

The Meadows Curriculum Overview 2022 -23

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The Meadows Curriculum Overview

At the Meadows School it is our intention that young people experience the challenge and enjoyment of learning.

Our curriculum seeks to re connect young people with learning through the development of knowledge and skills; and with their strengths, through a recognition of small successes.

We aim to equip them with knowledge and enable them to develop new skills that ensure that they have future choices and are able to make a positive contribution to their world. We aim to deliver an academic and vocational curriculum that supports young people in **Building Positive Futures**.

Our curriculum is taught through a pedagogy that promotes problem solving and creativity. We aim to enable pupils to be able to recognise that people are good at different things and respect and celebrate differences.

Our KS3 offer is built on developing secure foundations including literacy, numeracy, oracy and trusting relationships. This is founded on a consistency of teaching and support staff through Years 7 and 8.

We understand that fluency in literacy and numeracy is directly connected to future prospects and young people being successful. We recognise the correlation between vocabulary size and life chances has a firm correlation in educational research. We therefore strive to ensure our students leave with functional skills that allow them to effectively access, engage and influence their worlds.

There is a strong drive in KS4 to ensure that all students attain a suite of accreditations across all subjects studied in Year 10 and 11. We are developing opportunities for pupils to develop their own learning and identify and study subjects outside of our core offer. We predict that these experiences can ignite a lifelong connection with learning and support them to successfully engage with their careers.

The curriculum is designed to promote a **Sense of Belonging**, creating connections with staff and across pupil groups. It aims to deliver **Progress for All** through accreditation pathways and by recognising individual differences. **Additional and Different** opportunities are sought as vehicles for creating memorable learning experiences. A belief that we are **Always Learning** is shared.

We develop young people's spiritual, moral, social and cultural understanding through considering and developing how we:

- Connect with Others
- Manage Challenge
- Take Responsibility
- Think and reflect

PHSE

Young people will develop knowledge and skills that they need to keep themselves mentally and physically healthy and safe.

The PSHE curriculum is taught so that pupils can revisit and deepen knowledge each year through a spiral curriculum. This structure allows for content to be carefully matched to contextual understanding and ensures that the contribution it makes continues to grow and develop with our young people.

Expectations across key stages include developing knowledge and confidence in understanding:

Health and Wellbeing

Living in the wider world,

Relationships.

KS3

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	<p>Health and Wellbeing - Health Introduction, Food groups, Eating responsibly, Healthy living, Energy drinks?, Cigarettes and alcohol, Puberty - what happens, when and why? Periods.</p> <p>Health and Wellbeing / Living in the Wider World - FGM, Mental health issues, What are drugs? How can we manage our anger, Being an aspirational student, The importance of self esteem, Budget our money, Personal budgeting plan, Savings, loans and interest, Financial transactions, Financial products.</p> <p>Living in the Wider World / Relationships (RSE) - How can we shop ethically? What are wants and needs? How can we enjoy social media? What is stereotyping and prejudice? Keeping good friendships, Family relationships, Love and relationships, Bullying or banter? What is cyberbullying? Keep safe and positive relationships, Personal identity, Extremism.</p>
8	<p>Health and Wellbeing - Personal development, Self-confidence, Behaviour and achievements, Teenage parents, Stereotyping, discrimination and prejudice, Personal safety and first aid, Mindfulness, Emotional literacy, Internet Safety - what is online grooming and why must we be so careful? Our environment.</p> <p>Living in the Wider World - Our environment, Careers and development focus -communication skills? Careers and development focus - teamwork skills? How can we become entrepreneurs? LGBT+ focus - Homophobia, Finance - what is income and expenditure, Finance - budgeting, Careers & Finance - Tax, Stereotyping, discrimination and prejudice. Safe sex and use different forms of contraception?</p> <p>Relationships (RSE) - Sexual health What is consent? What is sexting? What is pornography? How can we prevent radicalisation? Who are the extremist groups? Where does extremism come from? How do religious extremists attract converts? Islamophobia, Stereotyping, discrimination and prejudice, British Values and tolerance, Domestic conflict, Body Image and the media.</p>

9	<p>Health and Wellbeing - Rules in order to succeed, Growth Mindset, Interpersonal skills, Manage stress, Illegal drugs, Selfie obsessed, Self-harm, Prejudice and discrimination, Mental health, Acid attacks.</p> <p>Living in the Wider World - Knife crime, Young offenders? Employability skills, Work environment? What does it mean to be "enterprising"? What is sustainability? Navigating accounts, Shoppers and consumers, Avoid debt.</p> <p>Living in the Wider World / Relationships (RSE) - Successful business people and entrepreneurs? Aid to foreign countries, Human rights abuses, UNICEF, LGBT+ community, Immigration and diversity, What are domestic violence and abusive relationships? CSE, Body, Image and the media, British values, Peer pressure.</p>
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Subject Curriculum Overview: Key Stage 4

10	<p>Mental Health and Wellbeing - Mental Health and Wellbeing, Suicide, Social media and self esteem, Screen time, Managing time effectively, Living sustainably, Homelssness, Hate crime, Tattoos and Piercings, Binge drinking.</p> <p>Health and Wellbeing / Living in the Wider World - The right career for me? Employability skills -part one, Employability skills- part two, Careers in STEM, My career? Preparing for work experience, Work experience, Rights and responsibilities, International Women's Day?</p> <p>Living in the Wider World / Relationships (RSE) - Conflict management, Forced or arranged marriages, Harassment or stalking, Revenge porn, Relationships with role models, Same sex relationships, Gender and transexual identity, Community cohesion, Sexism, Parenting.</p>
11	<p>Mental Health and Wellbeing - Identity and diversity, Privilege, Obesity and body positivity, Fertility and reproductive health, Fertility and reproductive health, CPR, Perseverance and procrastination, Importance of sleep, Risk taking and decision making, Gambling and online gambling, Digital footprints, Personal safety in the wider world.</p> <p>Living in the Wider World - Animal rights and sustainability, Pollution,plastics and environment, Globalisation, Multiculturalism - (British values), Right-wing extremism, Internet safety. The dark web! Cybercrime, Revision and study skills, Applying to a College or University, Independent living, Preparing for job interviews, Health and safety at work, Trade Unions.</p> <p>Relationships (RSE) - Bullying and body shaming, Different types of relationships, Consent, Rape and sexual harrasment, What is good sex and chemical sex? What is safe sex and chemical sex? Relationship break-ups! Happiness and positivity.</p>

Qualification	Details
NCFE Level 1 & 2	Topic based learning with completion of coursework. Topic studies are: Alcohol Awareness, Substance Misuse Awareness and Sexual Health Awareness
AQA Unit Awards	Individual units covering a range of PSHE related topics at Entry Level 1, Entry Level 2 and Entry Level 3, as well as Level 1 and 2 Units.

Physical Education

Our young people leave with:

- A positive relationship with physical activity having experienced success.
- The skills and understanding to be confident in choosing : Further study, Lifelong recreation, Competitive sport.

We aim to ensure that Physical Education is accessible to all students regardless of ability, by creating a learning environment where students feel comfortable. We create this learning environment by ensuring that lessons are engaging and that challenge and success builds resilience and self belief. We promote independent thinking, practical skills and teamwork. We actively encourage students to take their new knowledge/skills and enjoyment of physical activity outside of school through recreational or competitive sport.

KS3

Pupils develop new skills in; throwing and catching, racket sports, team sports (invasion games) and gymnastics.

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	Free Running, Trampolining, Problem Solving, Invasion Games (throwing and catching focus), Basketball, Table Tennis, Badminton, Futsal, Ultimate Frisbee, Striking and Fielding, Athletics.
8	Free Running, Trampolining, Throwing and catching, Handball, Trampolining, Table Tennis, Basketball, Ultimate Frisbee, Rugby, Striking and Fielding and Athletics.
9	Trampolining, Free Running, Invasion Games (throwing and catching focus), Badminton, , Basketball, Rugby, Handball, Futsal, Table Tennis, Volleyball, Cricket and Athletics.

KS4

Students will follow the OCR GCSE PE scheme of work in order to enable them to gain an Entry Level Certificate in year 10 and prepare them for GCSE qualification in Year 11.

Subject Curriculum Overview: Key Stage 4

<p>10</p>	<p>Trampolining, Throwing and Catching, Badminton, Fitness, Rugby, Basketball, Table Tennis, Handball, Athletics, Cricket, Futsal.</p> <p>Theory:</p> <ul style="list-style-type: none"> ● Socio-cultural issues and sports psychology ● Socio-cultural influences ● Engagement patterns of different social groups in physical activities and sports ● Commercialisation of physical activity and sport ● Ethical and socio-cultural issues in physical activity and sport ● Sports psychology ● Health, fitness and well-being
<p>11</p>	<p>Trampolining, Table Tennis, Badminton, Basketball, Handball, Rugby, Cricket, Athletics.</p> <p>Theory:</p> <ul style="list-style-type: none"> ● Physical factors affecting performance ● Applied anatomy and physiology <ul style="list-style-type: none"> · The structure and function of the skeletal system · The structure and function of the muscular system · Movement analysis · The cardiovascular and respiratory systems ● Effects of exercise on body systems ● Physical training ● Components of fitness ● Applying the principles of training ● Preventing injury in physical activity and training ● Analysis and Evaluation of Performance

Qualification Pathways

A range of qualifications and pathways are available to pupils.

Qualification	Details
GCSE PE	OCR GCSE 1-9, coursework and exam based
Entry Level PE	OCR PE level 1-3
AQA Unit Awards	Individual units in a range of sports based on the topics of delivery or bespoke to meet student needs

Maths

We aim to show students how to connect to the world through maths and how solving problems in maths can support them in their daily lives.

We plan for fluency, engagement and problem solving

The ethos underpinning Mathematics at the Meadows is that students develop fluency in key facts and skills, gain confidence in their ability to succeed and apply their skills, knowledge and resilience to increasingly complex problems.

We aim to make Mathematics a subject that is accessible to all students through making the content interesting, relevant and challenging for all learners and all abilities. Our curriculum is designed to give our students the skills and knowledge to be able to move on and function in the world as confident, numerate young adults, with problem solving capabilities. This will be facilitated through careful sequencing and personalised learning approaches to build on prior learning, creating lots of opportunities for retrieval, alongside problem solving and further confidence building. By adopting a systematic curricular approach, SEND and disadvantaged students have a better chance of success.¹ Our curriculum takes account of this by using a step by step approach, with explicit, systematic instruction and rehearsal of declarative and procedural knowledge.

KS3

Students follow the National Curriculum at KS3 aiming to become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time. Our sequencing aims to support the ability to recall and apply knowledge leading onto solving problems by applying their mathematics to a variety of routine and non-routine problems ie: mastery. Breaking down problems into a series of simpler steps and persevering in seeking solutions is fundamental to them achieving success.

Many of our students join us with low prior attainment in Maths, often with the belief that they cannot be successful in this subject. We recognise the need to provide regular opportunities for students to retrieve subject knowledge from Key Stage 2, with the Year 7 curriculum providing a link between the two Key Stages. In addition to 4 lessons each week students also have weekly numeracy lessons to address gaps and build student confidence in number bonds and key skills. These structured lessons take into account the needs of individual students and are responsive in addressing confidence as well as understanding.

The planning of learning is deliberately sequenced to ensure that students accumulate knowledge of key mathematical facts including vocabulary and the conventions of algebra and geometry. Additionally, not all our students join us in Year 7 so our curriculum includes regular opportunities to revisit learning and fill potential gaps and we acknowledge the need to be flexible and adapt our curriculum to meet the needs of our students.

Teachers adapt the implementation of the curriculum to the individual needs of learners to ensure that lessons are both engaging and challenging. The curriculum is divided into units, enabling students to revisit prior knowledge allowing for deeper understanding to develop through explicit connections. The domains are;

- Number
- Algebra
- Ratio, proportion & rates of change
- Geometry & measures
- Probability
- Statistics

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	<ul style="list-style-type: none"> • 4 operations with integers; Special numbers; Place value & rounding • Statistical graphs & charts; Coordinates in 4 quadrants; Directed numbers • Angles & compass points; Multiplication • Sequences; Division; Ratio • 2D & 3D Shapes; Area; Fractions; Probability • Improper fractions; Time & timetables; Percentages; Averages & range
8	<ul style="list-style-type: none"> • 4 operations with decimals; BIDMAS & special numbers; Apply averages & range • Calculator skills & approximating; Probability sum to 1; Algebraic notation, manipulation, simple equations • 2D & 3D properties including symmetry & conventions; 4 operations with fractions • Construction & surface area; Percentages, Fraction, decimal & percentage equivalence; Types of data • Angle facts; Ratio -notation, simple problems; Sequences • Compass points, scale & maps; Problem solving with money & time; Linear graphs; Using discrete & continuous data
9	<ul style="list-style-type: none"> • The 4 operations & approximation; Angle facts; Statistical graphs & charts; Algebra -manipulation of expressions • The 4 operations with decimals; Scale-maps & bearings; Proper & improper fractions & mixed numbers • Linear & special sequences; Percentages - comparing • Fraction, decimal & percentage conversion & percentage change; 3D properties; Shape-composite perimeters & areas • Circles; Ratio-simplify, share, express as fraction; Probability • Accuracy- round or truncate, error interval; Substitution into expressions & formulae; Solve linear equations

The Year 9 curriculum bridges KS3 & 4, consolidating skills & knowledge acquired in Years 7 and 8. These interleave with new topics and more challenging problems are introduced in order to prepare pupils for the GCSE requirements.

KS4

In KS4 our Scheme of Learning is based around the AQA GCSE. Alongside this we provide opportunities for students to gain the Entry Level Certificate and Functional Skills to support understanding and success. The concepts learned at KS3 are further developed through retrieval of prior knowledge and connections to new learning. Teachers make adaptations to connect maths to practical and real world applications to engage our students.

A greater emphasis is placed on written reasoning to prepare for exam style questions.

Subject Curriculum Overview: Key Stage 4

10	<ul style="list-style-type: none"> • Scatter graphs; Transformations • Factors multiples HCF LCM PPF; Pythagoras theorem • Plans & elevations; Percentage change • Compare data using appropriate average & range; Compound measures • Constructions & loci; Similarity & congruency • Perimeter & area; Expressions; equations; find nth term; Linear graphs $y=mx+c$
11	<ul style="list-style-type: none"> • Circles, polygons & quadrilaterals • Real life graphs; Probability • Indices; Volume • Expand & factorise binomials; review algebra • Use graphs for solutions, solve linear & simultaneous equations; construct expression/ equation

Qualification Pathways

A range of qualifications and pathways are available to our students, maximising their opportunities for success.

Qualification	Details
GCSE	AQA Mathematics GCSE 8300, Foundation or Higher levels
Entry Level Certificate	AQA Mathematics 5930 at Entry Level 1 - 3
Functional Skills	Edexcel Functional Skills in Mathematics at Level 1 and Level 2

Science

We aim to enable the students to have a contextualised knowledge and skills of science used in the real world which is useful throughout their lives.

It is our intention in science to develop a long term interest in the subject through:

- Encouraging a long term curiosity and understanding of the world around us
- Acquiring a wide scientific knowledge to use in their everyday lives
- Developing practical and transferable skills
- Developing responsibility for their safety and that of others
- Developing awareness of the moral and ethical dilemmas faced in science and the wider world
- Obtaining scientific skills that will allow students to make hypotheses, test predictions, record observations, interpret results and draw conclusions

KS3

Students follow a scheme of learning at KS3, which is designed to match the Science National Curriculum, and is based on the Exploring Science scheme of work. Additionally, students undertake the ASDAN short course in Science to further develop their science practical and writing skills. This helps prepare students for success at KS4.

Subject Curriculum Overview: Key Stage 3

Year	Biology	Chemistry	Physics
7	Cells, tissues, organs & systems Sexual reproduction in animals Muscles and bones Ecosystems	Mixtures and separation Acids and bases The particle model Atoms, elements and compounds	Energy and changes Electricity Forces Sound
8	Food and digestion Sexual reproduction in plants Breathing and respiration Unicellular organisms	Combustion The Periodic Table Metals and their uses Rocks	Fluids Light Energy transfers The Earth and Space
9	Genetics and evolution Plant growth Cells, genetics, inheritance and modification	Making materials Reactivity	Forces and motion Force fields and electromagnets
9, 10, 11	ASDAN modules: Human Machine Biological Challenges Performance in Sport	ASDAN module: Chemical Change	ASDAN modules: Forces and motion Space physics

KS4

In KS4, students move onto a scheme of learning based on the Entry Level Certificate in Science and Further Science. This allows our students the option of completing an iGCSE in Science in year 11.

Subject Curriculum Overview: Key Stage 4

Year	Biology	Chemistry	Physics
10	Cells, genetics, inheritance and modification Health, disease and the development of medicines	Atoms, compounds and states of matter Separating mixtures Acids and metals	Forces, movement and energy Waves and radiation
11	Plants and ecosystems Human biology	Elements and chemical reactions Fuels and the Earth's atmosphere	Waves and radiation Electricity and magnetism Energy and particles

Qualification Pathways

A flexible range of qualifications and pathways are available to students.

Qualification	Details
iGCSE in Science	Edexcel International GCSE in Science (Single Award) (4SS0) <i>This pathway is offered to individual students</i>
ASDAN	Short Course in Science
Entry Level Certificate	NSCO Entry Level Certificate in Science Levels 1 to 3 NSFO Entry Level Certificate in Further Science Levels 1 to 3

English

We aim to show students that words are powerful things; they influence people and change the world.

We plan for Enjoyment, Enthusiasm and Engagement in English.

The ethos underpinning English at The Meadows is that students have enjoyment in, enthusiasm for and engagement with the subject. We endeavour to secure competence in fundamental reading and writing skills to build towards future success and prepare our students for their next stage; we also aim to inspire confidence in reading a wide range of rich literature texts, building cultural capital. This will be facilitated through a broad and challenging curriculum, personalised learning approaches and inspiring learning resources.

Key Stage 3

Many of our students join us with low prior attainment in English and often the belief that they cannot achieve success; in response to this, skills development is central to our curriculum delivery. We also build regular opportunities for students to retrieve subject knowledge from Key Stage 2 and use weekly skills lessons to address gaps in learning and build student confidence in reading and writing. These lessons are flexible and responsive but are also structured to improve spelling, punctuation and grammar.

Learning is well sequenced to ensure that students accumulate knowledge of key constituents of language including vocabulary, grammar and the conventions of reading, writing and spoken language. Additionally, not all our students join us in Year 7 so our curriculum includes regular opportunities to revisit learning and fill potential gaps and we acknowledge the need to be flexible and adapt our curriculum to meet the needs of our students.

Teachers also adapt the curriculum to the individual needs of learners and to ensure that lessons are both engaging and challenging. Units of work have a thematic focus, encouraging students to make connections and develop the contextual knowledge needed to access increasingly complex texts. We follow the National Curriculum, building student aspiration through reading ambitious texts from a range of genres and time periods and through embedding key concepts which are threaded through all our units of work.

Key concepts

- Conflict
- Injustice
- Power and Persuasion
- Identity
- Relationships
- Diversity and Difference
- Magic and Mischief
- Reading

There is a strong emphasis on developing reading fluency through phonics intervention and on building comprehension skills through Reciprocal Reading and explicit vocabulary instruction. We also aim to develop a love of reading through the selection of high-quality modern novels, encouraging students to read for pleasure. Teachers also read aloud, giving students the opportunity to access a broad range of challenging texts from different genres and time periods.

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	<ul style="list-style-type: none"> ● Identity: an exploration of autobiography including Roald Dahl, Charles Dickens, Maya Angelou and Nelson Mandela ● Social Injustice: Charles Dickens and the Victorians including 'A Christmas Carol' and 'Oliver Twist' ● Fate and Consequence: an exploration of the modern novel 'Holes' ● Magic and Mischief: Shakespeare's 'A Midsummer Night's Dream' ● Conflict: Michael Murpurgo's 'War Horse' and a range of war poetry ● Different Cultures: a range of poetry and travel writing

Year 7 – Substantive knowledge coverage

Word level	Sentence level	Text level
<ul style="list-style-type: none"> ● Parts of speech – identify and apply accurately ● nouns [common, proper, abstract, collective] ● verbs (main verbs) ● verbs (modal verbs, auxiliary verbs) ● adjectives ● adverbs ● pronouns 	<ul style="list-style-type: none"> ● Punctuation (full stops, commas, parentheses, ellipsis) ● Subject Verb Object (SVO) relationship within a sentence ● Altering word order for effect 	<ul style="list-style-type: none"> ● Paragraphs (TIPToP) ● Cohesive devices (simple discourse markers such as firstly, secondly, in addition etc.) ● Topic sentences to introduce paragraph
Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> ● Explicit and implicit information ● Information retrieval ● Start to identify words that writers have used for effect ● Understand effect of simile, metaphor and alliteration 	<ul style="list-style-type: none"> ● Non-chronological writing ● Descriptive writing (using the senses as stimulus) ● Use of advanced vocabulary for description ● Apply word level, sentence level and text level skills 	<ul style="list-style-type: none"> ● Question formation (what/when/why/where/who/how/did.../can.../has.../could.../should.../would.../will.....) ● Turn taking ● Responding appropriately

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
8	<ul style="list-style-type: none"> ● Fantasy: an exploration of the genre through a range of fiction extracts ● Diversity and Difference: in the modern novel 'Wonder' by R. J Palacio ● Heroes and Villains: a range of fiction and non-fiction texts including Mary Shelley's 'Frankenstein' and 'Jekyll and Hyde' by Robert Louis Stevenson ● Power and Responsibility: in Shakespeare's 'The Tempest' ● Voices and Viewpoints: an exploration of language and protest including Wilfred Owen, Martin Luther King and Amanda Gorman ● Survival: William Golding's 'Lord of the Flies' and 'Touching the Void' by Joe Simpson

Year 8 - Substantive knowledge coverage

Word level	Sentence level	Text level
<ul style="list-style-type: none"> ● Conjunctions ● Prepositions ● Active and passive tenses ● Past tense/perfect tense (ie I have eaten vs I ate) ● Advanced vocabulary – word bank building ● Adverbial phrases ● Noun phrases 	<ul style="list-style-type: none"> ● Punctuation (colon,semicolon, hyphen) ● Clauses (subordinate clauses/subordinating conjunctions) ● Types of sentences (simple,compound, complex) ● Functions of sentences (declarative, interrogative, imperative, exclamatory) ● Fronted adverbials 	<ul style="list-style-type: none"> ● Structure/organisational features ● Time/causal connectives for cohesion ● Shaping/following an argument or persuasive piece
Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> ● P.E.E framework ● Embedded quotations ● Effectiveness of writers' language choice ● Starting to evaluate writers' craft ● Understand effect of personification, onomatopoeia and imagery 	<ul style="list-style-type: none"> ● Writing to argue/persuade • Rhetorical devices (FORESTRY) ● Writing to inform/explain (clear presentation format) ● Narrative writing using narrative structure 	<ul style="list-style-type: none"> ● Speech (using rhetorical devices) ● Presentation ● Use of layered questions for deeper questioning techniques (literal, deductive, evaluative)

Year 9 is a bridging year which consolidates the substantive knowledge acquired in Years 7 and 8, interleaves higher order skills and introduces more challenging texts in order to prepare pupils for the GCSE requirements.

Year	Topics Covered
9	<ul style="list-style-type: none"> ● Gothic Horror: an exploration of the genre based on Susan Hill's 'The Woman in Black' ● Power and Persuasion: in 'Animal Farm' and related media texts ● Class Conflict: in Willy Russell's 'Blood Brothers' ● Friendship: in John Steinbeck's 'Of Mice and Men' ● Love and Hate: in Shakespeare's 'Romeo and Juliet' ● Step up to English: GCSE bridging unit and Entry Level Certificate

Key Stage 4

We recognise that our students may need additional support to access the GCSE syllabus and utilise Step Up to English- an Entry Level Certificate- as a bridging qualification to ensure that our students achieve success early in Key Stage 4.

The curriculum is sequenced to build upon this foundation of skills to make GCSE English Language accessible to students, preparing them to move on to their next stage.

We also build upon the conceptual knowledge gained in Key Stage 3 by studying GCSE Literature texts. In weekly accreditation lessons, students will gain AQA Unit Awards in Literature and aspire to sit the English Literature GCSE exam where appropriate.

Qualification Pathways

A range of qualifications and pathways are available to our students, maximising their opportunities for success.

Qualification	Details
GCSE	AQA English Language
GCSE	AQA English Literature (aspirational)
Entry Level Certificate	Step Up to English Silver and Gold Award
Unit Awards	AQA Literature Unit Awards

Subject Curriculum Overview: Key Stage 4

Year	Topics
10	<ul style="list-style-type: none"> ● Step Up to English Component 2: Entry Level Certificate (ELC) in English Language to establish a secure foundation in reading and writing fiction ● A Christmas Carol: developing more advanced reading skills and knowledge of English Literature ● GCSE English Language Paper 1: building on foundation of reading and writing skills from ELC; focus on more challenging skills of analysis and evaluation ● An Inspector Calls: building on conceptual and background knowledge from KS3 and aspiring to GCSE Literature ● Step Up to English Component 1: consolidation of skills and development of knowledge of non-fiction texts; a bridge to GCSE English Language P2 ● English Language Paper 2: application of reading and writing skills and knowledge to challenging older texts; focus on writers' perspectives and comparison
11	<ul style="list-style-type: none"> ● GCSE English Language Paper 1: consolidation and preparation for external exam ● GCSE English Language Paper 2: consolidation and preparation for external exam ● Macbeth: drawing upon conceptual and background knowledge of Shakespeare and play genre from KS3 and aspiring to GCSE Literature ● Poetry Anthology: Love and Relationships or Conflict cluster integrated throughout the year ● Consolidation and revision of English Literature where appropriate

Citizenship

We aim to support our young people to understand how the world works and engage with current affairs so that they can play a full and active part in society.

Students are supported to become active and responsible citizens through developing skills of debate, balancing viewpoints and reasoned argument in order to give an opinion on current affairs effectively. The curriculum offers knowledge and experiences of how to live together in a multicultural society, of democracy, government and the law and how they and others can have power and influence on a wide range of issues. Key stage 3 content is taught within a spiral curriculum style, this allows topics to be re-visited creating a depth to learning. This structure also allows for content to be carefully matched to contextual understanding and ensures that the contribution it makes continues to grow and develop with our young people. This gives students a base knowledge in these areas to then progress to focus on the GCSE citizenship at Key Stage 4.

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	<ul style="list-style-type: none"> ● Citizenship - What's it all about? ● What are our identities and communities? ● What rights should all children have? ● What type of country do we live in? ● What is crime? ● Citizenship Action - How can we make a difference in our communities?
8	<ul style="list-style-type: none"> ● How does the political system work in the UK? ● How does the media affect us? ● What is the law and how is it changed? ● How can citizens bring about change? ● Why was the struggle for the vote important today? ● Citizenship Action - How can young people play an active role in democracy?
9	<ul style="list-style-type: none"> ● How is the UK governed? ● Are people treated equally in UK society? ● Where do I belong? ● How can we manage money well? ● Why is justice an important part of the UK's criminal justice system? ● Citizenship Action - How do we reduce crime in society?

KS4

The 'local to global approach' means students build on Key Stage 3 study and are introduced to core concepts and how citizenship impacts on their lives before building on this with the introduction of theory and the 'bigger picture' as they progress through the course. The course also focuses on the importance of active citizenship so students can engage with topics close to their hearts while they develop skills in research and investigation, problem solving, advocacy and campaigning. Citizenship Studies at GCSE reflects current issues, questions and debates; and therefore students develop knowledge and understanding of the role of citizenship in relation to the political and democratic issues and discourse that impacts on modern society.

Each unit of the GCSE specification is married up to AQA Unit Awards as well as units from the Asdan Short Course in Citizenship. This allows a range of qualifications to be gained.

The topics/content covered are as follows:

Year	Topics Covered
10	<p>Law and Justice: Knowledge: to know the aims of punishment and the different types and views on punishments. Make links between the aims of punishments and living conditions in British prisons.</p> <p>Living together in the UK: Knowledge: to know the changing population of the UK and how this impacts mutual respect and understanding. To be aware of identity and the debates surrounding identity in the UK. As well as human and moral rights and how they can be protected.</p> <p>Power and influence: Knowledge: to know how power and influence impacts on current issues such as war and terrorism. To be aware of democracy and the media as well as the UK's role in the world for resolving conflict and reducing terrorism</p>
11	<p>Power and Influence: Part 2: Knowledge: to know how power and influence impacts on current issues such as war and terrorism. To be aware of democracy and the media as well as the UK's role in the world for resolving conflict and reducing terrorism</p> <p>Citizenship in Action: Knowledge: know how to identify a pertinent issue and how we can make a difference in society</p> <p>Democracy at work in the UK: Knowledge: know how elections are organised and how we are governed.</p>

Qualification Pathways

A range of qualifications and pathways are available to pupils.

Qualification	Details
GCSE	Edexcel Citizenship Studies
Asdan	Asdan Short Course
Unit Awards	AQA Unit awards in Citizenship - Entry Level and Level one

Art

Our offer through Art is intended to allow pupils to problem solve and think laterally

We aim to develop practical/transferable skills that can be used in later life. We offer different materials and techniques that pupils may not have previously accessed in their education journey so far. Art explores historical art references and uses these as the basis for individual pupil experimentation and individual learning as well as collaborative activities to help create positive working relationships. Experiencing these skills and techniques gives a more specific focus towards any practical based pathways that students may decide to follow beyond their time at The Meadows.

KS3

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	Drawing skills / insects (guided tasks to gain confidence in materials and techniques) Research – given set of images Drawing skills – building confidence in mark making GI Gradual tone (shade pencil/colour pencil) Basic patterning Insects Making skills – building confidence in 3D ability Trinket box (paint and marker surface decoration) Wooden Toy
8	Skateboard (guided research and 2d end product) Fish (guided research and 2d/flat relief patterning end product) T-shirt/ Recipe Book(graphics)/ping pong gun
9	Shields / Heraldry (self directed research 2d end product) Figures Wooden box (resistant materials combined with artistic embellishment)

KS4

Students in KS4 follow the AQA GCSE 8300 2-year Course. Topics covered are as follows:

Year	Topics Covered
10	Cubism (design process and 2d/3d end product) Research – new aspect (contemporary, technology, individual artists) Landscapes Christo & Jon Burgerman
11	Masks (design tribal/fantasy) Self directed portfolio GCSE Final project preparation and undertaking

Qualification Pathways

A range of qualifications and pathways are available to pupils.

Qualification	Details
GCSE	AQA GCSE Art and Design
Unit Awards	Individual units corresponding to the Entry Level Certificate at Entry Level 1, Entry Level 2 and Entry Level 3, as well as Level 1 and 2 Units

Computing

We strive to ensure the young people are given the opportunity to follow an ICT curriculum that prepares them for life, taking advantage of opportunities that this can offer them in a modern world.

There is a focus on developing ICT skills, such as the ability to navigate and use different software packages for their intended purpose to ensure the learners leave school with a level of confidence and literacy around ICT. Good quality ICT skills enable young people to engage positively within the modern workplace, while computer skills empower young people to be able to undertake tasks in modern life which continue to rely heavily on ICT.

KS3

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	Introduction to Google Classroom, E Safety, An introduction to Programming, An introduction to Clear messaging in Digital media, An introduction to Computer Hardware and Software, Modelling data using google sheets.
8	How to find reliable information, E Safety, Programming using Micro bit and Scratch, Using Media - Gaining support for a cause, An introduction to developing for the web, Mobile App development.
9	Cyber security, E Safety, Representations - Going Audiovisual, Media - Animations, Impacts of Technology, Coding and Algorithms.

Food

Nutrition education equips students with important skills they can use to improve their health throughout life.

Food and Nutrition at The Meadows was developed to give pupils the knowledge, skills and confidence to enjoy cooking meals at home. Pupils will gain understanding of how to economise when planning the meals they cook and be encouraged to transfer skills learnt to other recipes to continue cooking for themselves and their families. The subject is based on the proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Curriculum Key Concepts

The curriculum is based on a framework of core competencies comprising skills and knowledge which are the essential building blocks around the themes of diet and health, consumer awareness, cooking and food safety for children and young people. The aim is to help children and young people to develop the skills and knowledge to make and implement healthy food choices.

KS3

- understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	Food safety and hygiene Food preparation and handling skills Healthy diets Food choices and consumer awareness
8	Food safety and hygiene Food preparation skills
9	Introduction to the eatwell guide Food choices

KS4

Food Technology is a practical course and will provide pupils with the opportunity to learn about many concepts concerning food, ranging from healthy eating to dietary needs, food product design and development to food safety, food production and processing methods. Most importantly, they will have the opportunity to develop

their own food practical skills and knowledge by investigating and making a variety of different food products using a range of different ingredients.

Subject Curriculum Overview: Key Stage 4

Year	Topics Covered
10	Food hygiene and safety
11	Food Preparation Skills Healthy eating Adapting recipes to follow healthy eating guidelines Practical Assessment Food Hygiene Certificate

Qualification Pathways

A range of qualifications and pathways are available to pupils.

Qualification	Details
BTEC Home Cooking Skills	Level 1 & 2 qualification <ul style="list-style-type: none"> <input type="checkbox"/> knowledge, understanding and confidence to cook meals at home <input type="checkbox"/> an understanding of how to economise when planning a meal <input type="checkbox"/> an ability to transfer skills learned to different recipes <input type="checkbox"/> an ability to inspire others by transferring that knowledge.
NCFE Health and Nutrition	<ul style="list-style-type: none"> <input type="checkbox"/> increase understanding of the principles of healthy eating and the role of food in maintaining health <input type="checkbox"/> increase confidence in planning and achieving a healthy diet <input type="checkbox"/> provide an understanding of how an individual's dietary requirements change throughout their life <input type="checkbox"/> raise awareness of the dietary requirements of particular individuals <input type="checkbox"/> provide an understanding of food labelling and the ability to use information from food labels
Food Hygiene Certificate	<p>This course, often referred to as the basic food hygiene certificate, is for anyone who works in a setting where food is cooked, prepared or handled.</p> <p>All food handlers can satisfy their legal requirement by taking this course.</p>

Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We have designed our Geography curriculum to equip pupils with knowledge about diverse places, people, resources and natural and human environments. As pupils progress at The Meadows, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. Pupils will consolidate and extend their knowledge of the world's major countries and their physical and human features. Pupils will understand how geographical processes interact to create distinctive human and physical landscapes that change over time.

KS3

The Geography curriculum has 4 keys concepts woven through KS3

- Locational knowledge
- Place Knowledge
- Human and physical geography
- Geographical skills and fieldwork

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	What is geography? United Kingdom Europe North America Settlement Geographical Enquiry
8	Weather and Climate Population Africa River and Coasts Geographical Enquiry
9	Restless Earth Industry Asia South America Global Issues Geographical Enquiry

History

We will help pupils gain a coherent knowledge and understanding of Britain’s past, that of the wider world and inspire pupils’ curiosity about history.

The History curriculum at The Meadows allows pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Pupils are taught to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

The KS3 History curriculum key concepts;

- know and understand the history of these islands as a coherent, chronological narrative,
- know and understand significant aspects of the history of the wider world,
- gain and deploy a historically grounded understanding of abstract terms,
- understand historical concepts such as continuity and change,
- understand the methods of historical enquiry.

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	How and why did life change around the year 1000? Problems, power and plague – why was life sometimes hard in mediaeval England? On the move – how has migration made Britain?
8	What a family! What stands out about the Tudors? What happened when Britain ruled the waves? Coal, Cholera and the vote - What was the Industrial Revolution?
9	How were wars caused and fought in the twentieth century? Survival, persecution and extermination – civilians and WWII. All change?

Beliefs and Values

We aim to support our young people to develop a curiosity about the diversity of the 21st century and gain a self awareness of where they fit into this diverse society.

We have designed our curriculum to build pupils' knowledge and understanding of religion, faith and belief. We aim to develop pupils' critical thinking skills to enable them to reflect on ideas of tolerance and respect for others both locally, nationally and globally. Pupils will develop knowledge and understanding of religious and nonreligious worldviews, become increasingly able to respond to religious and nonreligious worldviews in an informed and insightful way (critical thinking) and reflect on their own ideas and the ideas of others (personal reflection).

KS3

Pupils will follow five types of enquiry throughout KS3: theological, phenomenological, philosophical, sociological and ethical.

Subject Curriculum Overview: Key Stage 3

Year	Topics Covered
7	<ul style="list-style-type: none"> • Can we define religion? (Statutory bridging unit) • How do the beliefs of Sikhs affect their daily life and actions? • Why do people suffer?
8	<ul style="list-style-type: none"> • What does it mean to live in a plural diverse country and world? • Where did the universe come from? • Can we draw the Big Picture of Christianity? • How do the beliefs of Christians have an impact on their lives and communities? • Is death the end? • Is there evidence of God's existence?
9	<ul style="list-style-type: none"> • What does it mean to live as a Muslim in Britain today? • How do people make moral decisions? • What does 'justice' mean? • How can the arts express beliefs and ideas? • How does the media portray religion?