



The Branch Christian School

Curriculum Policy Document ICCE Supplement

Foundation/General Level (Careys) Incorporating our Overarching Aims



Head Teacher: Jill Holt

Administrator: Joy Farrant

The Branch Christian School
Dewsbury Revival Centre
West Park St
Dewsbury
West Yorkshire
WF13 4LA

W: WWW.branchchristianschool.org.uk
DfE No. 382/6018

E: office@branchchristianschool.org.uk
Charity No. 112371

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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 for the International Christian Certificate of Education, along with details of Programmes of Study for the Complementary Activities for students in this age group (14 – 16 years).

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

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

- ACE Schemes of Work
- CEE ICCE Procedures Manual
- ACE Procedures Manual
- CEE Scope and Sequence
- European Student Convention Guidelines
- 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: May 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, and respectful; and 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 for ICCE (International Certificate of Christian Education) comprises individualised programmed learning in:

- Maths
- English Grammar
- Word Building (spelling and etymology)
- Earth Science and Biology
- Social Studies (Christianity in the context of World History and Geography)
- Literature (including creative writing and compositions)

Electives

When a child reaches the ICCE Certificate they have the opportunity to choose subjects from a list of electives including Business Studies, Health & Nutrition Science, Art, Foreign Languages, and Typing. They will also undertake a course in Computing, and study Successful Living (the study of Proverbs), and the New Testament. The content and standard have been enhanced by the addition of coursework at the four highest levels.

A full list of ICCE Electives can be found in the ICCE Procedures Manual and the ACE Schemes of Work.

Students may also choose from four electives in the Alpha Omega curriculum: Art, Astronomy, Family & Consumer Science or Foundations for Living.

ICCE

ICCE is a baccalaureate style qualification which means the student must achieve in every subject in order to receive a certificate. Separate certificates are not issued for separate subjects. It has seven levels:

- Basic
- Foundation
- Vocational
- General
- Intermediate
- Advanced
- Advanced Higher ('with Honours' if a student achieves an overall A grade)

NARIC

A UK NARIC assessment in 2011 carried out in both school and home school environments, stated that the General Certificate can be considered comparable to Cambridge International Examinations 'O' Levels and the Advanced Certificate can be considered comparable to Cambridge International Examinations 'A' Levels. The ICCE Advanced Certificate is accepted by many universities for undergraduate entry.

(Source: UCAS International Qualifications: Appendix A – International examinations of UK awarding bodies). The ICCE appears in the 2013 edition of the UCAS Qualifications for Entry.

This UK NARIC study demonstrated that:

- The ICCE programme delivery was found to be effective in developing students' abilities across a wide range of subjects and preparing them for taking the ICCE qualifications.
- The quality assurance mechanisms which underpin the ICCE delivery and assessment can be considered to be rigorous and robust.

It is estimated that ICCE Foundation Certificate requires a standard and volume of work comparable to 5 UK GCSE short courses, Vocational Certificate requires a standard and volume of work comparable to 6 UK GCSEs, General Certificate requires a standard and volume of work comparable to 9 UK GCSEs. ICCE Intermediate Certificate requires a standard of work comparable to 2 - 3 UK AS levels and ICCE Advanced Certificate requires a standard and volume of work comparable to 3 - 4 UK A levels.

Over the past years students who have studied at ACE schools have gained entry to many UK universities and colleges and have gone on to obtain good degrees in various subjects. A list of these is to be found in the ICCE Manual. Many graduates have adjusted well to higher education and excelled in their fields.

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 are able to 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/education.

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 1108 until they are age 16 - 19.

Students' Age	English Year Group	A.C.E. Level	PACEs
14 - 15	10	8	1085-1096
15 – 16	11	9	1097 -1108

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.

Students' Age	English Year Group	A.C.E. Level	PACEs
14 - 15	10	10	1109-1120
15 – 16	11	11	1121-1122

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.

Our Complementary Activities Programme

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

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 a number of 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 very 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.

SEND Provision

Please see the Lower Seniors Curriculum document for our full statement on our SEND provision.

Certificates aimed at students with LDD or Lower Ability

The ICCE Basic Certificate

This course is designed for students with Learning Disabilities and Difficulties (LDD). The content varies with the individual education plan (IEP) of each student. The following table provides guidance for the minimum requirement for a Basic Certificate. If a student does not reach the minimum requirement for the Basic Certificate, a Leaving Certificate can be issued by the school. Students should complete at least 48 PACEs in each core subject [English, Mathematics, Science, Social Studies and Word Building] at any level. They should attempt at least one Biblical Studies course.

Basic Certificate			
PACEs 1001-1048	PACEs 1013-1060	PACEs 1025-1072	PACEs1037-1084
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Word Building	Word Building	Word Building	Word Building
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies 73-78 & British Constitution
Plus <u>one</u> unit of 12 from:	Plus <u>one</u> unit of 12 from:	Plus <u>one</u> unit of 12 from:	Plus <u>one</u> unit of 12 from:
Bible Reading 1001-1060	Bible Reading 1001-1060	Bible Reading 1001-1060	Bible Reading 1001-1060
New Testament Survey	New Testament Survey	New Testament Survey	New Testament Survey
Successful Living	Successful Living	Successful Living	Successful Living

The ICCE Foundation Certificate

The Foundation Certificate is also for lower ability students who are unable to achieve the next levels of the certificates:

Please note: The Foundation Certificate is also designed to meet the needs of students joining the A.C.E. programme late in their educational career who do not have the time to complete the ICCE General Certificate. It is only issued to students who are not intending to complete the ICCE General Certificate. The ICCE Foundation Certificate involves A.C.E. PACE level 8 (i.e. PACEs 1085 to 1096).

Foundation Certificate			
Prerequisite details			
Christian Studies	Academic Studies	Applied Studies	Coursework
None	English 1073-84	None	None
	Mathematics 1073-84		
	Word Building 1073-84		
	Science 1073-84		
	Social Studies 1073-78 & British Constitution		
	Literature 7		
Foundation Certificate			
Christian Studies -Choose 1 credit-	Academic Studies	Applied Studies -Choose 1 credit-	Coursework
New Testament Survey (1)	English 1085-96 (1)	Health 1-6 (0.5)	None
Successful Living 1-12 (1)	Mathematics 1085-96 (1)	Missions 1-6 (0.5)	
	Word Building 1085-96 (1)	Mavis Beacon (0.5)	
	Science 1085-96 (1)	Basic Art 73-84 (1)	
	British & European History 1085-96 OR World History 1097-108 (1)	Rosetta Stone V.3 L 1 (0.5)	
	World Geography 1097-108 (1)	Nutrition Science 1-6 (0.5)	
	Literature 8 (0.5)	Online Business (1)	
		ECDL activ (1)	
		Typemaster (0.5)	
		Music 1-6 (0.5)	
		Speech 1-6 (0.5)	
		Advanced Art 97-108 (1)	
1 credit	5.5 credits	1 credit	0 credits
Total credits			7.5

ICCE Policy for Learning Disabilities and Difficulties (LDD)

Early Warning System

ICCE has produced an 'Early Warning System'. If a student has LDD, the ICCE Board will determine whether an adjustment can be made to the programme of study to take account of the problem. Independent expert evidence will have to be produced to confirm the LDD. If necessary, the Board will employ an assessor to determine whether the student has an educational problem that warrants a course amendment.

Students who cannot achieve a Foundation Certificate will be issued with a Basic Certificate, where possible.

Materials

Apart from the usual PACEs, parents and schools should make use of Videophonics, ESL and other support materials. If the student's first language is French or Spanish, there is some curriculum available in those languages. If the student cannot write or erase normally, an alternative is to use a computer to record answers, which can then be checked, preferably by the student, but if need be, by the parent, supervisor or monitor.

Medical and Educational Tests

Parents should ensure that their children are checked by an audiologist and an optometrist, as well as for co- ordination.

The usual Diagnostic Tests must be administered and the ICCE Academic Projection Form used. The student should take the NFER CAT and RTBS 2 to get some picture of his or her ability level so that a decision can be made regarding which level the student should aim for.

The ICCE Vocational Certificate

The Vocational Certificate is a less academic version of the ICCE General level and is designed for those students who wish to follow more practical vocations.

The ICCE General Certificate - Academic

The ICCE General Certificate is designed for students with normal ability who expect to complete their education at age 16 or above. It should be noted that the ICCE programme is based on the completion of the level, not the age of the student. This certificate is comparable to Cambridge International 'O' Level (UK NARIC, 2011).

See the *ICCE Supplement Intermediate/Advanced Level* for further ICCE Certificates offered by the school.

Overarching Aims

SUBJECT	PAGE
Linguistic	
English Language	19
Mathematical	
Mathematics	24
Scientific	
Science	31
Human & Social	
History	35
Geography	39
Citizenship	42
Personal, Social, Health and Economics Education/ RSE	
Careers	35
Aesthetic & Creative	
Art and Design	36
Music	42
Technological	
ICT	46
Design and Technology	48
Physical	
Physical Education	51
Other	
Foreign Languages	54
Biblical Studies & R.E.	58
Other Electives	64

English Language and Grammar

Aims

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. It enables them to articulate themselves creatively and imaginatively and to communicate with others successfully through their chosen means of communication.

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
- Occasional assemblies
- Participation at the European Student Convention (ESC)
- Participation at the International Student Convention for students who qualify

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 neatly 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 neatly 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 Foundation and General Certificate

- To speak confidently in a range of circumstances, with different purposes, and varied audiences
- To learn to listen carefully and to understand what is being said so that they may respond suitably
- 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
- To have the ability to write neatly and accurately
- To know the rules of punctuation and spelling
- To know the rules of English grammar and sentence structure
- To be able to express their thoughts and ideas in written English, planning, drafting and editing their work as needed.
- To read a variety of Christian books and write answers to questions
- To complete essays on the books they read in Literature
- To write 1,000-word essays

Senior students 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 story telling).

Targets and Assessments to end of Year 11

Aims:

Each student should:

- have successfully completed PACEs in English and Basic Literature
School Level C to 1096 at 88%+
School Level B to 1108 at 92%+
School Level A to 1120 at 96%+
- have successfully completed PACEs in Word Building
School Level C to 1096 at 90%+
School Level B to 1108 at 92%+
School Level A to 1120 at 96%+

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

- be clearly spoken and able to speak engagingly and at length, taking part in monthly Oral Report and school productions
- produce half termly book reports
- 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 (800-1000 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
- have completed Typemaster I and II

School Level C should have completed Level 7 in Readmaster and Word Builder

School Level B should have completed Level 8 in Readmaster and Word Builder.

School Level A should have completed Level 9 in Word Builder and Level 9 in Readmaster

Achieved by Year 10:

Each student should have:

- successfully completed PACEs in English 1085 - 1096 at 80%+
- successfully completed PACEs in Basic Literature level 8 at 80%+
- successfully completed PACEs in Word Building 1085 - 1096 at 90%+
- taken part in daily choral Scripture lesson
- prepared and presented a monthly Oral Report
- taken part in school productions
- produced half termly book reports
- taken part in at least one written academic event and one platform event at ESC (some to do this at ISC)
- taken part in discussions
- taken part in extended writing sessions, able to write in various genres and at length (900 words); writing practice coursework, presenting this writing word-processed
- completed Level 8 in Word Builder and Level 9 in Readmaster
- completed Typemaster I
- taken part in English Literature lessons

Achieved by Year 11:

Each student should have:

- successfully completed PACEs in English 1097 - 1108 at 80%+
- successfully completed PACEs in Basic Literature level 9 at 80%+
- successfully completed PACEs in Word Building 1097-1108 at 90%+
- took part in daily choral Scripture lesson
- continued to read through the Senior Reading List
- read round in class
- prepared and presented a monthly Oral Report
- taken part in school productions
- produced half termly book reports

- taken part in at least one written academic event and one platform event at ESC (some to do this at ISC)
- taken part in discussions
- taken part in extended writing sessions, able to write in various genres and at length (1000 words)
- completed essay and report coursework for ICCE General Certificate, presenting this writing word-processed; the ability to write well is assessed in General Level coursework
- completed Level 9 in Word Builder and Level 10 in Readmaster
- completed Typemaster II
- taken part in English Literature lessons

Measured targets:

School Level C students should complete at least 60 Paces in the literacy core subjects (English, Literature and Word Building) a year

School Level B students should complete at least 66 PACEs in the literacy core subjects a year

School Level A students should complete at least 72 PACEs in the literacy core subjects a year

Every student should meet the targets set by his or her supervisor.

School Level C students should reach 1102 in each core literacy subject @ 88%+

School Level B students should reach 1108 in each core literacy subject @ 92%+ completing General Certificate requirement

School Level A students should reach 1120 in each core literacy subject @ 96% completing General Higher Certificate requirement.

All students should complete the required Levels in Word Builder and Readmaster

All students should have completed Typemaster I and II with at least 80% in each section

List of resources for Y10 and Y11

DVDs and TV
 Suitable literary texts and anthologies
 Dictionaries
 Thesaurus
 Computer and printer
 Paces in the core literacy subjects of 1073-1108
 Senior Reading List and books
 Typemaster I & II
 Score keys

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for English Grammar, Word Building and Literature, as well as extra activities where appropriate.

English, Word Building and Literature Level 8 are all requirements for the ICCE Foundation and Vocational Certificates.

English, Word Building and Literature Levels 8 and 9 are all requirements for the ICCE General Certificate.

Students may choose to complete either Typemaster or Mavis Beacon Typing as an elective towards the ICCE Foundation or General levels.

Typemaster or Mavis Beacon Typing is a requirement for the ICCE Vocational Certificate.

English, Word Building and Literature Level 9 may be used as options towards the ICCE Vocational Certificate: Level 2: Category 1 – Language and Literature

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

Mathematics

Objectives

Students will learn from the following though will not cover the entire content throughout the ICCE Foundation Certificate (see ACE scope and sequence for the PACE content):

Number

- Order positive and negative integers, decimals and fractions; use the symbols $=, \neq, <, >, \leq, \geq$
- Apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative
- Understand and use place value (eg when working with very large or very small numbers, and when calculating with decimals)
- See our financial literacy curriculum for details of knowledge and understanding of terms used in household finance
- Recognise and use relationships between operations, including inverse operations
- BIDMAS
- Use the concepts and vocabulary of prime numbers, factors, multiples, common factors, HCF, LCM, prime factorisation, including using product notation
- Apply systematic listing strategies including using lists, tables and diagrams
- Use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 including square numbers up to 15^2
- Students should know that $1000 = 10^3$ and 1 million $= 10^6$
- Calculate with roots, and with integer indices
- Calculate exactly with fractions; calculate exactly with multiples of π
- Calculate with and interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer
- Interpret calculator displays and know how to use a calculator
- Work interchangeably with terminating decimals and their corresponding fractions (such as 0.375 and $\frac{3}{8}$)
- Identify and work with fractions in ratio problems
- Interpret fractions and percentages as operators
- Use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate
- Know and use metric conversion factors for length, area, volume and capacity
- Estimate answers

- Check calculations using approximation and estimation, including answers obtained using technology
- Round numbers and measures to an appropriate degree of accuracy; use inequality notation to specify simple error intervals due to truncation or rounding

Algebra

- Use and interpret algebraic notation including: ab in place of $a \times b$, $3y$ in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a^2b in place of $a \times a \times b$, a/b in place of $a \div b$, coefficients written as fractions rather than decimals, brackets
- Substitute numerical values into formulae and expressions, including scientific formulae
- Understand and use the concepts and vocabulary of expressions, equations, formulae, inequalities, terms and factors
- Simplify and manipulate expressions by:
 - Collecting like terms
 - Multiplying a single term over a bracket
 - Taking out common factors
 - Simplifying expressions involving sums, products and powers, including the laws of indices
- Simplify and manipulate expressions (including those involving surds) by:
 - Expanding products of two binomials
 - Factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares
- Understand and use standard mathematical formulae
- Change the subject of formulae

Graphs

- Work with coordinates in all four quadrants
- Plot graphs of equations that correspond to straight-line graphs in the coordinate plane; use the formula $y = mx + c$ to identify parallel lines
- Identify and interpret gradients and intercepts of linear functions graphically and algebraically
- Recognise, sketch and interpret graphs of linear functions
- Plot and interpret graphs, and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration
- Solve linear equations

Sequences

- Generate terms of a sequence from either a term-to-term or a position-to-term rule (including from patterns and diagrams)

- Recognise and use sequences of triangular, square and cube numbers and simple arithmetic progressions
- Deduce expressions to calculate the n th term of linear sequences

Ratio, proportion and rates of change

- Change freely between related standard units (eg time, length, area, volume/capacity, mass) and compound units (eg speed, rates of pay, prices) in numerical contexts
- Use scale factors, scale diagrams and maps
- Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1
- Use ratio notation, including reduction to simplest form
- Divide a given quantity into two parts in a given part: part or part:whole ratio
- Express the division of a quantity into two parts as a ratio
- Apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations)
- Define percentage as 'number of parts per hundred'
- Interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively
- Express one quantity as a percentage of another
- Compare two quantities using percentages
- Work with percentages greater than 100%
- Solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest
- Solve problems involving direct and inverse proportion
- Use compound units such as speed, rates of pay, unit pricing

Geometry and measures

- Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotational symmetries
- Use the standard conventions for labelling and referring to the sides and angles of triangles
- Draw diagrams from written description
- Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle)
- Use these to construct given figures and solve loci problems
- Know that the perpendicular distance from a point to a line is the shortest distance to the line
- Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
- Understand and use alternate and corresponding angles on parallel lines

- Derive and use the sum of angles in a triangle (eg to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)
- Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus and triangles and other plane figures using appropriate language
- Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement
- Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference
- Solve geometric problems on coordinate axes
- Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres
- Interpret plans and elevations of 3D shapes

Mensuration and calculation

- Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money etc.)
- Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings
- Know and apply formulae to calculate: area of triangles, parallelograms, trapezia, volume of cuboids and other right prisms (including cylinders)
- Know the formulae: $C=2\pi r=\pi d$, $A=\pi r^2$, calculate perimeters of 2D shapes, including circles and areas of circles and composite shapes
- Know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$ and the trigonometric ratios, $\sin \theta = \text{opposite} \div \text{hypotenuse}$, $\cos \theta = \text{adjacent} \div \text{hypotenuse}$, $\tan \theta = \text{opposite} \div \text{adjacent}$; apply them to find angles and lengths in right-angled triangles in two dimensional figures

Probability

- Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees
- Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments
- Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 to 1 probability scale
- Apply the property that the probabilities of an exhaustive set of outcomes sum to 1
- Apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to 1
- Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size
- Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams

- Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities
- Calculate the probability of independent and dependent combined events, including tree diagrams and other representations, and know the underlying assumptions

Statistics

- Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling
- Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, and know their appropriate use
- Students should know and understand the terms: primary data, secondary data and continuous data
- Apply statistics to describe a population
- Use and interpret scatter graphs of bivariate data
- Recognise correlation

Students will learn from the following throughout the ICCE General Certificate, in addition to the above (see ACE scope and sequence for the PACE content) :

Number

- Estimate powers and roots of any given positive number
- Calculate with fractional indices
- Calculate exactly with surds and rationalise denominators
- Have some working knowledge of bounds and how this relates to the experiments that they do in science; in particular where calculators are used and answers given to an inappropriate number of decimal places

Algebra

- Simplify and manipulate algebraic expressions by:
 - Expanding products of two or more binomials
 - Factorising quadratic expressions of the form $ax^2 + bx + c$

Graphs

- Use the form $y=mx + c$ to identify perpendicular lines
- Deduce turning points by completing the square

- Recognise, sketch and interpret graphs including exponential functions $y=k^x$ for positive values of k , and the trigonometric functions (with arguments in degrees) $y=\sin x$, $y=\cos x$ and $y=\tan x$ for angles of any size
- Sketch translations and reflections of a given function including exponential graphs
- Calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts

Ratio, proportion and rates of change

- Construct and interpret equations that describe direct and inverse proportion
- Interpret the gradient at a point on a curve as the instantaneous rate of change

Mensuration and calculation

- Apply the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures

Probability

- Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams
- Construct and interpret diagrams for grouped discrete data and continuous data, ie histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use
 - Including box plots, quartiles and inter-quartile range

Students will learn the following throughout the Business Maths I programme of study, if they choose this elective:

- To review addition, subtraction, multiplication and division of whole numbers: fractions, decimals and percents; and applies math skills to various practical situations, in the home and business world

Targets and Assessments to end of Year 11

School Level C students should have successfully completed PACE 1102 with average score of 88%+. Those choosing the vocational route are able to choose a different mathematics course for ACE Level 9 (average Y11).

School Level B students should have successfully completed PACE 1108 with average score of 92%+; that is, completed General Level

School Level A students should have successfully completed PACE 1120 with average score of 96%+; that is, completed both General and General Higher Level. They will thus have successfully completed the ACE scope and sequence to the equivalent level.

Additionally

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 (syllabus available on request) per year.

Measured Targets:

60-72 PACEs completed per year in Maths according to ability, with the scores attained for each Level as above

Resources for Years 10 – 11:

PACEs 1085-1120

Score keys

Geometry kits including protractors, rulers, mirrors, compasses, calculators

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Maths as well as extra support/tuition where needed.

Mathematics Level 8 is a requirement for the ICCE Foundation and Vocational Certificates.

Mathematics Level 8 and Level 9 are requirements for the ICCE General Certificate.

Mathematics Level 9 may be used as an option towards the ICCE Vocational Certificate: Level 2: Category 2 – Maths and Science

Additional assessment/coursework:

- Annual GL Assessments CAT4 online tests

Science

Aims

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 Earth Science and Biology, Geology, Botany, Physics, Ecology, Human Biology and Astronomy 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. Purposeful practical activities will serve to inspire students to want to investigate and make sense of the material world; they will investigate, observe and test out ideas and thinking.

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 biological, chemical, physical and technological world.

Students are taught to appreciate the achievements of scientists and their research such as Sir Isaac Newton, Michael Faraday, Louis Pasteur and Joseph Lister.

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.

Areas covered will broadly cover the following three areas:

1. Life Processes and Living Things
2. Materials and their Properties
3. Physical Properties

Topics will be applied as appropriate for the age group being taught.

When they reach their ICCE level they will complete projects whereby they need to collect evidence by making observations and measurements when trying to answer a

question, and to voice their ideas; and to realise that it is important to test ideas using evidence from observation and measurement.

The students will be taught investigative skills:

- Planning: to ask questions and decide how they might be answered; to use first-hand experience and simple information sources to answer questions; to think about what might happen before deciding what to do.
- Obtaining and presenting evidence: to follow instructions to control risks; to explore using sight, smell, touch, taste and sound as appropriate; to make and record observations and measurements; to communicate what happened; to use a wide range of methods to communicate data, including diagrams, drawings, charts, graphs etc.
- Evaluating evidence: to make comparisons and identify patterns; to compare what happened with what they expected and explain it; to review their work.

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.

The students will be taught to recognise hazards and assess risks.

Students will learn the following throughout the ICCE Foundation Certificate:

- Explore the wonders, resources, and cycles of God's Creation.
- Search proofs of Creation and the Flood.
- Study astronomy—the stars, familiar and unusual, their purpose and message, and planets of the solar system.
- Learn about the structure and measurable qualities of Earth's atmosphere, climates, weather factors and forecasting, and the hydrosphere.
- Look at the foundations of the world—Earth's layers, topography and mapping of the world, soil formation and conservation, and weathering and erosion.
- Discover Earth's buried treasures—understanding, classifying, using, and appreciating our mineral resources

Students will learn the following throughout the ICCE General Certificate:

- Study the structure and function of man's skin, skeleton, and muscles; the central nervous system; blood and circulation; nutrition and growth.
- Learn about fish, amphibians, reptiles, and invertebrates.
- Examine mammals—their characteristics, migration, and hibernation
- Study groups and body structure of birds
- Study characteristics and classification of plants.

- Learn the system of scientific classification.

From ACE Level 9 onwards students correctly complete Lab Reports related to accompanying practical science demonstrations using a DVD.

Students will carry out a Scientific Project for their ICCE General Certificate.

Students may choose from the following topics:

- Investigation into the distribution in foodstuffs and health benefits of Vitamin C
- Investigation into the effect of thermal insulation on heat loss
- Investigation into the effectiveness and benefits of shampoo
- Investigation into the importance of gravity
- Investigation into the biodiversity, distribution and quantification of plants in a given location
- Investigation into the chemistry of dietary fats
- Investigation into the feeding behaviour of wild birds

Students may also choose to submit a Science Exhibit for ESC and if this gains 80%+ (not mastery learning score) become eligible for submitting this, with a portfolio for an ICCE Elective credit.

Targets and Assessments to end of Year 11

To continue to raise the children's eyes up (and down) to the whole of Creation, developing a sense of the greatness and majesty of the Creator and the importance of being in right relationship to Him and of serving his creation with care and thoughtfulness.

To explore 'Earth Science' and Biology, and if at *School Level A*, Physical Science
To give opportunities to observe the natural world at first hand and through books, DVDs and other sources

To engender a sense of the excitement and possibilities of science

To continue to prepare the students with a good science grounding for whatever they choose to do, whilst at the same time enabling them to fix their eyes on the Creator and discover more about Him through exploring His Creation.

To prepare students well for the required science project at ICCE General and General Higher, giving them good observation, measurement, recording and reporting skills;

To provide for students so that they can achieve well at the required science project for ICCE General and General Higher

To demonstrate lab work to them using DVDs which go alongside the PACEs

To require a successful written report on lab work

To have some students prepare good science projects for ESC

To have some of them achieve an ICCE elective credit through an exhibit which scores above 80% and its' portfolio

To have some of them placed at ISC

To have the students achieve the knowledge and skills appropriate for CIE O Level.

Measured targets:

School Level C: Successfully completing PACEs 1085-1102 at 88%

School Level B: Successfully completing PACEs 1090-1108 at 92%, achieving the science requirement, including all required DVD labs and lab reports and completing the science coursework requirement for ICCE General Cert.

School Level A: Successfully completing PACEs 1109-1120 at 96%, achieving the science requirement, including all required DVD labs and successful lab reports, and completing the science coursework requirement for ICCE General Higher Cert.

Resources:

PACES 1061 to 1120 in Science

Score keys for the above

Lab DVDs and reports for 1097 and above

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, with an emphasis on practical work, some of these subjects in more depth in extra lesson times as practical science.

Science Level 8 (Earth Science) is a requirement for the ICCE Foundation and Vocational Certificates.

Science Level 8 (Earth Science) and Level 9 (Biology) are requirements for the ICCE General Certificate.

Students may choose to complete a Convention Science Exhibit as an elective towards the Foundational, Vocational (Second Level, Category 2 – Maths and Science), or General Certificate.

A Science Project to General Level may be used as an option towards the ICCE Vocational Certificate: Level 2: Category 2 – Maths and Science

Science Level 9 (Biology) may be used as an option towards the ICCE Vocational Certificate: Level 2: Category 2 – Maths and Science

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.

British & European History

- The interpretation of history
- Life in the Eighteenth Century
- The Industrial Revolution
- The Agrarian Revolution
- The main events between 1700 and 1750
- William Pitt the Elder
- The loss of the American Colonies
- William Pitt the Younger
- William Wilberforce and the abolition of the slave trade
- The Napoleonic War and its results
- The Wesleyan Revival and its influence
- The life of John Newton
- The Evangelicals and social reform in the early 19th century
- The influence of Darby and the Brethren on the Evangelical Movement
- The ministries of Melbourne and Peel
- The Corn Laws and free trade
- Whig and Conservative foreign policy 1830-1846
- The situation in Ireland up to 1846

- Palmerston and the Crimean War
- Palmerston and Russell
- Gladstone and Disraeli
- The British Empire 1850-1910
 - India
 - Canada
 - Australia
 - New Zealand
 - Africa
- Four Great 19th Century Christians
 - C. H. Spurgeon
 - C. T. Studd
 - David Livingstone
 - Hudson Taylor
- British Politics 1895-1906
- The Great Liberal Reforms
- Ireland 1906-1914
- The European Crisis
- The Great War 1914-1918
- The peace treaties after World War I
- The History of Israel 1900-1950
- The gathering storm
- The first stages of World War II
- The turning of the tide
- The aftermath of World War I
- The last 50 years of the 20th century
- The life and work of Dr. Billy Graham
- The European Union

World History

- Creation and the earliest recorded history of Mesopotamia and Egypt
- The Old Testament nations of Israel, Persia, the Hittites, Phoenicia, and the Philistines
- Ancient Greece, Alexander the Great, and the Roman Republic
- The Roman Empire in New Testament times
- The early Middle Ages: barbarian invasions, Byzantium, Islam, India and China
- The later Middle Ages: feudalism, the rise of towns and nation-states, and the Crusades
- The Renaissance and the Reformation: Michelangelo, Leonardo da Vinci, Luther and Calvin
- The discovery and exploration of the New World
- The age of autocracy and revolution: the English, French, and American revolutions, and Europe in the Napoleonic era
- The history Europe between 1850 and 1950
- Recent events in world history

Students may choose to complete the following elective for their ICCE certificate:

Missions

- Be introduced to worldwide missions.
- Gain an appreciation of what has helped shape the path of mission work.
- Read *Peril by Choice* by James Hefley, the story of John and Elaine Beekman, missionaries to Mexico and Guatemala.
- Read *Peace Child* by Don Richardson, the story of Don and Carol Richardson, missionaries to what is now Irian Jaya.
- Read *Beyond the Next Mountain* by Mawii Pudaite, the story of Rochunga Pudaite, native of India, who translated the Bible into the Hmar language.
- Read *C.T. Studd* by Norman Grubb, the story of C.T. Studd, missionary to China, India, and Africa.
- Read *The Triumph of John and Betty Stam* by Geraldine Taylor, the story of John and Betty Stam, missionaries to China.
- Read *Give Up Your Small Ambitions* by Michael Griffiths, a book that assumes that we have given up our “small ambitions” and are pressing toward the mark of the great ambition—the “high calling of God in Christ Jesus.”
- Read *Flagellant on Horseback* by Richard Ellsworth Day, the story of David Brainerd, missionary to United States Indians in early colonial days.

Students will write a 1000-word Social Studies essay towards their ICCE General Certificate. They may choose from the following titles:

Account for the spread of Islam from its beginnings to c.660 AD.

Outline the main events of, and explain the reasons for, the first three Crusades.

Explain why Martin Luther became disillusioned with the Church of Rome.

Explain why civil war broke out in England in 1642

In 1919 Germany was forced to take the blame for causing the First World War. Was Germany alone responsible for the outbreak of war in 1914?

Students may also choose to submit a social studies exhibit for ESC and if this gains 80%+ (not mastery learning score) become eligible for submitting this, with a portfolio for an ICCE Elective credit.

Targets and Assessments to end of Year 11

Aims:

As for Lower Seniors in most instances but

- ACE Level 8 British and European History, from 1st century BC to 20th century, covers this period in detail

Measured targets:

Students should complete Social Studies PACEs with the following grades:

School Level C should complete to 1102 with 88%

School Level B should complete to 1108 with 92%, completing Social Studies for the General Certificate

School Level A should complete to 1120 with 96%, completing Social Studies for the General Higher Certificate

List of Resources:

Social Studies PACEs 1085 to 1120

Score keys

Computer and printer

DVDs and TV for relevant sections

Art galleries and museums

Historic sites

Art and craft resources

Many additional history books providing all types of detailed information and overviews

MacMillan's and other Encyclopaedias

Time magazine (current)

National Geographic magazines (historic)

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs as well as extra activities where appropriate along with occasional field trips.

Students may choose to complete either British & European History or World History (or World Geography) for the ICCE Foundation or Vocational Certificates, and may study the other option as an elective towards their certificate:

Students may choose to complete either British & European History or World History for the ICCE General Certificate, and may study the other option as an elective towards their certificate:

Students may choose to complete Missions as an elective towards the Foundational, Vocational, or General Certificate.

Students may choose to complete American History Level 8 as an elective towards the Foundational, Vocational, or General Certificate.

Students may choose to complete an approved national history course as an elective towards the Foundational or General Certificate.

Students may choose to complete a Convention Social Studies Exhibit as an elective towards the Foundational, Vocational (Second Level, Category 3 – Humanities), or General Certificate.

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. In particular, beginning in September 2020, we have had an emphasis on learning about the cultures of the students within the school as we have students from a broad range of backgrounds.

For the students to develop:

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

Objectives

In studying World 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 about the following:

World Geography

- plate tectonics
- seasons and climates
- maps
- the topography of Earth
- the hydrosphere
- the lithosphere
- Earth's resources
- Africa
- Canada
- USA
- Latin America
- The Arctic
- Greenland
- Iceland
- Antarctica
- Western Europe
- Eastern Europe
- Northern Asia

- Eastern Asia
- Southern Asia
- Southeast Asia
- The South Pacific
- Australia
- The Middle East

Students may also choose to submit a social studies exhibit for ESC and if this gains 80%+ (not mastery learning score) become eligible for submitting this, with a portfolio for an ICCE Elective credit.

Targets and Assessments to end of Year 11

Aims:

As for Lower Seniors in most instances but

- ACE Level 9 World Geography covers this subject in detail

Measured targets:

Students should complete Social Studies PACEs with the following grades:

School Level C should complete to 1102 with 88%

School Level B should complete to 1108 with 92%, completing Social Studies for the General Certificate

School Level A should complete to 1120 with 96%, completing Social Studies for the General Higher Certificate

Resources

Social Studies PACEs 1085 to 1120

Score keys

Maps and globes

Computer and printer

DVDs and TV for relevant sections

Art galleries and museums

Historic sites

Art and craft resources

MacMillan's and other Encyclopedias

Strategy

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

Students may choose to complete World Geography, (or British & European History or World History) for the ICCE Foundation or Vocational Certificates, and may study the other option as an elective towards their certificate:

World Geography is a requirement for the ICCE General Certificate.

Students may choose to complete an approved national geography course as an elective towards the Foundational or General Certificate.

Students may choose to complete a Convention Social Studies Exhibit as an elective towards the Foundational, Vocational (Second Level, Category 3 – Humanities), or General Certificate.

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*.

Teaching should build on what students have been taught in the lower senior years in order to deepen students' understanding of democracy, government and the rights and responsibilities of citizens. Students should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

Students will be taught about:

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.

- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems.
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.
- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

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

PSHE/RSE

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 PSHE 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

ICCE Credits

Students may earn credits towards their certificates through completing the following PACEs:

Vocational Certificate: Level 2: Category 2 - Maths and Science

Health (Half credit)

Nutritional Science (Half credit)

Foundation/General Certificate:

Health (Half credit)

Nutritional Science (Half credit)

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 of classroom and extra-curricular 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.

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

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>

In addition we aim to get external speakers in termly and also require students to participate in work-related learning (including at least one weeks’ work experience in Y11). Time is spent in preparation for this during lessons.

Careers advice is part of the school’s Personal Development programme and will include impartial help and advice from outside sources such as Calderdale and Kirklees Careers

[C&K Careers Online - Careers Information, Advice and Guidance for Kirklees and Calderdale - C&K Careers Online \(ckcareersonline.org.uk\)](#)

and also attending Careers Fairs – virtually when face to face not possible.

Work experience preparation and follow-up take place in the careers programme and other appropriate parts of the curriculum.

Art & Design

Aims

To enable students to develop skills and competencies in various media, including painting, drawing and making in 2D and 3D.

To give students an appreciation for art, and provide engaging art lessons that help teach the basic concepts of art design.

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 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

For the students to know the principles of colours in art design, express their feelings and personality with art, know how perspective is used in artwork, learn how to do figure drawing, look at sculpture methods and forms, learn how to draw cartoons and comics, create print drawing and stenciling, learn calligraphy, and recognise different art movements and forms

Objectives

Students will be given the opportunity to take Basic Art as an elective towards their ICCE Certificate completing the following:

- Reproducing a number of illustrations in the course using pencil, charcoal, pen and ink, water colour, tempera, and sample the art of lettering.
- Painting a colour wheel, identifying warm and cool colours 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.
- Understanding how to make a flannel board, create flannel-graph backgrounds and story materials, and make posters.

Students will be given the opportunity to take Advanced Art as an elective towards their ICCE Certificate, studying the following:

- An introduction to the tools of art: the pencil, pen and ink, and paints.
- Learning the principles of design: symbols, rhythm, shapes, and awareness.
- Investigating the hue, value, intensity, and proportion of colour, and paints in colour.
- Designing clothing, draperies, still figures, and figures in motion.
- Learning about observation, point of view, perspectives, and light and shade.
- Examining chalk talks (materials, setup, and tools for success) and generating a program.
- Discovering lettering, layouts, spacing, and other techniques designed to help the student integrate the learned material.

Students will be given the opportunity to take Complete Art (AO) as an elective towards their ICCE Certificate, studying the following:

- Concepts in design
- Principles of colour
- Design personality
- Perspective
- Figure drawing
- Sculpture
- Comics
- Printmaking
- Calligraphy
- Art appreciation

ESC Entries

Only one entry per ICCE certificate level is allowed.

European Student Convention Art or Design Entry:

Students may earn a credit using a European Student Convention Art or Design Entry. These may be entered for any ICCE Certificate; however, the standard of entry **must** correspond to the level of the certificate. For these categories a portfolio must be submitted which will count for 50% of the marks.

- Convention Art entry (all categories)
- Convention Photography entry (three entries are required)

ESC Attendance and Participation Credit

Students may use their Art and Design entry towards an Attendance and Participation credit, providing they achieve a minimum of 70% overall average. Five must be individual events, one team event is allowed.

For a full credit the student must enter and achieve the requirements below in six separate events, including at least four of the following categories:

- Music – all categories up to Quartet
- Platform – all categories except team events
- Academics – General, Creative Composition
- Christian Service - all categories plus 1st or 2nd place Golden Lamp entry (UK)
- **Art & Design – any section**

Two entries in any of the above categories may be made.

These do **not** need a portfolio.

These entries can include any of the following (See also ***Design & Technology***):

- Convention Art entry
 - Oil
 - Watercolour
 - Acrylics
 - Sketching
 - Coloured Pencils
 - Pen and Ink
 - Pastels
- Scrapbooking
- Photography
 - Black & White:
 - Scenic
 - Still Life
 - Plants and Animals
 - Special Effects
 - Character Trait
 - Character Portrait
 - Photo Journalism
 - Colour:
 - Scenic
 - Still Life
 - Plants and Animals
 - Special Effects
 - Character Trait
 - Character Portrait
 - Photo Journalism
 - Computer Photo Enhancement

Targets and Assessments to end of Year 11

To enable students to develop skills and competencies in various media, including painting, drawing and making in 2D and 3D, and in photography

- 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 increasing 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 and in photography
- To respond and compose with increased thoughtfulness
- And
- To become familiar with and to 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 understand Renaissance art
- To develop an appreciation of baroque art as in e.g. Italian painters such as Titian with its gradual separation from the church and the freer flowing more sensual forms and use of colour, less restraint.
- To develop an appreciation of domestic Dutch bourgeois art
- To begin to take deliberately composed photographs
- And
- To develop skills of using IT to adapt photography
- To submit good work to ESC in at least one of: drawing, painting, photography or in clay or wood
- For some students to earn elective credit through art and design entry at ESC and its portfolio

For students who are interested to complete Basic Art 1085-1096

Achieved by:

- Weekly Art lesson using Art PACEs 1085-96
- Visiting art galleries
- Examining art books
- Preparing and submitting art and design work in a range media to ESC/ISC
- Following ESC guidelines for all subjects chosen

Measured targets:

- To earn good judgments and places at ESC
- For some students with artistic skills to achieve ICCE elective credit with their art entry and its portfolio
- For those completing Basic Art PACEs Basic Art PACEs 1073 – 1084 and/or Advanced Art PACEs 1097 – 1108 to complete these successfully with 80%+ scores to achieve an ICCE elective credit

Resources

Very large, including 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

Pencils, rubbers

Paper of various types, card, paper plates

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
Water colour paper
Camera
Scrapbooking materials
Further resources brought in as necessary
Local art galleries
Basic Art PACEs 1073 – 1084
Advanced Art PACEs 1097 – 1108
Equipment for the above PACEs (see Art Schemes of Work)

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Art PACEs, and (if chosen by the student) the Alpha Omega Art curriculum as laid out in the Schemes of Work for Lifepac Curriculum and the criteria set out in the ESC guidelines; as well as extra activities where appropriate.

Students may use the Basic Art elective towards the following ICCE certificates:

- The Foundation Certificate

Students may use the Advanced Art elective towards the following ICCE certificates:

- The Foundation Certificate
- The Vocational Certificate: Level 2: Category 4 - Service and Practical Skills
- The General Certificate

Students may use the Complete Art elective towards the following ICCE certificates:

- The Foundation Certificate
- The Vocational Certificate: Level 2: Category 4 - Service and Practical Skills
- The General Certificate

Students may choose to complete one of the following Convention Art or Design Entries (with portfolios where required*) as an elective towards the ICCE Vocational Certificate: Level 2: Category 4 – Service and Practical Skills:

- Convention Attendance and Participation
- Convention Art Entry*
- Convention Design Entry*
- Convention Photography Entry*

Students may choose to complete a Convention Art or Design Entry (see list above) as an elective towards the ICCE Foundational or General Certificate

Music

Objectives

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

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

To help students 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 help them gain appreciation of great music and musicians.

To help them remember as they learn.

Aims

Learning traditional and new hymns and spiritual songs, singing daily in assembly and joining in whole school percussion in assembly weekly

Listening to music and learning what the pieces are called and who wrote them.

Alternate weekly band practice in which they sing and use instruments to worship and minister.

Music lessons in which they learn new hymns, spiritual songs, traditional and folk songs, make music and learn from music Learn from Theory 3 book and learn about famous pieces of music and musicians.

Some to pursue individual music lessons in piano, guitar, drums, keyboard etc.

Some children may play more than one instrument.

Most of these children to pursue grades outside school; of those, all to achieve Grade 4 and some Grade 6 performance and Grade 5 theory (Grade 5 theory and performance is the same as O Level Music)

School Worship band to participate in ESC

Individual and group vocal and instrumentals at ESC and possible ISC

Students will be given the opportunity to take Music PACE as an elective towards their ICCE Certificate, studying the following:

- Identify various types of instruments—string, woodwind, brass, percussion, and keyboard instruments.
- Learn how to read music.
- Learn how to select and purchase an instrument.
- Appreciate the background of great hymns and hymn writers.
- Gain knowledge of music notation including staff, clefs, intervals, scales, triads, and tetra chords.
- Learn the properties of tone (sounds, pitch, duration, intensity, and quality).

- Develop song-leading skills.
- Recognise recorded music from select composers.

They will also perform music and songs within assemblies and banquets.

ESC Entries

Only one entry per ICCE certificate level is allowed.

ESC Attendance and Participation Credit

Students may use their Music entry towards an Attendance and Participation credit, providing they achieve a minimum of 70% overall average. Five must be individual events, one team event is allowed.

For a full credit the student must enter and achieve the requirements below in six separate events, including at least four of the following categories:

- **Music – all categories up to Quartet**
- Platform – all categories except team events
- Academics – General, Creative Composition
- Christian Service - all categories plus 1st or 2nd place Golden Lamp entry (UK)
- Art & Design – any section

Two entries in any of the above categories may be made.

These do ***not*** need a portfolio.

These entries can include entries in Vocal and Instrumental up to and including Quartet.

Measured Targets

Assessed after half termly lessons through the Music Checklist:

Can sing in tune; can sing with others; can sing rounds; some can sing solos or duets

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 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 music to play one instrument fluently

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 piece of information on each of the following classical composers: Mozart, Haydn, Handel, Bach, Beethoven, Schubert, Brahms, Tchaikovsky, Debussy,

Rachmaninov, Mahler, John Williams, John Rutter, and Aaron Copland

Can recognize at least one piece of music by 6 of these composers

School Level B and A

Of those taking Music PACEs 1-6, all to complete successfully with 80%+

To complete Theory Book 3 by those taking Graded exams.
Of those taking Grade exams, who have been playing since 7, all to pass Grade 4 and some Grade 6 with Grade 5 Theory
Of those passing Grade exams, some to achieve Merit and some Distinction
Of those entering Music pieces for ESC, half to be placed
Of those, some to attend ISC
Of those, some to be placed

Resources

CD player and CDs
Piano
Keyboard
Music stands
Full percussion sets
Drum kit
Hand drums, tambourines and additional percussion instruments
Guitar
Sheet music and books of songs
Violin
Descant recorders and other recorders
Music Theory Book 3
Manuscript books printed with staves

Strategy

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Music PACEs and (if chosen by the student) and the criteria set out in the ESC guidelines; as well as extra activities where appropriate.

Students may use the Music elective towards the following ICCE certificates:

- The Foundation Certificate
- The Vocational Certificate: Level 2: Category 4 - Service and Practical Skills
- The General Certificate

Students may choose to complete a Convention Attendance and Participation as an elective towards the following ICCE certificates:

- The Foundation Certificate
- The Vocational Certificate: Level 2: Category 4 - Service and Practical Skills
- The General Certificate

Students may earn credits towards their certificates through completing the following:

Vocational Certificate: Level 2: Category 4 – Service and Practical Skills

Music Practical, Grade 4 and above (full)

Music Theory, Grade 4 and above (full)

Foundation/General Certificate:

Music Theory or Performance - Grade 5 and above

European Student Convention Single Entry (solo or group, voice or instrumental)

ICT

Objectives

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

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

We will cover this subject as part of our supplementary 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.

Aims

For our students:

- to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- To be responsible, competent, confident and creative users of information and communication technology.

ICT is a requirement for the International Certificate of Christian Education. All students will undertake a course in ICT to gain their certificate.

- Students will undertake the CompuScholar Digital Savvy course for a credit.

Students may choose to submit a Scripture video, Website or PowerPoint to ESC.

Targets and Assessments to end of Year 11

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

They should complete one of the approved courses as detailed in the 'Strategy'
Students may go further for further certificates.

Measured targets:

Readmaster, Word Builder and Mathbuilder to PACE level

Completion of one of the approved courses as detailed in the 'Strategy'

Resources:

- Computer, printer and internet
- Software: Readmaster, Word Builder, Mathbuilder
- Access to CompuScholar Digital Savvy course

Strategy

We will use the ACE Mathbuilder, Word Builder and Readmaster to the required levels, and the criteria set out in the ESC guidelines; as well as extra activities where appropriate.

We will use the CompuScholar Digital Savvy course

Students may choose to complete an Information Technology course from the approved list as an elective towards the following certificates:

- Foundation Certificate
- Vocational Certificate: Level 2: Category 4 – Service and Practical Skills

Design & Technology

Aims

We desire for the students to have the opportunity to express thoughts, feelings and ideas through the media of Design and Technology. Ideas for work will often flow out of other topics as well.

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

Objectives

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 design and technology 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 design and technology has shaped our history and contributed to our nation's culture, creativity and wealth.

ICCE Credits

European Student Convention Art or Design Entry:

Students may earn a credit using a European Student Convention Art or Design Entry. These may be entered for any ICCE Certificate; however, the standard of entry **must** correspond to the level of the certificate. For these categories a portfolio must be submitted which will count for 50% of the marks.

- Convention Design and Technology entry (either Woodwork, Clay Sculpture, Metalwork or Textiles)

ESC Attendance and Participation Credit

Students may use their Art and Design entry towards an Attendance and Participation credit, providing they achieve a minimum of 70% overall average. Five must be individual events, one team event is allowed.

For a full credit the student must enter and achieve the requirements below in six separate events, including at least four of the following categories:

- Music – all categories up to Quartet
- Platform – all categories except team events
- Academics – General, Creative Composition
- Christian Service - all categories plus 1st or 2nd place Golden Lamp entry (UK)
- **Art & Design – any section**

Two entries in any of the above categories may be made.

These do **not** need a portfolio.

These entries can include any of the following (See also **Art & Design**):

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

Targets and Assessments to end of Year 11

To increase student's confidence and skills in using a wider range of materials, including clay and woodwork, according to choice and a wider range of tools and techniques, using the six areas of DT, including

- Food technology
- Textiles
- Creating structures using hard and soft materials, including Lego, paper, card, wood, balsa wood, plastic to design, with experimentation, create flow charts and report back

Measured targets:

A tick list to demonstrate that student has developed the required skills in all six areas, including textiles at the appropriate level for their age:

- Follows directions to make an article in sewing
- Follows a pattern to embroider using 3 or 4 different stitches
- Follows a pattern to knit an article, using at least 2 different stitches
- Uses a pattern stitch to create an article in crochet
- Follows a recipe to create food in food technology with creativity
- Designs, experiments with and produces various structures to meet a specific need/space/budget, creating appropriate flowcharts with hard and soft materials, paper and card, balsa wood, plastic, wood, clay.

All students to achieve basic skills in all 6 areas (e.g. all can knit plain and purl), but choosing at least 2 areas to achieve intermediate skills (can follow a pattern to make an article)

Producing at least one object to meet a need, such as design and build a kitchen within a certain space and budget, using flat packs but using wood skills to assemble strong structures

Follows ESC guidelines for all subjects chosen

Achieves an award at ESC in this area

Resources (Depending on the subject chosen)

Knitting needles, patterns and wool

Crochet, patterns and wool (learn two or three pattern stitches to make small article)

Sewing notions, material, sewing machine, scissors, books

Sewing machine

Embroidery fabric, patterns, stretchers, frames, thread, books

Clay, clay tools, books

Wood and simple woodworking tools – hammer, chisel, drill, electric saw, screwdriver, fret saw,

Screws, wood glue, nails

Paper, card, balsa wood (for practice models)

Strategy

We will use the criteria set out in the ESC guidelines, as well as extra activities where appropriate.

Students may choose to complete one of the following Convention Art or Design Entries (with portfolios where required*) as an elective towards the ICCE Vocational Certificate: Level 2, Category 4 – Service and Practical Skills:

- Convention Attendance and Participation
- Convention Woodwork Entry*
- Convention Clay Sculpture Entry*

Students may choose to complete a Convention Art or Design Entry (see list above) as an elective towards the ICCE Foundational or General Certificate

Physical Education

Objectives

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.

Aims

Students will:

- Acquire and develop competence and confidence in a range physical skills
- Be involved in physical activities that increase their stamina
- Join in team games and competitive activities
- Lead healthy, active lives
- Continue to develop skills in various sports and to be challenged physically to make them strong, healthy and flexible
- Take part successfully in football, cricket, hockey, volleyball, rounders, tennis, table tennis, badminton, basketball, circuit training and running, shot put and long jump.
- Know how to warm up and cool down safely
- Know the rules and can score, referee and umpire
- Have opportunities to practice and compete
- Have opportunities to compete at annual school sports day, at ESC (July) and ISC (May)

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

Areas of activity will include:

- Careful warm up and cool down
- Option for a weekly table tennis and badminton practice- convention lesson
- Option for personal daily practice in physical fitness
- Option for soccer kick practice in lessons.
- Participation in team games including:
 - Football
 - Basketball
 - Netball
 - Volleyball
 - Cricket
 - Rounders
 - Hockey

- Basketball
- Taking part in outdoor activities, individually and as a team including:
 - Tennis
 - Badminton
 - Table Tennis
 - Swimming
 - Archery
 - Canoeing
- Physical fitness option
- Swimming option
- Track and field including:
 - High Jump
 - Long jump
 - Shot put
 - Discus
 - Running practice around school 1x week, in the park 1 x a week; option to run daily (weather permitting)
 - 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 half of those placed at ESC.

Targets and Assessments to end of Year 11

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

- Table tennis
- Badminton
- Soccer Kick
- Running (individually appropriate 100 m – 1 mile)
- Long jump
- Shot put
- Swimming
- Physical fitness
- Tennis Singles

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

- Football
- Volleyball
- Cricket
- Tennis Doubles
- Basketball

Measured Targets:

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

More than half of those to be placed in their event

Half of those who are placed and qualify for ISC to enter sports there
Half of these students to be placed in at least one entry
Some students to be able to coach the younger ones
Good sporting behaviour kept throughout

Resources

Table tennis table, bats and balls
Badminton net rackets and shuttlecocks
Athletics facilities with running track, long jump etc.
Shot
Discus
Footballs and goal
Hockey sticks and puck
Rounders bats, cones
Cricket bats, wickets
Tennis balls (students to supply own rackets)
Local tennis courts
Basketballs

Strategy

We will cover this subject as part of our supplementary 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

Students may choose to complete four sports alongside the Health PACEs as an elective (full credit) towards the following ICCE certificates:

- Foundation Certificate
- Vocational Certificate: Level 2: Category 4 – Service and Practical Skills:
- General Certificate

Students may choose to complete the following towards the following ICCE Vocational Certificate: Level 2, Category 4 – Service and Practical Skills:

- Ballet Grade 4 and above (Full)
- Swimming (Half)
- Lifesaving (Half)

Students may use their ESC sports entries towards an Attendance and Participation Credit, providing they abide by the following:

- Two individual sport events are allowed but not required (no team sport events).
- The student must gain a medal in Sport and elimination events if these are included in the six. All components of this credit must be gained at one Convention.

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.

Objectives:

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.

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

Aims

To provide various types of language tuition according to attainment:

German:

To enable students to learn German to at least Year 11
To enable those students to gain credit for ICCE

To enable suitable students to take GCSE if they wish

French and other languages:

To enable students who wish to learn French or other languages to do so using Rosetta Stone

Every student taking General Certificate may pursue a language to this level. Usually this language is German, but can be French, Spanish, or other.

Students will be given the opportunity to study a Foreign Language using one of the following methods should they choose to do so:

- French I (1097 – 1108) – ACE Audio and PACE course
- Spanish (1 -12) – ACE Video and PACE course
- Rosetta Stone Language Course Version 2 Level 1
- Rosetta Stone Language Course Version 3 Levels 1 & 2

Other opportunities may be given as follows:

- Weekly oral lesson for those on Rosetta Stone

Targets and Assessments to end of Year 11

Each student finishing the General Certificate with the aptitude should have learnt a language to a level at which at least one elective credit is possible.

French:

Year 10:

To complete the first year of French GCSE (for those students going on to pursue French at university)

To complete the first half of the Rosetta Stone French course if taking that option.

Year 11:

Students taking French GCSE to have gained a grade of C and above

Students working on Rosetta Stone to have completed this with scores of 80%+

Students may take additional languages with Rosetta Stone, supported by PACEs (Spanish) or an appropriate teacher.

Measured targets

Rosetta Stone has integral measurement; Level 1 must be completed with scores of 80%+ for General Certificate credit.

Higher levels of Rosetta Stone also have integral measurement; Levels 2 and above require scores of 80%+ to pass and may be used for additional Credit at General Higher and above

French:

School Level C: To complete Rosetta Stone, Level 1, Version 2, with scores of 80%+; some students may not study French for ICCE credit.

School Level B:

All students to have completed Rosetta Stone with scores of 90%+

School Level A:

To have completed Rosetta Stone with scores of 92%+ with the option of progressing further, GCSE French with Grade B+

GCSEs:

School Level B students should successfully complete at least the short course of French at Grade B and some should complete the full course in French and/or Latin at least at Grade C

School Level A students should successfully complete GCSE in French and/or Latin with at least Grade B

School Level A at least the full course at Grade B

Those students wishing to pursue French or German to A Level and beyond should pursue a Languages Bias course and use AQA Generic A Level and achieve at least a Grade C (School Level B) and B (School Level A)

School Level A students who wish to pursue the NT Greek course Levels I and/or II should complete these with at least 90%

Resources

Rosetta Stone courses in various languages and levels, including German

Optional ACE Spanish and French DVDs and PACEs

Computer, printer and internet

Language dictionaries and grammars

Skoldo (French) Books 1, 2, 3

Tricolore textbooks and materials

Abeka French I and II

French speaking teacher

Strategy

Students may choose to complete ACE French PACEs as an elective (full credit) towards the following ICCE certificates:

- Foundation Certificate
- Vocational Certificate: Level 2: Category 1 – Language and Literature
- General Certificate

Students may choose to complete ACE Spanish DVDs and PACEs as an elective (double credit) towards the following ICCE certificates:

- Foundation Certificate
- Vocational Certificate: Level 2: Category 1 – Language and Literature
- General Certificate

Students may choose to complete a Rosetta Stone language course vs3 Level 1 as an elective (half) towards the following ICCE certificates:

- Foundation Certificate
- Vocational Certificate: Level 2: Category 1 – Language and Literature

Students may choose to complete a Rosetta Stone language course vs2 Level 1 as an elective (one and a half) towards the following ICCE certificates:

- Foundation Certificate

- General Certificate

Students may choose to complete a Rosetta Stone language course vs3 Levels 1 and 2 as an elective (full) towards the following ICCE certificates:

- Foundation Certificate
- General Certificate

Students may choose to complete a GCSE language course as an elective (double) towards the following ICCE certificates:

- Foundation Certificate
- General Certificate

Biblical Studies & R.E.

Objectives

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

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.

Aims

Daily assemblies and choral Bible reading
Daily devotions with Scripture learning and prayer
Weekly Scripture lessons
Weekly Bible quizzes
All the PACEs support Scripture teaching
Learning the verse in each PACE
Learning the monthly Bible passage with fewer than 10 mistakes
Termly opportunities for service or more
Opportunities to take large/leading/demanding parts in school productions
Opportunities to take part in ESC Bible entries involving Bible learning or teaching (drama, poetry speaking, speech) and in entries in the music section of ESC which involve playing or singing as part of worship.
Opportunities for service (e.g. helping set up for various events; fund-raising; helping with the younger ones; team leading; enhancing the environment) within the school and in the community.
Opportunities to learn an instrument and play in the worship band
Successfully completing New Testament Survey PACEs 97-108 with scores of 80%+
Successfully completing Successful Living PACEs 1-12 with scores of 80%+
Successfully completing Apologetics I PACEs 1-6 with scores of 80%+
Providing additional Biblical Studies courses for ICCE electives
Successfully completing Literature PACEs Levels 8 and 9 with scores of 80%+

New Testament Survey

Throughout the New Testament Survey course students will study each book of the New Testament from Matthew through Revelation. They will investigate each of the following for every book:

- the penman/author
- the period in which it was written
- the people to whom it was written

- the place where it was written
- the problems
- the peculiarities
- the purpose
- the plan

The Inter-Testament Interval will also be studied.

Successful Living

Throughout the Successful Living course students will:

- learn about Godly wisdom
- learn about having a proper attitude toward authority
- learn about having a proper attitude toward money
- learn how to build healthy relationships
- learn about establishing priorities
- learn about justice and judgement
- learn how to develop a career on knowledge and discretion

Foundations for Living

Students may also choose to study the Lifepac course: Foundations for Living as an elective to gain a full credit towards their ICCE certificate.

Foundations for Living is a ten-unit elective for senior students, providing the Biblical basis and historical development of the Christian worldview. Fundamental truths and principles from the Bible are used to apply the Christian worldview to a range of contemporary issues from family life to art, music, and politics. Gathering all a student's education into a unified whole, this course assists contemporary teenagers in recognising the value of Christian truth. As teenagers discern the differences between Christian and non-Christian worldviews, they will be better equipped for their new adventures in life beyond high school.

What is a worldview?

The word worldview is a term that is used in many circles and is one that should be familiar to all. When hearing conversations about religion, politics, sociology, the arts, or many other topics, it is likely to hear the term "worldview" used.

Worldview refers to the way one perceives or interprets the world around him. For example, one who has a secular worldview would probably have a very different opinion of education than one who has a biblical worldview. "Secular" means not overtly or specifically religious; earthly or carnal. "Biblical" means to perceive or interpret things according to the teachings set forth in the Bible. Therefore, worldview is an overall perspective that affects one's opinions and actions pertaining to the world and its events. Worldview also has to do with our view of the physical world. Whether we believe that God created the world and all that is in it, or that the world came about in some other way, is part of our worldview. Again, worldview refers to our view of the world—all that is in it and all that takes place in it. Our view or opinion of the world around us affects how we respond to or act within it.

Students will learn about the following throughout the Foundations for Living course:

- What is a Biblical Worldview?
- Presuppositions
- The Doctrines of the Bible
- God's Creation
- The Family
- The Bible and Marriage
- Dating to Matrimony
- Christian Education
- Art, Music, and Politics
- Applying a Biblical Worldview

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.

Targets and Assessments to end of Year 11

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

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, with increasing understanding of their own role in the story and their own responsibilities to themselves, their families and society.

To see the children who have begun a real relationship with Jesus Christ now beginning to demonstrate discipleship, putting what they have learned into practice.

To develop ideas of service of others

To develop their understanding of prayer

To see them learning to withstand the pressures of society to drop these standards; where they fall, to get up again and press on

To learn the monthly Bible passages, up to 25 verses

To take part in the daily choral reading of Scripture

To take an increasing part in assemblies, helping to set up the room and clear it afterwards, helping to choose the songs and give out percussion instruments; taking part in worship, some with their own instruments

To help to explain the Bible and the Gospel to people through school productions

To complete a PACE course giving an overview of the New Testament

To complete a PACE course on how to act wisely in the adult world

To see them beginning to be equipped with honest and truthful answers for questions against the Christian faith, through Scripture lessons and Apologetics

Some to take additional Bible courses for ICCE elective credit

To learn the whole Scripture passage each month with fewer than 10 mistakes

To learn books of the Bible in entirety and with a standard of accuracy for ESC

Some to take part in the Bible competition section of ESC

Completing Literature PACEs Level 8 and 9 (Years 10 and 11) which are mostly Bible-based books

Measured Targets:

School Level C

Year 11:

Successfully complete New Testament Survey PACEs 1097-1108 with scores of 80%

School Level B

Year 10:

Successfully complete New Testament Survey PACEs 1097-1108 with scores of 80%+

Year 11:

Successfully complete Successful Living PACEs 1-12 with scores of 80%+ and

Successfully complete Apologetics I PACEs 1-6*, with scores of 80%+

Therefore, fulfilling the requirements of the ICCE General Certificate for Biblical Studies

School Level A

Year 10:

Having successfully completed New Testament Survey PACEs 97-108 with scores of 80% in Y9,

Successfully complete Successful Living PACEs 1-12 with scores of 80% and

Successfully complete Apologetics I PACEs 1-6* with scores of 80%+

Therefore, fulfilling the requirements of the ICCE General Certificate for Biblical Studies

Year 11:

Successfully complete Old Testament Survey PACEs 109-120 (or New Testament Church History PACEs 121-132) with scores of 80%+

Successfully complete Apologetics II PACEs 1-6* with scores of 80%

Therefore, fulfilling the basis requirements of the ICCE General Higher Certificate for Biblical Studies

Successfully complete any additional Bible courses undertaken for elective credit with 80%

Recite the monthly Scripture passage each month with fewer than 10 mistakes.

Learn books of the Bible in entirety with the ESC standard of accuracy

Perform creditably at ESC in the Bible section

Complete Literature PACEs Level 8 (Level C) and 9 (Levels B and A) with scores of at least 80%

Assessment of RE:

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.

Resources:

Individual Bibles

Class AV Bibles

Bible quizzes

Atlases, including Bible atlases

Bible commentaries

New Testament PACEs 97-108 and score keys

Successful Living PACEs 1-12 and score keys

Old Testament Survey PACEs 109-120 and score keys

New Testament Church History PACEs 121-132 and score keys

Apologetics I PACEs 1-6* and score keys

Apologetics II PACEs 1-6* and score keys

Additional Bible Courses for elective credit, such as Missions, 1-6 and score keys.

Literature PACEs Level 8 and Level 9 and score keys

Strategy

We will use the **ACE curriculum as laid out in the ACE Schemes of Work** for Biblical Studies PACEs, and the **Alpha Omega Foundations for Living curriculum** as laid out in the **Schemes of Work for Lifepac Curriculum**, as well as extra activities where appropriate.

Students will complete the Level 8 New Testament as part of any of the following ICCE certificates:

- The Foundation Certificate
- The Vocational Certificate, Level 1
- The General Certificate

Students will complete the Level 9 Successful Living as part of any of the following ICCE certificates:

- ICCE Foundation Certificate
- ICCE Vocational Certificate, Level 1
- ICCE General Certificate

Students will complete Apologetics PACEs as part of the ICCE General Certificate

* Please note these PACEs are still being developed, until then the students will complete the Missions PACEs to fulfil this requirement.

Students may use the Foundations for Living elective towards the following ICCE certificates:

- ICCE Vocational Certificate: Level 2: Category 3 - Humanities
- ICCE General Certificate

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.

Other Electives

ASTRONOMY

God created the earth and the moon and the sun and all the stars in the heavens. God put each one in its place and set it in motion. God created the universe and established the rules and laws by which it moves. As man has observed and studied the movements in the heavens, he has discovered the wonders of God's creation and the laws which keep them functioning smoothly.

Objectives

The science of astronomy deals with the study of the stars and other celestial bodies in our Universe. Alpha Omega Lifepacs enable the students to learn about the earth's size, shape, and motion through space and to learn about the relationship of the earth to the moon and the sun, and how these three bodies interact to form eclipses. They will learn more about our solar system, which includes the sun and its eight planets.

Strategy

Students may choose to study the Lifepac course: Astronomy as an elective to gain a half credit towards their ICCE certificate.

Students will learn about the science of astronomy; including some important people and events in the history of astronomy and to learn about important characteristics of stars and about some of the major groups of stars observable in the night sky.

Students will learn about the earth in space, about the ancients whose observations laid the groundwork for astronomy, about the men who discovered God's laws for the universe, and about the heavenly bodies God created. They will learn about the sun's energy supply and the sun's family. Students will learn about eclipses and Earth's moon and compare our earth with the other planets.

Students will be introduced to some basic facts concerning our solar system. They will also be exposed to the laws of motion that provide the basis for an orderly universe. Astronomical instrumentation will be reviewed so that they will gain some familiarity with its purpose, capabilities, and limitations. And finally, they will study recent and planned space missions to extend further their knowledge of the universe.

Students may use the Astronomy elective towards the following ICCE certificates:

- The Vocational Certificate: Level 2: Category 2 - Maths and Science
- The General Certificate

We will use the **Alpha Omega Astronomy curriculum** as laid out in the **Schemes of Work for Lifepac Curriculum**.

FAMILY & CONSUMER SCIENCE (Formerly Home Economics)

Aims

With LIFEPAK Family & Consumer Science students learn how to cook a meal, sew clothes, decorate a room, or care for a baby.

This comprehensive, consumable course includes fun, practical topics every student should know. Interesting topics teach everyday tasks students will perform throughout life—such as homemaking skills, cooking, cleaning, decorating, personal finances, child care, and more.

This one-year Alpha Omega curriculum also emphasizes the importance of building a Christian home life, good character qualities, and practicing financial freedom.

Strategy

Students may choose to study the Lifepac course: Family & Consumer Science as an elective to gain a full credit towards their ICCE certificate.

In these LIFEPAKs the students learn about:

- Christian character and appearance: Inner beauty, physical beauty and behavioural beauty
- The kitchen: Getting acquainted with the kitchen, recipes and meal management
- What they eat: Nutrition, food preparation, meal planning and food service
- The clothes we wear: fashion, design and appearance, textiles and fabrics, and care of clothes
- Sewing: Sewing equipment and safety, basic sewing, selecting patterns and fabrics, layout, cutting, marking, and pressing, and completing a sewing project
- Interior Decorating: A brief history of interior design, an introduction to design and decoration, specific treatments, visual enrichment, sewing for the home
- Your Home and You: Hospitality, etiquette, and home management
- Financial Freedom: Getting a job, personal finance, and legal matters, forms, and contracts
- Child Care and Development: Ages and stages, care of children, safety and first aid, and the business of baby-sitting
- Relationships: At home, at school and work, at church, at social events and choosing the right mate

Students may use the Family & Consumer Science elective towards the following ICCE certificates:

- The Vocational Certificate: Level 2: Category 3 - Humanities
- The General Certificate

We will use the **Alpha Omega Family & Consumer Science curriculum** as laid out in the **Schemes of Work for Lifepac Curriculum**.

Other options available as ICCE Credits

ICCE Online Business Studies

Students may choose to study the Online Excel with Business course as an elective along with a 1,000-word essay, to gain a full credit towards their ICCE certificate.

These courses are designed for adults to continue with their personal professional development, but also serve our purposes. Students are allowed extra time to complete these courses compared to adults. Students will be equipped with current up to date knowledge that will prepare them for the real world.

Course Types:

- Basic Accounts
- Accounting and Bookkeeping

Students may use the Online Business course elective towards the following ICCE certificates:

- The Vocational Certificate: Level 2: Category 2 - Maths and Science
- The Foundation Certificate
- The General Certificate

ACE Speech PACEs

Students may choose to study the ACE Speech course as an elective to gain a half credit towards their ICCE certificate.

Students may use the ACE Speech course elective towards the following ICCE certificates:

- The Vocational Certificate: Level 2: Category 1 - Language and Literature
- The Foundation Certificate
- The General Certificate

ACE Auto Mechanic PACEs

Students may choose to study the ACE Auto Mechanics course as an elective to gain a half credit towards their ICCE certificate.

Students may use the ACE Speech course elective towards the following ICCE certificates:

- The Vocational Certificate: Level 2: Category 4 – Service and Practical Skills
- The Foundation Certificate
- The General Certificate

ACE Professional Supervisor or Monitor Training

Students may choose to undertake the ACE Professional Supervisor or Monitor Training as an elective to gain the following credits towards their ICCE certificates:

- ACE Professional Supervisor or Monitor Training PACES (half)
- ACE Professional Supervisor or Monitor Training PACES, 30 hours service in school and an essay (full)

Students may use the ACE Professional Supervisor or Monitor Training towards the following ICCE certificates:

- The Vocational Certificate: Level 2: Category 4 – Service and Practical Skills
- The Foundation Certificate
- The General Certificate

First Aid Course

Students may choose to undertake the First Aid Training with St John's or a similar training provider, as an elective to gain a half credit towards their ICCE certificate.

Students may use the First Aid Training towards the following ICCE certificates:

- The Vocational Certificate: Level 2: Category 4 – Service and Practical Skills
- The Foundation Certificate
- The General Certificate

Drama

Students may choose to study a drama course as an elective to gain a full credit towards their ICCE certificate.

Either from the Guildhall School of Music & Drama or the London Academy of Music and Dramatic Art – Grade 5 and above – certain sections

Students may use this elective towards the following ICCE certificates:

- The Foundation Certificate
- The General Certificate

Duke of Edinburgh Awards

Students may choose to undertake the following Duke of Edinburgh Awards towards their ICCE Vocational certificate:

- Duke of Edinburgh Award – Bronze (half)
- Duke of Edinburgh Award – Silver or Gold (full)

Students may use the Duke of Edinburgh Award towards the following ICCE certificate:

- The Vocational Certificate: Level 2: Category 4 – Service and Practical Skills

Full Car Driving Licence

Students may use their full driving licence towards the following ICCE certificate:

- The Vocational Certificate: Level: 2: Category 4 – Service and Practical Skills

FRAMEWORK FOR WHOLE PROGRAMME

First Year Upper Seniors – Y10 – KS4

English	Maths	Science	Social Studies Geography and History	Foreign Languages	Art & Music & Drama	ICT & Careers	PSHE/ Citizenship/RSE	D&T	P.E. Choice of:
Reading – silent and aloud – Inc. Book List Opening exercises PACE work Report Reading & Writing	PACE work & Practical Maths	PACE work Acceleration, Forces	PACE work Elizabeth I, exploration	1st Half Term: German including Duolingo 	ESC work in sketching, coloured pencils, water colour, kiln fired pottery, acrylics, oils Convention Preparation, Solo, Duet, Piano, Guitar, Music Composition, Vocal solo and duets, Worship Band, Expressive reading, oral reports, school productions	Readmaster Typing PACEs 106-108, Word and Encarta etc. for essays and technology Linked to all other subjects 1st Half Term: Digital Savvy	1st Half Term: RSE Relationships Family and friendships Safe relationships Respecting ourselves and others	2nd Half Term: ESC work in picture embroidery, woodwork, photography	Long distance running, fitness, badminton, 5-a-side, soccer kick, hockey, volleyball, track-training, table-tennis, ball skills Or choose topic from P.E. SoW
Reading – silent and aloud – Inc. Book List Opening exercises PACE work Report Reading & Writing	PACE work & Financial Literacy	PACE work Scientific method, volumetric analysis	PACE work James I, Charles I, Civil War, Cromwell, Restoration, Bill of Rights, Glorious Revolution	1st Half Term: German including Duolingo 	ESC work in sketching, coloured pencils, water colour, kiln-fired pottery, acrylics, oils Convention Preparation – Solo, Duet, Piano, guitar, listening to music, vocal solo and duets, Worship Band, Expressive reading, oral reports.	Readmaster Typing PACEs 106-108, Word and Encarta etc. for essays and technology Linked to all other subjects 1st Half Term: PowerPoint	2nd Half Term: PSHE Living in the wider world Citizenship Media literacy and digital resilience Money and Careers	2nd Half Term: ESC work in picture embroidery, woodwork, photography	Long distance running, fitness, badminton, 5-a-side, soccer kick, cricket, rounders, track-training, table-tennis, ball skills Or choose topic from P.E. SoW

Reading – silent and aloud – Inc. Book List Opening exercises PACE work Report Reading & Writing	PACE work & Practical Maths	PACE work Design an experiment using controls and variables Write up project report	PACE work William and Mary, 1707, Marlborough, Louis XVI, George I, II, III, PMs, Wesley	1st Half Term: German including Duolingo 2nd Half Term: ESC work in picture embroidery, woodwork, photography	ESC work in sketching, coloured pencils, water colour, kiln-fired pottery, acrylics, oils Convention Preparation – solo, duet, piano, guitar, vocal solo and duets, Worship band, expressive reading, oral reports.	Readmaster Typing PACEs 106-108, Word and Encarta etc. for essays and technology Linked to all other subjects	1st Half Term: PSHE Health and Wellbeing Physical and mental wellbeing Growing and changing Keeping safe		Long distance running, fitness, tennis, badminton, 5-a-side, soccer kick, tennis, basketball, volleyball, track-training, table-tennis, ball skills or choose topic from P.E. SoW

FRAMEWORK FOR WHOLE PROGRAMME

Second Year Upper Seniors – Y11 – KS4

English	Maths	Science	Social Studies Geography and History	Foreign Languages	Art & Music & Drama	ICT & Careers	PSHE/ Citizenship/RSE	D&T	P.E. Choice of:
Reading – silent and aloud – Inc. Book List Opening exercises PACE work Report Reading & Writing	PACE work & Practical Maths	PACE work Cells, osmosis, diffusion	PACE work Agrarian/Ind. Revolution, French Revolution	1 st Half Term: German including Duolingo	ESC work in sketching, coloured pencils, water colour, kiln fired pottery, acrylics, oils ESC Preparation, Vocals, piano,, Guitar, Music Composition, Vocal solo/duets, Worship Band, Expressive reading, oral reports, school productions, Option: Art PACEs 97-100 Option Music PACES	Word and Encarta etc. for essays and technology Linked to all other subjects 1 st Half Term: Digital Savvy	1 st Half Term: RSE Relationships Family and friendships Safe relationships Respecting ourselves and others	2 nd Half Term: ESC work in picture embroidery, woodwork, photography	Long distance running, fitness, badminton, 5-a- side, soccer kick, volleyball, hockey, track- training, table- tennis, ball skills Or choose topic from P.E. SoW
Reading – silent and aloud – Inc. Book List Opening exercises PACE work Report Reading & Writing	PACE work & Financial Literacy	PACE work ICCE Science Project	PACE work WWI and WWII codebreakers History of Medicine	1 st Half Term: German including Duolingo	ESC work in sketching, coloured pencils, water colour, kiln-fired pottery, acrylics, oils Option: Art PACEs 100-104 ESC Preparation, Vocals, piano,, Guitar, Music Composition, Vocal solo/duets, Worship Band, Expressive reading, oral reports, Option: Music PACES	Word and Encarta etc. for essays and technology Linked to all other subjects 1 st Half Term: ECDL or other ICCE choice (<i>Can also be completed at other times</i>)	2 nd Half Term: PSHE Living in the wider world Citizenship Media literacy and digital resilience Money and Careers	2 nd Half Term: ESC work in picture embroidery, woodwork, photography	Long distance running, fitness, tennis, badminton, 5-a- side, soccer kick, cricket, rounders, volleyball, track- training, table- tennis, ball skills Or choose topic from P.E. SoW

Reading – silent and aloud – Inc. Book List Opening exercises PACE work Report Reading & Writing	PACE work & Practical Maths	PACE work Valency	PACE work ICCE Social Studies Essay	1 st Half Term: German including Duolingo 	1 st & 2 nd Half Term: ESC work in sketching, coloured pencils, water colour, kiln-fired pottery, acrylics, oils Option: Art PACES 104-108 ESC Preparation, Vocals, piano,, Guitar, Music Composition, Vocal solo/duets, Worship Band, Expressive reading, oral reports, Option: Music PACES	Word and Encarta etc. for essays and technology Linked to all other subjects ECDL or other ICCE choice (<i>To be completed at other times</i>)	1 st Half Term: PSHE Health and Wellbeing Physical and mental wellbeing Growing and changing Keeping safe	2 nd Half Term: ESC work in picture embroidery, woodwork, photography	Long distance running, fitness, tennis, badminton, 5-a- side, soccer kick, basketball, tennis, volleyball, track- training, table- tennis, ball skills Or choose topic from P.E. SoW
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