

# Bassingbourn Village College



## Curriculum Policy

Committee	ASC
2 week consultation period	n/a
Approved/Ratified by Governors on	25 <sup>th</sup> February 2016
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Date of next review	February 2018

### College Aim:

To know all our students as individuals. To provide a wide variety of opportunities and experiences through a personalised curriculum and support. To ensure rapid and sustained progress within a kind, caring and close family environment. To nurture individuals to have high aspirations, a love of learning and to become confident, responsible and independent members of society.

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# **Bassingbourn Village College Curriculum Policy**

## **PURPOSE OF THE CURRICULUM POLICY**

- To promote the full intellectual, personal, spiritual, moral, cultural and physical development of all students.
- To prepare students for the opportunities, responsibilities and experiences of adult life and for their next stage of education, training or employment.

### **1. Principles**

The curriculum should:

- Ensure high standards of achievement and attainment.
- Ensure that Social, Moral, Spiritual and Cultural development/application is at the heart of the Curriculum offer.
- Widen learning pathways and activities/experiences to meet the learning needs of every student.
- Ensure that there is a sound assessment for learning structure understood by students, parents and staff that effectively informs learning.
- Ensure that literacy and numeracy development/application is at the heart of the curriculum offer.
- Promote the development of personal learning skills with a particular emphasis on interpersonal skills and high level communication skills.
- Enable the development of high quality courses by working in partnership with other schools and local businesses.
- Ensure that the statutory requirements of the National Curriculum and Locally Agreed Syllabus' are met.
- Promote creativity and flexibility of approaches with facilities appropriate to need.
- Allow students to experience learning based upon ability not age.
- Support the development of ethical enterprise.

### **2. Practices**

#### **2.1 Years 7 - 9**

The curriculum is organised into two faculty areas; STEM (Science, Technology, Maths, PE and Computing) and Communications (English, Humanities, Languages, Creative Arts). In Maths, Science and Computing the ability groups will be led by achievement in Maths and within English, Humanities and Languages the ability groups will be led by English. Other subject areas will be mixed ability.

Students will follow one of two learning pathways to access the curriculum, providing challenging and engaging learning opportunities which meet the needs of all learners through the Challenge and Core provision. The year 7 and 8 curriculum is based on the principles above and;

- Builds upon learning from the primary school phase.
- Engages and motivates students to learn and to develop a love of learning.
- Provides outstanding preparation for KS4 and beyond.
- Allows expert teachers to react to student needs and set the learning agenda as appropriate.
- Offers skills based learning, enabling students to develop practical and academic skills alongside subject knowledge.
- Develops students' Personal Learning and Thinking Skills.
- Develops subject specific skills, with specialist teachers in high quality specialist facilities.
- Develops skills as enterprising learners.

#### **Year 7 – 9 Pathways**

##### **2.2 The Challenge Pathway**

###### **2.2.1 Which learners may be involved?**

- Students who have achieved at or above National Expectations in English and Maths.
- Learners will be taught in set groups in Maths, Science, Computing, English, Humanities and Languages. In other subjects students will be taught in mixed ability groups.

###### **2.2.2 Rationale**

To provide a learning pathway for the learners that

- Ensures they maintain high levels of attainment.
- Allows students to study a broad range of subjects with specialist staff and in specialist rooms.
- Provides the opportunity to study at least one Modern Language.

## **2.3 The Core Pathway**

### **2.3.1 Which learners may be involved?**

- Learners who are achieving well below national expectations in English and Mathematics.
- Learners who have Education, Health and Care Plans (emotional, social, behaviour, learning).
- Learners who are most likely to make more progress in the Core environment.
- Learners identified in consultation with partner schools and through parental interviews.
- Learners whose social and emotional needs make accessing the challenge curriculum difficult.

### **2.3.2 Rationale**

To provide a learning pathway for learners that

- Delivers a flexible curriculum that focuses on the core skills of literacy, numeracy, communication, interpersonal and emotional.
- Provides the necessary support to allow students to be reintegrated into the challenge pathway when appropriate.
- Provides continuity and familiarity of processes and systems for learners who are less able to deal with change.
- Focuses support for social and emotional development.
- Fosters strong relationships between teachers and students supporting a culture of learning.

## **2.4 Moving between pathways/groups**

Students are able to move between pathways/groups throughout the year based upon levels of academic achievement (**Appendix 1**). At the end of each academic year students progress and attainment will be reviewed, new groupings will be devised for the following year.

## **2.5 Group sizes**

The governing body has taken a decision to have an extra English and Maths group in every year group where possible. This is to enhance our personalised delivery of these key subject areas and aims to ensure that these teaching groups are no bigger than twenty on average.

Each year group will be no bigger than 125 students; this is to ensure that practical subjects such as PE, technology, science, art and music do not have an average of more than 25 students per group. This is to adhere to health and safety considerations due to the nature of the subject, the physical space and equipment available. The college also has a maximum class size of 30 students in other curriculum areas. All group sizes are at the discretion of the governors and the Principal.

**Draft: Model for 2015 – 2016**  
**Bassingbourn Village College**

**2.6 Years 7 and 8**

**2.6.1 Challenge Groups (sample two week curriculum, students are taught in 50 or 100 minute blocks)**

<b>Subject</b>	<b>Number of 50 minute lessons per fortnight</b>
English	8
Mathematics	8
Science	7
Art	2
Computing	2
Drama	3
Geography	3
History	4
Languages	7
Music	3
PE	5
PSHEE	2
RE	2
Technology	4

**2.6.2 Core Group**

The breakdown of lessons for students in the Core Group will vary on an individual basis.

Organisation

- Time is allocated to class time with the SENCo.
- Timetables are personalised to meet the needs of each individual.
- Specific teaching bases set aside for the groups.
- Learning Support Teachers attached to the groups during 'Class Time'.

**2.7 Year 9 curriculum**

The beginning of year 9 marks the commencement of GCSE and vocational courses for students. The students will start the English, Mathematics, and Science GCSE courses during year 9, to enhance the coverage of the new specifications. Whilst they will not continue with all optional subjects it is important that students are able to make informed decisions about their final choices for years 10 and 11.

In year 9, students will have the opportunity to experience additional subjects during taster sessions as part of the Key Stage 4 Options process. For the 2015/16 academic year these will be as outlined in the table below:

<b>Subject</b>	<b>Taught within</b>
Latin	Modern Languages
Leisure & Tourism	Geography
Music Technology	Music
Media	Creative Arts
Sociology	RE

In addition to this there will be opportunities to take part in workshops in subject areas that are not part of the year 7-9 curriculum prior to choosing options for year 10/11. These subjects are likely to be Construction, Health and Social Care and Dance.

### 3. Year 10/11 Curriculum

#### **3.1 Rationale**

*To provide flexible learning pathways that build on prior learning during year 7-9 and which:*

- Encompass the National Curriculum and syllabus requirements for year 10/11.
- Provide appropriate academic and vocational opportunities for all students.
- Provide clear and effective progression routes for all learners into sixth form learning and beyond.
- Provide a wide variety and breadth of learning opportunities to suit different learning styles.
- Provide intensive, personalised basic skills support for the lowest attaining learners.
- Develop students' skills as lifelong independent learners.
- Develop students who are responsible, productive members of the community.

#### **3.2 The Challenge Component**

This consists of the statutory component of the National Curriculum during year 10 and 11. Students will be required to follow courses in English Language, English Literature, Mathematics, Statistics, Science, Physical Education and PSHEE (Personal, Health, Social and Enterprise Education).

#### Work Related Learning

Work related learning will be covered through PSHEE, the Internship Programme and embedded in the Curriculum. Work related learning and careers education can be identified in all subjects. Students are given impartial information, advice and guidance about future opportunities for education, employment or training through guidance meetings, PSHEE lessons, and workshops with employers. The college works closely with employers, the local sixth form colleges and the local authority to ensure impartiality is maintained. The careers map (**Appendix 2**) highlights the coverage of this area.

<b>Subject</b>	<b>Number of lessons (50 mins) / fortnight (out of 60)</b>	<b>GCSE Equivalents</b>
Mathematics and Statistics	8	1 or 2
English Language & Literature	10	2
Science	12	2 or 3
Physical Education	5	0
PSHEE	1	0
TOTAL	36 (out of 60)	6 - 7

### 3.3 Personalised courses

Students build the remaining elements of their Key Stage 4 curriculum from a selection of courses offered. Students are able to choose their own combination of four courses from options columns ensuring that each learner's pathway is personalised to meet their individual needs.

Subject	Number of lessons
GCSE Art	6
GCSE Computing	6
BTEC Construction	6
GCSE Dance	6
GCSE Drama	6
GCSE Food Preparation and Nutrition	6
GCSE French	6
GCSE Geography	6
GCSE Graphics	6
BTEC Health and Social Care	6
GCSE History	6
GCSE Latin	6
GCSE Leisure and Tourism	6
GCSE Media	6
GCSE Music	6
Music Technology VCERT	6
GCSE PE/ Sport VCERT	6
PSD & IT	6
GCSE RE	6
GCSE RM	6
GCSE Sociology	6
GCSE Spanish	6
GCSE Textiles	6

### 4. Year Group Exams

Every year group will have the opportunity to experience formal exams held in conditions that will give them practice for their final public examinations. The examination weeks will be identified annually on the College Calendar. The examinations will increase in length between year 7 and year 11 to allow students the opportunity to develop their time management skills and experience the timings of the public examinations.

Years 7, 8 and 9 will have examinations in English, Maths and Science that will be held in the same venues as the public examinations.

The results of examinations taken in year 7, 8 and 9 will be used to inform the end of year reports created by Doodle.

Year 10 will have examinations in all subjects, including practical subjects. These will be held in the same venue as the public examinations and students and parents will receive the results for these examinations in the post.

Year 11 will have examinations in all subjects, including practical subjects. These will be held in the same venue as the public examinations. Students will receive their results in an envelope to mirror the results process that students experience in the public examinations.

## **5. Faculty curriculum days**

### **5.1 Rationale**

Provide further opportunities to inspire and engage learners in every subject area, delivering outstanding Social, Moral, Spiritual and Cultural experiences for all learners across local, national and international contexts.

### **5.2 Principles**

- Opportunities for cross curricular learning and experiences should be provided.
- The emphasis is on engaging and enthusing learners.
- Ensure that every year group experiences at least one trip a year.
- Activities should encourage active participation and be inclusive.
- Activities should involve visiting speakers and other outside agencies.
- Planning and delivery must involve all staff in a faculty.
- Impact of the Faculty days should be measured.

Proposed schedule for faculty curriculum days.

	Year 1		Year 2	
	Term 1	Term 2	Term 1	Term 2
7	STEM FACULTY	COMMUNICATIONS FACULTY	COMMUNICATIONS FACULTY	STEM FACULTY
8				
9				
10	COMMUNICATIONS FACULTY	STEM FACULTY	STEM FACULTY	COMMUNICATIONS FACULTY
11				

## **6. Additional Trips**

### **6.1 Principles**

- Any residential trip or visit needs to be proposed and systematically planned to ensure viability and progression.
- Emphasis is on engaging, enthusing and motivating students.
- To provide a wide variety of shared experiences.
- To provide an opportunity to inspire and challenge students.
- May be run in term time if this enables further participation, raises aspirations and is not detrimental to students' learning.
- Subject to the charging policy.

**See Additional trips calendar (Appendix 3)**

A separate policy covers details of Trips and Visits.

## **7. Managing the Curriculum**

### **7.1 Management responsibility**

- The Governing Body approves the Curriculum Policy as presented by the Vice Principal who will review and monitor the curriculum.
- Subject areas are attached to Faculties, with each having a Deputy Principal with the responsibility to evaluate and develop the Curriculum in their areas. Each individual subject has a Head of Department who is responsible for the efficient and effective management and monitoring of their areas and the implementation of the Academy Curriculum in these areas. The Leadership team has responsibility for monitoring and supporting the delivery of the cross-curricular themes such as Curriculum Enhancement, literacy, numeracy and Social, Moral, Spiritual and Cultural learning.
- Curriculum provision is monitored through the completion of curriculum maps and subject reviews. Heads of Department monitor the delivery of the Curriculum and the associated outcomes via Team Review Forms. This process is in turn monitored by the Deputy Principals and Vice Principal who report to the Principal.

## 7.2 Developing the Curriculum

The Leadership team and Heads of Department monitor national and local developments in educational practice, and review the impact of previous developments. Implementation of curriculum changes and future developments are discussed through faculty meetings and recommendations for next practice presented to the Leadership Team of the Academy.

## 7.3 Schemes of Learning

Detailed Schemes of Learning are required in every curriculum subject in all Curriculum Teams. The production of Schemes of Learning is the responsibility of the subject teacher, overseen by the Heads of Department in conjunction with Deputy Principal who monitors this process.

Schemes of Learning should include aims and objectives, resources to be used, classroom activities, literacy, numeracy, the use of ICT across the curriculum, differentiation, assessment and homework opportunities. Schemes of Learning should clearly demonstrate how teaching is linked to the requirements of the National Curriculum and demonstrates progress in key skills and subject specific concepts.

All Schemes of Learning will be subject to regular review (annually in the first instance) by the relevant Head of Department and Deputy Principal. The review process will be supported and monitored by the Vice Principal. Copies of all Schemes of Learning will be centrally stored and available for inspection by the Leadership Team as part of the curriculum monitoring and review process.

All of a department's Schemes of Learning will be referenced on the department curriculum map with clear links to the skills and assessment covered. The skills and concepts that underpin the curriculum will be available to students and parents through Doodle and the school website.

## 7.4 Social, Moral, Spiritual & Cultural provision (SMSC)

- Every student is taught a programme of Personal, Social, Health and Enterprise Education. This programme includes a wide range of personal and social topics, and includes health and careers education. There are opportunities to explore spiritual and moral aspects of education throughout the curriculum. In addition, aspects of the PSHEE curriculum are taught in Science and Physical Education lessons.
- Students take part in assemblies which have a spiritual and moral content in line with a broadly Christian framework as required by legislation.
- Cultural education is also provided by the weekly lessons in all subject areas. Such education is also delivered through the programme of Enhancement Activities.
- British Values are covered through a range of cross curricular aspects and the SMSC provision. **(Appendix 4)**
- SMSC provision is systematically planned to address the local, national, and global contexts. **(Appendix 5)**
- Collective Worship takes place through a range of different activities, such as Thought for the Day, themes for the week, themes for assemblies, tutor time activities and Pledge work. Each of these give the students the opportunity to reflect, allowing a meaningful experience for all students whilst giving time for individuals to worship inwardly if they wish to do so. Activities will encompass a spirit of admiration, celebration and respect to people of excellence, worthy of honour and by extension, to concepts, principles and conduct which are worthy of celebration, as examples of the highest achievements of the human spirit. Activities will draw on literature, music, drama, art and other sources of inspiration, providing a focus for thought, inspiration and reflection for pupils (and staff) whose religious and cultural backgrounds are of any faith or none.

## 7.5 Literacy and Numeracy development

### 7.5.1 Principles

- High quality literacy and numeracy skills and understanding are essential in supporting lifelong learning and in ensuring high standards of achievement.
- Opportunities for development of literacy and numeracy skills are embedded in schemes of learning across the whole curriculum.
- All students and teachers must focus on the value of literacy and numeracy, both in learning and in everyday life.

### **7.5.2 Strategies/Actions**

- A significant proportion of curriculum time is given over to Maths and English lessons in all years.
- Individual students who are attaining below expectations in literacy and numeracy will receive additional support.
- All teachers have a shared understanding of the level of literacy and numeracy based on expected skills at each grade in their subject.
- Teachers should plan activities to contextualise and develop literacy and numeracy.
- Teachers and team leaders identify the key skills in literacy and numeracy relevant to their subject and ensure that these are explicit in schemes of learning and planning.
- Assessment of literacy and numeracy is the responsibility of all teachers as described in the Assessment for Learning policy.

### **7.6 Curriculum Policy review**

The policy will be reviewed annually by the ASC Committee and put to the Full Governing Body for approval.

## **Appendix 1**

### **Procedures for Movement of Students between Teaching Groups**

Student teaching groups are devised using transfer data, Key Stage 2 results, and information from parental interviews. Teaching groups are developed in line with the Curriculum Policy to produce subject specific classes.

In the STEM faculty the setting of students will be led by the Maths department. In the Communications faculty setting will be led by English.

It should be a rare event that a student needs to move groups. Concerns about progress should be dealt with through intervention strategies and parental involvement in the first instance.

#### **Principles**

Movement of students between teaching groups should:-

- be routed primarily in academic need.
- ensure that any move is beneficial to the students across all subject areas, specifically English, Maths and Science.
- take into account social and emotional needs.
- not be detrimental to the learning of other students.
- involve parents/ carers prior to any move.
- be supported by evidence from student work and report card data and records of intervention.

It may be necessary to move a student following a fixed term exclusion or as part of the Pastoral Support Plan (PSP) process.

#### **Processes**

All processes related to potential group moves should be turned around within one two week cycle of the timetable to ensure that student moves are timely.

1. Tutors or subject teachers with concerns about student progress within groups should raise their concerns with the relevant Deputy Principal. Evidence of student work, records of intervention and parental contact should be provided to support the concerns.
2. The Deputy Principal should review supporting evidence and take the following actions
  - Speak with student.
  - Check recent progress checks for academic progress.
  - Liaise with the subject leaders and college achievement leaders where appropriate.
  - Make checks of student numbers, curriculum offer and potential group compatibility for feasibility of any potential student move.
  - Organise with the college achievement leader for a parental meeting to discuss the potential class move.
  - Timetable changes should then be made to the electronic system to produce a new student timetable.
  - Teachers should be informed of upcoming group moves and given the date they will come into effect to allow them to plan for all learners in their groups.

**Appendix 2**

**Mapping of careers and work related learning across the curriculum**

	Term 1	Term 2	Term 3
<b>Year 7</b>	<p>Introduction to Jobs Enterprize Database (JED) in IT Follow up PSHE lesson – Introduction to ‘The Hive’ Steps for year 7 workbook completed in PSHE</p> <p>Subjects: Architecture and engineering in the classroom</p> <p>Outside coaches</p> <p>Identification of collaboration for programming Microsoft Office skills</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts Public speaking skills</p>	<p>Planning for the future – developing communication skills, social skills, introducing careers in PSHE Team building activities during curriculum day Careers fair scavenger hunt</p> <p>Subjects: Dress the explorer Antarctic debater</p> <p>Outside coaches</p> <p>Identification of collaboration for programming Microsoft Office skills</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts Public speaking skills</p>	<p>Subjects: Outside coaches</p> <p>Identification of collaboration for programming Microsoft Office skills</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts Newspaper task – journalism skills Public speaking skills</p>

Green – technology, Red – Art, Blue – English, Rust – Science, Purple – History, Navy – PSHE/Sociology/RE, Pink – Maths, Grey – Geography, Black – Health & Social Care (\*yr 10/11 controlled assessment identifying the needs of a client and job roles and skills. Yr 11 controlled assessment – health measures and plans. Orange – Computing, Yellow – PE, Gold – MFL, Cyan – Media/ Music / Drama

All activities are available to all students unless highlighted by (S), meaning that it is only for selected students, either by subject choice or criteria for activity.

	Term 1	Term 2	Term 3
<b>Year 8</b>	<p>Introduction to Jobs Enterprize Database (JED) in IT</p> <p>Subjects: Architecture and engineering in the classroom</p> <p>Outside coaches</p> <p>Microsoft Office skills</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts Public speaking skills All talk unit exploring jobs/work, speaking about their roles / skills needed</p>	<p>Team building activities during curriculum day</p> <p>Subjects Outside coaches Lifesaving</p> <p>Microsoft Office skills</p> <p>Exploring a variety of creative designers</p> <p>Performance skills</p> <p>Industrial revolution – jobs of the past</p> <p>Communication skills Writing in different contexts Public speaking skills</p>	<p>Planning for the future – assessing skills needed for work- how can you develop this? skills. What careers are available? PSHE lessons Steps for year 8 workbook completed in PSHE</p> <p>Subjects Outside coaches</p> <p>Microsoft Office skills</p> <p>Exploring a variety of creative designers</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts Public speaking skills</p>

	Term 1	Term 2	Term 3
<b>Year 9</b>	<p>Introduction to Jobs Enterprize Database in IT Follow up lesson in 'The Hive' introducing careers materials and national careers service website in PSHE Types of jobs and careers, what motivates people to work. Employment law and health and safety at work covered in PSHE. What's My Line employer visit morning Guidance meetings for options Options evening Employers visits to PSHE lessons and steps for year 9 completed in PSHE lessons</p> <p>Subjects: Architecture and engineering in the classroom</p> <p>Cambridge United Outside coaches</p> <p>Future studies considerations Different occupations of parents</p> <p>Microsoft Office skills</p> <p>Exploring a variety of creative designers</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts</p>	<p>Team building activities during curriculum day Eyes on the prize visit</p> <p>Subjects: Sky Sports Ambassadors Outside coaches Lifesaving</p> <p>Microsoft Office skills</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts Apprentice unit – power play in work, positive presentation, boardroom dialogue, cover letters</p>	<p>Skills east visit Careers fair Barclays life skills sessions during PSHE</p> <p>Subjects Outside coaches</p> <p>Microsoft Office skills</p> <p>Trip to Johnson Matthey</p> <p>Performance skills</p> <p>Communication skills Writing in different contexts</p>

	Term 1	Term 2	Term 3
<b>Year 10</b>	<p>Year 10 RONI completed and careers questionnaire Workplace visits Internships launched Career workshops in 'The Hive' Connexions meetings for students</p> <p>Subjects: Instant mardivity linked with social stratification (S) How jobs are linked with social class. (S)</p> <p>Borth Coastal planning unit (S) Spatial planning Barcelona (S) Playground pumps – the role of wateraid (S)</p> <p>Statistics careers talk</p> <p>Sports Leaders Cambridge United Outside coaches Jobs in sports sector St Johns Ambulance service</p> <p>Reliability of computer systems theory and the jobs that go with it (S) Identification of collaboration for programming (S) Microsoft Office skills (S)</p> <p>Market research (S) Performance skills (S)</p> <p>Communication skills Writing in different contexts GCSE Language paper – real world link IGCSE Speaking and Listening presentation skills</p>	<p>Apprenticeship talk in assembly Ex-students visits and assemblies Internships and work place visits Career workshops in 'The Hive' Connexions meetings for students</p> <p>Subjects: Royal Marines Sports leaders Sky Sports Ambassadors Outside coaches Jobs in sports sector</p> <p>Controlled Assessment assignments 1&amp; 2 (S)</p> <p>Reliability of computer systems theory and the jobs that go with it (S) Identification of collaboration for programming (S) Microsoft Office skills (S)</p> <p>Performance skills (S)</p> <p>Trade union movement (S)</p> <p>Communication skills Writing in different contexts GCSE Language paper – real world link IGCSE Speaking and Listening presentation skills</p>	<p>Careers carousel Interview skills and mock interviews College taster days College visits University visits Steps for year 10 materials used in PSHE Visits by sixth form providers to assemblies Internships and work place visits Career workshops in 'The Hive' National citizen service assembly Connexions meetings for students</p> <p>Subjects: A level preview (Cambridge University) Maths in nature careers</p> <p>Sports leaders Outside coaches Jobs in sports sector</p> <p>Preparation for Job interview controlled assessment (S)</p> <p>Controlled Assessment assignments 1&amp; 2 (S)</p> <p>Reliability of computer systems theory and the jobs that go with it (S) Identification of collaboration for programming (S) Microsoft Office skills (S)</p> <p>Performance skills (S)</p> <p>Archaeologist – related to discoveries in China (S) Communication skills Writing in different contexts GCSE Language paper – real world link IGCSE Speaking and Listening presentation skills</p>

	Term 1	Term 2	Term 3
Year 11	<p>College and careers fair 16+ evening Life after BVC booklet issued Visits to 6<sup>th</sup> form colleges Oxbridge visit Researching colleges and opportunities in PSHE College applications completed Year 11 RONI completed Completing CVs and applications Internships and work place visits Career workshops in 'The Hive' Connexions meetings for students Interview skills and mock interviews</p> <p>Subjects: Being a good steward (S)</p> <p>Sports leaders Cambridge United Outside coaches Jobs in sports sector St Johns Ambulance service</p> <p>Different CV examples. Different questions and answers for job interviews. (S) Job applications. (S) Comparison of jobs for suitability (S)</p> <p>Controlled Assessment assignments 3&amp;4 (S)</p> <p>Identification of collaboration for programming (S) Communications and networking (S) Microsoft Office skills (S)</p> <p>Jobs in nuclear power industry &amp; nuclear medicine (S) Performance skills (S) Communication skills Writing in different contexts</p>	<p>Career workshops in 'The Hive' Interview skills for college Steps for year 11 materials used in PSHE Connexions meetings for students CRC transitions support/meetings for key students with college transitions staff</p> <p>Subjects: Sports leaders Outside coaches Jobs in sports sector</p> <p>Identification of collaboration for programming (S) Communications and networking (S) Microsoft Office skills (S)</p> <p>Jobs in electrical generation industries (S)</p> <p>Performance skills (S)</p> <p>Communication skills Writing in different contexts</p>	<p>CRC transitions support/meetings for key students with college transitions staff Internships</p> <p>Subjects: Sports leaders Outside coaches</p> <p>Microsoft Office skills (S)</p> <p>Performance skills (S)</p> <p>Communication skills Writing in different contexts</p>

**Appendix 3**

**Trips and Visits calendar - residential**

<b><u>Year 1 (2015-16)</u></b>			
	<b>Winter Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	Condover Hall		
<b>Year 8</b>			Normandy (S)
<b>Year 9</b>		Paris (S)	Maths 1 (Disneyland)
<b>Year 10</b>	History 2 (Berlin etc) (S)	Paris (S)	Maths 1 (Disneyland)
<b>Year 11</b>	History 2 (Berlin etc) (S)		World Challenge
	Geography 1 Controlled Assessment (S)		

<b><u>Year 2</u></b>			
	<b>Winter Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	Condover Hall		
<b>Year 8</b>		Ski Trip	Normandy (S)
		Geography 2 (Sorrento) (S)	
<b>Year 9</b>		Geography 2 (Sorrento) (S)	
		Maths 2 (Barcelona)	
		Paris (S)	
		Ski Trip	
<b>Year 10</b>	Battlefields (S)	Geography 2 (Sorrento) (S)	
	Spain (Andalucia) (S)	Ski Trip	
		Paris (S)	
<b>Year 11</b>	Battlefields (S)	Geography 2 (Sorrento) (S)	World Challenge
	Spain (Andalucia) (S)	Ski Trip	
	Geography 1 (Controlled Assessment) (S)		

Note: S means subject specific residential trips.

Duke of Edinburgh expeditions will be scheduled at the appropriate time for the assessment of the course.

Further day trips are organised through the Faculty Curriculum days and at other relevant points in the calendar.

## **Appendix 4**

### **British Values at Bassingbourn Village College**

Bassingbourn Village College is committed to serving its local community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The school accepts admissions from all those entitled to an education under British law, including students of all faiths or none. It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The Government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

Bassingbourn Village College uses strategies to reinforce these values regularly and the examples that follow show some of the ways that we seek to embed British Values across the curriculum and beyond.

#### **Democracy**

At Bassingbourn Village College we have a thriving group of College Captains, who represent each of the Colleges across the school. This ensures that the student voice is heard and other students know who to talk to if any problems arise. We invite outside speakers to discuss democracy with the students and hold mock elections with our students to replicate the British electoral system.

The principle of democracy is also explored the History and RE curriculum, as well as in form time and assemblies.

#### **The rule of law**

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced throughout the school. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Students are taught the rules and expectations of the school, which are highlighted in the student code of conduct and the Expectations for Learning policy, and these are echoed through tutor time, PSHE lessons and visits from authorities such as the Fire Service.

#### **Individual liberty**

Within the school, students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. We educate and provide boundaries for our students to be able to make choices safely through an empowering education, including lessons and assemblies on E-safety and year group specific PSHE lessons. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. Whether it is through choice of challenge, of how they record, of participation in our wide range of extra-curricular activities; our pupils are given the freedom to make choices.

#### **Mutual respect**

Bassingbourn Village College has a culture of mutual respect between all members of the school community. Respect and supportiveness feature as key elements of the ASPIRE code, which is used to support staff and students in their behaviour and attitude and to help maintain a positive college culture of success. We have a robust anti-bullying culture and we ensure that all students are aware of what respect means. Our vertical tutor system allows students to interact with a range of different age groups, and enables effective mentoring to take place.

All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

**Tolerance of those with different faiths and beliefs.**

The key value of respect ensures tolerance of those who have different faiths, cultures and beliefs. Bassingbourn Village College enhances students' understanding of different faiths, cultures and beliefs through RE, assemblies, visits and visitors and the wider curriculum. The RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures. We equip the students with the ability to understand their place in a culturally diverse society and aim to promote the understanding and appreciation of different faiths and cultures both within our school and the wider world. We actively promote courtesy and good manners towards all, and actively monitor and tackle all forms of bullying and harassment, including cyber bullying, prejudice-based bullying related to appearance, SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment.

With our coverage of SMSC throughout the curriculum, Bassingbourn Village College strives to ensure that our students leave with a strong foundation of values upon which to make a successful contribution to our society and build a fulfilling life.

**Appendix 5**

**SMSC (Social, Moral, Spiritual, and Cultural Education) across the curriculum**

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<b>Local - Cambridgeshire</b>	<p>The BVC values and principles develop patterns of behaviour. The ethos allows students space to be themselves within the community's boundaries.</p> <p>An awareness of students' own beliefs and those of others through:</p> <ul style="list-style-type: none"> <li>• Themes and Thoughts</li> <li>• Visits/assemblies by external speakers</li> <li>• Tutor group assemblies</li> <li>• RE lessons</li> <li>• Visits to places of worship for Christian and other religions</li> </ul> <p>A sense of empathy, concern and compassion built through working with local charities:</p> <ul style="list-style-type: none"> <li>• Jimmy's Homeless Shelter</li> <li>• EACH</li> <li>• Guide Dogs for the Blind</li> </ul> <p>An ability to express themselves through art and other media: Photography competition Carol Concert (S) GCSE Drama and Music showcase (S)</p> <p>Sharing emotions and feelings through assemblies, shared experiences in tutor time (themes and thoughts, grieving)</p> <p>Our collective act of worship policy uses both assemblies (College, year group) and themes and thoughts to encourage students to be reflective.</p> <p>Themes explored during collective worship are supported by the themes for tutor activities</p>	<p>The BVC ethos, values and principles provides a framework within which students learn right from wrong and patterns of behaviour, whilst respecting the moral codes of each other's' cultures.</p> <p>Exposure to differing opinions, beliefs and moral codes and discussion of them through Themes and Thoughts</p> <p>Development of the Anne Frank exhibition as an act of remembrance and for sharing hopes for the future.</p> <p>Pledge attributes include Leadership and Resilience, which allow the students to explore and develop the moral aspects of their behaviour.</p> <p>Students are encouraged to take responsibility for promoting our shared values through the roles of:</p> <ul style="list-style-type: none"> <li>• College Captains</li> <li>• Sports Captains</li> <li>• Taking part in interviews</li> <li>• Touring visitors</li> <li>• Remembrance</li> <li>• Pledge attributes and activities</li> </ul>	<p>Students and staff adjust their relationships according to the situation and type of activity that they are involved in.</p> <p>70% of boys and 69% of girls are involved in either study support, sport or other enhancement activities after 3pm.</p> <p>Restorative Justice is an integrated part of our conflict resolution.</p> <p>Students can reflect on their own contribution to the community themes and thoughts and tutor group assemblies. Students can take part in a range of Pledge activities that will allow them to contribute to the local community.</p> <p>Students have the benefit of trained staff within the academy and from external visitors to discuss and share experiences with.</p> <p>Students visit and take part in activities with other schools and other organisations across the area, including:</p> <ul style="list-style-type: none"> <li>• Primary schools</li> <li>• Science challenges</li> <li>• Sports tournaments</li> <li>• Debating competitions</li> <li>• Social skills groups</li> <li>• Curriculum days</li> <li>• Pledge attributes and activities</li> </ul>	<p>Students are given the opportunity to reflect on their own cultural values by celebrating both national events, such as the Jubilee and sporting events through assemblies, themes and thoughts and charity events.</p> <p>Students are encouraged to develop their own sense of identity through taking part in extra-curricular activities such as sport (30% of boys play football), Design and technology club,</p> <p>Local trips and visits encourage our students to experience local culture, such as:</p> <ul style="list-style-type: none"> <li>• Kings Carol concert (S)</li> <li>• Theatre trips</li> <li>• Cambridge Botanical Gardens</li> <li>• University colleges</li> </ul>

**(S) identifies opportunities that are only available to selected students, essentially through subject choice.**

# Local - Cambridgeshire

	Spiritual	Moral	Social	Cultural
	<p>Subjects: Promoting achievement Designing to meet the needs of others Develop the capacity for critical and independent thought</p> <p>Year 7 illuminated lettering Year 8 – I, me, mine What matters to them and their families</p> <p>Kings College Carol Service</p> <p>Selection of poetry</p> <p>Stars – BVC challenge/sense of self worth MRI – enable pupils to reflect on our self-worth</p> <p>Investigations incorporating art/Islamic art/Yr 7/8/10</p> <p>Promoting independence and resilience of thought</p> <p>Yr 10 consider their values on social housing in Bassingbourn (S)</p> <p>Discrimination and quality (S) Codes of conduct and practice (S) Job roles and skills (S)</p> <p>Programming, application of concentration and intelligence, production of code. (S)</p> <p>Y7 / 9 Describing friends and family and their relationships. Why family and friendships are important to them.</p>	<p>Subjects: Year 8 moral issues “Fairtrade” Sustainability Health and Safety Risk Assessments</p> <p>Year 7 illuminated lettering Year 8 – I, me, mine What matters to them and their families, values</p> <p>“Wonder”. Year 7 discussion of disability. Responding appropriately to the views of others. Class readers.</p> <p>Genetic Eng. Yr 10/11 Stem Cell use Yr 10/11 Abortion yr 9</p> <p>Yr 7 – who am I SOL (RE) understanding impact of actions with consequences Taking part in assemblies Across all KS3/4 SOL for RE Hive, tutor activities, reward assemblies</p> <p>Maths mentors showing leadership and support of younger students (yr 10/11) Promoting inclusion for all students in school</p> <p>Yr 8 water scarcity in our locality – a moral obligation?</p> <p>Codes of conduct. Codes of practice. Confidentiality. (S) Equality. Job roles and skills (S)</p> <p>ICT acceptable use policy</p> <p>Sports Captains – linked to BVC values and leadership Fixtures – related to fair play and sportsmanship Sports Leaders – responsibility and organisation – role models</p> <p>Y7 / 9 Describing friends and family and their relationships. Why family and friendships are important to them.</p>	<p>Subjects: Yr 7 – H&amp;S What are textiles? Textiles in cultural contexts Year 10 consumer &amp; employee safety (S)</p> <p>Year 7 illuminated lettering Year 8 – I, me, mine What matters to them and their families, interests, sports, clubs, friends, family.</p> <p>Families/communities Year 7 – Burning Everest – Foster Care Year 8 – A Monster Calls – parent having treatment for cancer. Class readers</p> <p>Evolution yr 10/8 Brain &amp; mind yr 11</p> <p>Domesday Book yr 7 Duxford in WW2 yr 9</p> <p>RE lessons across KS3/4 SOL. Charities Students who tour parents around school Communities in PSHE</p> <p>Local primary initiatives and trips Yr 5 and 6 experience</p> <p>Identifying the specific needs of a client (S) Understanding local services in relation to a client (S) Abuse, neglect and lack of support (S)</p> <p>Year 7 – internet safety Coding club, Digital Divas club</p> <p>Extra-curricular clubs – working with others Fixtures – integrating with other schools and peers Sports leaders – teaching peers and primary pupils</p> <p>Y7 / 9 Describing friends and family and their relationships. Why family and friendships are important to them. Y7 Spelling Bee Competition</p>	<p>Subjects: Visits to V&amp;A/Design museum Year 8 Cultural cushions researching a variety of cultures to inform design</p> <p>Youth culture – year 9 Starting point – observations Drawings of personal items Year 7 – book of Kells, Lindisfarne gospels Year 7 – Georgia O’Keeffe, Ce’zanne Van Gogh Year 8 trip to London, architecture, major galleries Year 8, I, me, mine project</p> <p>Trip to Kings College Carol Service Theatre trips</p> <p>KS3 advertising Year 11 Ghost fiction. Dickensian London Year 7 Language change Chaucer/Beowulf &amp; poetry international</p> <p>Weekly quiz</p> <p>RE lessons across KS3/4 SOL Assemblies. Key speakers</p> <p>Local trips (botanical gardens) yr 10 External providers (architecture) yr 7/8</p> <p>Understand cultural barriers to accessing services (S) Understanding culture and how it can affect development and self concept (S)</p> <p>Y7 Code and Chips trip, Cambridge KS4 Computing Museum trip, National Museum of Computing (S)</p> <p>Sports events – both Primary &amp; Secondary Trips to local centres of sports excellence</p>

Green – technology, Red –Creative Arts, Blue – English, Rust – Science, Purple – History, Navy – PSHE/Sociology/RE, Pink – Maths, Grey – Geography, Black – Health & Social Care (\*yr 10/11 controlled assessment identifying the needs of a client and job roles and skills. Yr 11 controlled assessment – health measures and plans. Orange – Computing, Yellow – PE, Gold – MFL

# National – inside the UK

	Spiritual	Moral	Social	Cultural
	<p>The BVC values and principles develop patterns of behaviour. The ethos allows students space to be themselves within the national boundaries.</p> <p>Our collective act of worship policy uses both assemblies (College, year group) and themes and thoughts to encourage students to be reflective.</p> <p>National spiritual themes include:</p> <ul style="list-style-type: none"> <li>• Great achievements</li> <li>• National charities</li> <li>• Diversity of the UK</li> </ul> <p>Subjects: Designing to meet the needs of others Develop their capacity for critical and independent thought</p> <p>Reformation yr 8 Witchcraft yr 8</p> <p>Course of National identity – PSHE (Britishness) Pilgrimage trip – yr 10s (S) Sociology – foodbanks yr 10/11 (S)</p> <p>Discrimination and quality (S) Codes of conduct and practice (S) Job roles and skills (S)</p>	<p>Development of respect for others' needs, interests and feelings through shared experiences such as themes and thoughts and assemblies.</p> <p>National moral themes include:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Human Rights</li> <li>• Perseverance and support</li> <li>• Democracy</li> </ul> <p>The Pledge looks at moral themes within the UK whilst developing the key attributes of the award.</p> <p>Subjects: Target audience – strategy H&amp;S risk assessments Target market research Sustainability</p> <p>Biodiversity, sustainability yr 11 Extinction Yr 10</p> <p>Child labour yr 8 Slave trade yr 8 Liberal reforms yr 10 (S) Voting rights – suffragettes yr 10 (S)</p> <p>Respect for environment Human Rights Prejudice and discrimination Yr 10/11 – RE (Planet Earth), Ethos in yr 10/11 Sociology – charities, crime, family SOL</p> <p>Yr 8 – is it right that Mappleton received sea defences at the peril of locations to the South?</p> <p>Codes of conduct. Codes of practice. Confidentiality. Equality. Job roles and skills</p> <p>Y7/10/11 – Data Protection Act, Copyright, Designs and Patents Act, Computer Misuse Act</p> <p>Rules of etiquette in competitive fixtures – the ability to win and lose graciously</p>	<p>National social themes include:</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Human Rights</li> <li>• BVC Challenge / The Pledge</li> </ul> <p>Students complete attributes within the Pledge that develop the social themes on a national scale.</p> <p>Subjects: Target market research Trend forecasting KS4</p> <p>Year 9 vocational (fashion design, architect, graphic design – jobs in art)</p> <p>Recycling Yr 8/11 Health &amp; lifestyle yr8/10</p> <p>Immigration/migration yr 7. Race Relations History of medicine yr 7 Voting rights – suffragettes yr 10 (S) Liberal reforms year 10. Peterloo massacre yr 8 Propaganda. Trade Union rights protests yr 10 (S)</p> <p>Britishness – PSHE Voluntary agencies Sociology – offers opportunity to look at socialization at a national level in families, education</p> <p>Maths masterclasses mixing with students from other schools Y8 UKMT challenge competing nationally with other students yr 7/8/9</p> <p>Yr 8 Hunstanton trip. Yr 8 EU SOL Year 10 areas of deprivation in Cardiff (S)</p> <p>Understand the needs of a client and how they fit into a national context (S) History and formation of the NHS (S) Abuse, neglect and lack of support (S)</p> <p>Y10/11 – Reliability of Computer Systems and how this might affect people. (S) Digital divide Environment Impact</p> <p>Entry to national competitions – working with other elite and talented performers</p> <p>Y10 - Healthy Lifestyle (S) Y8 – Sports and Hobbies Y11 - Job interview as controlled assessment. Importance of portraying yourself in a professional way (S)</p>	<p>National trips and visits encourage our students to experience national culture, such as:</p> <ul style="list-style-type: none"> <li>• Football and Netball stadiums</li> <li>• University Visits</li> <li>• National museums</li> <li>• National theatre trips</li> </ul> <p>Subjects: Visits to V/A design museum (S) Target market research</p> <p>Year 8 portraiture – examples of British art</p> <p>Theatre trips</p> <p>WW1 poetry Year 9 Thames poetry year 9 Shakespeare KS3/4 Year 9 Sherlock Holmes</p> <p>Voting rights – suffragettes yr 10 (S) Blitz spirit yr 9. Dora yr 10 (S) Home front yr 9. WW1/WW2 yr 10 (S)</p> <p>Britishness – PSHE - Understanding of national identity Holocaust – KS3/Yr 7 research pacifists from different cultures</p> <p>External speaker for Statistics GCSE Yr 9/10</p> <p>Understanding cultural influences on development (S)</p> <p>Trips to national centres of excellence – Lords, Twickenham, Wembley Identity to national teams – both in support and role models / aspirational performance</p>

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<b>International – the wider world</b>	<p>The BVC values and principles develop patterns of behaviour that are inclusive of students from across the world who become part of the Academy.</p> <p>An awareness of students own beliefs and those of others through:</p> <ul style="list-style-type: none"> <li>• Themes and Thoughts</li> <li>• Visits/assemblies by external speakers.</li> <li>• Visits to places of worship during trips</li> </ul> <p>A sense of empathy, concern and compassion built through working with international charities:</p> <ul style="list-style-type: none"> <li>• Operation Christmas Child</li> <li>• Sport Relief/Comic Relief</li> <li>• Children in Need</li> </ul> <p>Subjects:</p> <p>Designing to meet the needs of others Develop their capacity for critical and independent thought C/A</p> <p>Identity and diversity - PSHE</p> <p>Native American Indians Yr 7 Hitler's religious changes and policy yr 10 (S) Hitler's policies – race/gender/Nuremburg (S) Laws/voting/disability (S)</p> <p>Year 10 investigate the impacts of spirituality on quality of life (S)</p> <p>Bebras Challenge – computational thinking</p>	<p>Development of the Anne Frank exhibition as an act of remembrance and for sharing hopes for the future.</p> <p>Visits to</p> <ul style="list-style-type: none"> <li>• Normandy (S)</li> <li>• WWI Battlefields (S)</li> <li>• Berlin (S)</li> </ul> <p>Themes include:</p> <ul style="list-style-type: none"> <li>• International Human Rights</li> <li>• The Holocaust</li> </ul> <p>The Pledge attributes cover global situations which are discussed in relation to Leadership and Resilience.</p> <p>Subjects: Target audience - strategy Year 8 textiles cultural cushions “Fairtrade”, Sustainability</p> <p>Year 9 street art – is this acceptable/illegal</p> <p>Literature Ofillice and Allen Human Rights – UN convention</p> <p>Renewable Energy Yr 8/10 Nuclear Power yr 10/11 Global warming Yr 8/10 Biodiversity, sustainability yr 11 Extinction Yr 10</p> <p>Holocaust yr 9. Civil rights yr 10/11 (S) Slave trade/Empire yr 8 Transportation/crime to Australia Y9 Hiroshima/Dresden Blitz – yr 9 Hitler's policies – race/gender/Nuremburg (S) Laws/voting/disability (S)</p> <p>Yr 8 charity work. Wateraid Yr 8 Rights and responsibilities of an EU citizen Yr 7 future of Antarctica debate Yr 8 Lost boys of Sudan Yr 9 is aid the correct medicine? Yr 8 water scarcity – strategies for sustainable living</p> <p>Y10/11 – Environmental Impact of e-waste (S)</p>	<p>Students are encouraged to recognise and respect differences and similarities through trips, travel and overseas visitors.</p> <p>Subjects: Year 9 Environmental and sustainability issues Trend forecasting KS4 Year 10 value issues (S)</p> <p>Year 9 vocational (fashion design, architect, graphic design – jobs in art). Year 9 street art – can also be international as may study specific people from around the world. All art projects involve looking at artists, designers etc as inspiration – cultural. Can be L/ Nat/I, all year groups</p> <p>Recycling Yr 8/11 Health &amp; lifestyle yr8/10</p> <p>Hitler's policies race/gender/Nuremburg (S) Laws/voting/disability (S) Hyperinflation Germany yr 10 (S) Nomens liberation USA yr 11 (S) Prolaguast Vietnam War yr 11 (S) Youth culture USA/Bt yr 11 (S) Political beliefs Cold War yr 11 (S) Weapons crisis – Cuba/Salt etc yr 11 (S)</p> <p>Famous mathematicians – research into famous global names in mathematics yr 7/8</p> <p>Yr 8 EU SOL Yr 9 development of an economy post a disaster Yr 10 contracts in Housing – Karen v Kibera (Nairobi) (S) Yr 10 desertification in the Sahel region – climate change or poor land management? (S)</p>	<p>Students are encouraged to explore international cultures through trips, visits and overseas visitors. These include trips to:</p> <ul style="list-style-type: none"> <li>• France (S)</li> <li>• Germany (S)</li> <li>• Italy</li> <li>• Spain (S)</li> </ul> <p>Themes include:</p> <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• European Day of Languages</li> <li>• Pledge attributes</li> </ul> <p>Subjects: Colour – KS4 graphics – moods/meanings (S) Year 8 cultures and their influence on design Year 10 decorative techniques from around the world (S) Trips to Global Food restaurants (S)</p> <p>Year 8 looking at a range of cultures as a starting point e.g. Africa, India, Native America, Aboriginal. Year 9 street art Year 8 portraiture, examples of international art</p> <p>Range of worldwide music styles studied</p> <p>KS3 advertising Poetry. Yr 8 Slam poetry. Hip Hop culture. Literature Ofillice and Allen</p> <p>Ancient Baghdad yr 7 Ancient Mali/Ghana yr 8 Culture of Mughals yr 9 Role of women/children Nazi Germany yr 10 (S) Change in music/art/theatre in Nazi Germany yr 10 (S)</p> <p>Barcelona trip appreciating maths education abroad yr 8/9</p> <p>Maths from other cultures (Babylonia/Egypt/Greece/India/China)</p> <p>Y9 – image manipulation and body image Y10/11 - working practices changing due to increased use of ICT. (S) ICT skills impact on job opportunities</p>

	<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<b>International – the wider world</b>	<p>Y8 Normandy trip – visit to Rouen Cathedral and introduction to history behind Cathedral (S)</p> <p>Y9/10 Paris trip – visit to Notre Dame and Sacre Coeur (S)</p> <p>Y9 Barcelona trip – visit to Sagrada Familia (S)</p> <p>Festivals/celebrations – how is Christmas/Easter celebrated? Done as end of term activities. Dia los Muertas / La Fete Nationale (Bastille) / La Toussaint</p>	<p>Understanding and acceptance of other languages / cultures / countries – intrinsic in almost every lesson</p> <p>Importance of speaking foreign languages and trying to communicate with others. Communication / social skills.</p> <p>Y8 Normandy trip – History of Joan of Arc (trip to Rouen) (S)</p>	<p>Y8 Normandy trip (S)</p> <p>Y9/10 Paris trip (S)</p> <p>Y10/11 Spanish trip (S)</p> <p>All focus on improving awareness of differences between UK and other countries and cultures.</p> <p>Develop linguistic skills so pupils communicate with people from other areas. Social skills – eating out in restaurants, ordering, polite language to use in unknown situations.</p>	<p>Ski Trip – experience of other cultures</p> <p>World Cup / Olympics – both legacy and sporting performance – linked to Tutor activities</p> <p>Y7 Languages taster day – introduction of different languages / cultures, food, music, dress, calligraphy, dance</p> <p>Y8 Normandy trip (S)</p> <p>Y9/10 Paris trip (S)</p> <p>Y10/11 Spanish trip (S)</p> <p>Y9 Barcelona trip (S)</p> <p>All focus on improving awareness of differences between UK and other countries and cultures.</p> <p>Develop linguistic skills so pupils communicate with people from other areas.</p> <p>European Day of Languages – quiz to raise awareness of other languages</p> <p>Difference in traditions between UK and other countries.</p> <p>Y7 – School</p> <p>Y8/10 – Food and drink / typical cuisine</p>