



## **CURRICULUM POLICY**

### **Introduction**

The BSM is a British-curriculum school operating in an international context. The curriculum followed is based on the National Curriculum for England and Wales, with appropriate modifications to take account of the School's geographical setting. Some students take Italian public exams during KS2 and KS3. At the end of Key Stage 4 students sit public examinations for IGCSE, GCSE and other appropriate qualifications. Some KS4 students sit public examinations in Italian before the end of KS4. At Sixth Form (post-16) students study for the International Baccalaureate Diploma Programme (IBDP) qualification.

The curriculum encompasses both the taught academic curriculum and the co-curriculum, which includes all activities outside the classroom that influence the development of the individual child. The School places great emphasis on encouraging the all-round growth of each individual pupil to prepare them for the opportunities, responsibilities and experiences of adult life.

The curriculum is the means by which the School achieves its educational aims as outlined in the Senior School Departmental Development Plans (DDP), the Pastoral Development Plan (PDP) and Deputy Head Academic Objectives, and for the Primary School in the PS Development Plan.

The curriculum is developed in the context of the following school aims:

#### **To provide the highest quality of teaching and learning**

- To equip students with the necessary knowledge and skills to succeed
- To set high expectations, challenging and supporting all
- To ensure that students achieve the best possible outcomes and results
- To inspire a love of learning for its own sake
- To develop a continuum of learning between the Primary and Senior School
- To ensure that staff receive regular and professional opportunities for training
- To appraise staff in a constant effort to raise professional standards

#### **To offer a broad, balanced and rigorous curriculum**

- To teach the English National Curriculum from EYFS to Y11, including IGCSE and GCSE
- To offer the International Baccalaureate Diploma in the Sixth Form

#### **To provide first-rate pastoral care**

- To ensure students are safe, and feel happy and individually valued within the school
- To establish a set of values and a moral framework for pupils
- To encourage all pupils to be internationally-minded and inclusive
- To promote a sense of responsibility and an ethos of service

#### **To offer a rich, varied and attractive co-curricular programme**

- To foster health and well-being through sport
- To foster creativity through the arts
- To nurture the development of new and existing skill sets
- To encourage the values of participation, teamwork, leadership, commitment and initiative



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### **Organisation**

The curriculum is organised in phases according to the National Curriculum for England:

Early Years Foundation Stage (EYFS):	Nursery and Reception
Key Stage 1 (KS1):	Years 1 and 2
Key Stage 2 (KS2):	Years 3 to 6
Key Stage 3 (KS3):	Years 7 to 9
Key Stage 4 (KS4):	Years 10 and 11
Sixth Form:	Years 12 and 13

The curriculum seeks to meet the personal learning needs of all students. Subject matter is appropriate for the ages and aptitudes of pupils. Schemes of Work and planning are designed to meet the needs of all pupils including those who require support with their learning and those with English as an Additional Language.

### **Primary School (PS) curriculum**

In the Primary School, we ensure our curriculum content is driven by contexts that are relevant and engaging to the pupils in our school working through the Interconnected Curriculum. With a focus on English and Mathematics, we prepare our pupils for their movement into the next phase of their education. Cross-curricular themes are devised to make connections between different subjects enabling the children to make more sense of their learning. We aim to use creative methods to give children opportunities to use and develop their basic skills, whilst retaining the integrity of each National Curriculum subject. We aim, through our curriculum, to instill in our pupils a sense of challenge, independence and creativity. Our curriculum includes a strong thread of PSHE based on the Living Values Education Programme - [www.livingvalues.net](http://www.livingvalues.net)

### **Aims**

- For children to learn the essential knowledge, skills and understanding in a broad range of curriculum subjects
- To provide rigorous and meaningful links between subjects to allow children to use and apply their knowledge, skills and understanding to new situations
- To develop creativity, independence and the resilience to respond to challenge in a positive way
- For children to engage with their learning so that they remain committed to learning throughout their school careers and their lives
- To develop the personal qualities the children need to be good citizens and to respond to the changing contexts of their future lives
- To develop a sense of their own cultures and heritage whilst at the same time developing a respect for the nationalities and cultures of others in our school and in the wider world
- To consolidate basic skills in English and Maths by creating opportunities for children to practise these skills in the foundation subjects
- For teaching and learning to be enjoyable and rewarding for pupils, teaching staff and parents



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### **Curriculum structure**

English is taught daily and should be linked to learning in other subjects wherever possible. The objectives of the NC 2014 are used as a guideline for genres and as a framework for standards. If discrete skills need to be taught, and they do not fit well with the theme, these skills are taught in stand-alone lessons. Talk for Writing techniques are employed in every class as the methodology for teaching Writing. More information about Talk for Writing can be found here at <http://www.talk4writing.co.uk/>

Maths is taught daily as a stand-alone subject using objectives from the NC 2014 curriculum framework, but Maths activities are included as part of themed work also. The Mathematics scheme Abacus is referenced by teachers, but is not the sole source of teaching ideas and materials.

Italian is also taught as a stand-alone subject. Other stand-alone lessons are PE, Music and Science. Handwriting and spelling are taught weekly and practised weekly. Mental Maths is taught weekly.

### **Thematic Planning**

Each year group carries out a series of units of work known as Themes. In KS1 and KS2 – six themes are taught per year, each with an emphasis from a different curriculum area. In the EYFS a Theme lasts around 2 -3 weeks.

In the EYFS activities are planned within the Theme to address the 7 key areas of learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Literacy

In Key Stage 1 and 2 Themes are linked to the following subject areas:

- Geography
- History
- Art/Design
- PSHE/RE
- A Theme based on a children's book/flexible theme – choice of literature may change
- Science

### **Structure and content of themes**

Themes are based on clearly-defined learning goals or standards which lay out the subject knowledge, skills and understanding children need at different stages of their primary education.

Each theme is made up of a main curriculum area and then additional subjects from other curriculum areas. An example of this might be a Science theme supported by History, Dance, Music and Art. A History theme could be supported by Geography, ICT, RE, Science and DT. Teachers will ensure there is a good balance



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of Foundation subjects covered throughout the year. A programme for monitoring this is completed by subject leaders.

Each theme begins with an 'entry point'. This is an event/activity to launch the theme in an exciting way, with the aim of making pupils' learning as stimulating as possible. There will also be an 'exit point' at the end of each theme, planned to draw together the children's learning over the period of the theme. This 'exit point' might be in the form of an exhibition, a performance or presentation, a publication or through sharing work online.

The text for the Literature Theme is chosen by the class teacher. Coverage is monitored by the English subject leaders. This ensures an overview of the range and types of texts being used across the school. The book chosen can be changed each year, or can remain the same for a few years (see example Curriculum Maps in the Appendix) .

### **Values Based Curriculum**

A central part of our PSHE curriculum is based on a common set of values. The twelve values we reference are: Peace, Respect, Love, Responsibility, Happiness, Cooperation, Honesty, Humility, Tolerance, Simplicity and Unity. More information about our values-based approach can be found here <http://www.livingvalues.net/> Within each theme teachers choose a minimum of 3 of the PS values to link to the theme. Reflective lessons based on the values will encourage the children to engage with the wider world and encourage them to evaluate their role within it. A weekly Primary School assembly led by the Headteacher is linked to the Values based PSHE programme.

#### The 'flexible' theme

The flexible theme allows teachers to choose a curriculum area to teach. This theme allows teaching to respond to a world event, a sporting event, a subject chosen by the class/year group, an area of expertise a teacher may have, or a curriculum area that needs more work in a particular year group. It can be based on an exciting field trip, 'real life' Maths experience - the decision is up to the year group teachers. This flexible theme is changed yearly to maintain fresh ideas in the curriculum.

### **Roles and responsibilities**

#### **The Role of the Primary School Leadership Team**

The Headteacher and Deputy Headteacher are responsible for the overall organisation of the Primary School Curriculum. They work closely with the wider Primary School Leadership Team, collaborating on Curriculum development, monitoring of planning and assessment and reflection on progress of curricular initiatives. The Primary School Leadership Team comprises of the following members:

Leader of English

Leader of Mathematics

Head of EAL

Head of Early Years Foundation Stage

Head of KS2

Head of KS1

Special Educational Needs Coordinator



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The role of the PS Subject Leaders is crucial in developing the ethos of achievement within the curriculum area, in harmony with the aims and ethos of the whole school. S/he is key to the success and development of the School, and to the raising of student achievement. The Subject Leader must ensure that targets for improvement in the curriculum area are set and met through positive approaches to curriculum development, the planning and preparation of a thematic and creative curriculum, the monitoring of teaching and learning across the curriculum area, and the support and development of staff.

### Monitoring and Review

The implementation of this policy is monitored by the PS leadership and leaders of Curriculum areas. The implementation of the policy is driven through the programme of PS Staff CPD. **Senior School (SS) Curriculum**

The Senior School offers a broad, rigorous, differentiated and inclusive curriculum to all students. The curriculum is based on the National Curriculum for England at Key Stage 3; at Key Stage 4 it is the IGCSE (GCSE) course curriculum; at Sixth Form the curriculum is that of the International Baccalaureate Diploma Programme (IBDP).

The subject content is outlined in the relevant curriculum documents that are published on the School's website.

The curriculum is intended to encourage the development of the attributes of the IB Learner Profile, namely that students should be:

- Communicators
- Open-minded
- Principled
- Balanced
- Caring
- Reflective
- Thinkers
- Risk Takers
- Inquirers
- Knowledgeable

The PSHE (Personal, Social and Health Education) programme of study plays an important and integral role in the delivery of the curriculum.

### Organisation

The curriculum is organised in phases according to the National Curriculum for England:

Key Stage 3 (KS3): Years 7 to 9  
Key Stage 4 (KS4): Years 10 and 11  
Sixth Form: Years 12 and 13



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At Key Stage 3 the curriculum fulfils the requirements of the National Curriculum. At Key Stages 4 and 5 students are guided formally towards a personalised curriculum that meets their individual needs and aspirations. There are clear and diverse pathways from Key Stage 3 through to The Sixth Form.

Students are grouped in a variety of ways according to the needs of the subject although in the majority of instances teaching groups are mixed ability in character.

As a British school in Italy all students study Italian to the end of Key Stage 3. All students must take at least one Modern Language at IGCSE/GCSE and all KS4 students will complete an IGCSE in Italian by the end of KS4. All IB Diploma students must study English, Maths, a Science, a Humanities subject and a Language other than English.

Additionally students wishing to do so may study for the Italian National Programme exams (*Terza Media* exams at the end of Key Stage 3) by following appropriate after-school courses. These are examined externally.

As students enter Key Stage 4 the School aims to provide a personalised and appropriate curriculum for them. Students and parents are engaged in decisions regarding their guided choices. All students are entitled to examination entry in their chosen subjects provided that they have met the basic requirements of the course and completed coursework and/or controlled assessments.

The curriculum offered at Key Stage 4 and in the IBDP ensure that there are clear progression routes to enable and prepare students for higher education and/or the world of work.

Support for students with Special Educational Needs, and those for whom English is an additional language (EAL), is provided both in class and through withdrawal from other subjects, in consultation with the student, teachers and parents.

All students are provided with opportunities to extend their skills and talents.

Formal assessments of learning are conducted according to the School's Assessment and Reporting schedules. The school uses CEM assessments at Y7, Y10 and Y12 in order to generate Baseline Target Grades for individual students. The targets are shared with students and their parents regularly. Assessments of students' learning – both formative and summative - are also made more informally and frequently.

### Roles and responsibilities

#### **The Roles of the Senior School Head of Faculty and Head of Department and Deputy Head Academic**

The Deputy Head (Academic) is responsible for the overall organisation of the Senior School curriculum. S/he chairs meetings of the Heads of Faculty, and Heads of Department where appropriate, and directs the monitoring of planning and assessment.





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The role of the SS Head of Faculty (HOF) and Head of Department (HOD) are crucial in developing the ethos of achievement within the curriculum area, in harmony with the aims and ethos of the whole school. S/he is key to the success and development of the School, and to the raising of student achievement. The HOF/HOD must ensure that targets for improvement in the curriculum area are set and met through positive approaches to curriculum development, the planning and preparation of schemes of work, the monitoring of teaching and learning across the curriculum area, and the support and development of staff.

The role of the HOF/HOD is to:

- promote the development of the curriculum area
- ensure that learning is the core purpose of the curriculum area
- foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best
- support the professional and personal development of staff through monitoring and appraisal
- provide efficient resource management for the subject

S/he has appropriate non-contact time to help him/her carry out the necessary duties involved with the role.

### **Monitoring and Review**

The implementation of this policy is monitored through whole school, departmental and pastoral self-review. The Senior School SLT is responsible for the day-to-day organisation of the SS and its curriculum. The Senior School HOF/HODs are responsible for monitoring the way the School curriculum is implemented from academic (subject) and pastoral perspectives.



# THE BRITISH SCHOOL OF MILAN

## LEARNING TO EXCEL SINCE 1969

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#### Curriculum Diagrams for the Primary School

Year	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Nursery	<i>"Who am I and where do I belong?"</i>	<i>A world of difference!</i>	<i>Winter is coming...</i>	<i>Size me up!</i>	<i>The World around us!</i>	<i>"We are storytellers, come and hear our tales..."</i>	<i>The Deep Blue Sea!</i>
	Co-operation, Love, Unity <i>In what ways are we similar? In what ways are we unique?</i>	Tolerance, Respect, Peace <i>"What has changed today?"</i>	Co-operation, Respect, responsibility <i>"How are we preparing for a change in the weather?"</i>	Tolerance, Happiness, Co-operation <i>"Tiny can be mighty"</i>	Unity, Respect, Peace <i>"Where will we travel today?"</i>	Happiness, Freedom <i>"Once upon a time..."</i>	Freedom, Honesty, Respect <i>"What's lurking beneath the waves?"</i>
Reception	One World Happiness, Humility, Unity <i>"My world, your world"</i>	We are engineers! Responsibility, Co-operation, Simplicity <i>"Can we fix it?"</i>	Whatever the weather! (Forest School Focus) Respect, Love, Responsibility, Freedom <i>"No lick, no pick, no squish"</i>		"Imagine a world where..." Respect, Love, Freedom <i>"What if..."</i>	Mad Scientists! Co-operation, Responsibility <i>"Where we're going we don't need roads"</i>	Ocean Conservation Tolerance, Honesty, Respect <i>How can we help make the world a better place?</i>
	<ul style="list-style-type: none"> <li>How many ways can I compare myself to others?</li> <li>Do we all have to like the same things? Is it OK to have a unique opinion?</li> <li>Does everybody celebrate the same festivals? What can I learn from other cultures?</li> </ul>	<ul style="list-style-type: none"> <li>How has architecture changed? Which style do I prefer?</li> <li>What is the history behind castles?</li> <li>Why do we need skyscrapers?</li> <li>Do all buildings made from the same materials?</li> <li>How can I describe different materials using all of my senses?</li> </ul>	<ul style="list-style-type: none"> <li>What will we find in the woods today? Is it always there?</li> <li>Weather</li> <li>How would I survive in the outdoor world? What would I need to stay safe and warm?</li> <li>The environment is always changing, how would I need to adapt?</li> <li>Can I make a shelter, what materials will I need?</li> <li>Is there such a thing as too hot or too cold?</li> <li>Where do I feel safe and why? Can I take a risk? (Exploring my comfort zones)</li> </ul>		<ul style="list-style-type: none"> <li>... magical creatures lived in the forest (Bog Baby)</li> <li>How would you treat Bog Baby differently?</li> <li>What does Bog Baby need to survive and why? Is it the same as what we need?</li> <li>... your toys came to life (Naughty Bus)</li> <li>How can I bring a book to life?</li> <li>What adventures do my toys have when I am not looking?</li> </ul>	<ul style="list-style-type: none"> <li>What is science and how does it affect me?</li> <li>Can I make a prediction and test for results?</li> <li>What resources keep me safe? Why do I need them?</li> </ul>	<ul style="list-style-type: none"> <li>Fairtrade fishing, why is this important?</li> <li>What effect is ocean pollution having on wildlife?</li> <li>What actions can I take to minimise future damage?</li> <li>Does everyone feel the same?</li> </ul>
Year 1	PSHE <i>How the body works</i>	GEOGRAPHY <i>Around the world is 80 days!</i>	SCIENCE <i>Human Adventure!</i>		TAKE ONE PICTURE <i>Peace, Simplicity,</i>	BOOK <i>Zim, Zap, Zoom!</i>	FLEIXBE <i>A World United</i>
	Happiness, Love, Tolerance <i>Which limbs help us with which tasks?</i>	Humility, Respect, Tolerance <i>"Oh the places you'll go!"</i>	Responsibility, Freedom, Unity <i>"One small step for man, one giant leap for mankind"</i>		Does every artist have a signature style? How can we tell?	Feel the rhythm, feel the rhyme...	Co-operation, Unity, Peace <ul style="list-style-type: none"> <li>World Cup 2018</li> <li>Children's choice</li> </ul> Why is important for the world to unite? What is the benefits of working together? What can we learn from each other?
Year 2	GEOGRAPHY <i>Marvellous Mexico</i>	BOOK (FLEXIBLE)	HISTORY/PSHE		TAKE ONE PICTURE <i>Artistic Adventures</i>	SCIENCE <i>Discovering Dinosaurs</i>	RE <i>Stories from long ago</i>
	Respect, Happiness, Co-operation <i>Working together to discover Mexico: past and present</i>	Happiness, Unity, Honesty <i>Prepared, Informed, Ready and Together Everyday</i>	Peace, Responsibility, Freedom <i>Women who shaped the world!</i>		Freedom, Humility, Simplicity <i>Jumping into the picture and enjoying freedom of expression</i>	Responsibility, Unity, Co-operation <i>What became of the dinosaurs?</i>	Love, Respect, Co-operation <i>All you need is love</i>
Year 2	<ul style="list-style-type: none"> <li>How can you identify the different continents?</li> <li>How has the Mayan Civilization shaped the way that we live today?</li> <li>What is the main idea of the Mexican Hat Dance?</li> <li>How are the dead celebrated across the world compared to 'The Day of the Dead' in Mexico?</li> <li>What do 'God's Eyes' represent?</li> </ul>	<ul style="list-style-type: none"> <li>How have pirates evolved through time?</li> <li>To what extent are pirates religious?</li> <li>Are pirates always perceived in a negative way?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent did women change the outcome of the Crimean War?</li> <li>History alive – recreating the care for the injured during the Crimean War</li> <li>How have hospitals evolved through time? Why did this happen?</li> </ul>		<ul style="list-style-type: none"> <li>How would you compare 'Katie's Picture Show' and 'Katie and the Impressionists'?</li> <li>Can you assess the value of music when creating art?</li> <li>Based on his artwork, can you summarise Kandinsky?</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain the classification of animals?</li> <li>How would you describe the similarities and differences between the prehistoric and modern world?</li> <li>Why did dinosaurs have to adapt?</li> <li>Why did dinosaurs become extinct?</li> </ul>	<ul style="list-style-type: none"> <li>How have biblical stories shaped the way that people live today?</li> </ul>



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Year 3	<b>GEOGRAPHY</b> <i>Modern Europe, jump aboard!</i>	<b>HISTORY</b> <i>The Vikings</i>	<b>SCIENCE (FLEXIBLE)</b> <i>The Rainbow Bear</i>	<b>BOOK</b> <i>Escape from Pompeii</i>	<b>TAKE ONE PICTURE</b> <i>The Last Supper</i>	<b>RE/PSHE</b> <i>Which God is your God?</i>
	Respect, Responsibility, Co-operation	Tolerance, Freedom, Co-operation	Freedom, Unity, Simplicity	Co-operation, Happiness, Freedom	Unity, Tolerance, Honesty	Peace, Love, Humility
	<p>"The changing face of Europe"</p> <ul style="list-style-type: none"> <li>Can you create a map of Europe and investigate the key physical and human features?</li> <li>How can you paint and compare European and local landscapes?</li> <li>Which are the key rivers and mountains in Italy?</li> <li>Which values do Europeans represent?</li> </ul>	<p>"Vicious Vikings, or were they?"</p> <ul style="list-style-type: none"> <li>What are the Viking beliefs?</li> <li>Where did they come from?</li> <li>How do we know about them?</li> <li>Can you set up a Viking camp and tell a Viking saga?</li> </ul>	<p>"Man is clever – Man is dangerous"</p> <ul style="list-style-type: none"> <li>What is light?</li> <li>How do warm and cold colours affect our mood?</li> <li>What is life like for a snow bear in the Arctic?</li> <li>How do we respectfully challenge opinions using the art of persuasion?</li> </ul>	<p>"Would you live in the shadow of the volcano?"</p> <ul style="list-style-type: none"> <li>What were the town's people doing at the moment the volcano erupted?</li> <li>Who escaped and who stayed? Why?</li> <li>What evidence was left behind of how the people lived?</li> <li>What is Pompeii like today?</li> <li>How do artefacts teach us about the past?</li> </ul>	<p>"How did Leonardo shape the world?"</p> <ul style="list-style-type: none"> <li>Who was Leonardo da Vinci?</li> <li>Can you recreate one of his models?</li> <li>What does the painting, 'The Last Supper' tell us?</li> <li>Offsite visit to see the painting</li> </ul>	<p>"What is important to you?"</p> <ul style="list-style-type: none"> <li>Which God is your God?</li> <li>How diverse is our class?</li> <li>Which festivals are important to you?</li> <li>Hindu focus</li> <li>How do <b>different</b> values link to our school values?</li> </ul>
Year 4	<b>SCIENCE/GEOGRAPHY</b> <i>Biomes around the World</i>	<b>FLEXIBLE</b> <i>The Ancient Tombs of Egypt</i>	<b>HISTORY</b> <i>Princes and Paupers</i>	<b>PSHE/RE</b> <i>The Incredible Tale of Prince Siddhartha</i>	<b>BOOK</b> <i>The Invention of Hugo Cabret</i>	<b>TAKE ONE PICTURE</b> <i>Journeys</i>
	Love, Respect, Co-operation	Freedom, Co-operation, Unity	Peace, Tolerance, Freedom	Happiness, Simplicity, Honesty	Responsibility, Humility, Happiness	Freedom, Respect, Tolerance
	<p>"How are we responsible for our environment?"</p> <ul style="list-style-type: none"> <li>What are the location and features of different biomes around the world?</li> <li>How do animals adapt to the environment they live in?</li> <li>How does the climate affect the environment?</li> <li>Life processes and living things</li> <li>Book: <i>Billy the Squid</i></li> </ul>	<p>"Lessons from the past"</p> <ul style="list-style-type: none"> <li>How do archaeologists help us to learn about the past?</li> <li>Why is the River Nile important?</li> <li>How was Tutankhamun's tomb discovered?</li> <li>What can we discover about the mummification process and the role of organs in it?</li> </ul>	<p>"Tudor Times"</p> <ul style="list-style-type: none"> <li>How did King Henry VIII influence the lives of both the rich and the poor?</li> <li>How to survive as a Tudor</li> <li>Book: <i>The Prince and The Pauper</i></li> </ul>	<p>"How do you measure happiness?"</p> <ul style="list-style-type: none"> <li>What does it mean to be a Buddhist?</li> <li>Come and visit India!</li> <li>How does religion influence culture?</li> </ul>	<p>"Can you solve the mystery?"</p> <ul style="list-style-type: none"> <li>What would you do if your most precious secret was discovered?</li> <li>Can you design and create a moving toy?</li> <li>Delving in to animation</li> </ul>	<p>"The work of Paul Klee"</p> <ul style="list-style-type: none"> <li>How are lines, signs and symbols used to represent different types of journeys?</li> <li>Appreciating and understanding abstract art</li> <li>Can you look at the small detail in a painting to see the big picture emerging?</li> </ul>

Year 5	<b>GEOGRAPHY</b> <i>Stories of Giants</i>	<b>SCIENCE/GEOGRAPHY</b> <i>Spaceship Earth</i>	<b>PSHE/RE</b> <i>Freedom Fighters</i>	<b>HISTORY</b> <i>The Chocolate Factory</i>	<b>BOOK</b> <i>Crime &amp; Punishment</i>	<b>TAKE ONE PICTURE</b> <i>Under the microscope</i>
	Responsibility, Humility, Simplicity	Co-operation, Tolerance, Freedom	Freedom, Unity, Peace	Co-operation, Tolerance, Happiness	Respect, Honesty, Responsibility	Love, Simplicity, Freedom
	<p>"Standing in the footsteps of Giants"</p> <ul style="list-style-type: none"> <li>Is every coastline the same? How are they formed and what features make them unique?</li> <li>What are the forces that create countries and how?</li> </ul>	<p>"Will earth be our only home?"</p> <ul style="list-style-type: none"> <li>What can the first photograph of earth from space tell us?</li> <li>Can I successfully debate my opinion?</li> <li>Can I back up my argument?</li> <li>What will I need to build a space craft? How much time will it take?</li> <li>Who was the first person in space? How many people are been there since?</li> <li>STEM ACTIVITY</li> </ul>	<p>"Can a story change the world?"</p> <ul style="list-style-type: none"> <li>How a story can challenge our beliefs/change a society?</li> <li>What are the similarities and difference between stories from different religions? What is the moral of the story?</li> <li>Rosa Parks is called the 'mother of the freedom movement', what did she do and why?</li> <li>What was the impact of her work? Is it still visible today?</li> <li>If you yourself, were to go through an exodus experience, how would it make you feel? How would you cope and what do you think you would see around you?</li> </ul>	<p>"What is the future of food?"</p> <ul style="list-style-type: none"> <li>Where does chocolate come from and why is it important?</li> <li>What made chocolate so popular? Has this had an effect on the country of origin?</li> <li>Who were the Aztecs? When were the Aztecs a dominant civilization and who conquered them?</li> <li>What is <b>fast food</b> and why is it important?</li> <li>How can I promote the value of <b>fast food</b>?</li> <li>There have been a rising number of cases linked to obesity - What can we do to fight this problem?</li> <li>What does a balanced diet look like?</li> </ul>	<p>"Should the punishment fit the crime?"</p> <ul style="list-style-type: none"> <li>Telling crime stories through poetry</li> <li>The Highwayman</li> <li>The Lady of Shalott</li> <li>The Death Penalty or not?</li> <li>What is a crime?</li> </ul>	<p>"Are things always what they seem?"</p> <ul style="list-style-type: none"> <li>Big world, small world</li> <li>Looking at a picture in detail – take one picture</li> <li>Focus artist – Georgia O'Keeffe</li> <li>Exploring life from different perspectives</li> </ul>
Year 6	<b>GEOGRAPHY</b> <i>Rivers deep, mountains high!</i>	<b>HISTORY</b> <i>Debate, Drama &amp; Democracy</i>	<b>TAKE ONE PICTURE</b>	<b>FLEXIBLE</b> <i>Theme Parks</i>	<b>BOOK</b> <i>Wolf Wilder/Gorilla Dawn</i>	<b>PSHE</b> <i>A child today</i>
	Responsibility, Respect, Co-operation	Tolerance, Unity, Humility	Freedom, Happiness, Peace	Co-operation, Responsibility, Honesty	Respect, Freedom, Peace	Simplicity, Happiness, Love
	<p>"Shaping our planet"</p> <ul style="list-style-type: none"> <li>How would you explain the formation of rivers and mountains?</li> <li>What are the key features of rivers and mountains? Why?</li> <li>Why is ..... a well-known landmark?</li> <li>What is the function of a river?</li> </ul>	<p>"What's Ancient Greece got to do with us?"</p> <ul style="list-style-type: none"> <li>To what extent have British values been shaped by democracy in Ancient Greece?</li> <li>How would you assess the value of Theseus and the Minotaur (or other myths/legends)?</li> <li>How do we make difficult choices?</li> </ul>	<p>"Jumping out of the frame!"</p> <ul style="list-style-type: none"> <li>Based on what you can see, how would you evaluate the meaning behind the painting .....</li> </ul>	<p>"The power of advertising"</p> <ul style="list-style-type: none"> <li>To what extent does the media influence our thinking and decision making?</li> <li>How would you prove/disprove the theory that men and women are portrayed differently by the mass media?</li> <li>Can you invent a successful business model for a theme park?</li> </ul>	<p>"Standing up for what you believe in!"</p> <ul style="list-style-type: none"> <li>How would you adapt the model of animal conservation to improve the quality of life for all animals?</li> <li>What changes would you make to solve the issues surrounding mining in Congo?</li> <li>"There are two sides to every story". What information would you use to support this theory?</li> </ul>	<p>"How our experiences of equality, education and culture similar or different?"</p> <ul style="list-style-type: none"> <li>Real life stories</li> <li>Comparisons of different experiences</li> <li>Drawing conclusions about our world</li> <li>Seeing life through a different pair of eyes</li> </ul>

Key	Geography	History	TAKE ONE PICTURE	RE/ PSHE	Book Theme	Science	Flexible	EYFS (7 AREAS OF LEARNING)



## CURRICULUM POLICY

### Curriculum Diagrams for the Senior School 2019-20

#### Years 7, 8 and 9 Periods per week

Year	English	Maths	General Science	Physics	Biology	Chemistry	Geography	French	Art	Music	Drama	ICT	History	PSHE	Italian	PE	Tutor Time
7	5	5	5				3	3	3	3	1	2	3	1	3	3	5
8	5	5	5				3	3	3	3	1	2	3	1	3	3	5
9	5	5		2	2	2	3	3	3	2	1	2	3	1	3	3	5

The duration of a lesson in the Senior School is 35 or 40 minutes.

The daily number of lessons in the Senior School is 8 – a total of 40 per week.

In addition there are 5 Tutor Time periods per week.

#### Year 10

English	Maths	Option A	Option B	Option C	Option D	Option E	Option F	PSHE	PE	Tutor Time (10 Minutes)
6	5	4	4	4	4	4	4	1	4	5

#### Year 11

English	Maths	Option A	Option B	Option C	Option D	Option E	PSHE	Italian	Pre IB	PE	Tutor Time (10 Minutes)
6	5	4	4	4	4	4	1	3	1	4	5



## CURRICULUM POLICY

The duration of a lesson in the Senior School is 35 or 40 minutes.

The daily number of lessons in the Senior School is 8 – a total of 40 per week.

In addition there are 5 Tutor Time periods per week.

The subjects offered in each option block change year on year depending on student choices. More information can be found in the KS4 Curriculum Booklet available on the website

### Years 12 and 13

CORE	Number of Periods
Theory of Knowledge	2
CORE (CAS, EE and TOK) with UCAS	2
Extended Essay	Supervisors are required to spend no more than 5 hours supervising each Extended Essay
PSHE/tutorial	1
Academic mentoring	1 every 5 weeks
Options: IB Subjects	Number of Periods
Block 1: English Literature, English Language and Literature	4 for Standard Level/6 for Higher Level
Block 2: Italian Literature, Italian Language and Literature, French B, Italian B, Spanish B, Spanish ab initio, Italian ab initio	4 for Standard Level/4 for <i>ab initio</i> /6 for Higher Level
Block 3: Business Management, Geography, History Philosophy, Economics	4 for Standard Level/6 for Higher Level
Block 4 : Biology, Chemistry, Physics,	4 for Standard Level/6 for Higher Level
Block 5: Mathematics Analysis and Approaches, Mathematics Applications and Interpretations	4 for Standard Level/6 for Higher Level
Block 6: Music, Theatre, Visual Arts, Chemistry, elective subjects from groups 2 and 3 where available	4 for Standard Level/6 for Higher Level

The duration of a lesson in the Senior School is 35 or 40 minutes.

The daily number of lessons in the Senior School is 8 – a total of 40 per week.

In addition there are 5 Tutor Time periods per week.

The Curriculum Policy should be read in conjunction with related policies:

Academic

Teaching and Learning

Languages

English as an Additional Language

Special Educational Needs