

Curriculum Overview 2019-2020

VISION

At Bournville we aim to develop **articulate**, **resilient** and **ambitious** students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

Bournville School is part of the Fairfax Multi Academy Trust (FMAT) and our trust values permeate the curriculum:

- **Excellence:** a curriculum of the highest quality to ensure excellent outcomes
- **Dedication:** we believe there is dignity in hard work
- **Ambition:** we want the very best for all of our students
- **Integrity:** moral purpose will underpin the curriculum decisions we make for our students
- **Tradition:** British values, literacy and numeracy underpin the curriculum

Our all through curriculum is broad, balanced and built around students' individual needs and abilities in order to allow all students to reach their potential and compete with others nationally.

We believe that our curriculum, from Early Years Foundation Stage to Year 11, will provide our students with a knowledge rich curriculum that will develop their cultural literacy and ensure excellent academic achievement.

Our curriculum will support our students to eventually become adults who can read easily, fluently, with good understanding and who have gained the habit of reading widely and often, for both pleasure and information. Through our carefully planned themes, well-chosen resources and trips carefully chosen to enhance our curriculum, we will foster in our students, an appreciation of our rich and varied literary heritage.

Through reading we aim to increase a child's ability to sustain focus. At a time when it is becoming harder and harder to achieve that in a society that fractures our concentration and fragments our time, we see reading as a way of changing this. By reading as a community in class- we are able to engage and normalise this social state of sustained focus. We read together. We annotate. We discuss. We write. We read and we reflect and we enjoy it. This sustained focus is one which we strive for across the whole school.

INTENT

The purpose of the curriculum is to enable students to:

- Acquire knowledge and skills relevant to adult life and a world of rapid and continuous technological and social change
- Develop a life-long love of learning
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- Acquire sound numeracy and literacy skills
- Develop and acquire the qualities and qualifications necessary to enable them to reach their potential, progress to the next stage in their chosen learning or career pathway and compete with others nationally.

Bournville School's Primary Curriculum EYFS to Year 6

Over the next year we will be working to ensure our curriculum has been designed forwards, from the Early Years Foundation Stage all the way through to GCSE study, to ensure students are equipped with the necessary knowledge, vocabulary, skills and understanding to thrive in society when they leave Bournville. We want our students to develop an interest in and an understanding of the world from which their ancestors came and be inquisitive about and prepared for the world which has yet to be revealed to them.

At present the curriculum is thematic and is currently being redesigned at KS1 and KS2 around 'Big Questions', to provide cross-curricular links which will deepen students' understanding and spark their curiosity.

All students are taught the full-breadth of the National Curriculum by their class teacher. However KS3 and KS4 subject specialists also deliver aspects of the wider curriculum to KS2, such as Spanish, music, art, PE, science and design technology. We are committed to developing a creative curriculum, which we believe is integral to our overall academic achievement. We are developing a good range of after school clubs, to really enhance our wider curriculum offer.

We regard outdoor learning as a purposeful and planned experience that includes discovery, experimentation, learning about and connecting to the natural world, as well as engaging in outdoor sports and adventure activities. We believe that developing both healthy minds and bodies are intrinsically linked.

Early Reading:

We start in Reception, using the 'Read Write Inc' phonics programme. Children learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps them learn to spell well. There are daily phonics activities either through continuous provision or small group phonics sessions. We make sure that each child is able to progress through each phase of sounds, words and alien words, at an individual rate to enable confident readers to make progress more quickly. In years 1 and 2, we are able to timetable phonics teaching at a consistent time, to enable best use of our resources and to benefit from flexible groupings

Once children can blend sounds together to read words, they practise reading books that match the phonics they know. When they start to believe they can read, this does wonders for their confidence. In Reception, we do guided reading, using our 'Big Cat' reading books. These books go up in levels based on the children's ability. Once the baseline is complete, each child is given a reading book and a library book to take home. The reading books vary, depending on the reading ability of each child. Some may have picture books and others will have books with words.

We have a range of book schemes to suit the ability of each child: Oxford Reading Tree, Early Reader, Reading Champion, Biff, Chip and Kipper and Engage Literacy. Some older children will continue to access Read Write Inc groups if they need further consolidation and development of reading skills. We check our children's reading skills regularly so we that we can ensure they are in the right group. Children will move to a different group if they are making faster progress.

EYFS: Reception

All areas of learning are taught through a play based curriculum. The environment is planned to support children's learning as well as enhancing learning through challenge in the environment. Resources are open ended to support critical and creative thinking as well as all areas of learning. Children have access to both outdoor experiences as well as indoor, which supports both physical and mental well-being. Staff support children's emotional well-being through the curriculum. They are attentive to their needs. Learning is playful, fun and engaging. Staff facilitate learning through quality interactions. They use communication strategies effectively to during continuous provision and focus times, which supports all areas of learning. Mathematics and literacy are implemented through continuous provision and focused groups/class sessions. All staff encouraged children to use and apply number regularly. Helicopter story sessions support children's talking, which leads them to writing. Learning is assessed through observations. Observations are purposeful and support the planning process in the moment as well as in planned sessions. Observations enhance the curriculum and ensure each child's needs are planned for.

Key Stage 1: Years 1 and 2.

In years 1 and 2, students study a broad and balanced curriculum but with an emphasis on English, mathematics and reading.

Over a two week timetable, students will take part in the following lessons:

- English – 10 hours
- mathematics - 10 hours
- reading- 10 hours
- science- 2.5 hours
- Spanish- Incidental throughout the day and 30 minutes.
- history/geography- 2 hours
- computing- 1 hour.
- music- creative days and 1 hour.
- art/technology- Creative days and 2 hours
- PSHE/ guidance- 1hour
- religious education- 1 hour
- PE- 2 hours
- Forest School/outdoor learning- 4 hours.

Key Stage 2: Years 3,4,and 6.

In years 3 to 6, students study a broad and balanced curriculum.

Over a two week timetable, students will take part in the following lessons:

- English – 10 hours
- mathematics - 10 hours
- reading- 10 hours
- science- 3.0 hours
- Spanish- Incidental throughout the day and up to 2 hours.
- history/geography- 3 hours
- computing- 1 hour.
- music- creative days and 1 hour.

Everyone. Every lesson. Every day.

- art/design technology- Creative days and 1 hour
- PSHE/ guidance- 1 hour
- religious education- 2 hours
- PE- 4 hours
- Forest School/outdoor learning- 2 hours.

Bournville School's Secondary Curriculum: Year 7 to Year 11

Key Stage 3: Years 7 and 8

In years 7 and 8 students study a broad and balanced curriculum but with an emphasis on English, mathematics, science, Spanish, and the humanities. Students are also encouraged to thrive in the performing and creative arts through subjects such as art and drama.

Over a two week, 50 hour timetable students will study the following:

- English – 9 hours
- mathematics - 8 hours
- science- 8 hours
- Spanish- 3 hours
- history- 3 hours
- geography- 3 hours
- core PE- 4 hours
- computing- 2 hours
- music- 2 hours
- drama- 2 hours
- technology- 2 hours
- art- 2 hours
- PSHE/ guidance- 1 hour
- religious education- 1 hour

Key stage 4: Years 9, 10 and 11

In years 9, 10 and 11 our curriculum is diverse and personalised. All students will study, English literature, English Language, mathematics and the sciences (with the option to study triple science), RS, PSHE and core PE. The majority of students will also study geography and / or history, while others will receive further tuition in English. Students are then able to study three further subjects, choosing from a range suited to their particular abilities and needs, including a number of vocational subjects.

Over a two week, 50 period timetable students will study the following number of one hour lessons:

Subject	Year 11	Year 10 and Year 9
English	9 hours	9 hours
mathematics	8 hours	8 hours
combined science	9 hours	9 hours
history or geography or additional English	5 hours	5 hours

core PE	2 hours	2 hours
PSHE/ guidance	1 hour	1 hour
religious education	1 hour	1 hour
Three additional option subjects	5 hours per subject	5 hours per subject

Secondary Curriculum Rationale

- Prominence is given to literacy and numeracy as we believe this will enable our pupils to improve their life chances, regardless of background and ability.
- We aim to give students a deep and wide **vocabulary** tracing word families and the etymologies of words through work on Greek and Latin Root words in Form Time, the 100 words you should know which are embedded in our curricula (and in student planners) and the PiXL Vocab App which supports the acquisition of Tier 2 and Tier 3 vocabulary helping our students to close the vocabulary gap through homework.
- **Reading** at Bournville focuses on whole texts and engages students with reading for pleasure through the class reader that students read in Y7 and Y8 library lessons. These novels engage students with reading and the worlds it can open. Students read: *Once, One, The Lie Tree, The London Eye Mystery, Mortal Engines* and *The Boy at the Top of the Mountain* these texts have been chosen to contribute to their cultural capital and their personal development and to link strongly to curriculum topics. Students also have an Accelerated Reader book and take part in termly competitions. Reading is further encouraged in KS3 and KS4 through form time literacy activities which use short topical texts and then discussion to check understanding.
- In year 9 students study a transition year to GCSE skills where they read a range of whole-texts which are in addition to those they will study at GCSE in Y10 and 11. These texts aim to broaden and widen their cultural capital further by exposing them to the best that has been written, and link to the key themes traced across our English curriculum. The texts include: *The Curious Incident of the Dog in the Night Time, Animal Farm, Jekyll and Hyde*, and an anthology of short stories including 'Odour of Chrysanthemums' and 'The Invisible Mass on the Back Row' and extracts about Shakespeare's tragic heroes. Our GCSE text choices are *Macbeth, A Christmas Carol* and *An Inspector Calls*. Students also study a wide range of transactional real world texts in schemes in Y10 on 'Opinionated Articles and Letters of Complaint' and 'Great Modern Speeches' where they encounter the words and thought of Catlin Moran, the Obamas, Bill Bryson, J.F.Kennedy, Oprah Winfrey and many more.
- We give curriculum time (one hour a fortnight) to PSHE and to core RE (once a fortnight) as we believe that we need to strengthen our school culture and sense of belonging in order to promote ambition, resilience, a sense of responsibility and build character.
- We have maintained the arts across years 7 and 8 so that our students are given cultural capital, a chance to study great artists and be creative.
- We have strengthened technology in order to introduce all students to the design process. We believe our pupils should be able to cook a basic meal for themselves or their family and understand how to do so on a budget.
- Computing is taught to all in years 7 and 8 as we believe that understanding the construction as well as the many uses of IT gives our pupils a chance to think logically, problem solve and be creative. In addition, there are clear career paths in the midlands that pupils can relate to and be inspired by.

- We choose to teach all students combined science and give the more able a choice of triple science. We have well qualified staff who are confident in their ability to secure top grades in each specialism and pupils who are ambitious and want to pursue medical careers.
- We balance vocational courses with GCSE courses. We do not have rigid 'pathways', all students regardless of ability can mix and match, though we guide some students more carefully than others. Our less able students have additional English or mathematics so that they can also complete entry level qualifications.
- Ebacc entry is not compulsory for all. Our support pathway students (approx. 20 students in each year group) do not have to study history, geography or Spanish. All other students do have to study either history or geography but Spanish remains an option.
- We have a three year Key Stage 4 in line with other FMAT schools. We use year 9 as a transition year with many subjects spending the Autumn term teaching the skills required for GCSE. For example, the science team have a 'working scientifically' module. We believe this additional time allows the depth of study required. Students are offered a range of extra curricula opportunities to maintain links with subjects they may have dropped, for example art club, drama club, music lessons, D of E.