all aspects of school life: we aim to do the best we can, and we encourage children to give of their best in everything they do.
- A focus on the importance of each child developing spiritually, physically, intellectually, creatively, socially, behaviourally and emotionally.

We aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives their full educational entitlement. We recognise that for this to happen, some students will need additional support from time to time.

It is our aim to raise the aspirations and expectations for all students with Special Educational Needs and Disabilities (SEND). Our approach focuses on the outcomes for children not just an allocation of provision and support.

All students are assessed before entry. Those who are already able to read are diagnosed in several subject areas and placed on a level of curriculum where they can succeed. This diagnosis also identifies any learning gaps or areas where the work has not been fully mastered. These are addressed before the student goes forward. The core curriculum is completely differentiated, per student and per subject, and is entirely individualised. Children are closely monitored when they first enter the school and the work prescribed adjusted if necessary. Some children benefit from being re-diagnosed after their first six months.

The individualised programmed learning approach makes the school ideal for children with special educational needs. Children have succeeded in their education using this programme who have had autism, Asperger's and dyslexia. If a child has Special Education Needs, we will diagnose them with our diagnostic materials and set a programme of study suitable to their needs.

All supervisors and teachers monitor and review the progress of all students. Where a student is failing to make progress, the teacher will consider different additional strategies.

An assessment of the student's current level of functioning will be undertaken. This assessment could include evaluation of information on attendance, behaviour, vision, hearing, medical information and any changes in personal circumstances.

The school will use as many diagnostic tools as possible to determine the exact nature of the problem. These tools might include:

- The ACE Diagnostic Tests – show up weaknesses in specific subjects and aspects of subjects
- GL Assessments Cognitive Abilities Test (CAT 4) – tests verbal, non-verbal, spatial and quantitative reasoning
- GL Assessments Suffolk Reading Scale – reading levels for 6 to 14-year olds
- GL Assessments Profiles of Mathematical, English and Science Skills – diagnostic tests for 8 to 15-year olds
- GL Assessments Dyslexia Screening
- The Aston Index – good for diagnosing potentially dyslexic students

An Individual Education Plan, (IEP) a plan or programme designed for children with SEND, will then be used to build on the curriculum that the child with learning difficulties or disabilities is following, setting out the strategies being used to meet that child's specific needs. These targets and actions will be different from or in addition to those that are in place for the rest of the class.

The purpose of an IEP is to inform our teachers and others working with the child of specific targets for the child and how these will be reached. The IEP allows our staff to plan for progression, monitor the effectiveness of teaching, monitor the provision for additional support needs within the school, collaborate with parents and other members of staff and help the child become more involved in their own learning and work towards specific targets.

Detailed records of the student's progress will be kept and recorded. New targets will be set regularly to help keep the student motivated and on track.

# Overarching Aims

| SUBJECT                                             | PAGE |
|-----------------------------------------------------|------|
| <b>Linguistic</b>                                   |      |
| English Language                                    | 19   |
| Teaching English as a second language               | 25   |
| <b>Mathematical</b>                                 |      |
| Mathematics                                         | 26   |
| <b>Scientific</b>                                   |      |
| Science                                             | 29   |
| <b>Human &amp; Social</b>                           |      |
| History                                             | 34   |
| Geography                                           | 36   |
| Citizenship                                         | 38   |
| Personal, Social, Health and Economic Education/RSE | 40   |
| Careers                                             | 43   |
| <b>Aesthetic &amp; Creative</b>                     |      |
| Art and Design                                      | 44   |
| Music                                               | 48   |
| Literature                                          | 51   |
| <b>Technological</b>                                |      |
| ICT                                                 | 53   |
| Design and Technology                               | 55   |
| <b>Physical</b>                                     |      |
| Physical Education                                  | 58   |
| <b>Other</b>                                        |      |
| Foreign Languages and Culture                       | 61   |
| Biblical Studies                                    | 63   |
| Religious Education                                 | 65   |

# English Language and Grammar

## Aims

For the students to come to understand that in the beginning was the Word, and the Word was God. Jesus Christ is the Word of God and through Him all things were made; He spoke all of Creation into being. His words give us life. He has given us the power of words and they have influence over our lives.

We believe that speech and language are of great importance since it makes us distinct from every other part of creation; it helps us to create ideas, thoughts, feelings and beliefs; and it gives us the ability to communicate with one another.

The students in The Branch Christian School will come to understand how the English language works by looking at its patterns, structures and origins, choosing and adapting what they say and write according to situations.

The overarching aim for the ACE English programme is to encourage high standards of language and literacy by providing students with the skills to communicate in both the spoken and written word, and to develop their love of literature through a variety of ways. In studying English, students develop skills in speaking, listening, reading and writing, enabling them to articulate creatively and imaginatively; they learn to communicate with others successfully through a range of means.

The ACE PACEs for English form part of the ACE Programme for reading, writing, speaking and listening, which also includes:

- daily recitation of Bible passage
- Oral Reports
- Book Reports
- involvement in chapels
- annual School Productions
- Participation at the European Student Convention (ESC) - 12+ only
- Participation at the International Student Convention - 12+ only

## Objectives

Students will learn to speak, listen, read and write according to their abilities.

1. To speak confidently in a range of circumstances, with different purposes, and varied audiences.
2. To learn to listen carefully and to understand what is being said so that they may respond suitably.
3. To be able to read with comprehension and speed, on their own and out loud, from a range of materials; being given the opportunities to reflect, analyse and discuss where appropriate.
4. To have the ability to write legibly and accurately.
5. To know the rules of punctuation and spelling.
6. To be able to express their thoughts and ideas in written English, planning, drafting and editing their work as needed.

Staff will ensure that the children use correct spellings and speech patterns where possible, and will endeavour to ensure that the children are writing legibly and accurately in all subjects.

Wherever American spellings occur they will be replaced by English, especially in Word Building. Children will then be able to tell the difference between the two (e.g. honor/honour). They will be taught to understand the meanings of words in their cultural context (e.g. faucet/tap). This will be especially helpful where so many programmes that the children watch are from America.

**Students will learn the following at appropriate stages throughout the lower school:**

**Reading**

- Silent Reading: Specified Literature books, Book Reports
- Reading Aloud: Daily Bible passage, Oral Reports, personal writing
- Readmaster: IT Programme to develop reading speed and comprehension

**Writing**

- Use of written language to communicate with others
- Use of written language to express themselves
- Use of imaginative vocabulary
- Sentences, paragraphs, stories, etc. progressing to paragraphs
- To learn to write neatly – to use cursive (for those who have been through the whole system)
- To increase their range of vocabulary
- To write poetry and stories that draw on their own experience
- To further develop skills of planning, drafting, and presentation
- To write poetry, essays, stories, reports, letters, diaries
- To write persuasive essays; developing logical arguments with supporting evidence; using persuasive patterns/ techniques (e.g. questions and answers)
- To write a report every month to be given as an Oral Report
- To write a Book Report every half term
- To write projects that inform, explain and describe
- To develop writing skills that analyse, review and comment
- To develop skills of planning, drafting, and presentation

**Speaking/ Listening**

- To encourage awareness of others
- To speak clearly and be understood
- To be attentive and responsive
- To be included in class discussions
- To include daily recitation of Bible passage, Oral Reports, involvement in chapel, devotions and the yearly School Production

## **Drama**

- Drama exercises
- Role-play
- Performance at Christmas and where chosen, for Student Convention

## **Targets and Assessments to end of Year 9**

This is a guide from CEE; we don't typically think of our students in levels at BCS. Each student should have:

- successfully completed PACEs in English  
School level C to 1084 at 88%+  
School level B to 1090 at 92%+  
School level A to 1096 at 96%+  
School level A+ to 1108 at 96%+
- successfully completed PACEs in Word Building  
School level C to 1084 at 90%+  
School level B to 1090 at 92%+  
School level A to 1096 at 96%+  
School level A+ to 1108 at 96%+
- successfully completed PACEs in Literature and Creative Writing to 1072 and Basic Literature Levels 7, 8 or 9 as follows:  
School level C to Basic Literature Level 7 at 88%+  
School level B to Basic Literature Level 7 at 92%+  
School level A to Basic Literature Level 8 at 96%+  
School level A+ to Basic Literature Level 9 at 96%+

Therefore, successfully completing the ACE scope and sequence in all these subjects at this level

Each student should:

- be clearly spoken and able to speak engagingly and at length, taking part in monthly Oral Reports and school productions
- aim to take part in at least one written academic event and one platform event at Student Convention
- be able to discuss and ask helpful questions, taking turns properly
- be established and flexible readers, able to read difficult words and with expression
- be able to write in various genres and at length (500-800 words)
- be able to write poetry and prose, fiction and non-fiction, including friendly and business letters and reports
- be able to present their extended writing word-processed
- know and use the parts of speech and be able to diagram sentences

**School Level C** students should complete Level 7 in Readmaster and Word Builder.

**School Level B** students should complete Level 8 in Readmaster and Word Builder

**School Level A** students should complete Level 9 in Readmaster and Word Builder

Each student should maintain the level of their average previous achievement in the annual GL Assessments Progress Test in English within the tolerance of each Test (e.g. SAS 140 in Test with accuracy to 2% could be 137-143).

Students who enter school without having read any previous fiction will be helped to acquaint themselves with the Infant and Junior Classics as appropriate.

Students are encouraged to read from the Junior Classics or the Senior List as appropriate.

They should all have been introduced to some of the most famous writers – poets, playwrights and fiction writers in the English Language and begun to understand how to enjoy these, supported by appropriate DVDs, by reading through together whole works of literature.

**Unless *Most Able* we would expect our students to attain the following:**

***Achieved by Year 7:***

Each student should have:

- successfully completed PACEs in English 1049 -1060 with scores of 80%+
- successfully completed PACEs in Word Building 1049 -1060 with scores of 90%+
- successfully completed PACEs in Literature and Creative Writing to 1049 - 1060 with scores of 80%+
- learned and recited a monthly Bible passage
- read round in class
- begun reading from the Junior Reading List and started the Senior Reading List
- read weekly to a volunteer or member of staff
- taken part in English Complementary Activities being introduced to some of the most famous writers – poets, playwrights and fiction writers in the English Language and begun to understand how to enjoy these, supported by appropriate DVDs, but reading through together whole works of literature
- took part in extended writing lessons (500 words)
- prepared and presented a monthly Oral Report
- written a termly Book Report
- took part in school productions
- prepared written entries for ESC
- prepared spoken (platform) entries for ESC
- participated in opportunities to take part in discussions
- completed Level 6 in Readmaster

### ***Achieved by Year 8:***

Each student should have:

- successfully completed PACEs in English 1061 - 1072 with scores of 80%+
- successfully completed PACEs in Word Building 1061 - 1072 with scores of 90%+
- successfully completed PACEs in Literature and Creative Writing to 1061 – 1072 with scores of 80%+
- learned and recited a monthly Bible passage
- read round in class
- continued reading the Senior Reading List
- read weekly to a volunteer or member of staff
- taken part in English Complementary Activities being introduced to some of the most famous writers – poets, playwrights and fiction writers in the English Language and begun to understand how to enjoy these, supported by appropriate DVDs, but reading through together whole works of literature
- taken part in extended writing lessons (600 words)
- prepared and presented a monthly Oral Report
- written a termly Book Report
- took part in school productions
- prepared written entries for ESC
- prepared spoken (platform) entries for ESC
- participated in discussions
- completed Level 7 in Readmaster

### ***Achieved by Year 9:***

Each student should have:

- successfully completed PACEs in English 1073 - 1084 with scores of 80%+
- successfully completed PACEs in Word Building 1073 - 1084 with scores of 90%+
- successfully completed PACEs in Basic Literature 7 with scores of 80%+
- learned and recited a monthly Bible passage
- read round in class
- continued reading the Senior Reading List
- taken part in English Complementary Activities being introduced to some of the most famous writers – poets, playwrights and fiction writers in the English Language and begun to understand how to enjoy these, supported by appropriate DVDs, but reading through together whole works of literature
- took part in extended writing lessons (750 words)
- prepared and presented a monthly Oral Report
- written a termly Book Report
- took part in school productions
- prepared written entries for ESC
- prepared spoken (platform) entries for ESC
- participated in discussions
- completed Level 8 in Readmaster

## **Measured targets:**

Each student should:

- complete 10-12 PACEs in each subject, English, and Literature (and Creative Writing) each year, depending on ability level, with at least 80% in each PACE
- complete 10-12 PACEs in Word Building each year, depending on ability level, with at least 90% in each PACE
- have maintained academic balance
- have met the targets set them individually by the supervisor
- completed the level designated by their ability:  
Level C should complete Level 7 (1084)  
Level B should complete half Level 8 (1090)  
Level A should complete Level 8 (1096)  
Level A+ should complete Level 9 (1108)
- produced competent written and platform entries at ESC
- have completed the relevant level in Readmaster

Ability to write essays is assessed in General Certificate coursework (School Level A and A+ students)

## **Resources:**

DVDs and suitable literary texts and anthologies

Dictionaries and Thesaurus

Paces in the core literacy subjects of 1060-1096 and their corresponding Score keys

Computer and printer

## **Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for English and Word Building, as well as extra tuition where needed, as shown by the results of the GL Assessments.

Students who are 12+ are encouraged to submit at least one piece of extended written entry (usually a poem, short story or essay) to ESC per year and one platform entry (usually poetry recitation or illustrated).

## **Additional assessment/coursework:**

- Annual GL Assessments CAT4 online tests

## **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for children with SEND including a 'My Plan' and adult support where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# Teaching English as a Second Language

The policy of The Branch Christian School is to treat each student as an individual and to devise a programme to meet their specific needs. This would also apply to any student learning English as a second language. We would need to consider the student's age, abilities, competence, cultural background, previous experience and future requirements so that we could develop a personal, individualised programme suitable for them.

We would endeavour to provide a relaxed, stress-free environment and liaise with parents to build relationships. We would expect the children to be received with warmth by both staff and students.

The structure of the English ACE language programme is very clear and builds grammatically so would be helpful to those students needing to learn English as a second language.

The student's progress would be carefully monitored, following an action plan with targets and reviews.

There are also optional courses from School of Tomorrow, which teach English as a second language which would be made available if appropriate for the student.

**Videophonics** teaches the basics of learning to read, using a phonics approach to reading. Designed particularly for teenagers and adults, this 60-lesson phonics-based program includes letters and letter sound exercises, blending exercises, repeat sound exercises, practice exercises, and applications of reading and writing skills. It incorporates action videos and colour art. The course consists of 12 skill-pack workbooks and 12 DVDs. Throughout the 12 Videophonics DVDs and workbooks your student will: Recognize each letter sound and be able to blend letters and read words. Practice letter formation in the upper and lower cases. Learn high frequency words. Distinguish between vowels, consonants, diphthongs, and digraphs. Choose correct words to complete sentences. Write words, sentences, and paragraphs. Read a menu and answer questions.

**English as Your Second Language** is geared for adult thinking at an adult maturity level. This DVD-based program also includes study guides. A 6-12 month sequence of short lessons leads to intermediate-level proficiency.

# Mathematics

## Aims

For the students to see Mathematics in the world that God created – design, pattern, structure and balance – and to be equipped with tools which include logical reasoning, problem-solving skills and the ability to think in abstract ways.

For the students to understand that Mathematics is essential to everyday life; that it is critical to science, technology and engineering, medicine, financial literacy, the environment and most forms of employment; it is a creative discipline that stimulates the mind. It can fulfil a varied range of interests and abilities; provide challenge, develop the imagination and train in rational thought.

## Objectives

For the students to understand the basics of mathematics using varied and frequent practice as the problems increase in complexity through a spiral, each year. In so doing the students will become fluent in mathematics and progress in their understanding and the ability to recall and apply knowledge quickly and accurately.

For students to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

To ensure that all students 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.

All students will continue with a weekly Practical Maths lessons which will build on anything that the students are challenged with in their PACE work or that could give a deeper level of understanding of what they are doing in their PACE work.

Students will all do one block (half term) of Financial Literacy (available on request) per year.

## **Students will learn the following at appropriate stages throughout Lower Seniors**

1. To be able to solve problems using activities which challenge their thinking and allow them to use and apply their skills.
2. To be able to use accurate and appropriate mathematical language in a range of situations and be able to define and identify mathematical terms
3. To build geometric knowledge—points, lines, rays, and angles; identifies geometric shapes; identifies similar and congruent figures; and find the volume, perimeter, and area of figures
4. To define and interpret pie, line, bar, and double-line graphs
5. Probability and ratios
6. To identify prime and composite numbers
7. Business and consumer arithmetic

8. Business methods needed to function at home and banking
9. Review units of length, volume, weight, and temperature.
10. How to use a protractor and compass to find perimeter and area of shapes and solids.
11. Solving equations and move on to quadratic equations
12. Review fractions and learn about complex fractions: reducing, simplifying, and solving word problems.
13. How to find volume and surface areas of solid figures—prisms, cylinders, pyramids, cones, and spheres.

### **Targets and Assessments to end of Year 9**

**School Level C** students should have completed and passed Maths 1084 with 80%+ and be ready to start ICCE General Certificate.

**School Level B** students should have completed and passed Maths 1090+ with 92% and have started General Certificate.

**School Level A** students should have completed and passed Maths 1096+ with 96% and have finished the first year of General Certificate.

They will have thus have successfully completed the scope and sequence of ACE up to this level, including fractions, decimals, algebra and simple geometry, constructing and understanding line graphs and able to create charts and extract and use data; Level A and to some extent Level B students will have learnt about finance and budgeting.

**School Level C** should be scoring between 94 and 110 on GL Assessments Progress Test in Maths, or their Maths scores should not pull their overall average down below 94.

**School Level B** should be scoring between 110 and 120 on GL Assessments Progress Test in Maths, or their Maths scores should not pull their overall average below 110.

**School Level A** should be scoring between 120-130+ on GL Assessments Progress Test in Maths, or their Maths scores should not pull their overall average below 120

All students (except students working on gap PACEs or with relevant LDD) should have completed Mathbuilder.

They should be able to measure living as well as non-living things and be able to measure the volume of irregular objects, but this is covered in Practical Science.

**School Level B** should be able to achieve a bronze award on UKMT.

**School Level A** should be able to achieve a silver award on UKMT.

Those with SAS in the Maths section of 125+ should be able to achieve a gold award on UKMT.

Those with SAS of above 135+ should be able to gain the second round of UKMT.

### **Measured Targets:**

All students should:

- successfully complete 60-72+ PACEs per year, according to ability levels as above, with the appropriate scores (i.e. students are not to complete a lot of PACEs with low scores, or a few with high scores)
- maintain their Maths scores on GL Assessments Progress Test in Maths
- have completed Mathbuilder

### **Resources:**

PACEs 1060-1096 and the corresponding score keys  
 Mathbuilder, computer  
 calculators, protractors, compasses, rulers  
 3D shapes

### **Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Maths as well as extra tuition where needed, as shown by the results of the GL Assessments.

### **Additional assessment/coursework:**

- Weekly: extra work in practical maths
- Annual GL Assessments CAT4 online tests
- Annually: Seniors in Y7 and Y8 may take the UK Junior Maths Challenge

# Science

## **Aims**

Scientific study stimulates the student's curiosity and critical thinking. Through teaching the sciences we aim to empower the students to be persuaded by evidence reached through careful thought and accurate observation.

God has given man responsibility over the earth, and through Science we learn how to care for it and improve the lives of both mankind and the animal kingdom. God is the Creator of all things seen and unseen. He created our planet and everything on it. He created the wider universe and time itself. Through our study of Science, we learn more about Him.

The students will study living things and life processes, materials and their properties and physical processes.

As they proceed through the PACE work, they will study Science from a Creation viewpoint; discovering the wonders of the world around them whilst being made aware of alternative world views, including the theory of evolution.

The programme aims at helping the students to become better informed citizens through developing their knowledge and skills through finding answers to questions about the workings of the scientific world. Students are taught to appreciate the achievements of scientists and their research.

## **Objectives**

To give the students a basic knowledge and understanding of a wide range of science topics to introduce them further to the world God made.

To enable them to learn about the immensity of the universe, the very large and the very small; so that they have the opportunity to develop a sense of wonder, awe and humility.

As the students' progress through the PACEs they will build on the range of study using an educational spiral.

Some PACEs also include practical projects for the students to complete, either at home or in school.

The students will look at how science has played a part in developing many useful items. They will be taught to use simple scientific language to communicate ideas and to describe living things, materials and processes.

**Students will learn the following at appropriate stages throughout the Lower Seniors:**

- Develop a knowledge and understanding of science
- Answer the questions 'How?' and 'Why?'
- Look at the world around them from a scientific point of view.
- Use scientific language
- Discover God's wisdom as they learn about God's creation Earth and everything on it and around it
- Learn about Intelligent design
- Learn about the solar system.
- Learn about gravity
- Learn about botany
- Learn about ecology
- Learn about geology and geological changes; learn about the water cycle
- Learn about animal and plant life cycles
- Study living and nonliving matter
- Learn about skeletal and muscular systems
- Learn about respiration and blood circulation
- Learn about good hygiene and teeth
- Learn about the design and function of the skin
- Learn about bacteria, viruses, and fungi
- Learn about energy
- Study molecular and atomic theories; friction, heat, and gravity; expansion and contraction
- Read narrative using new vocabulary and visual discrimination.
- Complete scientific projects

**Targets and Assessments to end of Year 9**

To show the children in more detail (as Stephen Hawking says, the very big – astronomy - and the very small – cytology) what God is like, through study in books, magazines, online resources and DVDs and through direct observation of the natural world.

To engender a growing understanding of the almost limitless possibilities of science, both in understanding and technological use.

To give the student a full opportunity to develop an interest in and respect for science through:

- PACEs 1061-1096
- Practical science lessons which support and develop understanding and
  - Provide opportunities to gain skill in handling materials used in science
  - Develop the skills of measurements of all kinds, including the measurement of living things and irregular objects
  - Learn to observe accurately
  - Learn to record accurately and appropriately.
  - Be able to extract data from various types of graphs and tables
  - Construct their own appropriate and accurate graphs and tables
- Visits and visiting speakers
- Museums, lectures and science activities available locally.

Students may choose to submit a science exhibit at ESC.

***Measured targets:***

**School Level C:** Science PACEs successfully completed to 1084, the beginning of ICCE with 80% scores

**School Level B:** Science PACEs successfully completed to 1090, with 92% scores

**School Level A:** Science PACEs successfully completed to 1096, with 96% scores

Students may choose to submit a science exhibit at ESC (there may be DT overlap). Those who gain 80%+ may submit this, with its portfolio, as ICCE elective credit.

**Resources:**

Science PACEs 1061-1096+

Score keys

Computer/ Printer/ Internet

Many science books appropriate to this level

Science/Lab resources for practical science

**Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Science as well as extra activities where appropriate – students will be given the opportunity to study some of these subjects in more depth in Complementary Activities as practical science.

**Complementary Activities for Science**

Practical Science will be taught as Complementary Activities, to give the students the opportunity to partake in ‘hands-on’ experiments.

Topics will be applied as appropriate for the age group being taught (though not limited to) from the following outline:

1. Life Processes and Living Things

Cells and cell functions

Human life:

- Common life processes
- Nutrition and Health
- Circulation
- Movement
- Growth and reproduction

Green plants:

- Growth and nutrition
- Roles of leaf and root / parts of flower
- Effects of light / air / water / temperature
- Reproduction / seed dispersal / germination

Variation, classification and inheritance

Living things in their environment

## 2. Materials and their properties

### Classifying materials

- solids, liquids, gases
  - melting point, boiling point, density
  - properties
- elements, compounds, mixtures
  - classifying by appearance
  - compounds formed by chemical reactions
  - mixtures formed by elements that are not combined

### Changing materials

- physical changes
  - solubility / saturated solution / solutes/ solvents
- chemical changes / reactions
  - chemical change in everyday life – fruit ripening, food cooking, etc.
  - effects and consequences of burning fossil fuels

### Patterns of behaviour

- metals
  - reactions with oxygen, water, acids etc.
  - displacement reactions
- Acids and Bases
  - reactions,
  - pH scale: acid / alkaline / neutral
  - corrosion / weathering – acids in the environment
  - patterns in chemical reactions

## 3. Physical Processes

### Electricity and Magnetism

- Circuits
  - current – how does it work? – what determines its power?
  - voltage
  - energy transfer
- Magnetic Fields
  - polarity
  - electromagnets

### Forces and Motion

- Force and Linear Motion
  - moving objects – speed / distance / time
  - weight: gravity
  - balanced / unbalanced forces
  - friction: air resistance
- Force and Rotation
  - Pivots
- Force and Pressure
  - The relationship between force, area and pressure (e.g. skis, hydraulics etc.)

### Light and Sound

- Behaviour of light
  - light travels in straight lines

- non-luminous objects seen because of scattered light
- refraction at boundary of two different materials
- reflection at plane surfaces
- white light / prism / colours
- colour filters and effect on white light
- Hearing
  - ear drums: vibration and sound. Audible ranges
  - light travels through vacuum – sound cannot
  - relative speeds of light and sound
  - loudness of sound and amplitude of vibration
  - pitch of sound and frequency of vibration
- Vibration and sound
- The Earth Beyond
- The Solar System
- Energy Resources and Energy Transfer
  - Resources
    - oil, coal, gas, etc.
    - renewable and non-renewable resources
    - wind power etc.
  - Conservation of Energy
    - how to store energy – batteries, burnable fuel etc.
    - conduction / convection / evaporation / radiation
    - how energy can be dissipated giving reduced Availability

There will be an overlap in science with other areas of the curriculum; in particular, DT, DTFT and maths.

# Social Studies - History

## Aims

History is about who we are, where we've come from, and what has happened along the way. The Bible is the history of God's relationship with man from the point of creation, with particular reference in the Old Testament to the people of Israel. From the Cross of Christ to His resurrection the focus broadens to include the wider world of Christian belief, pointing to the future and ultimately the conclusion of history as we know it.

## Objectives

In studying History within Social Studies, students will develop a knowledge and understanding of events, people and changes in the past. Through looking at History students can learn lessons from past mistakes or successes and make informed choices about their futures. They will learn why we live as we do by looking at past cultures and traditions. The students will be encouraged to give reasons for their conclusions and evaluate the reasons given by others. We want our students to apply critical thinking skills in their work, life and the world around them. Students are encouraged to question and justify answers. Much of history can be approached with different mindsets and the benefit of hindsight enables students to think about our history with a different perspective; we encourage our students to be thinkers and reason things for themselves, putting things in their own words. Much of history crosses over into the ethical, moral and political world and students will be allowed to explore the reasons things happened and what may have happened if events had been different.

- to develop investigative skills
- to introduce Chronology – words relating to passing time
- to look at British History including:
  - The Romans (PACE 1053 & 1067)
  - The Anglo Saxons (PACE 1054)
  - The Vikings (PACE 1054)
  - The Normans (PACE 1055)
  - The Middle Ages (PACE 1056)
  - The Tudors (PACE 1057)
  - The Stuarts (PACE 1058)
  - The Georgians (PACE 1059)
  - The Victorians (PACE 1059)
  - The 20<sup>th</sup> Century (PACE 1060)
- to include specific incidents from the past that still affect the present e.g.:
  - The Gospel coming to Britain (PACE 1070)
  - The Reformation (PACE 1071)
  - The Renaissance (PACE 1071)
  - The Great Awakening (PACE 1072)
  - The Agricultural and Industrial Revolutions (PACE 1085)
  - the Main Events in World History from 1715 onwards (PACEs 1085 - 1096)

**Students will learn the following at appropriate stages throughout Lower Seniors:**

- Develop a chronological framework for their knowledge of significant events and people
- See what people and societies were like in the past, and how they differed from ours today
- Consider how the past influences the present
- Understand more about themselves as individuals and members of society
- Discover that what they learn can influence their decisions about personal choices, attitudes and values.

**Targets and Assessments to end of Year 9**

Each student should:

- learn about ancient civilisations in more detail
- learn about Britain from 1<sup>st</sup> century BC to 15th century (1485)

This is delivered through Social Studies PACEs 1061-1096 and through:

- learning about Data in Maths
- studying sources, documents and answering questions and answers
- visiting museums and art galleries
- studying books on history

**Measured targets:**

**School Level C** should complete 1084 in Social Studies with 88% average

**School Level B** should complete 1090 in Social Studies with 92% average

**School Level A** should complete 1096 in Social Studies with 96% average

Students may submit a Social Studies exhibit at ESC for judging

Annual GL Assessments CAT4 online tests – students should maintain their scores

**Resources:**

Social Studies PACEs 1061-1096

Score Keys for the above

Art galleries, museums and historic sites

**Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs. Students will be given the opportunity to study some of these subjects in more depth in supplementary lessons; along with occasional field trips.

**Additional assessment/coursework:**

Annual GL Assessments CAT4 online tests

# Social Studies - Geography

## Aims

We aim for our students to come to realise that the world around us is a gift from God who created it for us to enjoy and to look after. Through Geography the students will learn more about the world, its features and the people who live on it.

The students will acquire knowledge of places and environments throughout the world; studying different societies, cultures and religions.

For the students to develop:

- Appropriate language
- Awareness of different cultures
- Use of maps and globes
- Awareness of different religions

## Objectives

In studying Geography within Social Studies, students will be able to put current events in context, understand history, develop spatial thinking, understand the place where they live, understand the changes that have swept the world, and understand and appreciate the incredible diversity of cultures around the world.

**Students will learn the following at appropriate stages throughout Lower Seniors:**

- Learn to use atlases, maps and globes
- Appreciate other people's values
- Use geographical vocabulary
- Ask geographical questions.
- Gain knowledge and understanding of places through learning to locate places and environment
- Understand something of the physical and human features about different parts of the world;
- Be able to explain how and why changes happen around the world in different areas.
- Gain knowledge and understanding of patterns and processes by learning to recognise and comprehend patterns of physical and human features, relating them to places and environments
- Be able to identify and explain physical and human processes and their impact on places and the environment.
- Gain knowledge and understanding of environmental change and sustainable development and recognise ways of managing it; exploring ideas and implications.

## **Targets and Assessments to end of Year 9**

Each student should:

- be able to use the globe with an understanding of lines of latitude and longitude
- know about climate and to be able to measure and record the weather
- be able to read and follow maps
- be able to create their own maps
- be able to understand charts and graphs and extract data
- be able to create their own charts and graphs
- know important information about peoples and nations

### **Measured targets:**

**School Level C** should complete 1084 in Social Studies with 88% average

**School Level B** should complete 1090 in Social Studies with 92% average

**School Level A** should complete 1096 in Social Studies with 96% average

Students may submit a Social Studies exhibit at ESC for judging

Annual GL Assessments CAT4 online tests – students should maintain their scores

### **Resources:**

Social Studies PACEs 1061-1096

Score Keys for the above

Art galleries, museums and historic sites

Maps and globes

### **Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs as well as extra material in the afternoons.

### **Additional assessment/coursework:**

Annual GL Assessments CAT4 online tests

# Citizenship

## Aims

The aim of Citizenship education is to give our students the knowledge and skills to understand, challenge and engage with democratic society including politics, the media, civil society, the economy and the law. Too often individuals are prevented from engaging fully in society because they feel they lack the skills or knowledge required. Whilst many parts of the school curriculum do contribute to creating active citizens, citizenship education will specifically address these challenges.

## Objectives

We desire our students to recognise the importance of legal, political, religious, social and economic systems and institutions and the fact that they influence their lives and communities.

As Christians, we understand the importance of volunteering and we aim to help our students to seek and develop community improvement through active participation, and a commitment to volunteering that they will take with them into adulthood.

We encourage the students to be aware of the world immediately around them so that they can acquire a knowledge and understanding of what it means to be a citizen in the United Kingdom. It is however, also important that students should have a broader appreciation of the complexities of international relations between the United Kingdom and other countries.

We understand the importance of British Values and support rationality in communication, thought and action, as students are encouraged to live out these values on a daily basis, in the way they show:

- concern for the welfare and dignity of others
- support for the rights and freedoms of all individuals
- help to maintain law and order

We aim to cover issues such as those laid out in the *DfE Guidance on The Programme of Study for Citizenship 2015*.

## **Students will learn the following throughout the Lower Seniors:**

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk
- a basic understanding and appreciation for the following five religions :

- Judaism
- Hinduism
- Islam
- Sikhism
- Buddhism

**Strategies :**

Although within the PACE system, good citizenship is encouraged through all subjects in certain aspects such as, financial management, respect for the law and others, Citizenship as a specific subject is not covered by the ACE curriculum.

Citizenship will be timetabled and taught as a specific complimentary subject under the broader study of PSHE. We aim to diversify from typical classroom teaching methods in this subject and incorporate more experiential teaching strategies such as student councils, mock elections and debates. We believe that such strategies help students to acquire politically- relevant skills and have a positive, lasting, and independent effect on several civilian activities such as voting, contacting MPs and campaigning and protesting appropriately.

Our strategies also includes inviting external face to face or online speakers such as local MPs, counsellors, citizenship advice bureau representative etc, from the local government, to share first hand experiences with our students and broaden their perspective of citizenship.

# PSHE

## **Aims**

We aim to help students develop confidence in the character and gifting that God has given them; to help them to develop and maintain a healthy lifestyle; to equip them with an understanding of relevant local social issues that impact them; to help them acquire life-skills to respond effectively to the various challenges and opportunities in modern Britain. We want to develop positive attitudes and values in the students and thereby enhance students' personal and social development. We aim to help them take personal responsibility and to make well-informed decisions through effective health, relationships and sex and relationship education.

## **Objectives**

Each student will be encouraged to find out their purpose in life – to know the giftings that God has placed in their lives. They will be encouraged to develop a healthy lifestyle, physically, morally and spiritually.

Our Sex and Relationship Education is always taught with due regard to moral and legal considerations and with the explicit values of family life. It will teach them the importance of Christian attitudes and values; help them develop personal and social skills; and give them a basic knowledge and understanding about human sexuality, reproduction, sexual health, emotions and relationships within the context of God's new creation.

Parents may request that children are withdrawn from sex education teaching or they may request to see any plans or any resources that may be used for this topic. Any withdrawal requests must be made in writing to the Head teacher.

## **Strategies**

We believe that we can enhance and enrich our curriculum by the delivery of a rich and varied PSHE program. PSHE will be timetabled and taught as a specific Complementary subject during afternoon lessons. We aim to build on the tutorial program by diversifying from typical classroom teaching methods to incorporate more experiential teaching strategies such as group discussions, case studies, role plays, debates, and drawing from the direct experiences of students. We believe that such strategies enhance real life effective decision making skills; we want our students to be able to empathise with others and consider things from different perspectives.

The school will use a whole school approach to the delivery of PSHE using four quite different platforms:

Timetable suspension for special activities including visitors

Inclusion within the PACE curriculum

Additional opportunities arising from other initiatives/activities, e.g. chapels and trips.

Timetable slot, e.g. Complementary Activities. The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

We will cover the following subjects:

- Anti-bullying
- Careers Education
- Drugs, Alcohol and Tobacco Education
- Economic Wellbeing and Financial Capability
- Emotional Wellbeing and Mental Health
- Healthy Lifestyles
- Healthy families and friendships
- Relationships and Sex Education
- Safety (including Physical and Online Safety)

### **Sex and Relationship Education:**

Our Sex and Relationship Education concerns lifelong learning of physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. As an Independent School we will not promote sexual orientation or sexual activity, as this would be inappropriate teaching. Whilst we understand that the Government has redefined marriage, and will educate students accordingly, we will however actively promote exclusive heterosexual marriage and celibate singleness, as God's gift and design; and as such the best way toward human happiness and fulfilment. We will strongly discourage any intolerance or hatred towards groups or individuals who choose alternative lifestyles to that which we promote because any such behaviour is against our values of mutual respect and tolerance of all people.

Our teaching will encompass the following:

#### *Attitudes and Values:*

- The importance of Christian attitudes and values, individual conscience and moral considerations
- The value of family life, marriage, and stable and loving relationships for the nurture of children
- The value of respect, love and care
- The value of keeping sex within marriage
- Exploring, considering and understanding moral dilemmas

#### *Personal and Social Skills:*

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict.

*Knowledge and Understanding:*

- Learning and understanding physical development at *appropriate* stages

**Drugs and Alcohol:**

To increase students' knowledge and understanding, and personal and social skills, as appropriate for their age

To develop students' social and emotional skills so they can make informed choices and keep themselves safe and healthy including:

- Resisting pressures.
- Finding information help and advice.
- Developing self-awareness and self-esteem.

To enable students to explore their own and other people's attitudes towards drugs and alcohol.

**Health and Wellbeing:**

- Physical and Mental Wellbeing
- Knowing and understanding a healthy lifestyle
- The importance of a varied and balanced diet
- The effects on their concentration and performance at school,
- Their health, growth and development and their resistance to illness
- The effects of a poorly balanced diet
- Effects of lack of adequate sleep and exercise
- Importance of hydration
- Obesity and its associated complications

Our aim is to give our students clear, consistent and positive messages about food, thereby encouraging them to make healthy food choices both in and outside school, now and in the future.

**Dental Care:**

- Knowing the basics of good dental care

# Careers

## Aims

According to the document, **Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff, March 2015**, “every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life.

We aim for all our students to receive a rich provision through the Complimentary Activities that develop a range of character attributes, such as resilience and determination, which underpin success in education and employment.

## Objectives

The careers programme is designed to meet the needs of students and is differentiated to ensure progression through activities that are appropriate to our students' stages of career learning, planning and development.

## Strategy

Our careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and recording progress.

We will aim to deliver the careers programme across all eight Gatsby Benchmarks.

We aim to have external speakers on a regular basis either in person or via remote video links to speak to the students from a range of job sectors and different entry level points.

Use is made of a range of websites including;-

<https://nationalcareers.service.gov.uk/>

<https://www.bbc.co.uk/bitesize/careers>

<https://spotlight.worldskillsuk.org/>

<https://futurefrontline.co.uk/events>

Careers advice is part of the school's Personal Development programme and will include impartial help and advice from outside sources such as our local Careers Service (C&K Careers) and Careers Fairs.

# Art and Design

## Aims

Throughout the world that God made we can see design and colour, variety and intricacy, magnificence and ingenuity. We, being made in God's image, are able to appreciate and imitate this creativity through patterns, colours, textures and materials using art and design to interpret and reproduce what we observe and believe.

We can use art and design to reflect culture, thoughts and emotions. We can use it to communicate what we see, feel and think. We can use it to enrich our lives and the lives of others.

We can learn how art, craft and design has shaped our history and contributed to our nation's culture, creativity and wealth.

We desire for the students to have the opportunity to express thoughts, feelings and ideas through the media of Art, Craft, and Design. Ideas for work will often flow out of other topics as well i.e. Science and Social Studies.

As the children mature, we aim to enable the students to develop their creativity and imagination, to improve their practical and critical skills, and to extend their knowledge and experience of materials, techniques and artistic media.

Children are able to learn new skills and to improve skills already acquired, in two and three-dimensional art and design. We aim to give children new and first-hand experience with a variety of media which enables them to express what they observe and imagine in visual form.

When working on a project, they learn how to use materials and develop their techniques become proficient in drawing, painting, sculpture and other art, craft and design techniques They should then be able to describe and evaluate their work and that of others.

There are experiences of being able to visit collections and museums as well as working in the outdoor environment, using natural objects. They will study great artists and designers and understand how they have contributed to our history and society.

## Objectives

We will cover this subject as part of our Complementary programme of studies. Through Art and Design the students will develop the ability to:

- Enjoy art and design for its own sake
- Develop personal skills and abilities
- Work together and appreciate each other
- Communicate what they see, feel and think through visual form

- Learn about the work of individual artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Be creative with the use of various art materials – producing work, exploring their own ideas and noting their experiences
- To become skilful in drawing, painting and other techniques pertaining to art, craft and design
- Evaluate and analyse creative works using the language of art, craft and design

Any students completing 'Beginning Art' PACEs in a group setting will additionally study the following:

- Using pencil, charcoal, pen and ink, watercolor, tempera, to reproduce a number of illustrations and sample the art of lettering.
- Painting a colour wheel, identifying warm and cool colors and mixtures, using opposites on the colour wheel successfully, and mixing colours to obtain the colour needed.
- Studying line variation, design, and shape, and using shading for depth and perspective.
- Drawing various textures effectively.
- Learning to create well-balanced indoor and outdoor scenes, landscapes, and interiors.
- Using stick figures to show action, indicate mood with facial expressions, and draw simple cartoons.
- Understand how to make a flannel board and makes posters.

Students who are 12+ will also be given the opportunity to participate at European Student Convention by entering any of the following:

- Art
  - Oil
  - Watercolour
  - Acrylics
  - Sketching
  - Coloured Pencils
  - Pen and Ink
  - Pastels
- Photography
- Scrapbooking

### **Targets and Assessments to end of Year 9**

- To enable children to acquire skills and competencies in various media, painting, drawing and making in 2D and 3D
- To enable children to experience and interact with art media in an enjoyable way, engaging their attention and participation.

- To provide experiences in many forms of art and art appreciation
- To relate part of their art work to other work, both to fix their other work in their minds and to enable them to produce a reflection and response to that work
- To see the children growing in skill, competence and confidence
- To teach them to observe living things, including themselves and other people, and non-living things such as cars and houses with more accuracy
- To teach them how to mix colours and to achieve deliberate effects
- To draw from life with accuracy and close observation, both in shape and colour and showing action
- To use shades of colour with more discrimination and to mix their own colours to do this
- To begin to be able to draw in 3D, with attempts at perspective
- To gain experience in furthermore difficult media, including pastels, charcoal and water colour and to use clay to model
- To respond and compose with increased thoughtfulness
- To further develop skills gained so far (gap students to acquire these alongside)
- To become familiar with and understand the development of art from medieval icons to free-flowing human form showing individual features and movement and its relation to classical art.
- To become familiar with some aspects of Greek and Roman art
- To begin to take deliberately composed photographs

#### **Achieved by:**

Preparing for ESC – photography and sketching (12+)

#### **Measured targets:**

To submit competent art pieces to ESC (12+)

#### **Resources:**

Resources permanently in school and those brought in for a specific lesson or skill or experience. The items below hint at the range:

Poster paint, brushes, palette

Paper of various types, card, paper plates; water colour paper

Eyes of various sizes, feathers, fur and various types of material of different colour, pattern and texture, buttons, sequins

Christmas art materials

Clay and tools

Computer and printer

Watercolours, brushes

Colouring pencils; drawing pencils and rubbers

Books on art in classical times and renaissance art

Range of drawing pencils; putty rubbers

Fine brushes; charcoal

Scrapbooking materials

Camera

## **Strategy**

The children will be given opportunities to work with the following mediums:

- Colour
  - Drawing – pastels, pencils, charcoal, crayon
  - Painting – watercolours, poster paints, oils
- Tone
- Form
- Space
- Texture and Textiles
  - Materials
  - Collage
  - Fabric Painting
- 3D Design
  - Clay work
  - Sculpture
- Pattern
  - Lines
  - Shapes
- Photography
- Scrapbooking

The children will:

- Record from first-hand evidence, experience and imagination for a variety of purposes
- Question and make thoughtful observations about starting points for work
- Collect visual and other information to develop ideas, including using a sketchbook
- Investigate and combine visual and tactile qualities and match them to the purpose of their work
- Apply and develop use of tools and techniques, including drawing
- Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods
- Compare methods and ideas used in their own and others' work and say what they think and feel
- Adapt work in response to their feelings about it
- Create a portfolio

# Music

## Aims

Music is a universal language that transcends cultural and geographical barriers. It has the power to lift the soul of man to another plane. Music has played a major part in Judeo-Christian worship throughout history and the Bible shows heaven to be full of music.

Music is a universal language and can be used to unite or divide people; it can express personal experience and be used to describe what people see around them. It is one of the utmost forms of creativity.

Through the teaching of music students can develop their self-confidence, creativity, intellect and emotions in ways that will develop links between themselves and the wider world. They will develop an ability to listen, appreciate and make critical assessments. Students who choose to learn a musical instrument or develop their singing talent will naturally increase their self-discipline and creativity.

## Objectives

For the students to:

- Enjoy music and be active in singing, listening and performing.
- Experience music from many traditions, historical periods, genres and styles
- Experience works of the great composers and musicians.
- Read music and to understand the elements of musical language using music paces (seniors)
- Understand and explore how music is created, produced and communicated.
- Learn about pitch, tempo, timbre, structure, etc.
- Practice and rehearse various performances for the Christmas Performance and the awards banquet in July.

As we get involved with Student Convention it will provide a focus for musical work, both individual and group, for those students who are age 12+. The students will be given the opportunity to enter music events in the following areas:

- Performing skills
  - Controlling sounds through singing and playing
  - Singing in unison and in parts – harmony
  - Developing control of instruments – at the moment children need to take music lessons outside of school in addition to what can be achieved in school.
- Composing Skills
  - Creating and developing musical ideas
  - Song writing
  - Improvising, exploring and developing ideas when performing.
- Appraising skills – responding and reviewing.
  - To analyze, evaluate and compare pieces of music.
  - To express / communicate ideas and feelings about music.

- To develop and adapt their own musical ideas to define and improve their own and others' work.

### **Strategy**

- Learning traditional and new hymns and spiritual songs, singing daily in opening exercises and joining in whole school percussion in chapel weekly
- Alternate weekly band practice in which they sing and use instruments to worship and minister.
- Each month they learn new hymns, spiritual songs, traditional and folk songs, make music. In music lesson they learn music Theory from books 1-2
- Lessons in learning the recorder including part playing and rounds.
- Some children to pursue individual music lessons in piano, guitar, trumpet, keyboard outside school.
- Some children to play more than one instrument.
- Most of these children to pursue grades; of those who began in Junior School, all to achieve Grade 3 and some Grade 5 outside school.
- School Worship band to participate in ESC (12+)
- School choir to participate in ESC (12+)
- Individual and group vocal and instrumental entries at ESC (12+)

### **Targets and Assessments to end of Year 9**

To develop the children's musical ability to engage in singing and music making for learning, expression, enjoyment, worship and praising God.

To enable the children to develop their ability to sing in tune and with others.

To help them connect emotionally and thoughtfully with music and large emotions and ideas beyond their own felt needs and desires.

To develop their appreciation of beauty

To gain appreciation of great music and musicians

To help them remember as they learn.

### **Measured Targets:**

Assessed during and after each music lesson.

Can sing in tune; can sing with others; can sing rounds.

Have learnt the words and music to hymns, spiritual songs, traditional and folk songs.

Can clap in time; can use a variety of percussion instruments in time, including hand drums.

Music theory: know, staves, both clefs, crotchets, quavers, rests, minims, breves, semi-breves, semi quavers and their rests; end of line; some musical instructions; can draw the treble clef and the notes; can place them in the right spaces and lines on staves; can write their own music.

Can read one line of music to play the recorder individually and together and to be able to play rounds and parts.

Can recognize from a picture all the instruments in the orchestra; some to know further instruments.

Can recognize these instruments from their sounds.

Know a small piece of information on each of the following classical composers:

Mozart, Haydn, Handel, Bach, Beethoven, and Tchaikovsky

Can recognize at least one piece of music by each of these composers.

Of those taking individual music lessons, most to pursue Grade exams.  
Of those taking Grade exams, individual students to achieve Grade 3 and some Grade 5  
Of those passing Grade exams, some to achieve Merit and some Distinction.  
Of those participating in ESC in any music event, half to be placed in a position.

### **Resources**

CD player and CDs  
whiteboard  
Piano  
Keyboards  
Music stands  
Full percussion sets  
Hand drums, tambourines and additional percussion instruments  
Guitars  
Sheet music and books of songs  
Drum kit  
Descant recorders  
Manuscript books printed with staves.

# Literature & Creative Writing

Literature affects people by educating and amusing them; it inspires, motivates, and moves people in their emotions. Literature gives a new outlook on people's lives and the lives of others, facilitating development in thinking and reasoning.

The Branch Christian School believes that reading literature of different genres can be rewarding in so many ways. For instance, it helps students understand the nature of society and how our actions can affect the world around us. It can help students understand what life was like in the past and how events in history influence where nations are today. Literature inspires students to imagine what life could be like in an unspoiled world and warns students of what life could be like in the future if immoral lifestyles are sustained.

Christian literature helps people find and nurture their faith. Literature about social injustice fosters action for change.

Literature offers students a way to express themselves through writing and reading.

## **Aims**

- To encourage a love of reading
- To introduce some quality literature

## **Objectives**

Students will develop a passion for reading and enjoy writing stories and poems of their own.

As the students' study literature, they will:

1. Use their imagination
2. Give personal and practical responses
3. Consider how literature influences people
4. Understand more about the nature of society and have the opportunity to discuss their findings
5. Develop greater empathy for, and understanding of, other people.

## **Strategy**

We will use the ACE curriculum for Literature & Creative Writing, and Literature as laid out in The ACE Schemes of work as well as Book Reports, silent reading, reading lists and studying classic English Literature.

Oxford Reading Tree  
Reading Lists  
Book Reports  
Oral Reports

The older students will also study a range of high quality, intellectually challenging, and substantial extracts of texts in detail. These may include:

- at least one play by Shakespeare
- at least one 19th century novel (not short stories)
- a selection of poetry since 1789
- fiction or drama from the British Isles from 1914 onward.

# ICT

## Aims

For our students:

- to be able to confidently use the MSOffice365 environment eg Teams, OneNote Class Notebook, Forms etc
- to give students the confidence and ability to use a range of typical office type packages and any other software they may be appropriate
- be able to analyse the task and select the most appropriate software for a given task to achieve a good outcome
- be able to make safe and appropriate use of the internet to find information and then be able to judge and verify the source and content before use and also to reference sources used
- to make students aware of how computer programs can be written and used
- to evaluate the effectiveness of their use of ICT and look to ways to develop in the future

## Objectives

We recognise that ICT plays an important role in the student's lives, preparing them to take part in a world that is rapidly changing. Students will use ICT tools to find, investigate and present information responsibly, creatively and with discernment.

ICT also plays an important role in developing the student's ability to learn independently.

We will cover this subject as part of our Complementary programme of studies.

We would expect each child to leave school digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## Targets and Assessments to end of Year 9

Students should continue to use software to complete Mathbuilder, Word Builder and Readmaster to the required level.

They could learn to code using **Codecademy**

They could learn the basics of Python programming using **Computer Science Circles**

Use ICT in all subjects where appropriate for researching, recording and presenting information and ideas.

Have experience of programming simple control systems eg PIC Microcontrollers using Logicator to produce a working outcome.

## **Measured targets:**

Readmaster, Word Builder and Mathbuilder to PACE level  
Codecademy to required level  
Computer Science Circles to required level

Students who are 12+ who chose to submit a Scripture video, Website or PowerPoint to ESC to be judged.

## **Resources**

Computer, printer and internet  
Software: Readmaster, Word Builder, Mathbuilder, Logicator and other suitable packages and hardware as required  
Codecademy  
Computer Science Circles

## **Strategy**

To embed ICT in Complementary Activities to develop skills and use as a 'tool' to assist in widening subject knowledge, productivity and improve outcomes.

To use '**Computer Science Circles**' (<http://cscircles.cemc.uwaterloo.ca/0-introduction/>) to learn the basics of Python programming in a semi-interactive fashion. It contains a series of instructions, mixed with exercises that they can use to test their progress. The exercises and writing are aimed at people who have no prior experience programming. The students can go through all the lessons at their own speed. There are automatically-graded exercises to build up their skills and several types of exercises, including programming, short answer, multiple choice, and code scramble.

To use **Codecademy** to learn different programming languages including Python, Java, PHP, JavaScript, Ruby, SQL, and Sass, as well as markup languages HTML and CSS

To make links with mathematics, science, and design and technology and use *Typemaster, Readmaster, Mathbuilder* and *Word Builder*

For the students to use the Internet for their monthly Oral and half-termly Book reports.

PowerPoint Presentation and Web-site design: as we get involved with ESC the students will also have the opportunity to choose to learn Web-site design and PowerPoint presentation.

ICT is a requirement for the International Certificate of Christian Education. All students over the age of 13 will undertake a course in ICT to gain their certificate. (See Foundation/General Level Supplement)

# Design and Technology

## Aims

The students will develop the ability to:

- Perform everyday tasks confidently
- Participate successfully in today's technological world
- Analyse a problem
- Research and plan solutions to problems
- Implement plans
- Evaluate outcomes
- Learn how to cook and have a sound knowledge of nutrition

## Objectives

Studying Design and Technology will enable the students to learn to think creatively to improve quality of life. The subject should help the students to become creative problem solvers. They will combine practical skills with critical thinking to become discriminating and informed users of products; understanding aesthetics, social and environmental issues; evaluating uses and effects of past and present design and technology.

## Strategy

We will cover this subject as part of our Complementary Activities.

The students will develop these skills through a series of projects and assignments.

They will learn how to design products; perform practical tasks; investigate and evaluate products.

They will be taught how to cook and apply the principles of nutrition and healthy eating.

To increase student's confidence and skills in using a wider range of appropriate materials and a wider range of tools and techniques.

They will gain a sound knowledge of nutrition and cooking techniques.

To increase their skills including using:

- modelling and resistant materials
- food technology: cookery and experimenting with food
- textiles
- electronics
- graphics
- product design

## Targets and Assessments to end of Year 9

## Planning

- Students should:
  - Analyse a problem
  - Research and locate relevant sources of information
  - Respond to the design brief by producing guideline criteria and design proposals
  - Consider factors that influence their planning
    - function, safety, reliability, aesthetics, cost
  - Be flexible as the project progresses
    - re-assess targets, adjust plans etc.
  - Use appropriate resources and techniques e.g. IT

## Implement plans – working with materials and equipment

- Students should:
  - Use tools and equipment safely and effectively
  - Take account of the working properties of the materials they are working with
  - Be able to combine materials and ready-made components effectively

## Evaluation

- Students should:
  - Evaluate their plans as they develop and modify them as necessary
  - Test how well the product works / fulfils design criteria
  - Assess quality of other people's products:
    - Does it meet the need?
    - Is it suitable for purpose?
    - Were the resources used appropriately?
    - Was there any impact, desirable or not, beyond the immediate purpose (e.g. impact on environment)?

## Knowledge and understanding of materials, components, systems and structures

- Students should:
  - be able to distinguish between properties of materials
  - be able to use this information in their project
  - understand concepts of input, process and output, control systems and sub-systems
  - use feedback and analyse system performance

## Measured targets:

Various outcomes from the project tasks completed in a variety of appropriate materials using relevant techniques.

Demonstrate the key principles in food preparation and cooking through the practical experience of completing various tasks.

Self-Evaluations / Assessments

Peer Group Evaluations / Assessments

## **Resources:**

To include:

A range of graphic, modelling and resistant materials

A range of basic electronic components and modelling system(s)

Kitchen, cooker, hob, fridge, sink, microwave, freezer

All kitchen utensils as needed

Embroidery materials and threads, various materials, buttons, sewing machine.

Needles, pins, scissors

Art and craft materials

*Students who are 12+ will also be given the opportunity to participate at **European Student Convention** by entering any of the following:*

- *Design and Technology*
  - *Woodwork:*
    - *Wood turning*
    - *Wood carving*
    - *Marquetry*
    - *Construction*
  - *Clay Sculpture*
  - *Metalwork*
- *Textiles / Dressmaking*
  - *Dresses*
  - *Coordinates*
  - *Coats/Suits*
- *Needlecraft*
  - *Cross Stich*
  - *Embroidery*
  - *Crochet*
  - *Knitting*
  - *Quilting*

# Physical Education

## Aims

God has designed man as a whole person, to be healthy and inform us of the world around us. It is therefore necessary to be aware of its needs physically and mentally and be able to explore its limits and capabilities. Students will learn more about themselves and how to respect others by taking part in physical exercise. During their formative years, exercise will enable their bodies to remain healthy and to function efficiently for the rest of their lives.

Pupils will have opportunity to explore their physical strengths and weaknesses with those around them, through taking part and gaining knowledge and understanding of team games. Physical exercise engages learners at many levels enabling them to develop physically and socially with others.

Students will:

- Acquire and develop competence and confidence in a range of physical skills.
- Select and apply those skills as they develop in understanding of tactics within individual or group activities – badminton, football, basketball, tennis, hockey, cricket, netball, rounders.
- Be involved in physical activities that increase their stamina.
- Join in team games and competitive activities.
- Lead healthy, active lives.
- Analyse and evaluate ways of improving their performance to achieve their personal best.

## Objectives

God has designed man as a whole person and He expects us to look after our bodies as His temple. Physical exercise activates the brain, increases energy levels and promotes health, enabling our bodies to function efficiently.

## Strategy

We will cover this subject as part of our Complementary programme of studies in weekly PE lessons teaching skills and rules in the following sports, teaching them to take part successfully and to be challenged physically to make them strong, healthy and flexible, ensuring they know the rules and can score, referee and umpire.

Areas of activity will include team games; P.E. and outdoor activities; a yearly sports day and European Convention.

Areas of activity will include:

- Careful warm up and cool down.
- Occasional table tennis and badminton practice
- Option for weekly practice, increasing to daily practice in soccer kick.
- Participation in team games including:
  - Football
  - Basketball
  - Netball

- Volleyball
- Cricket
- Rounders
- Hockey
- Tennis
- Badminton
- Table Tennis
- Taking part in outdoor activities, individually and as a team including:
- Physical fitness option
- Track and field including:
  - High Jump
  - Long jump
  - Shot put
  - Discus
  - Running practice in the park once a week.
  - Experience of running on a full running track
- Being encouraged to take up sports and activities outside school such as dance, football, etc.
- A yearly sports day
- Annual ESC for all students aged 10+, with up to 3 individual and 3 team sporting entries.
- Annual ISC for some of those placed at ESC.

### **Targets and Assessments to end of Year 9**

To enable the students to learn skills in various sports and to be challenged physically to make them strong, healthy and flexible.

To teach them to take part successfully in football, cricket, hockey, volleyball rounders, tennis, table tennis, badminton, physical fitness and running, shot put and long jump.

To ensure they know the rules and can score, referee and umpire.

To give them opportunities to practice and compete.

To prepare them to compete successfully at annual school sports day.

To prepare them to compete successfully at ESC (July) and ISC (May) in individual and group sporting entries. (10+)

### **Measured Targets:**

Measured half termly by end of Year 9 checklist:

Students can take part competently in individual sports at ESC in one or more of the following:

- Table tennis
- Badminton
- Soccer Kick
- Running (individually appropriate 100 m – 5k)
- Long jump
- Shotput
- Physical fitness
- Tennis Singles

Students can take part competently in doubles or team sports at ESC in one or more of the following:

- Football
- Volleyball
- Cricket
- Tennis Doubles
- Basketball

All students old enough to attend student convention to take part in three sports competently.

Some of those to be placed in their event.

Good sporting behaviour developing

### **Resources**

Table tennis table, bats and balls

Badminton net rackets and shuttlecocks

Athletics facilities with running track, long jump etc.

Shotput

Footballs and goals

Cricket bats, wickets

Tennis balls (students to supply own rackets)

Local tennis courts

Tennis rackets

Basketball

Volleyball

# Foreign Languages and Culture

In September 2020, as a school we felt that we had many different cultures represented in our school and between our students we spoke many different languages; as such we made a decision to learn more about each other's languages and cultures. We started to introduce our youngest students to a range of different cultures and languages by asking our older students if they would like the opportunity to prepare a series of lessons teaching about their culture and mother tongue. In 2020-2021, they had lessons in Gujarati and some of the Indian culture, Tagalog and some of the Philippine culture, German and Angolan; this then captured the attention other students, the Tyndales, who then went on to share about Nigerian, Indian and South African culture in their group. Students have embraced the opportunity to share something of their culture so much that along with the positive reports we have had from parents we decided to make the focus of our Annual Banquet in July 2021, 'International Culture Banquet' where parents and students have been encouraged to work with us to bring games, songs, food, dress and anything appropriate to share with us to celebrate each other's cultures in July 2021. This is something which grew as a response to an initiative to understand our students better; it still leaves many learning opportunities for us which are cross curricular in subjects such as geography, history, world religions, languages and citizenship. We will continue with this and build upon it.

## **Aims**

Other languages broaden students understanding of the tremendous diversity of people and cultures in our world.

As well as the confidence and sense of accomplishment that comes with learning another language the student will develop an affinity for another culture along with the commercial advantages that are to be had in the business world.

## **Objectives**

We plan to give the students a rudimentary understanding of at least one foreign language that will give them the opportunity to progress further at college should they so desire.

The students will study French and will learn something of the French culture.

The students will study German and will learn something of the German culture

To help students:

- develop an international outlook
- communicate and enjoy other cultures
- show respect to other people by learning their language
- enjoy learning the roots of language
- get to know how the culture thinks

- to travel abroad with a degree of confidence, interacting with the culture and not merely imposing their own
- learn to read the Bible and other books and texts in the studied language

### **Strategy**

We will cover this subject as part of our Complementary programme of studies.

German will be taught as a Complementary subject using computer software; lessons in learning to speak German will be complemented with lessons about the culture, history and things that students want to learn about Germany from our German teacher.

### **Resources**

Skoldo (French) Books 1, 2, 3  
 Tricolore textbooks and materials  
 Abeka French I and II  
 French speaking teacher  
 German speaking teacher  
 Tagalog speaking teacher  
 Students and parents who speak different languages including Gujarati, Angolan, Nigerian, Spanish and Zambian  
 Rosetta Stone in various languages, including French  
 Optional Spanish PACEs.  
 Computer, printer and internet

# Biblical Studies

## **Aims**

The school is founded on the belief that there is one God who has revealed Himself through nature, the Bible and ultimately His son Jesus Christ. God's plan is for every person to know Him in a personal way that goes beyond the boundaries of religion. True Christianity is the realisation that God is reaching out to men, whereas religion is man's attempt to reach God. With this in mind, our relationship with God is woven into the fabric of our entire life including every aspect of the school curriculum.

## **Objectives**

Each student will be encouraged to have their own personal relationship with God through Jesus Christ. They will be taught to allow their relationship with God to enable them to respect and care for others. As they study the Bible they will grow in their relationship with God and will apply Godly values and principles to every situation they face in their life.

## **Strategy**

The school does not take a denominational stand of any sort. A statement of belief is contained within the Prospectus and reflects a broad background of mainstream Christianity.

Our faith is the foundation of the school and our concept of education. The students are encouraged to see the spiritual dimension underlying all areas of life and study. The children are taught about the other five religions as an afternoon activity to encourage tolerance and respect of other people's beliefs.

The PACE curriculum refers to spiritual and Biblical issues throughout all subjects, not just the specific Bible related courses.

Within this framework students have opportunities to consider matters of a spiritual nature, and how their faith relates to the world around them. These include:

- 3 x a week student devotions – times of discussing matters of personal faith and issues as a group
- Opening exercise – a time of worship, prayer, Bible reading and teaching
- Weekly chapels – time of teaching by the staff, pastor or a visiting speaker.
- Taking part in plays, poetry speaking and speeches which explain Biblical ideas for ESC competitions (12+)
- All PACEs reinforce the Scriptures
- Learning the verses in each PACE and the monthly Bible passages
- Taking larger and leading parts in school productions

## **Targets and Assessments to end of Year 9**

- To increase the children's understanding of the Bible, God and Jesus and to guide them to recognise their own shortcomings and to learn to admit where they are wrong and aim to put things right
- To understand the Bible not as a religious idea but as historical fact
- To develop ideas of service of others begun previously
- To develop their understanding of prayer
- For the students to begin to apply the lessons of Scripture to their own lives, including their morality, character and behaviour, and to that of society
- To learn the monthly Bible passages, up to 25 verses
- To take part in the daily choral reading of Scripture
- To help to explain the Bible and the Gospel to people through school productions
- For those students who have not yet done so, to complete Bible Reading PACEs to 1060.

### **Measured targets:**

Note: Many of the aims cannot be directly measured but are visible in the children's personal development, checked for and followed up.

Weekly Bible quizzes and answers in assembly and lessons provide feedback to the teachers of understanding.

Competing in ESC Bible competitions which test learning and/or understanding of the Bible (12+)

Saying the monthly Scripture passage with fewer than 3 mistakes

School Level C and School Level B students should complete Bible Reading PACEs to 1060 with 80% scores.

### **Resources**

Individual Bibles  
Bible quizzes  
Bible Reading Paces to 1072  
Bible commentaries

Class NKJ Bibles  
Atlases, including Bible atlases  
Score keys

# Religious Education

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience.

We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines.

## **AIMS**

That all students form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a faith different to their own.

That students enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.

That students develop a sense of awe and wonder about the world around them.

To help students understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past.

To support students' spiritual, moral social and cultural development by encouraging self-awareness and self-respect.

To help students develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

To develop knowledge and understanding of Christianity and other major religions in Britain as a whole and in the local community.

## **STRATEGY**

Religious Education is usually taught as part of a cross-curricular approach, e.g. through PSHE, history, geography, art or as part of a focus day or period of time e.g. Christmas and Easter. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils. Or it may be taught through Opening Exercises, Chapel, or Assemblies.

## **ASSESSMENT**

As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

The Dudley Agreed Syllabus states that; “Often the effectiveness or importance of an experience cannot be measured; experiences in RE should not be limited to what can be objectively assessed or measured.”

Teachers will, therefore, assess what pupils know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions.

# FRAMEWORK for WHOLE PROGRAMME First Year Lower Seniors – Y7 – KS3

| English                                                                                                                                                               | Maths                                                                               | Science                                                                                                                                                    | Social Studies<br>Geography and<br>History                                                                                                                                                                                                               | Foreign<br>Languages                                                                                                                                                                                                  | Art &<br>Music & Drama                                                                                                                                                                                                                                                                                                                                                                      | ICT<br>Careers                                                                                                                                                                                                                                  | PSHE/<br>Citizenship/RSE                                                                                                                                             | D&T                                                                                                                                                  | P.E. & GAMES                                                                                                                                                             |
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| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Mental Arithmetic</p> <p>Practical Maths</p> | <p>PACE work<br/>.....</p> <p>1<sup>st</sup> Half Term:<br/>Pr</p> <p>2<sup>nd</sup> Half Term:<br/>Acids &amp; Alkalis</p>                                | <p>PACE work<br/>.....</p> <p>Geography:<br/>Locational Knowledge of the World<br/>Countries, Capitals, Map Work<br/>.....</p> <p>History:<br/>The Development of Church, State and Society in Medieval Britain 1066-1509</p>                            | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo<br/>.....</p> <p>2<sup>nd</sup> Half Term:<br/>Student<br/>Convention work in scrapbooking, photography, etc.:<br/>Or<br/>Design &amp; Make Assignment</p> | <p>Various project work (see SoW for Art or<br/>Student Convention work in sketching, coloured pencils, water colour, kiln fired pottery<br/>.....</p> <p>Reading aloud, reciting poetry, play reading, oral reports, book reports, school productions,<br/>Convention – One Act Play Preparation - Vocal &amp; Instrumental solo/duets, Worship Band, Composition, Expressive reading.</p> | <p>ReadMaster<br/>TypeMaster 1-3, Word etc. for essays, technology as above</p> <p>Embedded in other subjects<br/>.....</p> <p>External speakers from various job sectors</p> <p>Looking at job sectors<br/>What careers if interested in..</p> | <p>1<sup>st</sup> Half Term:<br/>RSE</p> <p>Relationships<br/>.....</p> <p>Family and friendships<br/>Safe relationships<br/>Respecting ourselves and others</p>     | <p>Christmas related project</p> <p>e.g. Programmed Seasonal Graphics card which can be further developed in following years</p> <p>Food Project</p> | <p>Circuit training, tennis, badminton, 5-a-side, soccer kick, hockey, track-training, table-tennis, volleyball, ball skills</p> <p>See P.E/Games. SoW</p>               |
| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Practical Maths &amp; Financial Literacy</p> | <p>PACE work<br/>.....</p> <p>1<sup>st</sup> Half Term:<br/>Particle Model of Solids, Liquids and Gases</p> <p>2<sup>nd</sup> Half Term:<br/>Solutions</p> | <p>PACE work<br/>.....</p> <p>Geography:<br/>Understanding geographical similarities, differences and links between places<br/>Geology<br/>.....</p> <p>History:<br/>The Development of Church, State and Society in Britain 1509-1745<br/>Holocaust</p> | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo<br/>.....</p> <p>2<sup>nd</sup> Half Term:<br/>Student<br/>Convention work as Term 1<br/>Or<br/>Understanding materials Focus: resistant materials</p>     | <p>Various project work (see Schemes of Work for Art or<br/>Student Convention work in sketching, coloured pencils, water colour, kiln fired pottery, solo and duets in singing, Worship Band.</p> <p>Optional:<br/>2<sup>nd</sup> Half Term:<br/>Christmas Art &amp; Craft</p>                                                                                                             | <p>ReadMaster<br/>TypeMaster 1-3, Word etc. for essays, technology as above</p> <p>Embedded in other subjects<br/>.....</p> <p>External speakers from various job sectors</p>                                                                   | <p>2<sup>nd</sup> Half Term:<br/>PSHE<br/>Living in the wider world<br/>.....</p> <p>Citizenship<br/>Media literacy and digital resilience<br/>Money and Careers</p> | <p>Easter related project</p> <p>e.g. Egg Race</p> <p>Packaging</p> <p>Food Project</p>                                                              | <p>Long distance running, circuit training, tennis, badminton, 5-a-side, soccer kick, volleyball track-training, table-tennis, ball skills</p> <p>See P.E./Games SoW</p> |
| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Mental Arithmetic</p> <p>Practical Maths</p> | <p>PACE work<br/>.....</p> <p>1<sup>st</sup> Half Term:<br/>Electrical circuits</p> <p>2<sup>nd</sup> Half Term:<br/>Forces and their Effects</p>          | <p>PACE work<br/>.....</p> <p>Geography:<br/>Understanding Physical Geography<br/>.....</p> <p>History:<br/>The Development of Church, State and Society in Britain 1509-1745 (cont.)</p>                                                                | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo<br/>.....</p> <p>2<sup>nd</sup> Half Term:<br/>Student<br/>Convention work as Term 1<br/>or<br/>Sainsbury's Active Kids Food Technology</p>                | <p>Various project work (see SoW for Art or<br/>Student Convention work in sketching, coloured pencils, water colour, kiln fired pottery, solo and duets singing, Worship Band.</p>                                                                                                                                                                                                         | <p>ReadMaster<br/>TypeMaster 1-3, Word etc. for essays, technology as above</p> <p>Embedded in other subjects<br/>.....</p> <p>External speakers from various job sectors</p>                                                                   | <p>1<sup>st</sup> Half Term:<br/>PSHE<br/>Health and Wellbeing<br/>.....</p> <p>Physical and mental wellbeing<br/>Growing and changing<br/>Keeping safe</p>          | <p>Outdoor project</p> <p>e.g.<br/>Nest boxes,<br/>Wildlife habitats<br/>Plant habitats</p> <p>Food Project</p>                                      | <p>Long distance running, tennis, badminton, 5-a-side, soccer kick, basketball, track-training, table-tennis, volleyball, ball skills</p> <p>See P.E./Games SoW</p>      |

# FRAMEWORK for WHOLE PROGRAMME Second Year Lower Seniors – Y8 – KS3

| English                                                                                                                                                               | Maths                                                                               | Science                                                                                                                                                                             | Social Studies<br>Geography and<br>History                                                                                                                                                                                                                          | Foreign<br>Languages                                                        | Art &<br>Music & Drama                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | ICT & Careers                                                                                                                                                   | PSHE/<br>Citizenship/RSE                                                                                                                                                | D&T                                                                                                                                                  | P.E. & GAMES                                                                                                                                                                                |
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| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Mental Arithmetic</p> <p>Practical Maths</p> | <p>PACE work</p> <p>.....</p> <p>1<sup>st</sup> Half Term:<br/>Project on Hookes law</p> <p>2<sup>nd</sup> Half Term:<br/>Conservation of Energy – Kinetic and Potential energy</p> | <p>PACE work</p> <p>.....</p> <p>Geography:<br/>Locational Knowledge of the World</p> <p>.....</p> <p>History:<br/>Ideas, political power, industry and empire: Britain, 1745-1901.</p>                                                                             | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo</p>              | <p>Various project work (see SoW for Art or Student Convention work in sketching, coloured pencils, water colour, kiln fired pottery or Art PACEs 73-74 or Designing and making for yourself Focus: textiles</p> <p>Reading aloud, reciting poetry, play reading, oral reports, book reports, school productions</p> <p>Convention – One Act play</p> <p>Preparation – Vocal – solo/duets &amp; Instrumental, Composition, Expressive reading, Worship Band</p> <p>Optional:<br/>2<sup>nd</sup> Half Term:<br/>Christmas Art &amp; Craft</p> | <p>Readmaster Typemaster 4-6, Word etc. for essays, technology as above</p> <p>Embedded in other subjects</p> <p>External speakers from various job sectors</p> | <p>1<sup>st</sup> Half Term:<br/>RSE</p> <p>Relationships</p> <p>.....</p> <p>Family and friendships<br/>Safe relationships<br/>Respecting ourselves and others</p>     | <p>Christmas related project</p> <p>e.g. Programmed Seasonal Graphics card which can be further developed in following years</p> <p>Food Project</p> | <p>Indoor/Outdoor<br/>Circuit training, tennis, badminton, 5-a-side, soccer kick, hockey, track-training, table-tennis, volleyball, ball skills</p> <p>See P.E./Games. SoW</p>              |
| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Practical Maths &amp; Financial Literacy</p> | <p>PACE work</p> <p>.....</p> <p>1<sup>st</sup> Half Term:<br/>Compounds and Mixtures</p> <p>2<sup>nd</sup> Half Term:<br/>Heating &amp; Cooling</p>                                | <p>PACE work</p> <p>.....</p> <p>Geography:<br/>Build on their knowledge of globes, maps and atlases. Physical – landforms/rivers</p> <p>.....</p> <p>History:<br/>Challenges for Britain, Europe and the wider world 1901 to the present day. War of the Roses</p> | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo</p> <p>.....</p> | <p>Various project work (see SoW for Art or Student Convention work in sketching, coloured pencils, water colour, kiln-fired pottery</p> <p>Convention – Vocal solo/duets &amp; instrumental composition, Worship Band or Using ICT to support researching and designing</p>                                                                                                                                                                                                                                                                 | <p>Readmaster Typemaster 4-6, Word etc. for essays, technology as above</p> <p>Embedded in other subjects</p> <p>External speakers from various job sectors</p> | <p>2<sup>nd</sup> Half Term:<br/>PSHE<br/>Living in the wider world</p> <p>.....</p> <p>Citizenship<br/>Media literacy and digital resilience<br/>Money and Careers</p> | <p>Easter related project</p> <p>e.g. Egg Race</p> <p>Packaging</p> <p>Food Project</p>                                                              | <p>Indoor/outdoor<br/>Long distance running, circuit training, tennis, badminton, 5-a-side, soccer kick, volleyball track-training, table-tennis, ball skills</p> <p>See P.E./Games SoW</p> |
| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Mental Arithmetic</p> <p>Practical Maths</p> | <p>PACE work</p> <p>.....</p> <p>1<sup>st</sup> Half Term:<br/>Light</p> <p>2<sup>nd</sup> Half Term:<br/>Sound and Hearing</p>                                                     | <p>PACE work</p> <p>.....</p> <p>Geography:<br/>Understanding human geography</p> <p>.....</p> <p>History:<br/>An aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066.</p>                            | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo</p> <p>.....</p> | <p>Various project work (see SoW for Art or Student Convention work in sketching, coloured pencils, water colour, kiln-fired pottery. Convention – Vocal solos/duets &amp; instrumental composition, Worship Band or Batik</p>                                                                                                                                                                                                                                                                                                               | <p>Readmaster Typemaster 4-6, Word etc. for essays, technology as above</p> <p>Embedded in other subjects</p> <p>External speakers from various job sectors</p> | <p>1<sup>st</sup> Half Term:<br/>PSHE<br/>Health and Wellbeing</p> <p>.....P<br/>hysical and mental wellbeing<br/>Growing and changing<br/>Keeping safe</p>             | <p>Outdoor project</p> <p>e.g.<br/>Nest boxes,<br/>Wildlife habitats<br/>Plant habitats</p> <p>Food Project</p>                                      | <p>Indoor/Outdoor<br/>Long distance running, tennis, badminton, 5-a-side, soccer kick, basketball, track-training, table-tennis, volleyball, ball skills</p> <p>See P.E./Games SoW</p>      |

# FRAMEWORK for WHOLE PROGRAMME Third Year Lower Seniors – Y9 – KS3

| English                                                                                                                                                               | Maths                                                                               | Science                                                                                                                                                         | Social Studies<br>Geography and<br>History                                                                                                                                                                                                     | Foreign<br>Languages                                                        | Art &<br>Music & Drama                                                                                                                                                                                                                                                                                                                                                                                                                  | ICT<br>Careers                                                                                                                                                                                          | PSHE/<br>Citizenship/RSE                                                                                                                                                | D&T                                                                                                                                                  | P.E. & GAMES                                                                                                                                                           |
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| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Mental Arithmetic</p> <p>Practical Maths</p> | <p>PACE work</p> <p>.....</p> <p>1<sup>st</sup> Half Term:<br/>Fit &amp; Healthy</p> <p>2<sup>nd</sup> Half Term:</p>                                           | <p>PACE work</p> <p>.....</p> <p>Geography:<br/>Locational Knowledge of the World</p> <p>.....</p> <p>History:<br/>A study of a significant society or issue in world history and its interconnections with other world developments</p>       | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo</p> <p>.....</p> | <p>Various project work (see SoW for Art</p> <p>or</p> <p>Student Convention work in sketching, coloured pencils, water colour, kiln fired pottery</p> <p>or</p> <p>Exploring Materials: Textiles</p> <p>Reading aloud, reciting poetry, play reading, oral reports, book reports, school productions, Convention - One Act Play Preparation – Vocal – solo/duets &amp; Instrumental, Composition, Expressive reading, Worship Band</p> | <p>Readmaster Typing PACEs 103-105, Word etc. for essays and technology</p> <p>Embedded in other subjects</p> <p>.....</p> <p>External speakers from various job sectors</p> <p>Career entry points</p> | <p>1<sup>st</sup> Half Term:<br/>RSE</p> <p>Relationships</p> <p>.....</p> <p>Family and friendships<br/>Safe relationships<br/>Respecting ourselves and others</p>     | <p>Christmas related project</p> <p>e.g. Programmed Seasonal Graphics card which can be further developed in following years</p> <p>Food Project</p> | <p>Indoor/outdoor tennis, badminton, 5-a-side, soccer kick, volleyball, table-tennis, hockey, ball skills</p> <p>See P.E./Games SoW</p>                                |
| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Practical Maths &amp; Financial Literacy</p> | <p>PACE work</p> <p>.....</p> <p>1<sup>st</sup> Half Term:<br/>Reactions of metals and metal compounds</p> <p>2<sup>nd</sup> Half Term:<br/>Using Chemistry</p> | <p>PACE work</p> <p>.....</p> <p>Geography:<br/>Use OS maps, GIS and Fieldwork,</p> <p>.....</p> <p>History:<br/>A study of a significant society or issue in world history and its interconnections with other world developments (cont.)</p> | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo</p> <p>.....</p> | <p>Various project work (see SoW for Art</p> <p>or</p> <p>Student Convention work in sketching, coloured pencils, water colour, kiln-fired pottery</p> <p>or</p> <p>Designing for Clients</p>                                                                                                                                                                                                                                           | <p>Readmaster Typing PACEs 103-105, Word etc. for essays and technology</p> <p>Embedded in other subjects</p> <p>.....</p> <p>External speakers from various job sectors</p>                            | <p>2<sup>nd</sup> Half Term:<br/>PSHE<br/>Living in the wider world</p> <p>.....</p> <p>Citizenship<br/>Media literacy and digital resilience<br/>Money and Careers</p> | <p>Easter related project</p> <p>e.g. Egg Race</p> <p>Packaging</p> <p>Food Project</p>                                                              | <p>Indoor/outdoor Long distance running, tennis, badminton, 5-a-side, soccer kick, Volleyball, track-training, table-tennis, ball skills</p> <p>See P.E./Games SoW</p> |
| <p>PACE work</p> <p>Opening Exercises</p> <p>Report Reading &amp; Writing</p> <p>Reading – silent and aloud – Inc. Book List</p> <p>Creative and Extended Writing</p> | <p>PACE work</p> <p>Mathbuilder</p> <p>Mental Arithmetic</p> <p>Practical Maths</p> | <p>PACE work</p> <p>.....</p> <p>1<sup>st</sup> Half Term:<br/>Energy and Electricity</p> <p>2<sup>nd</sup> Half Term:<br/>Gravity &amp; Space</p>              | <p>PACE work</p> <p>.....</p> <p>Geography:<br/>Understanding how human and physical processes interact to influence and change landscapes, environments and the climate</p> <p>History:<br/>A local history study</p>                         | <p>1<sup>st</sup> Half Term:<br/>German including Duolingo</p> <p>.....</p> | <p>Various project work (see Schemes of Work for Art</p> <p>or</p> <p>Student Convention work in sketching, coloured pencils, water colour, kiln-fired pottery</p> <p>or</p> <p>Sainsbury's Active Kids Food Technology.</p>                                                                                                                                                                                                            | <p>Readmaster Typing PACEs 103-105, Word etc. for essays and technology</p> <p>Embedded in other subjects</p> <p>.....</p> <p>External speakers from various job sectors</p>                            | <p>1<sup>st</sup> Half Term:<br/>PSHE<br/>Health and Wellbeing</p> <p>.....</p> <p>Physical and Mental wellbeing<br/>Growing and changing<br/>Keeping safe</p>          | <p>Outdoor project</p> <p>e.g.<br/>Nest boxes,<br/>Wildlife habitats<br/>Plant habitats</p> <p>Food Project</p>                                      | <p>Indoor/Outdoor Long distance running, tennis, badminton, 5-a-side, soccer kick, track-training, table-tennis, ball skills</p> <p>See P.E./Games. SoW</p>            |