

CURRICULUM POLICY

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Approved by (Name, date, signature)

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CURRICULUM POLICY

Mission

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Aims of the policy:

- to outline the rationale behind the foundation's approach to the curriculum
- to give an overview of how the curriculum is structured

This policy has been created to ensure that the foundation complies with current legislation: Independent Schools Standards Regulations, with specific reference to Part 1, section 2(2)a which specifies the "areas of experience" students are expected to encounter.

This policy is written in light of and should be read in conjunction with the foundation Me, Myself and I Policy, the Learning & Teaching Policy and the Assessment, Recording & Reporting Policy.

Under section 2(2)a, there is no requirement for Independent Schools to follow the National Curriculum and there are no specific requirements regarding how the curriculum should be organised.

This policy recognises

- 1) that each of our students is enrolled at a different point in their educational journey and at different points throughout the year
 - 2) that our students' difficulties mean that their processing capabilities, working memory and expressive language may be compromised and therefore acquisition of knowledge, skills and understanding will necessarily take longer than their neurotypical peers
 - 3) that all our students will have had a negative experience of education, where they have been excluded from multiple settings, including mainstream schools, Pupil Referral Units, alternative provisions and residential care
 - 4) that all our students' self-esteem is poor and anxiety levels high around education and that simply having to walk into a "classroom" can be traumatic
 - 5) that whilst our students may be of secondary age and that their physical development may be in line with age-related expectations, more often than not their emotional development and levels of maturity are significantly behind their peers due to their disabilities and the compounding nature of their educational experience
 - 6) that, in accordance with Maslow's Hierarchy of Need, meaningful learning cannot take place until a person's basic needs, such as food, sleep and nurturing, have been met.
 - 7) that, in light of our students' academic history and educational journey, our curriculum must be a vehicle for an education that will be useful in life and that will be time efficient, given that some of our students enrol in Year 10 and Year 11 and may not have the same broad and deep knowledge and understanding that their neurotypical peers in mainstream may have
 - 8) that traditional methods of curriculum delivery have failed these students and that operating under the premise that if "we do what we've always done, we'll get what we've always got," further traditional models of education are likely to fail as well
 - 9) that education need not stop at age 16 and that if students experience success in areas in which they are competent and which they enjoy, and their confidence grows, they will develop a love of learning over time
 - 10) that given all of the above, our curriculum will inevitably be flexible and responsive, highly individualised and tailored specifically to the needs, abilities and preferences of the students in our care whose wellbeing is of paramount importance to us as an organisation
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Areas of experience

Linguistic

This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing.

As a secondary setting, we are aware that it is highly beneficial for students to achieve Level 1 or Level 2 equivalents in English as this gives them more choice of careers in the future.

Therefore, our English curriculum is drawn from the City & Guilds Entry Level 1 through to Level 2 Functional Skills English. The qualification syllabus forms the basis of the curriculum and staff plan and deliver activities based on students' starting points which will enable the students to reach the required standard.

Typically a student starting in Year 9 would engage in Entry Level 1-3 qualifications and progress to Level 1 and Level 2 throughout years 10 and 11.

Where students' anxiety around examinations is high, it is possible for them to undertake a "portfolio" model through the Stepping Stones programme. This follows the same syllabus but work is submitted in portfolio form for assessment and verification.

Mathematical

Experience in this area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.

As a secondary setting, we are aware that it is highly beneficial for students to achieve Level 1 or Level 2 equivalents in mathematics as this gives them more choice of careers in the future.

Therefore, our mathematics curriculum is drawn from the City & Guilds Entry Level 1 through to Level 2 Functional Skills mathematics. The qualification syllabus forms the basis of the curriculum and staff plan and deliver activities based on students' starting points which will enable the students to reach the required standard.

Typically a student starting in Year 9 would engage in Entry Level 1-3 qualifications and progress to Level 1 and Level 2 throughout years 10 and 11.

Where students' anxiety around examinations is high, it is possible for them to undertake a "portfolio" model through the Stepping Stones programme. This follows the same syllabus but work is submitted in portfolio form for assessment and verification.

Scientific

This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry.

At the Omnia Foundation we aim to equip our students with the Scientific skills essential for every day life. We aim to develop in our students:

- A positive attitude to science as an interesting and valuable subject
- An understanding of science through a process of enquiry, reasoning and problem solving
- A range of learning strategies: working both cooperatively, collaboratively and independently
- Confidence in science where students can express ideas fluently and talk about the subject using scientific vocabulary
- An understanding of the importance of science in everyday life
- To provide interactive Science lessons where students can explore and discover key concepts for themselves

We aim to ensure our students leave the Omnia Foundation with sufficient science skills for employment or further study. Given their starting points and experiences, we offer aspects of science which match most closely with their immediate interests, needs and which will be most advantageous to them going forward into adult life. The curriculum is taken from a variety of KS3 and KS4 syllabuses, including the National Curriculum 2014 and a range of examinations boards. This approach ensures that students build confidence in science and keep motivated.

Currently, there is no option for students to sit examinations in Science. However, should a student demonstrate particular interest or capabilities in Science, arrangements would be made for them to access appropriate examinations.

Technological

Technological skills can include the use of ICT, developing, planning and communicating ideas and computing, including coding and modelling.

At Omnia, we aspire to provide a digital education for our students that will enable them to find employment in the world of work.

This strand of our curriculum is currently being developed to its fullest capacity to include programming, audio visual skills including sound and video editing, photography, gaming design and E-sports.

Our curriculum is based on the National Curriculum 2014 and the QCA 2007 Programme of Study for ICT.

Human and social

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions.

History, geography and Religious Education are taught through the Transcend Global Appreciation and Cultural Perspective qualification which encompasses Entry Levels 1-3. The content of these areas is taught through topics driven largely by student interest so will vary from cohort to cohort and from year to year. Often the themes are drawn from current affairs, both domestic and international, for example, the Olympics or the World Cup or global conflict.

Physical

This area aims to develop the students' physical control and coordination as well as their tactical skills and imaginative responses and to help them evaluate and improve their performance. Students are also expected to acquire knowledge and understanding of the basic principles of fitness and health.

At the Omnia Foundation, physical provision is a central component of the curriculum. We believe that a rigorous programme of physical activity will enable our students to learn strategies for managing their mental health and emotional wellbeing as well as emotional regulation.

We also believe that participation in sports and games promotes, builds and strengthens social communication, relationships and a sense of belonging as well as the Foundation Values.

The curriculum is delivered through the Physical Skills qualifications from Transcend. The qualification syllabus forms the basis of the curriculum and the Head of Physical Provision plans and coordinates delivery of a range of sports and games which progress learners from Physical Skills Recognition (EL3) through Physical Skills Application (L1) to Physical Skills Acquisition (L2).

The fitness and health aspects of this area of experience are delivered through the #BOOST (L1) and #OPTIMISE (L2) qualifications from Transcend. Using objectives from the syllabus, staff plan activities that help students gain an in depth understanding of their physical health and wellbeing and the importance of making healthy lifestyle choices.

The whole foundation community is expected to participate first thing each morning in physical activity as part of the provision. This consists of an hour on Mondays, Tuesdays, Wednesdays and Thursdays. In addition, there is a whole foundation Football Half Hour at the end of each day where staff and students alike participate in a football friendly. This helps develop and strengthen relationships across the foundation and enables the students to leave for home on a positive note, irrespective of what may have happened during the day.

Aesthetic and creative

This area is concerned with the processes of making, composing and inventing. The curriculum is based on the QCA 2007 Programmes of Study for Art & Design and Design & Technology. Staff plan activities which will enable students to meet the qualifications criteria using a variety of aesthetic and creative skills.

Transcend Qualifications

This is a suite of 5 core qualifications which can lead to the achievement of both a Level 1 and a Level 2 diploma.

These qualifications have been designed specifically with our students in mind and enable them to develop a range of skills that will be essential in their everyday lives and cover

Cognitive Skills

Creative Skills

Emotional Skills

Physical Skills

Social Skills

Each qualification offers a syllabus at Recognition (EL3), Application (L1) and Acquisition (L2) levels.

Staff plan and deliver activities integrated across the curriculum or within interventions that will enable students to experience a range of pertinent life skills.

Where students achieve L1 in all five areas, they will be awarded a Level 1 diploma and a Level 2 diploma if they pass all five areas at L2.

A Level 2 diploma is equivalent to 5 GCSEs at grades 9 - 4 and will provide a solid foundation for all future pathways.

PSHE (Me, Myself & I)

The Me, Myself & I (PSHE) Curriculum is based on the PSHE Association's Programme of Study for KS3 and KS4.

Aspects of this are delivered through the Transcend Qualifications in Cognitive, Emotional and Social Skills.

Curriculum Objectives

Documents outlining relevant teaching programmes can be found in Appendix 1.

How is the curriculum organised?

Given the high levels of disengagement and student mobility, the foundation takes a fluid and student-centred approach to delivery of the content. Topics will vary year on year and from cohort to cohort, depending on areas of interest. More detail on how this is managed can be found in the Learning & Teaching and Assessment, Recording & Reporting Policies.

The first week of each half term is Scuttlebutt Week and its sole focus is promoting engagement in reading. A different text from the foundation's literature spine is chosen each half term on a three-year rolling cycle, meaning that students have the opportunity to engage with up to 18 age-appropriate texts during their time with us. The Literature Spine can be found in Appendix 2.

The final week of each half term is Science Week, where students will engage in a range of topics. Guest tutors, professionals and teachers are invited in during that week to provide subject specific expertise and ensure that the students have the highest standard of input available. A copy of the Science Topic Overview can be found in Appendix 3.

The middle 3 or 4 weeks of a half term are topic based and focus largely on humanities, art and design. The topics are led by the interests of the students and staff plan creatively around each theme, giving students a wide variety of opportunities across the course of the topic. An example of how a topic might be planned can be found in Appendix 4.

PSHE (Me, Myself & I) is delivered primarily as a discrete subject and there is a different topic focus each half term. This can be found in Appendix 5. In addition, individual students received interventions based on their social, emotion and cognitive needs which support the PSHE curriculum. Aspects of this are also delivered through the Transcend curriculum.

Ensuring Progression

Since all our students arrive at different ages, in different year groups and at different times during the academic year, it is important to show how a student might progress through their learning. Our Thrive data shows that on arrival students are very often at the "Being" stage of development. Whilst at this stage, engagement with learning is limited, but once students reach the upper end of "Doing" stage and the lower end of "Thinking", their engagement increases and they can make rapid progress. Staff plan differentiated learning experiences broadly using the table in Appendix VII which is drawn from Bloom's Taxonomy.

Outdoor Learning

The foundation has a strong and committed approach to learning outside the classroom. Our students generally enjoy the freedom of being outside and the benefits to mental and physical health have been well-documented in recent years. Through our Outdoor Learning Programme, students have the opportunity to grow flowers and vegetables, observe wildlife, connect with nature through walks and hikes in the local environment and visit farms and other establishments where they can experience a range of activities with animals.

The Outdoor Learning Coordinator plans programmes of study specifically for our students, working largely on the therapeutic aspects of the provision, which align with the PSHE Association Programme of Study for KS3 and KS4 and the Science topic Plant Cultivation.

The Foundation works with the Royal Horticultural Society and has achieved a Level 5 Award.

The objectives covered through Outdoor Learning can be found in Appendix 1i.

Personal, learning and thinking skills

In addition to the content outlined above, the foundation believes that it is important for our young people to develop a range of skills that will be beneficial to them going forward and which they may or not have had the opportunity to develop in their education before coming to us. It is intended that these skills underpin learning and teaching across the curriculum. They are outlined in Appendix 6 and details of how they are tracked and managed can be found in the Assessment, Recording & Reporting Policy.

Enrichment

Students have many and varied opportunities for curriculum enrichment. These range from boat trips on the Thames Estuary, where the students learn a few basics of sailing to mud runs at Nuclear Races, where they can challenge themselves physically, from scuba diving to trampolining and anything and everything the students enjoy.

We believe the enrichment side of the curriculum enable students to build confidence and resilience through engaging with new experiences and pushing themselves a little further. It also provides them with opportunities of which they may not previously have had the benefit.

Outreach Curriculum

There are several students, who, for one reason or another, find attendance on-site traumatic or challenging or for whom it is more advantageous for a period of time to engage in learning in an environment other than the foundation site.

For students who find themselves in these circumstances, the foundation has an Outreach Hub, which designs and delivers activities in facilities that are local to the student, for example, leisure centres, libraries, parks and woodland. The activities prepared align to the foundation's curriculum objectives but are even more highly tailored and the topics or projects that are planned are bespoke to the individual.

The Outreach Hub teamwork alongside the rest of the foundation staff, for example, the Outdoor Learning Coordinator and the Senior Wellbeing Coordinator, to ensure that the experiences planned are targeting areas for development.

The long-term goal is to reintegrate students back into the foundation but we recognise that for some students, this may not be achievable in the time available.

Induction Curriculum

Once a student is accepted onto the foundation roll, an induction plan is designed and delivered in order to adequately prepare the student for life in the foundation. More detailed information about how this works can be found in the foundation's Induction Policy.

LINGUISTIC EXPERIENCE

Leading to City & Guilds qualifications in English

English Entry Level Objectives

Students will learn to:

Entry Level 1	Entry Level 2	Entry Level 3
Speaking, Listening & Communicating		
Say the names of the letters of the alphabet	Identify and extract the main information and detail from short explanations	Identify and extract relevant information and detail in straightforward explanations
Identify and extract the main information from short statements and explanations	Make requests and ask clear questions appropriately in different contexts	Make requests and ask concise questions using appropriate language in different contexts
Follow single-step instructions, asking for them to be repeated if necessary	Respond appropriately to straightforward questions	Communicate information and opinions clearly on a range of topics
Make requests and ask straightforward questions using appropriate terms and registers	Follow the gist of discussions	Respond appropriately to questions on a range of straightforward topics
Respond to questions about specific information	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	Follow and understand the main points of discussions
Make clear statements about basic information and communicate feelings and opinions on straightforward topics	Make appropriate contributions to simple group discussions with others about a straightforward topic	Make relevant contributions to group discussions about straightforward topics
Understand and participate in simple discussions or exchanges with another person		Listen to and respond appropriately to other points of view, respecting conventions of
Reading		
Read correctly words designated for Entry Level 1	Read correctly words designated for Entry Level 2	Read correctly words designated for Entry Level 3
Read simple sentences containing one clause	Understand the main points in texts	Identify, understand, and extract the main points and ideas in and from texts
Understand a short piece of text on a simple subject	Understand organisational markers in short, straightforward texts	Identify different purposes of straightforward texts
	Use effective strategies to find the meaning of words and check their spelling	Use effective strategies to find the meaning of words (e.g. dictionary, working out meaning from context; using knowledge of different word types)
	Read and understand sentences with more than one clause	
	Use illustrations, images, and captions to locate information	

Entry Level 1	Entry Level 2	Entry Level 3
Writing – Spelling, Punctuation & Grammar		
Punctuate simple sentences with a capital letter and a full stop	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	Form regular plurals	Form irregular plurals
Use lower-case letters when there is no reason to use capital letters	Use the first and second letters to sequence words in alphabetical order	Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
Write the letters of the alphabet in sequence and in both upper and lower case	Spell correctly words designated for Entry Level 2	Respond appropriately to questions on a range of straightforward topics
Spell correctly words designated for Entry Level 1		Follow and understand the main points of discussions
Punctuate simple sentences with a capital letter and a full stop		Make relevant contributions to group discussions about straightforward topics
		Listen to and respond appropriately to other points of view, respecting conventions of
Writing composition		
Communicate information in words, phrases, and simple sentences	Communicate information using words and phrases appropriate to audience and purpose	Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)
	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)	Write text of an appropriate level of detail and of appropriate length
	Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect	Use appropriate format and structure when writing straightforward texts, including the
	Use adjectives and simple linking words in the appropriate way	
	Read and understand sentences with more than one clause	
	Use illustrations, images, and captions to locate information	

English Functional Skills Objectives

Students will learn to:

Level 1	Level 2
Speaking, Listening & Communicating	
Identify relevant information and lines of argument in explanations or presentations	Identify relevant information from extended explanations or presentations
Make requests and ask relevant questions to obtain specific information in different contexts	Follow narratives and lines of argument
Respond effectively to detailed questions	Respond effectively to detailed or extended questions and feedback
Communicate information, ideas, and opinions clearly and accurately on a range of topics	Communicate information, ideas, and opinions clearly and accurately on a range of topics
Express opinions and arguments and support with evidence	Express opinions and arguments and support them with relevant and persuasive evidence
Follow and understand discussions and make contributions to take account of audience, purpose and medium	Use language that is effective, accurate and appropriate to context and situation
Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	Make relevant and constructive contributions to move discussion forward
Respect the turn-taking rights of others during discussions, using appropriate language	Adapt contributions to discussions to suit audience, purpose and medium
	Interject and redirect discussion using appropriate language and register
Reading	
Identify and understand the main points, ideas, and details in texts	Identify the different situations when the main points are sufficient and when it is important to have specific details
Compare information, ideas, and opinions in different texts	Compare information, ideas, and opinions in different texts, including how they are conveyed
Identify meanings in texts and distinguish between fact and opinion	Identify implicit and inferred meaning in texts
Recognise that language and other textual features can be varied to suit different audiences and purposes	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
Use reference materials and appropriate strategies for a range of purposes, including to find the meanings of words	Use reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
Understand organisational and structural features and use them to locate relevant information in a range of straightforward texts	Understand organisational features and use them to locate relevant information in a range of straightforward and complex texts
Infer from images meanings not explicit in the accompanying text	Analyse texts of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
Recognise vocabulary typically associated with specific types and purposes of text (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	Follow an argument, identifying different points of view and distinguishing fact from opinion

Read and understand a range of specialist words in context	Identify different styles of writing and writer's voice
Use knowledge of punctuation to aid understanding of straightforward texts	
Writing – Spelling, Punctuation & Grammar	
Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
Spell words used most often in work, study, and daily life, including specialist words	Spell words used most often in work, study, and daily life, including a range of specialist words
Writing composition	
Communicate information, ideas, and opinions clearly, coherently, and accurately	Communicate information, ideas, and opinions clearly, coherently, and effectively
Write text of an appropriate level of detail and of appropriate length (including where this is specified to meet the needs of purpose and audience)	Write text of an appropriate level of detail and of appropriate length (including where this is specified to meet the needs of purpose and audience)
Use format, structure, and language appropriate for audience and purpose	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tablets)
Write consistently and accurately in complex sentences, using paragraphs where appropriate	Convey clear meaning and establish cohesion using organisational markers effectively
	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose
	Construct complex sentences consistently and accurately, using paragraphs where appropriate

MATHEMATICAL EXPERIENCE

leading to City & Guilds qualifications in Mathematics

Mathematics Entry Level Objectives

Students will learn to:

Entry Level 1	Entry Level 2	Entry Level 3
Using numbers and the number system – whole numbers		
Read, write, order, and compare numbers up to 20	Count reliably up to 100 items	Count, read, write, order, and compare numbers up to 1000
Use whole numbers to count up to 20 items including zero	Read, write, order, and compare numbers up to 200	Add and subtract using three-digit whole numbers
Add numbers which total up to 20, and subtract numbers from numbers up to 20	Recognise and sequence odd and even numbers up to 100	Divide three-digit whole numbers by single- and double-digit whole numbers and express remainders
Recognise and interpret the symbols +, - and = appropriately	Recognise and interpret the symbols +, -, x, ÷ and = appropriately	Multiply two-digit whole numbers by single- and double-digit whole numbers
	Add and subtract two-digit numbers	Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
	Multiply whole numbers in the range 0x0 to 12x12 (times tables)	Recognise and continue linear sequences of numbers up to 100
	Know the number of hours in a day and weeks in a year. Be able to name and sequence	Read, write, and understand thirds, quarters, fifths, and tenths including equivalent forms
	Divide two-digit whole numbers by single-digit whole numbers and express remainders	Read, write, and use decimals up to two decimal places
	Approximate by rounding to the nearest 10, and use this rounded answer to check results	Recognise and continue sequences that involve decimals
	Recognise simple fractions (halves, quarters, and tenths) of whole numbers and shapes	
	Read, write, and use decimals to one decimal place	

Entry Level 1	Entry Level 2	Entry Level 3
Using common measures, shape, and space		
Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)	Calculate with money using decimal notation and express money correctly in writing in pounds and pence
Read 12 hour digital and analogue clocks in hours	Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock	Round amounts of money to the nearest £1 or 10p
Know the number of days in a week, months, and seasons in a year. Be able to name and sequence	Use metric measures of length including millimetres, centimetres, metres, and kilometres	Read, measure and record time using am and pm
Describe and make comparisons in words between measures of items including size, length, width, height, weight, and capacity	Use measures of weight including grams and kilograms	Read time from analogue and 24-hour digital clocks in hours and minutes
Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (incl. square) and triangle	Use measures of capacity including millilitres and litres	Use and compare measures of length, capacity, weight, and temperature using metric or imperial units to the nearest labelled or unlabelled division
Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above	Read and compare positive temperatures	Compare metric measures of length including millimetres, centimetres, metres, and kilometres
	Read and use simple scales to the nearest labelled division	Compare measures of weight including grams and kilograms
	Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids, and spheres	Compare measures of capacity including millilitres and litres
	Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles, and base	Use a suitable instrument to measure mass and length
	Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards	Sort 2-D and 3-D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles
		Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns

Entry Level 1	Entry Level 2	Entry Level 3
Handling information and data		
Read numerical information from lists	Extract information from lists, tables, diagrams, and bar charts	Extract information from lists, tables, diagrams, and charts and create frequency tables
Sort and classify objects using a single criterion	Make numerical comparisons from bar charts	Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs
Read and draw simple charts and diagrams including a tally chart, block diagram/graph	Use measures of weight including grams and kilograms	Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts
	Take information from one format and represent the information in another format including use of bar charts	

Mathematics Functional Skills Objectives

Students will learn to:

Level 1	Level 2
Using numbers and the number system – whole numbers, fractions, decimals, and percentages	
Read, write, order, and compare large numbers (up to one million)	Read, write, order, and compare positive and negative numbers of any size
Recognise and use positive and negative numbers	Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation
Multiply and divide whole numbers and decimals by 10, 100, 1000	Evaluate expressions and make substitutions in given formulae in words and symbols
Use multiplication facts and make connections with division facts	Identify and know the equivalence between fractions, decimals, and percentages
Use simple formulae expressed in words for one or two-step operations	Work out percentages of amounts and express one amount as a percentage of another
Calculate the squares of one-digit and two-digit numbers	Calculate percentage change (any size increase and decrease), and original value after percentage change
Follow the order of precedence of operators	Order, add, subtract, and compare amounts or quantities using proper and improper fractions and mixed numbers
Read, write, order, and compare common fractions and mixed numbers	Express one number as a fraction of another
Find fractions of whole number quantities or measurements	Order, approximate and compare decimals
Read, write, order, and compare decimals up to three decimal places	Add, subtract, multiply and divide decimals up to three decimal places
Add, subtract, multiply and divide decimals up to two decimal places	Understand and calculate using ratios, direct proportion, and inverse proportion
Approximate by rounding to a whole number or to one or two decimal places	Follow the order of precedence of operators, including indices
Read, write, order, and compare percentages in whole numbers	
Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof	
Estimate answers to calculations using fractions and decimals	
Recognise and calculate equivalences between common fractions, percentages, and decimals	

Mathematics Functional Skills Objectives

Students will learn to:

Level 1	Level 2
Using common measures, shape, and space	
Calculate simple interest in multiples of 5% on amounts of money	Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting
Calculate discounts in multiples of 5% on amounts of money	Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph
Convert between units of length, weight, capacity, money, and time, in the same system	Calculate using compound measures including speed, density, and rates of pay
Recognise and make use of simple scales on maps and drawings	Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles)
Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles	Use formulae to find volumes and surface areas of 3-D shapes including cylinders
Calculate the volumes of cubes and cuboids	Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements
Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles	Use coordinates in 2-D, positive and negative, to specify the positions of points
	Understand and use common 2-D representations of 3-D objects
	Draw 3-D shapes to include plans and elevations
Handling information and data	
Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs	Calculate the median and mode of a set of quantities
Group discrete data and represent grouped data graphically	Estimate the mean of a grouped frequency distribution from discrete data
Find the mean and range of a set of quantities	Use the mean, median, mode and range to compare two sets of data
Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events	Work out the probability of combined events including the use of diagrams and tables, including two-way tables
Use equally likely outcomes to find the probabilities of simple events and express them as fractions	Express probabilities as fractions, decimals, and percentages
Represent discrete data in tables, diagrams and charts including pie charts, bar charts and	Draw and interpret scatter diagrams and recognise positive and negative correlation

SCIENTIFIC EXPERIENCE

Students will learn (to):

Physics	
Forces & Motion	Electricity & Renewable Energy
<ul style="list-style-type: none"> • Recall that all forces have size and direction, including friction which acts in the opposite direction to a moving object • Calculate average speed • Relate speed to the steepness of the gradient on a distance-time graph • Calculate acceleration • Be able to relate acceleration to the steepness of the gradient on a speed-time graph • Be able to relate the distance travelled to the area under a speed-time graph • Understand relative speeds for everyday contexts such as walking, running, cycling, for a car, for a train, for an airplane and the speed of sound 	<ul style="list-style-type: none"> • State the purpose of the parts of electrical circuits • Build simple series and parallel circuits from circuit diagrams • Build simple circuits to test if materials are conductors or insulators • Measure and record current and voltage in electrical circuits with accuracy • Compare and analyse power consumption for different electrical devices • Calculate the cost of using electricity (with the cost per unit restricted to whole numbers less than 10 and the number of units of electricity used restricted to numbers less than 1000) • Identify and explain two situations that are hazardous when using electricity and explain how risks can be reduced • Explain and demonstrate how fuses in home electrical circuits make using electricity safer • Describe how electricity is generated in a power station • Investigate the production of electricity from renewable energy sources • Describe two advantages and two disadvantages of using renewable energy to generate electricity

Biology

Plant Cultivation, Plant Reproduction & Human Reproduction

- how growing medium, water, humidity, nutrients, temperature and light can be controlled in crop production and the effects of these factors on plant growth.
- the balanced symbol equation for photosynthesis.
- how CO₂, temperature and light affect photosynthesis, including consideration of limiting factors
- the signs of a healthy and an unhealthy plant.
- the causes of plant ill health: pests, including aphids and slugs, fungal disease including damping off and potato blight, over and under watering; the effect of these factors on yield.
- the adaptations of flower structure for wind and insect pollination.
- the adaptations in plants to prevent self pollination and encourage cross-pollination
- how a named plant is grown from seed to include the process of sowing, thinning, pricking out and potting on.
- the reasons for thinning, pricking out and potting on
- the principles and purpose of soil cultivation by hand.
- the importance of (soil) crumb structure; the use of humus, garden compost and manure in maintaining soil fertility.
- methods of improving soil fertility and crumb structure using lime, coarse sand and well-rotted manure
- name and locate the main male and female reproductive organs
- describe the function of the main male and female reproductive organs
- understand why it is important to know, locate and understand the function of reproductive organs and how this relates to health and wellbeing
- know and understand methods of contraception, the risks inherent in each method and implications for health and wellbeing (link to sexual health)
- know the processes of human fertilisation, gestation and birth
- know and understand the implications of maternal lifestyle on an unborn foetus through the placenta

Health, Disease and the development of Medicine

- Describe the difference between communicable and non-communicable diseases
- Describe a pathogen as a disease-causing organism
- Recall that pathogens can be bacteria, fungi, protists or viruses
- Know the difference between bacteria, fungi and viruses
- Describe some common infections including cholera, tinea, malaria and Covid-19
- Describe how pathogens are spread
- Describe methods for the reducing or preventing the spread of pathogens
- Describe how sexually transmitted infections (STIs) are spread through sexual contact
- Describe how STIs can be reduced or prevented
- Describe how physical barriers of the human body provide protection from pathogens, including the skin (preventing pathogens entering the body) and mucus (trapping pathogens)
- Describe how chemical defences of the human body provide protection from pathogens, including hydrochloric acid (in the stomach) and lysozymes (in tears, preventing infections through the eye)
- Describe the role of the immune system of the human body in defence against disease
- Recall that antibiotics can only be used to treat bacterial infections
- Recall that many non-communicable human diseases, such as cancer, are caused by the interaction of a number of factors, such as diet, lifestyle and genetics
- Describe cancer as the result of changes in cells that lead to uncontrolled cell division
- Describe the effect of exercise and diet on obesity
- Describe the harmful effects of smoking
- Recall ways in which cardiovascular disease can be treated

Chemistry

Chemistry in our world: fuels

- Recall that hydrocarbons are compounds that contain carbon and hydrogen only
- Describe crude oil as: a
 - a complex mixture of hydrocarbons
 - b an important source of useful substances (fuels and feedstock for the petrochemical industry)
 - c a finite resource
- Describe the separation of crude oil into fractions by the process of fractional distillation
- Recall the names and uses of the following fractions:
 - a gases, used in domestic heating and cooking
 - b petrol, used as fuel for cars
 - c kerosene, used as fuel for aircraft
 - d diesel oil, used as fuel for some cars and trains
 - e fuel oil, used as fuel for large ships and in some power stations
 - f bitumen, used to surface roads and roofs
- Describe the complete combustion of hydrocarbon fuels as a reaction in which
 - a carbon dioxide and water are produced
 - b energy is given out
- Recall that the incomplete combustion of hydrocarbon fuels can produce carbon and carbon monoxide
- Recall that carbon monoxide is a toxic gas
- Describe the problems caused by incomplete combustion, producing carbon monoxide and soot in appliances that use carbon compounds as fuels
- Describe how impurities in some hydrocarbon fuels result in the production of sulfur dioxide
- Describe some problems associated with acid rain, caused when sulfur dioxide dissolves in rain water
- Recall that when fuels are burned in engines, oxygen and nitrogen can react together at high temperatures to produce oxides of nitrogen, which are pollutants
- Describe the advantages and disadvantages of using hydrogen, rather than petrol, as a fuel in cars
- Recall that petrol, kerosene and diesel oil are non-renewable fossil fuels obtained from crude oil and methane is a non-renewable fossil fuel found in natural gas
- Describe how cracking involves the breaking down of larger hydrocarbon molecules into smaller, more useful ones
- Explain why cracking is necessary

Chemistry in our world: The Earth's atmosphere

- Recall that the gases produced by volcanic activity formed the Earth's early atmosphere
- Recall how condensation of water vapour formed ocean
- Recall how the amount of carbon dioxide in the atmosphere was decreased when carbon dioxide dissolved as the oceans formed
- Describe how the amount of oxygen in the early atmosphere gradually increased, as a result of photosynthesis by primitive plants
- Describe the chemical test for oxygen
- Describe how various gases in the atmosphere, including carbon dioxide, methane and water vapour, absorb heat radiated from the Earth, subsequently releasing energy that keeps the Earth warm: this is known as the greenhouse effect
- Describe the potential effects on the climate of increased levels of carbon dioxide and methane generated by human activity, including burning fossil fuels and livestock farming
- Evaluate the evidence for and against human activity causing climate change

TECHNOLOGICAL EXPERIENCE

Students will learn to:

Computing	ICT
<ul style="list-style-type: none"> • Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems • Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming • Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems • Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits • Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users • Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns 	<ul style="list-style-type: none"> • Use a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value • Explore and use new ICT tools as they become available • Apply ICT learning in a range of contexts and in other areas of learning, work and life • Explore the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created • Solve problems creatively by using ICT to explore ideas and try alternatives • Manage information and process large quantities of data efficiently • Explore how ICT changes the way we live our lives and has significant social, ethical and cultural implications • Recognise that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context • Review and reflect critically on what they and others produce using ICT • Use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources • Collect and enter quantitative and qualitative information, checking its accuracy • Analyse and evaluate information, judging its value, accuracy, plausibility and bias • Select and use ICT tools and techniques appropriately, safely and efficiently • Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content • Use technical terms appropriately and correctly • Review, modify and evaluate work as it progresses, reflecting critically and using feedback • Reflect on what they have learnt and use these insights to improve future work

Students will:

- use of a range of information, with different characteristics, structures and purposes, and evaluate how it matches requirements and its fitness for purpose
 - use a variety of information sources, including large data sets, in a range of contexts
 - use and review the effectiveness of different ICT tools, including a range of software applications, in terms of meeting user needs and solving problems
 - develop an understanding of the need to:
 - employ safe working practices in order to minimise physical stress
 - keep information secure
 - manage information organisation, storage and access to secure content and enable efficient retrieval
 - evaluate the impact of ICT on individuals, communities and society, including the social, economic, legal and ethical implications of access to, and use of, ICT
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HUMAN & SOCIAL EXPERIENCE

leading to qualifications in Global Appreciation and Cultural Respect

OVERVIEW		
Entry Level 3	Level 1	Level 2
Task 1: Purpose		
The learner must be able to identify the purpose of geography, history and cultural education.	The learner must be able to describe the purpose of geography, history and cultural education.	The learner must be able to analyse the purpose and benefits of geography, history and cultural education.
Task 2: Profiling		
<p>The learner must create a profile of the 7 world continents. In doing so they must be able to identify the geographical processes, historic events and religious beliefs and faiths [or no faiths] that have impacted global society.</p> <p>The learner must create a similar profile on Britain and identify any influence on global society that Britain has had and how global society has impacted on Britain.</p>	<p>The learner must create a profile of the 7 world continents. In doing so they must be able to describe the geographical processes, historic events and religious beliefs and faiths [or no faiths] that have impacted on global society.</p> <p>The learner must create a similar profile on Britain and identify any influence on global society that Britain has had and how global society has impacted on Britain.</p>	<p>The learner must create a profile of the 7 world continents. In doing so they must be able to analyse the geographical processes, historic events and religious beliefs and faiths [or no faiths] that have impacted on global society.</p> <p>The learner must create a similar profile on Britain and identify any influence on global society that Britain has had and how global society has impacted on Britain.</p>
Task 3: Production and performance		
<p>The learner must create a poster which identifies the key geographic process, historic events and religious belief or faiths or no faiths on a particular continent.</p> <p>The learner must identify how this knowledge can help them to be an ethical citizen in modern Britain.</p>	<p>The learner must produce a poster presentation which describes the geographic processes, historical events and religious belief or faiths or no faiths on a particular continent.</p> <p>The learner must describe how this knowledge can help them to be an ethical citizen in modern Britain.</p>	<p>The learner must produce a poster presentation and attend a professional discussion where they will analyse the key geographic processes, historical events and religious belief or faiths or no faiths on a particular continent.</p> <p>The learner must analyse how this knowledge can help them to be an ethical citizen in modern Britain.</p>

Entry Level 3	Level 1	Level 2
Be able to recognise the scope of the programme and definitions	Be able to describe the scope of the programme and definitions	Be able to analyse the scope of the programme and definitions
Be able to recognise global society + geographic, historic, religion and faith terminology	Be able to describe global society + geographic, historic, religion and faith terminology	Be able to analyse global society + geographic, historic, religion and faith terminology
Be able to recognise British society + geography history, religion and faith influences	Be able to describe British society + geography history, religion and faith influences	Be able to analyse British society + geography history, religion and faith influences
Be able to recognise geographical processes and influences in Asia	Be able to describe geographical processes and influences in Asia	Be able to analyse geographical processes and influences in Asia
Be able to recognise historical events and influences in Asia	Be able to describe historical events and influences in Asia	Be able to analyse historical events and influences in Asia
Be able to recognise religion, faiths influence of these in Asia	Be able to describe religion, faiths influence of these in Asia	Be able to analyse religion, faiths influence of these in Asia
Be able to recognise geographical processes and influences in Africa	Be able to describe geographical processes and influences in Africa	Be able to analyse geographical processes and influences in Africa
Be able to recognise historical events and influences in Africa	Be able to describe historical events and influences in Africa	Be able to analyse historical events and influences in Africa
Be able to recognise religion, faiths influence of these in Africa	Be able to describe religion, faiths influence of these in Africa	Be able to analyse religion, faiths influence of these in Africa
Be able to recognise geographical processes and influences in N America	Be able to describe geographical processes and influences in N America	Be able to analyse geographical processes and influences in N America
Be able to recognise historical events and influences in N America	Be able to describe historical events and influences in N America	Be able to analyse historical events and influences in N America
Be able to recognise religion, faiths influence of these in N America	Be able to describe religion, faiths influence of these in N America	Be able to analyse religion, faiths influence of these in N America
Be able to recognise geographical processes and influences S America	Be able to describe geographical processes and influences S America	Be able to analyse geographical processes and influences S America
Be able to recognise historical events and influences in S America	Be able to describe historical events and influences in S America	Be able to analyse historical events and influences in S America
Be able to recognise religion, faiths influence of these in S America	Be able to describe religion, faiths influence of these in S America	Be able to analyse religion, faiths influence of these in S America
Be able to recognise geographical processes and influences Antarctica	Be able to describe geographical processes and influences Antarctica	Be able to analyse geographical processes and influences Antarctica
Be able to recognise historical events and influences in Antarctica	Be able to describe historical events and influences in Antarctica	Be able to analyse historical events and influences in Antarctica
Be able to recognise religion, faiths influence of these in Antarctica	Be able to describe religion, faiths influence of these in Antarctica	Be able to analyse religion, faiths influence of these in Antarctica
Be able to recognise geographical processes and influences Europe	Be able to describe geographical processes and influences Europe	Be able to analyse geographical processes and influences Europe
Be able to recognise historical events and influences in Europe	Be able to describe historical events and influences in Europe	Be able to analyse historical events and influences in Europe

Be able to recognise religion, faiths influence of these in Europe	Be able to describe religion, faiths influence of these in Europe	Be able to analyse religion, faiths influence of these in Europe
Be able to recognise geographical processes and influences Australia	Be able to describe geographical processes and influences Australia	Be able to analyse geographical processes and influences Australia
Be able to recognise historical events and influences in Australia	Be able to describe historical events and influences in Australia	Be able to analyse historical events and influences in Australia
Be able to recognise religion, faiths influence of these in Australia	Be able to describe religion, faiths influence of these in Australia	Be able to analyse religion, faiths influence of these in Australia
Be able to recognise ethical citizenship in modern Britain	Be able to describe ethical citizenship in modern Britain	Be able to analyse ethical citizenship in modern Britain
Be able to create poster on global recognition and cultural respect	Be able to create poster on global recognition and cultural respect	Be able to create poster on global recognition and cultural respect
Be able to exhibit poster on global recognition and cultural respect	Be able to exhibit poster on global recognition and cultural respect	Be able to exhibit poster on global recognition and cultural respect
Be able to recognise the impact of the programme of study	Be able to describe the impact of the programme of study	Be able to analyse the impact of the programme of study

- from a social and economic perspective
 - from a political, diplomatic and military perspective
 - from a social change and influence perspective
 - from a spiritual and moral perspective
 - from a social and cultural perspective
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PHYSICAL EXPERIENCE

leading to qualifications in Physical Skills Acquisition

Objectives

Students will learn:

Entry Level 3	Level 1	Level 2
Demonstrate ability to recognise fundamentals of movement skills [FOM] and identify the benefits	Demonstrate awareness of fundamentals of movement skills [FOM] and associated benefits	Demonstrate ability to analyse fundamentals of movement [FOM]
Demonstrate ability to recognise fundamental movement skills [FMS] and identify the benefits	Demonstrate awareness of fundamental movement skills [FMS] and associated benefits	Demonstrate ability to analyse fundamental movement skills [FMS]
Demonstrate ability to recognise fundamental sport skills [FSS] and identify the benefits	Demonstrate awareness of fundamental sport skills [FSS] and associated benefits	Demonstrate ability to analyse fundamental sports skills [FSS]
Participate in a physical skills self-assessment	Demonstrate ability to positively apply FOM skills	Demonstrate ability to adapt behaviour to positive effect through FOM
Participate in a physical skills development activity	Demonstrate ability to positively apply FMS skills	Demonstrate ability to adapt behaviour to positive effect through FMS
Participate in a physical skills development review	Demonstrate ability to positively apply FSS resolution skills	Demonstrate ability to adapt behaviour to positive effect through FSS
	Demonstrate awareness of physical skill application on personal growth	Demonstrate ability to analyse personal growth that is attributed to physical skill acquisition
		Demonstrate ability to analyse impact of physical skill acquisition on other personal development domains

AESTHETIC & CREATIVE EXPERIENCE

Students will learn to:

Art & Design	Design & Technology
<ul style="list-style-type: none"> • Produce imaginative images, artefacts and other outcomes • Explore and experiment with ideas, materials, tools and techniques • Take risks and learn from mistakes • Investigate, analyse, design, make, reflect and evaluate effectively • Make informed choices about media, techniques and processes • Engage with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making • Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts • Explore visual, tactile and other sensory qualities of their own and others' work • Engage with ideas, images and artefacts, and identifying how values and meanings are conveyed • Develop their own views and express reasoned judgements • Analyse and reflect on work from diverse contexts • Develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources • Investigate how to express and realise ideas using formal elements and the qualities of a range of media • Make purposeful images and artefacts, selecting from a range of materials, techniques and processes • Draw to express perception and invention, to communicate feelings, experiences and ideas, and for pleasure • Explore and develop ideas using sketchbooks, journals and other appropriate strategies • Use research and investigative skills appropriate to art, craft and design • Reflect on and evaluate their own and others' work, adapting and refining their own images and artefacts at all stages of the creative process • Analyse, select and question critically, making reasoned choices when developing personal work • Develop ideas and intentions when creating images and artefacts • Organise and present their own material and information in appropriate forms 	<ul style="list-style-type: none"> • Understand that designing and making has aesthetic, environmental, technical, economic, ethical and social dimensions and impacts on the world • Apply knowledge of materials and production processes to design products and produce practical solutions that are relevant and fit for purpose • Understand that products and systems have an impact on quality of life • Explore how products have been designed and made in the past, how they are currently designed and made, and how they may develop in the future • Understand how products evolve according to users' and designers' needs, beliefs, ethics and values and how they are influenced by local customs and traditions and available materials • Explore how products contribute to lifestyle and consumer choices • Make links between principles of good design, existing solutions and technological knowledge to develop innovative products and processes • Reinterpret and apply learning in new design contexts and communicate ideas in new or unexpected ways • Explore and experiment with ideas, materials, technologies and techniques • Analyse existing products and solutions to inform designing and making • Evaluate the needs of users and the context in which products are used to inform designing and making • Explore the impact of ideas, design decisions and technological advances and how these provide opportunities for new design solutions • Generate, develop, model and communicate ideas in a range of ways, using appropriate strategies • Respond creatively to briefs, developing their own proposals and producing specifications for products • Apply their knowledge and understanding of a range of materials, ingredients and technologies to design and make their products • Use their understanding of others' designing to inform their own • Plan and organise activities and then shape, form, mix, assemble and finish materials, components or ingredients • Evaluate which hand and machine tools, equipment and computer-aided design/manufacture (CAD/CAM) facilities are the most appropriate to use • Solve technical problems • Reflect critically when evaluating and modifying their ideas and proposals to improve products throughout their development and manufacture

Students will:

- work in, and across, the areas of fine art, craft and design, including both applied and fine art practices
 - explore media, processes and techniques in 2D, 3D and new technologies
 - study a range of artefacts from contemporary, historical, personal and cultural contexts
 - understand art, craft and design processes, associated equipment and safe working practices
 - understand users' needs and the problems arising from them
 - understand the criteria used to judge the quality of products, including fitness for purpose, the extent to which they meet a clear need and whether resources have been used appropriately
 - understand the impact of products beyond meeting their original purpose and how to assess products in terms of sustainability
 - understand aesthetic, technical, constructional and relevant wider issues that may influence designing, selection of materials, making and product development
 - develop a broad range of practical skills, techniques, equipment and standard recipes, and how to use them to develop, plan and cook meals and single or multiple products
 - learn how to plan and carry out a broad range of practical cooking tasks safely and hygienically
 - explore healthy eating models relating to a balanced diet, the nutritional needs of different groups in society and the factors affecting food choice and how to take these into account when planning, preparing and cooking meals and products
 - understand the characteristics of a broad range of ingredients, including their nutritional, functional and sensory properties
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ME, MYSELF AND I

leading to qualifications in Cognitive Skills Acquisition, Emotional Skills Acquisition and Social Skills Acquisition

Cognitive Skills Acquisition Objectives

Students will learn to:

Entry Level 3	Level 1	Level 2
Be able to understand cognitive skill definitions and theories where appropriate Be able to participant positively in cognitive skills games Be able to recognise cognitive skills	Be able to understand cognitive skill definitions and theories where appropriate Be able to participant positively in cognitive skills games Be able to recognise cognitive skills	Be able to understand cognitive skill definitions and theories where appropriate Be able to participant positively in cognitive skills games Be able to recognise cognitive skills
Be able to participate positively in cognitive skills profiling activity	Be able to apply cognitive skills profiling techniques	Be able to analyse cognitive skills through profiling and review
Be able to participate positively in attention skill task timing activities	Be able to positively apply attention skills through task timing	Be able to adapt behaviour through task timing skills
Be able to participate positively in task structuring skill activities	Be able to positively apply task structuring skills	Be able to adapt behaviour though task structuring skills
Be able to participate positively in attentional focusing skill activities	Be able to positively apply attentional focusing skills	Be able to adapt behaviour through attentional focusing skills
Be able to participate positively in attentional concentration skill activities	Be able to positively apply attention skills through concentration exercises	Be able to adapt behaviour through concentration skills
Be able to participate positively in habit trigger skill activities	Be able to positively apply habit trigger skills	Be able to adapt behaviour through habit trigger skills
Be able to participate positively in distraction identification	Be able to positively apply distraction management skills	Be able to adapt behaviour through distraction management skills
Be able to participate positively in memory skill emotion activities	Be able to positively apply memory skills through emotion	Be able to adapt behaviour through emotion activities
Be able to participate positively in flashcard games	Be able to positively apply memory skills through flashcard games	Be able to adapt behaviour through flashcard games
Be able to participate positively in stimulated recall exercises	Be able to positively apply memory skills via stimulated recall exercises	Be able to adapt behaviours via stimulated recall exercises
Be able to participate positively in semantic encoding activities	Be able to positively apply semantic encoding techniques	Be able to adapt behaviours through semantic encoding activities
Be able to participate positively in learning preferences activities	Be able to positively apply learning preference technique	Be able to adapt behaviour via learning preference techniques
Be able to participate positively in repetition and re-learning preferences exercises	Be able to positively apply repetition and relearning techniques	Be able to adapt behaviour via repetition and relearning techniques

Be able to participate positively in music activities	Be able to positively apply music techniques	Be able to adapt behaviour through music techniques
Be able to participate positively in rhyming exercises	Be able to positively apply rhyming methods	Be able to adapt behaviour through rhyming methods
Be able to participate positively in sequencing exercises	Be able to positively apply sequencing methods	Be able to adapt behaviour through sequencing methods
Be able to participate positively in hook system activities	Be able to positively apply hook system techniques	Be able to adapt behaviour through hook system techniques
Be able to participate positively in memory palace games	Be able to positively apply memory palace techniques	Be able to adapt behaviour through memory palace techniques
Be able to participate positively in acronym expression activities	Be able to positively apply acronym expression techniques	Be able to adapt behaviour through acronym expression techniques
Be able to participate positively in debating	Be able to positively apply thinking and reasoning skills through debate	Be able to adapt behaviour through debate
Be able to participate positively in problem solving cases	Be able to positively apply problem solving skills	Be able to adapt problem solving behaviour
Be able to participate positively in evidence review activities	Be able to positively apply thinking and reasoning skills through evidence review	Be able to adapt a behaviour of thinking and reasoning skills through evidence review
Be able to participate positively in intel receipt and response exercises	Be able to positively apply thinking and reasoning skills through intel receipt and response	Be able to adapt behaviour thinking and reasoning skills through intel receipt and response
Be able to participate positively in personal scenario planning	Be able to positively apply personal scenario planning techniques	Be able to adapt a personal scenario planning behaviour
Be able to participate positively in group discussion and recognise personal growth	Be able to demonstrate awareness of personal growth through attention skills	Be able to demonstrate analysis of personal growth through attention skills
	Be able to demonstrate awareness of personal growth through memory skills	Be able to demonstrate analysis of personal growth through memory skills
	Be able to demonstrate awareness of personal growth through thinking and reasoning skills	Be able to demonstrate analysis of personal growth through thinking and reasoning skills
	Be able to demonstrate awareness of personal growth across development domains	Be able to demonstrate awareness of personal growth across development domains
Be able to understand cognitive skills Be able to engage positively in cognitive skill activities Be able to recognise the impact of the programme on personal growth	Be able to understand cognitive skills Be able to engage positively in cognitive skill activities Be able to recognise the impact of the programme on personal growth	Be able to understand cognitive skills Be able to engage positively in cognitive skill activities Be able to recognise the impact of the programme on personal growth

Emotional Skills Acquisition Objectives

Students will learn to:

Entry Level 3	Level 1	Level 2
Be able to understand emotional skill definitions Be able to participant positively in emotional skills games Be able to recognise emotional skills	Be able to understand emotional skill definitions Be able to participant positively in emotional skills games Be able to recognise emotional skills	Be able to understand emotional skill definitions Be able to participant positively in emotional skills games Be able to recognise emotional skills
Be able to participate positively in emotional skills profile activity	Be able to apply emotional skills profiling techniques	Be able to analyse emotional skills through profiling and review
Be able to participate positively in emotional trigger scenarios	Be able to positively apply self-awareness skills via emotional trigger scenarios	Be able to adapt behaviours via emotional triggers
Be able to participate positively in personality trigger games	Be able to positively apply self-awareness skills via personality trigger games	Be able to adapt behaviours via personality triggers
Be able to participate positively in situational trigger games	Be able to positively apply self-awareness skills via situational trigger games	Be able to adapt behaviours via situational triggers
Be able to participate positively in boundary-setting scenarios	Be able to positively apply self-awareness skills via boundary-setting scenarios	Be able to adapt behaviours via boundary-setting
Be able to participate positively in feedback and listening role play	Be able to positively apply feedback and listening skills via role play	Be able to adapt behaviour through feedback and listening skills
Be able to participate positively in intuitive decision-making scenarios	Be able to positively apply intuitive decision-making from scenarios	Be able to adapt behaviour via intuitive decision-making
Be able to participate positively in strengths and weaknesses tests	Be able to positively apply self-awareness skills through strengths and weaknesses	Be able to adapt behaviours through strength and weakness self-awareness skills
Be able to participate positively in self-discipline and reward activities	Be able to positively apply self-discipline and reward skills	Be able to adapt behaviours via self-discipline and reward skills
Be able to participate positively in self-soothing exercises	Be able to positively apply self-soothing techniques	Be able to adapt behaviours to successfully self-soothe
Be able to participate positively in response inhibition activities	Be able to positively apply response inhibition skill	Be able to adapt behaviours through response inhibition
Be able to participate positively in consequence review scenarios	Be able to positively apply consequence review skills	Be able to adapt behaviours through consequence review
Be able to participate positively in situational withdrawal role play	Be able to positively apply situational withdrawal skills	Be able to adapt behaviours through situational withdrawal
Be able to participate positively in self-talk exercises	Be able to positively apply self-talk techniques	Be able to adapt behaviours through self-talk
Be able to participate positively in self-reward activities	Be able to positively apply self-reward techniques	Be able to adapt behaviours through self-reward
Be able to participate positively in self-recognition activities	Be able to positively apply self-recognition techniques	Be able to adapt behaviours through self-recognition
Be able to participate positively in competence activities	Be able to positively apply competence technique	Be able to adapt behaviours through competence

Be able to participate positively in confidence exercises	Be able to positively apply confidence techniques	Be able to adapt behaviours through confidence
Be able to participate positively in connection team activities	Be able to positively apply connection techniques	Be able to adapt behaviours through connection
Be able to participate positively in character role play	Be able to positively apply character techniques	Be able to adapt behaviours through character techniques
Be able to participate positively in teamwork contribution	Be able to positively contribute	Be able to adapt behaviours through contribution
Be able to participate positively in coping activities	Be able to positively cope	Be able to adapt behaviours through coping
Be able to participate positively in group discussion on control techniques	Be able to positively apply control techniques	Be able to adapt behaviours through control techniques
Be able to participate positively in group discussion on 7Cs	Be able to positively apply resilience skills through 7Cs	Be able to adapt behaviours through 7Cs
Be able to participate positively in group discussion and recognise personal growth	Be able to demonstrate awareness of personal growth through self-awareness skills	Be able to demonstrate awareness of personal growth through self-awareness skills
	Be able to demonstrate awareness of personal growth through self-regulation skills	Be able to demonstrate awareness of personal growth through self-regulation skills
	Be able to demonstrate awareness of personal growth through self-motivation and resilience	Be able to demonstrate analysis of personal growth through self-motivation and resilience
	Be able to demonstrate awareness of personal growth across development domains	Be able to demonstrate awareness of personal growth across development domains
Be able to understand emotional skills Be able to engage positively in emotional skill activities Be able to recognise the impact of the programme on personal growth	Be able to understand emotional skills Be able to engage positively in emotional skill activities Be able to recognise the impact of the programme on personal growth	Be able to understand emotional skills Be able to engage positively in emotional skill activities Be able to recognise the impact of the programme on personal growth

• The Seven Cs of Resilience - <https://johndabell.com/2018/05/01/the-7-cs-of-resilience/>

Social Skills Acquisition Objectives

Students will learn to:

Entry Level 3	Level 1	Level 2
Be able to understand social skill definitions Be able to participant positively in social skills games Be able to recognise social skills	Be able to understand social skill definitions Be able to participant positively in social skills games Be able to recognise social skills	Be able to understand social skill definitions Be able to participant positively in social skills games Be able to recognise social skills
Be able to participate positively in social skills profile activity	Be able to apply social skills profiling techniques	Be able to analyse social skills through profiling and review
Be able to participate positively in role play	Be able to positively apply empathy skills via role play	Be able to adapt behaviours via empathy skills role play
Be able to participate positively in group discussion	Be able to positively apply empathy skills via group discussion	Be able to adapt behaviours via empathy skills group discussion
Be able to participate positively in group chat	Be able to positively apply interpersonal skills via group chat	Be able to adapt behaviours via interpersonal skills in group chat
Be able to participate positively in role play	Be able to positively apply active listening skills via role play	Be able to adapt behaviour from intel gained through active listening via role play
	Be able to positively apply verbal communication skills via role play	Be able to adapt behaviour to response to verbal communications via role play
	Be able to positively apply non-verbal communication skills via role play	Be able to adapt behaviour to response to non-verbal communications via role play
	Be able to positively apply conflict resolution skills and recognise benefit of defeat	Be able to adapt behaviour to ensure conflict resolution and recognise benefit of defeat
	Be able to positively apply conflict resolution skills and recognise benefit of avoidance	Be able to adapt behaviour to ensure conflict resolution and recognise benefit of avoidance
	Be able to positively apply conflict resolution skills and recognise benefit of negotiation	Be able to adapt behaviour to ensure conflict resolution and recognise benefit of negotiation
	Be able to positively apply conflict resolution skills and recognise benefit of compromise	Be able to adapt behaviour to ensure conflict resolution and recognise benefit of compromise
	Be able to positively apply conflict resolution skills and recognise benefit of collaboration	Be able to adapt behaviour to ensure conflict resolution and recognise benefit of collaboration
Be able to participate positively in team challenge	Be able to positively apply collaboration skills via team challenge	Be able to adapt behaviours to successfully collaborate via team challenge

Be able to participate positively in activity	Be able to positively apply leadership skills	Be able to adapt leadership style to positive effect
Be able to participate positively in group discussion and recognise personal growth	Be able to demonstrate awareness of personal growth through empathy skills	Be able to demonstrate analysis of personal growth through empathy skills
	Be able to demonstrate awareness of personal growth through interpersonal skills	Be able to demonstrate analysis of personal growth through interpersonal skills
	Be able to demonstrate awareness of personal growth through conflict resolution skills	Be able to demonstrate analysis of personal growth through conflict resolution
	Be able to demonstrate awareness of personal growth across development domains	Be able to demonstrate analysis of personal growth across development domains
Be able to understand social skills Be able to engage positively in social skill activities Be able to recognise the impact of the programme on personal growth	Be able to understand social skills Be able to engage positively in social skill activities Be able to recognise the impact of the programme on personal growth	Be able to understand social skills Be able to engage positively in social skill activities Be able to recognise the impact of the programme on personal growth

OUTDOOR LEARNING

Me, Myself & I Objectives

Students will learn:

Emerging	Developing
<p>how we are all unique;</p> <p>that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p>	<p>to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p>
<p>to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p>	<p>how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this</p>
<p>simple strategies to help build resilience to negative opinions, judgements and comments</p>	<p>strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p>
<p>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p>	<p>about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p>
<p>the characteristics of mental and emotional health and strategies for managing these</p>	<p>a broad range of strategies – cognitive and practical – for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p>
<p>strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p>	<p>the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p>
<p>a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p>	<p>how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help</p>
<p>how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>	
<p>the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p>	

the benefits of physical activity and exercise for physical and mental health and wellbeing	
to recognise and manage what influences their choices about physical activity	
the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	
what might influence decisions about eating a balanced diet and strategies to manage eating choices	
how to identify risk and manage personal safety in increasingly independent situations, including online	
ways of assessing and reducing risk in relation to health, wellbeing and personal safety	
to further develop and rehearse the skills of team working	
to review their strengths, interests, skills, qualities and values and how to develop them	to evaluate their own personal strengths and areas for development and use this to inform goal setting
the skills and attributes that employers value	about the range of opportunities available to them for career progression, including in education, training and employment
the importance and benefits of being a lifelong learner	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
about routes into work, training and other vocational and academic opportunities, and progression routes	about the labour market, local, national and international employment opportunities
different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	about employment sectors and types, and changing patterns of employment
about young people's employment rights and responsibilities	to research, secure and take full advantage of any opportunities for work experience that are available
to manage emotions in relation to future employment	

Scientific Objectives

Students will learn:

BIOLOGY

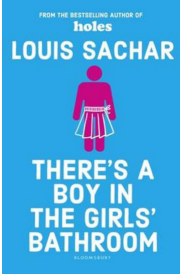
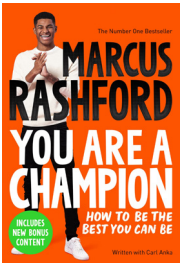
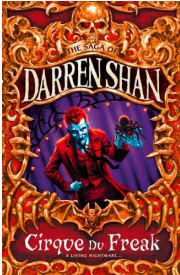
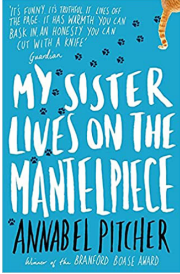
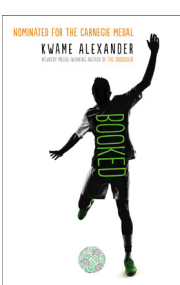
Plant Cultivation & Plant Reproduction

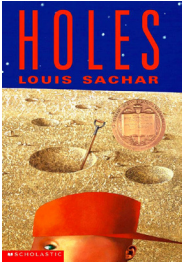
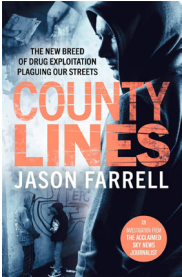
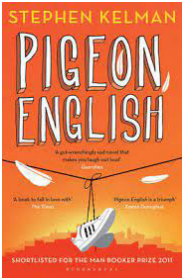

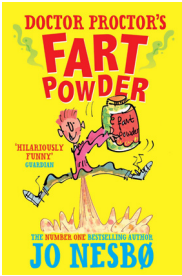

- how growing medium, water, humidity, nutrients, temperature and light can be controlled in crop production and the effects of these factors on plant growth.
- the balanced symbol equation for photosynthesis.
- how CO₂, temperature and light affect photosynthesis, including consideration of limiting factors
- the signs of a healthy and an unhealthy plant.
- the causes of plant ill health: pests, including aphids and slugs, fungal disease including damping off and potato blight, over and under watering; the effect of these factors on yield.
- the adaptations of flower structure for wind and insect pollination.
- the adaptations in plants to prevent self pollination and encourage cross-pollination
- how a named plant is grown from seed to include the process of sowing, thinning, pricking out and potting on.
- the reasons for thinning, pricking out and potting on
- the principles and purpose of soil cultivation by hand.
- the importance of (soil) crumb structure; the use of humus, garden compost and manure in maintaining soil fertility.
- methods of improving soil fertility and crumb structure using lime, coarse sand and well-rotted manure

APPENDIX II – LITERATURE SPINE

At the Omnia Foundation, it is our aim that all students develop a love of reading and are provided with a range of tools to access quality texts, which, as well as hard copies of the texts, would include audiobooks and online visual literacy resources.

The Literature Spine has been curated by students and staff at the foundation and it embraces a wide variety of fiction and non-fiction texts designed to engage and inspire our young people in a personalised reading journey. The intention is that over their time with us, a student would experience a different text every six weeks which will be introduced during Scuttlebutt Week and will potentially lead to a choice of topic for the subsequent half term. Teachers plan for much of the writing curriculum based on the chosen text. Students have a significant voice in the choice of text for any given half term.

Title	Author	Front Page	Summary
There's a Boy in The Girls' Bathroom	L. Sachar		Bradley Chalkers, a fifth grader at the Red Hill School, has trouble getting along with his classmates until he meets Carla, a new school counsellor. She not only listens to his wacky stories but encourages him to use his powerful imagination.
You Are a Champion	M. Rashford		Tear up the rule book. Find your own lane. You are only in competition with yourself. Marcus Rashford MBE is recognised worldwide for his journey both on-and-off the pitch – but how did a boy from south Manchester become not only an international footballer but also one of the leading activist voices in the UK?
Cirque Du Freak	Darren Shan		Teenager Darren Shan meets a mysterious man at a freak show who turns out to be a vampire. After a series of events, Darren must leave his normal life and go on the road with the Cirque du Freak, becoming a creature of the night.
My Sister Lives on The Mantelpiece	A. Pitcher		My Sister Lives on the Mantelpiece is about a boy called Jamie. He has ginger hair and a wonderful cat called Roger. When Jamie was just five years old, his older sister, Rose, was killed by a bomb which exploded in London. Although everyone in the family tries to live with what's happened, it's impossible.
Booked	Kwame Alexander		This book is about the life of Nick Hall, an eighth grader and soccer aficionado who struggles to meet his parents' expectations and honour his own self-identity in the wake of his parents' separation. The book is both a sports novel and a reflection on Nick's experiences struggling with an injury and major changes in his home life.

Holes	L. Sachar	 The cover of the book 'Holes' by Louis Sachar. It features a desert landscape with several holes dug into the ground. A red bucket is in the foreground, and the title 'HOLES' is written in large, bold, red letters at the top. The author's name 'LOUIS SACHAR' is below the title.	The book centers on Stanley Yelnats, who is sent to Camp Green Lake, a correctional boot camp in a desert in Texas, after being falsely accused of theft. The plot explores the history of the area and how the actions of several characters in the past have affected Stanley's life in the present.
County Lines	J. Farrell	 The cover of the book 'County Lines' by Jason Farrell. It features a dark, moody image of a person's face in profile, looking towards the right. The title 'COUNTY LINES' is written in large, bold, white letters across the middle. The author's name 'JASON FARRELL' is at the bottom. There is a small red circular badge on the bottom right that says 'THE KILLING SERIES'. Above the title, there is a quote: 'THE NEW BREED OF DRUG EXPLOITATION PLAGUING OUR STREETS'.	Teens whose bereaved relatives assume they led ordinary lives, who tell us they were 'good kids', suddenly end up stabbed to death with no seeming motive. At night, on a usually quiet suburban street, a massive knife fight erupts, and two kids end up on life support
Pigeon English	S. Kelman	 The cover of the book 'Pigeon English' by Stephen Kelman. It features a bright orange background with a white pigeon flying in the center. The title 'PIGEON ENGLISH' is written in large, bold, white letters. The author's name 'STEPHEN KELMAN' is at the top. There is a quote from 'The Guardian' at the bottom: 'A gut-wrenchingly well-told story of a young boy's journey from Ghana to London'. At the very bottom, it says 'SHORTLISTED FOR THE MAN BOOKER PRIZE 2011'.	Pigeon English, recounts eleven-year-old Harrison (Harri) Opoku's move with his mother and older sister from Ghana to England, where they go to live in a working-class apartment complex in a London estate, a tough environment plagued by crime and violence.
Animal Farm	George Orwell	 The cover of the book 'Animal Farm' by George Orwell. It features a pig wearing a red collar and a white shirt, standing in front of a red sun. The title 'ANIMAL FARM' is written in large, bold, black letters at the top. The author's name 'GEORGE ORWELL' is at the bottom. Below the author's name, it says 'SUPER-READABLE EDITION'.	This book tells the story of a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy. Ultimately, the rebellion is betrayed, and the farm ends up in a state as bad as it was before, under the dictatorship of a pig named Napoleon.
Dr Proctor's Fart Powder	Jo Nesbo	 The cover of the book 'Dr Proctor's Fart Powder' by Jo Nesbo. It features a yellow background with a cartoon character holding a can of 'FART POWDER'. The title 'DOCTOR PROCTOR'S FART POWDER' is written in large, bold, red letters. The author's name 'JO NESBØ' is at the bottom. There is a quote from 'The Guardian' at the top: 'NORWEGIAN FUNNY'. At the bottom, it says 'THE NUMBER ONE BESTSELLING AUTHOR'.	A very small boy named Nilly moves to Oslo, Norway, where he quickly meets the titular mad scientist, who has accidentally invented two fart powders. One provides classic flatulence (albeit without the odour), while the other leads to flatulence so strong that it can propel children hundreds of feet into the air.
Kensuke's Kingdom	Michael Morpurgo	 The cover of the book 'Kensuke's Kingdom' by Michael Morpurgo. It features a sailboat on a blue sea. The title 'MICHAEL MORPURGO' is written in large, bold, black letters at the top. Below the title, it says 'KENSUKE'S KINGDOM'. At the bottom, it says 'From the author of WAR HORSE'.	The book tells of how a young boy named Michael mysteriously disappears the night before his twelfth birthday. The next morning, Michael finds himself washed up on a beach on a remote island with a bowl of water and some grilled fish next to him.

Beast Quest Series

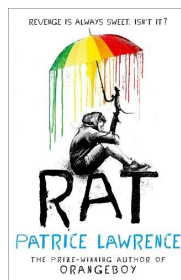
Adam Blade



When an evil wizard enchants the magical Beasts of Avantia, only a true hero will be able to free the Beasts and stop them from destroying the land. When all hope seems lost, a young boy named Tom takes up the quest for the king and sets out to save Avantia.

Rat

Patrice Lawrence



Mr Brayker, who lives downstairs, has been making trouble for Al's mum ever since they moved in, and Al's determined to get his revenge. Ignoring advice from his gran and sister, Plum, Al takes things into his own hands with a plan that involves the only two creatures he can rely on: his pet rats, Venom and Vulture.

Stone Cold

R. Swindells



A young boy, tired of his mother's abusive boyfriend, sets out on an adventure to London meeting a friendly man. But there is fear on the streets and people are missing.

Grass

Cathy McPhail



It would have been hard to have missed what was written on the wall. Painted in giant whitewashed letters: 'SHARKEY IS A GRASS'. I hadn't a clue who Sharkey was, but I knew one thing. 'Sharkey's a dead man,' I said.

Pig-Heart Boy

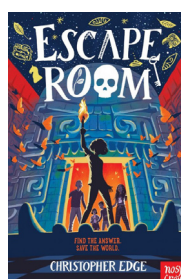
Malorie Blackman



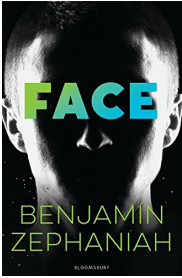
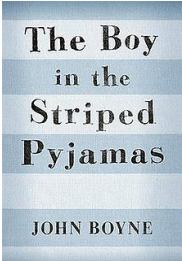


13-year-old Cameron is dying of heart disease. Two years earlier he caught a viral infection which affected his heart, now his life is on a countdown. He wants to be normal, to run all the way up the stairs at once, to win the daredevil dive at the swimming bath.

Escape Room

Christopher Edge



From a cavernous library of dust to an ancient Mayan tomb, a deserted shopping mall stalked by extinct animals to the command module of a spaceship heading to Mars, the perils of The Escape seem endless. Can Ami and her friends find the Answer before it's too late?

Face	Benjamin Zephaniah	 The book cover for 'FACE' by Benjamin Zephaniah features a close-up, high-contrast photograph of a young man's face. The word 'FACE' is written in large, bold, green and blue letters across the center of his face. Below the image, the author's name 'BENJAMIN ZEPHANIAH' is printed in a smaller, green font.	The story of a young man, Martin, Leader of the Gang of Three. His life is completely changed when his face is badly scarred in a joyriding accident in a stolen car.
Boy in the Striped Pyjamas	John Boyne	 The book cover for 'The Boy in the Striped Pyjamas' by John Boyne has a minimalist design. The title is written in a serif font, with 'The Boy in the Striped Pyjamas' stacked vertically. The author's name 'JOHN BOYNE' is at the bottom. The background is a light, textured grey.	The Boy in the Striped Pyjamas is John Boyne's Holocaust novel about the unlikely friendship that forms between the son of a Nazi commandant and a young Jewish prisoner at Auschwitz.
Percy Jackson and the Lightning Thief	Rick Riordan	 The book cover for 'Percy Jackson and the Lightning Thief' by Rick Riordan shows a young boy, Percy Jackson, standing in a stormy sea. He is holding a glowing lightning bolt aloft. The title 'PERCY JACKSON AND THE LIGHTNING THIEF' is at the top.	A light-hearted fantasy about a modern 12-year-old boy who learns that his true father is Poseidon, the Greek god of the sea. Percy sets out to become a hero by undertaking a quest across the United States to find the entrance to the Underworld and stop a war between the gods.
War Horse	Michael Morpurgo	 The book cover for 'WAR HORSE' by Michael Morpurgo features a dynamic illustration of a brown horse and a soldier on a battlefield. The title 'WAR HORSE' is at the bottom. Above it, the author's name 'MICHAEL MORPURGO' is written in a bold, sans-serif font. At the top, it says 'From one of Britain's best loved storytellers'.	In 1914, Joey, a young farm horse, is sold to the army and thrust into the midst of the war on the Western Front. With his officer, he charges towards the enemy, witnessing the horror of the frontline. But even in the desolation of the trenches, Joey's courage touches the soldiers around him.

APPENDIX III

SCIENCE CURRICULUM TOPIC OVERVIEW

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Physics (Edexcel 2017)	Physics (CEA)	Biology (OCR/Seattle King County)	Biology (#OPTIMISE & external professional)	Chemistry (Edexcel 2018)	Chemistry (Edexcel 2018)
Forces & Motion	Electricity & Renewable Energy	Reproduction	Health, Disease and the development of medicine	Chemistry in our world: fuels	Chemistry in our world: The Earth's Atmosphere

APPENDIX IV – EXAMPLE OF A TOPIC PLAN

Under construction

APPENDIX V

PSHE (ME, MYSELF & I) TOPIC OVERVIEW

Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Personal Safety	Online Safety	Bullying & Exploitation	Managing relationships	Community & Responsibility	Preparing for Adult Life
<ul style="list-style-type: none"> • Personal safety (risk management) • Making safe & healthy lifestyle choices 	<ul style="list-style-type: none"> • Online presence & reputation; online choices & influences; online relationships • Digital & media literacy (https://echo-breaking-news.com/blog/media-literacy-vs-digital-literacy/) 	<ul style="list-style-type: none"> • Resisting peer influence • Bullying • Gangs & violent crime 	<ul style="list-style-type: none"> • Managing conflict & friendship challenges • Relationship boundaries & healthy relationships; expectations & values; • Unwanted contact/consent; identifying & responding to abuse & harassment • Sexting 	<ul style="list-style-type: none"> • Rights in the community • FGM & forced marriage - nature of committed relationships • LGBT + inclusivity • Diversity, equality + discrimination; stereotypes & prejudice • Extremism 	<ul style="list-style-type: none"> • Preparing for adult life • Money management; financial decisions; saving & borrowing; gambling, financial choices & debt; fraud & cybercrime
CAREERS & EMPLOYABILITY - ongoing					
<ul style="list-style-type: none"> • Preparation for and reflection on work experience • Aspirations for the future • Aligning actions with goals • Career choices • Sources of careers advice • Skills for employment • Applying for employment • Employability • Qualifications options 					

APPENDIX VI – PERSONAL LEARNING
& THINKING SKILLS

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS

The framework comprises six groups of skills that, together with the functional skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life as confident and capable individuals.

The titles of the six groups of skills are set out below.

Independent enquirers	Creative thinkers	Reflective learners
Team workers	Self-managers	Effective participators

For each group of skills, a focus statement sums up the range of skills. This is accompanied by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, independent enquirers set goals for their research with clear success criteria (reflective learners) and organise and manage their time and resources effectively to achieve these goals (self-managers).

In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts from ages 11 to 19.

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own

APPENDIX VII

Progression through differentiation and content design

The vast majority of students who come to us demonstrate very little – if any – readiness to learn. This is evidenced through our Thrive baseline assessments. These are completed as part of the induction process and show that, on arrival, very many of our students, having experienced negative judgments, which have impacted traumatically on their self-esteem, are in the “Being” stage of emotional development (around 0-6 months) where the key foci are safety, having their needs met and being special. As a result of these baselines, we work therapeutically with each student in the first instance in order to build their resilience for learning. Our Thrive data shows that once they have built trusting relationships with us, are gaining confidence and reach the “Thinking” phase of Thrive, their academic progress is rapid: their engagement in learning increases, their self-esteem improves with their academic success and this in turn leads to impact on their emotional development, deepening their understanding of themselves and their capabilities.

In addition to these hugely variable starting points, our students come to us at different points in their educational journey, some as late as Year 11 and are grouped according to optimum conditions for learning rather than age or ability. Planning therefore needs to be flexible to respond to each individual student’s needs and ensure that they make good progress from their starting points. As a result, we plan flexible topics, usually half termly, around the needs of the students at that given point. These are carefully tracked to ensure progression.

In subjects where we offer qualifications, students progress through Entry Level, Level 1 and Level 2 standards. These are set out clearly in the Appendices to the Curriculum Policy.

In subjects where qualifications are not currently offered by the foundation, notably science, art & design and computing and ICT, progression is addressed through differentiation and content design. This means that progression is evidenced in how well the students “know” the content and what they are able to do with it. As their confidence in themselves strengthens and their readiness to learn becomes more keen, staff plan increasingly more challenging experiences and opportunities year on year, all the while deepening their knowledge and understanding of a given topic. Students progress through this at their own pace, which will invariably be more rapid in some areas than others. For example, it might take a student two years to get to the “Thinking” stage of Thrive, where they begin to engage with and participate actively in their learning but once there, they may sail through the progression ladder outlined in the table below fairly quickly, achieving an Entry Level qualification in as little as 6 weeks. Similarly, rates of progress will differ across different subject areas depending on students’ preferences and capabilities.

Students progress broadly following the trajectory below.

Omnia Foundation Progression Ladder										
Step One			Step Two				Step Three			Step Four
Remember	Understand	Apply with Support	Apply	Analyse with support	Evaluate with support	Create with Support	Analyse	Evaluate	Create with Support	Create
Copy Define Find Locate Listen Google Repeat Retrieve Outline Memorise Search Identify Select Match Bullet-point	Relate Summarise Categorise Sort Predict Paraphrase Compare Contrast Comment Infer Estimate	Reenact Choose Select Judge Examine Experiment Hack Interview Paint Prepare Present Display	Reenact Choose Select Judge Examine Experiment Hack Interview Paint Prepare Present Display	Break down Deconstruct Link Mash MindMap Organise Appraise Deduce Distinguish Illustrate Question Structure Explain Consider	Argue Validate Test Assess Criticise Comment Debate Defend Persuade Hypothesise Measure Pose Rate Reflect Review Edit	Blog Build Animate Adapt Collaborate Compose Direct Devise Podcast Wiki build Write Film Program Simulate Role play Solve Negotiate Lead	Break down Deconstruct Link Mash MindMap Organise Appraise Deduce Distinguish Illustrate Question Structure Explain Consider	Argue Validate Test Assess Criticise Comment Debate Defend Persuade Hypothesise Measure Pose Rate Reflect Review Edit	Blog Build Animate Adapt Collaborate Compose Direct Devise Podcast Wiki build Write Film Program Simulate Role play Solve Negotiate Lead	Blog Build Animate Adapt Collaborate Compose Direct Devise Podcast Wiki build Write Film Program Simulate Role play Solve Negotiate Lead

<p>The student</p> <ul style="list-style-type: none"> - knows what a hydrocarbon is and can give an example - understands what crude oil is and that it is known as a fossil fuel - knows that crude oil is refined to produce a number of different products and can name some of them - knows that crude oil will run out and is beginning to understand that this means it is a non-renewable fossil fuel - can present this information in a simple form, eg a poster or powerpoint slide 	<p>The student</p> <ul style="list-style-type: none"> - can explain that crude oil is refined by the process of fractional distillation using the correct vocabulary - can recall the names and uses of all fractions - is deepening their understanding of non-renewable fossil fuels - confidently recalls that petrol, kerosene and diesel oil are non-renewable fossil fuels obtained from crude oil and methane is a non-renewable fossil fuel found in natural gas - is beginning to understand and question the impact of crude oil reserves depleting and therefore the need for renewable fuel sources - is beginning to reflect on the impact of fossil fuels on the environment and is able to identify some solutions to the problems - is beginning to identify features of vehicles that make them more "environmentally friendly" 	<p>The student</p> <ul style="list-style-type: none"> - can describe the complete combustion of hydrocarbon fuels as a reaction in which carbon dioxide is produced and energy is given out - can recall that the incomplete combustion of hydrocarbon fuels can produce carbon and carbon monoxide - knows that carbon monoxide is a toxic gas - can describe the problems caused by incomplete combustion, producing carbon monoxide and soot in appliances that use carbon compounds as fuels - can describe how the impurities in some hydrocarbon fuels result in the production of sulphur dioxide - can describe some problems associated with acid rain, caused when sulphur dioxide dissolves in rain water - is able to compare two or more models/makes of vehicle and evaluate their environmental impact 	<p>The student</p> <ul style="list-style-type: none"> - can recall that when fuels are burned in engines, oxygen and nitrogen react together at high temperatures to produce oxides of nitrogen which are pollutants - can describe how cracking involves the breakdown of larger hydrocarbon molecules into smaller more useful ones and is able to explain why they are more useful - can explain why cracking is necessary - confidently recalls all the knowledge in the unit, eg can produce an educational video for younger students on the subject or produce an information film about the dangers of carbon monoxide and how we can mitigate the risk - is able to construct an argument for and against aspects of the unit, eg the advantages and disadvantages of using hydrogen rather than petrol in cars - is able to participate in a debate around models/makes of vehicles and their environmental impact
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