Curriculum Explanation

ASPIRATIONS

This document is designed explain the curriculum Aspirations Academies are generally working towards. Each Aspirations Academy develops its own curriculum, based on these common principles, which is explained on each academy website.

Curriculum Outline:

Each Aspirations Academy aims to develop a curriculum which achieves the Trust's vision:

'Our vision is for an authentic education for the 21st century for children from the age of 2 to 18. We want all students achieve high levels of success in a broad range of examinations at a variety of ages, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world'.

The curriculum of each academy also aims to reflect the local community and the particular needs of its students, however, the curriculum structure and aims are driven by:

- The Early Years curriculum requirements, and the National Curriculum in Key Stages 1, 2, 3 and 4.
- Trust wide KS2 and KS3 curriculum development, the `No Limits: Education for success in the 21st century',
- The EBacc academic programme at KS4
- The Aspirations CEIL programme at Post 16 level

This curriculum outline developed each academy reflects the knowledge and skills, and the local social and employment context, that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. The curriculum will help to powerfully address social disadvantage.

Aspirations Curriculum Statement

What we are trying to achieve in Aspirations Academies:

Our vision is to deliver an authentic education for the 21st century for children from the age of 2 to18. We aim to ensure all students achieve high levels of success in a broad range of SATs, GCSE and A Level examinations, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world.

Central to the philosophy of the curriculum delivered in our academies is that it should provide an authentic education for the world today. This requires the curriculum to allow for the development of the knowledge, skills and qualifications required for success in the world today. Children in Aspirations Academies learn in a challenging, engaging and supportive environment.

Aspirations has a duty to prepare our young people for success in this future world. This is being done through developing an approach to teaching and learning in which:

- All students achieve at least expected academic progress and high levels of attainment in national qualifications
- All students acquire knowledge to be remembered and constantly built upon cumulatively from Early Years to the Sixth Form to deepen their understanding
- All students develop high level 21st century skills
- All students enter skilled employment or higher levels of study
- All students develop high levels of self-worth and self-confidence
- Learning is challenging and engaging
- Learning is highly relevant to the world today and in the future

Aspirations Academies share a common philosophy, with each Academy operating as an individual school, serving the local area, meeting the needs of its pupils and reflecting the leadership style of the Principal. However, Aspirations Academies have a distinctive approach to education and so there are a number of elements which are expected to feature in each academy:

- **The Three Guiding Principles** are in place:
  - Self-worth
  - Engagement
  - Purpose

  These are the basis of the Aspirations Trust. If people feel good about themselves they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams.

- The **Nine Core Principles** are a clear feature in every element of the academy:
  - High Expectations - Being the very best you can be in your school and community
  - Opportunity - Matching your interests with activities that will help you to leave school well-rounded and confident
  - Challenge - Making your learning exciting and relevant to the real world
  - Talent Development - Enhancing your natural strengths and abilities so you thrive in school and beyond
  - Innovation and Enterprise - Supporting your creativity by encouraging you to ask 'Why?' and 'Why not?'
  - Makers and Creators - Being a creator, not just a consumer, of technology in our digital world
  - Global - Having the cultural awareness needed to communicate in our interconnected world
  - Employability - Equipping you with the skills and abilities you'll need to excel in our ever-changing world
  - With Big Dreams and Hard Work, Anything is Possible - Aspirations means to dream about the future while being inspired in the present to reach those dreams.

- All Academies have **Employability and Future Skills** are the centrepiece to their educational provision:
  - Resilience
  - Cross-cultural competency
  - Communication
  - Collaboration
  - Creative and adaptive thinking
  - Cognitive load management
  - Sense-making
  - Media literacy
  - Entrepreneurialism
  - Transdisciplinarity
  - Productivity and accountability

The Aspirations Curriculum

The curriculum in each of our academies has three elements:

1. **Intent:** A framework for setting out the aims of a programme of education, including the knowledge, understanding and skills to be gained at each stage.
2. **Implementation:** Translating the framework over time into a structure and narrative, within an institutional context
3. **Impact:** Evaluating what knowledge, understanding and skills pupils have gained against expectations.

The Aspirations Academies Trust (Aspirations) expects the curriculum in each academy to adhere to the above three elements, ensuring progression in each subject area, and to additionally value the development of the 11 identified future skills. Aspirations recognise that, as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened.

The curriculum in each academy

THE INTENT

A. **Development of knowledge:** Progress in knowing more and remembering more. The future requires the acquisition and application of a wide range of knowledge.
B. **The ability to apply knowledge:** Progress in knowledge being applied in more challenging, relevant and more engaging ways.
C. **The acquisition of future skills:** In order to translate knowledge into actions for success.

THE IMPLEMENTATION

- Full National Curriculum coverage and exams syllabi coverage, with sequenced acquisition and application of knowledge.
- Teaching and learning delivered through a range of approaches:
  - Single discipline subjects
  - Applied Transdicipline Learning (ATL) assignments
  - Performance: PE*, Music, Drama and Dance
  - Assessment, Presentation and Personal Education (APP) weeks.
  - Innovation and Development weeks
  - Cultural capital activities
  - Aspirations Centre of Excellence for Industrial Liaison (ACEIL) - post 16 only

THE IMPACT

- Evidence of students work
- Expected academic progress and high levels of attainment in national qualifications
- The range of high level 21st century skills developed by students
- The percentage of students entering skilled employment or higher levels of study
- The percentage of learning that is challenging and engaging
- The extent to which students are acquiring the knowledge, remembering the knowledge, and are able to apply the knowledge in different contexts and domains in line with the curriculum plan.

Intent:

Aspirations Academies curriculum aims are to develop a high quality curriculum carefully designed to:

1. ***Ensure a broad curriculum coverage***
2. ***Develop a knowledge rich curriculum***
3. ***Ensure that knowledge acquisition is enhanced through being effectively applied to real-life situations and problems***
4. ***Widen knowledge acquisition through single discipline and transdiscipline learning***
5. ***Ensure all learning is challenging and engaging***
6. ***Develop transferable future skills through the the application of knowledge into actions for success.***
7. ***Ensure high rates of progress for all pupils.***
8. ***Promote teacher planning that is integral to the success of the curriculum and also manageable.***

The intent of the Aspirations curriculum is to achieve the above aims. Primarily Aspirations aim to ensure high rates of pupil progress. Progress in:

A. **Development of knowledge:** Progress in knowing more and remembering more, in other words making changes to pupils long-term memories. The future requires the acquisition and application of a wide range of knowledge.
B. **The ability to apply knowledge:** Progress in knowledge being applied in more challenging, relevant and more engaging ways.
C. **The acquisition of future skills:** In order to translate knowledge into actions for success.

A. The importance of developing a focus on knowledge to help improve the rate of progress

Students from a wide range of backgrounds naturally arrive in school with different levels of knowledge acquisition, hence a well-rounded, knowledge-specific curriculum is required to overcome inequality of opportunity. This knowledge-rich curriculum requires careful consideration of the sequence of knowledge so that it is pedagogically coherent and reflects the specific ideas and language in each discipline being taught. It emphasises knowledge to be remembered and constantly built upon, not merely encountered and fleetingly experienced. This systematic and cumulative knowledge includes:.

- Knowledge of vocabulary (and literacy in general)
- Knowledge of events, people and places..
- Knowledge of ideas and concepts drawn from subjects.
- Knowledge of procedures.
- Knowledge of interconnected webs of concepts (or `schemata').

The importance of knowledge acquisition for progress has been highlighted by HMCI:
*'Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that **the focus on substance**, on **the knowledge that we want young people to acquire**, is often lost……If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'*

Aspirations understand the need for a deep, layered approach to knowledge acquisition in which all age related expected knowledge is carefully mapped out, delivered, monitored and applied. Aspirations recognise that students suffer in the following ways when they do not have the knowledge they need:

- Knowledge deficits accumulate when layered on top of one another in a curriculum sequence.
- This accumulation of dysfluency (gaps) limits and may even prevent acquisition of complex skills that depends on their prior knowledge.
- This problem is called 'cumulative dysfluency'.

Each new learning experience in single subject or transdiscipline sessions in Aspirations Academies should involve a focus on three questions:

- What do students already know?
- What do students need to know?
- Where can this new knowledge be found or learnt?

Using this approach it allows teachers to measure student progress in their knowledge acquisition and development.

B. The importance of applying knowledge in increasingly more challenging, relevant and more engaging ways.

Students naturally compartmentalise what they learn according to the specific context in which that learning occurred. This makes it difficult for students who haven't fully mastered the material to:

1. Recognise when they have applicable knowledge that they could use in the current situation.
2. Recall and apply that knowledge accurately and appropriately.

To help students appreciate that their knowledge and skills can be effectively applied in multiple contexts, this needs to be a conscious part of the teaching process. Situations and issues need to be used for students to draw on the knowledge and skills they have already learned, and then identify it and apply it to the issue or situation.

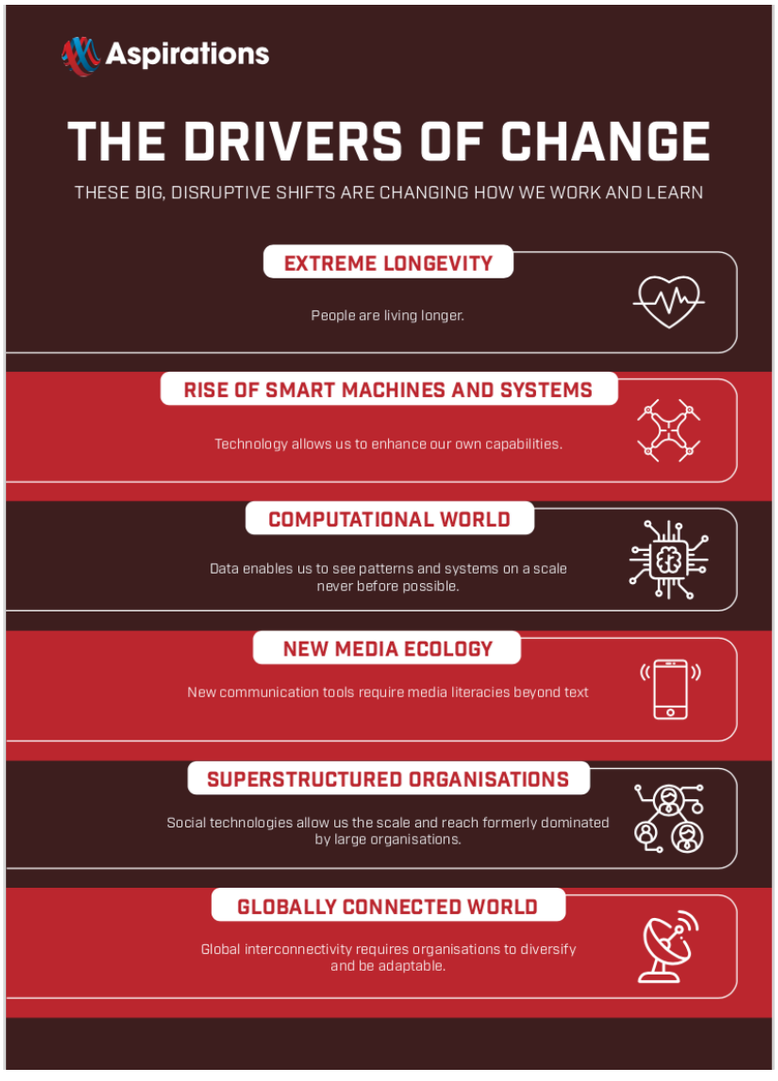
"This "Transfer" of knowledge and skills is a cognitive practice whereby a learner's mastery of knowledge or skills in one context enables them to apply that knowledge or skill in a different context. Because transfer signals that a learner's comprehension allows them to recognise how their knowledge can be relevant and to apply it effectively outside original learning conditions, transfer is often considered a hallmark of true learning. (Barnett & Ceci, 2002) Learning theory suggests that a variety of teaching strategies can help students reach the intellectual maturity to transfer their knowledge, including practice with conceptual understanding, comparative scenarios, and clear road maps for learning." (NRC, 2000).

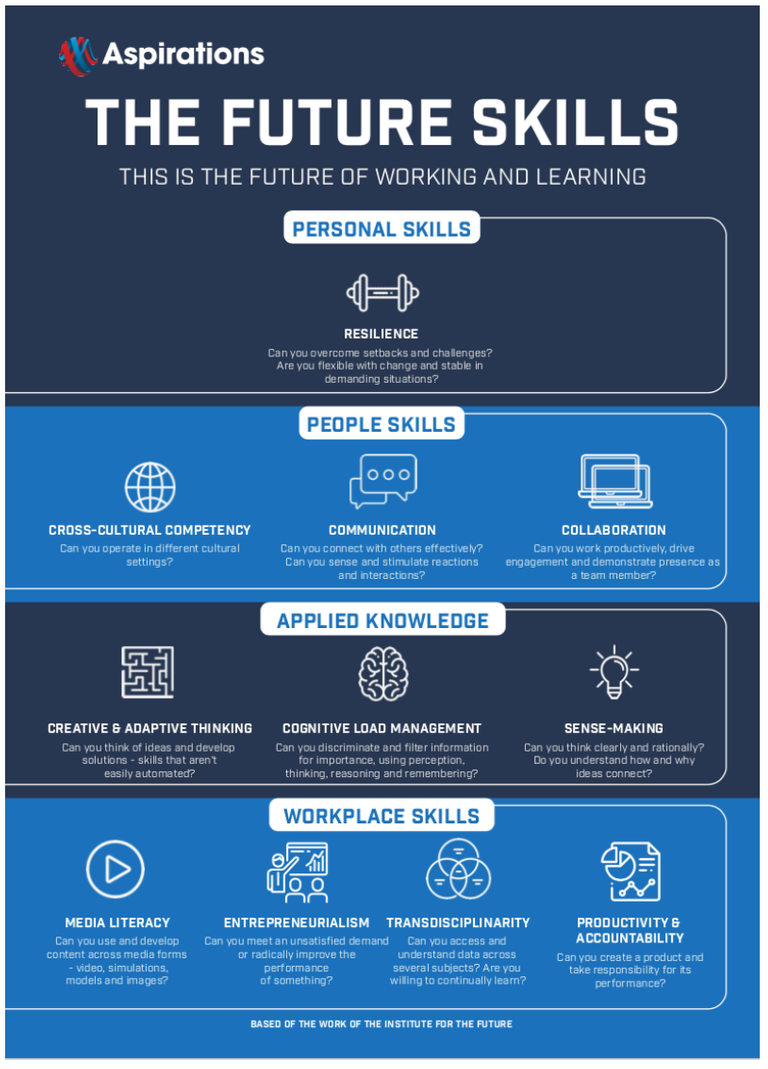
Aspirations work extensively with local and national employers to provide real life experiences of the world of work for students whilst at the same time providing real-life issues and problems for students to apply their knowledge and skills. These experiences are embedded throughout the curriculum particularly in the Applied Trans-discipline Learning assignments.

C. The importance of the acquisition of 21st century skills

'Deloitte recently analysed 350 careers and found that the numbers of jobs available in 160 of them is declining. A PWC report has suggested that more than a third of jobs in the UK are at high risk of automation by the early 2030's. The computer giant Dell survey saw business leaders predicting that 85% of the jobs students today will be doing in the 2030's do not yet exist. So what subjects should our children be learning at primary school, GCSE and university, if they go to university at all? To face up to the wildly uncertain future our children will need not just academic qualifications but above all emotional and mental flexibility and resilience.' The Telegraph 28/7/18

There are a range of 'Drivers of change' which are influencing the way we work and learn, alongside the 'Future skills' which are the future of working and learning (Extended description of these skills in the appendix):





To be successful in the future, individuals will need to demonstrate foresight in navigating a rapidly shifting landscape in the shape and nature of organisations in the workplace and the skills they require. People will be called upon to continually reassess and develop the skills they need, alongside the acquisition and application of a wide range of knowledge. Workers in the future will need to be adaptable lifelong learners.

Implementation and delivery of the curriculum

Across each Key Stage the acquisition and application of knowledge is coherent and sequenced across relevant year groups

Up to the age of 5 years old:
The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. Children are mostly taught through games and play. The areas of learning covered are: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; expressive arts and design.

The Key Stage 1 curriculum (Years 1 - 2)
All Aspirations Academies follow the requirements of the National Curriculum.

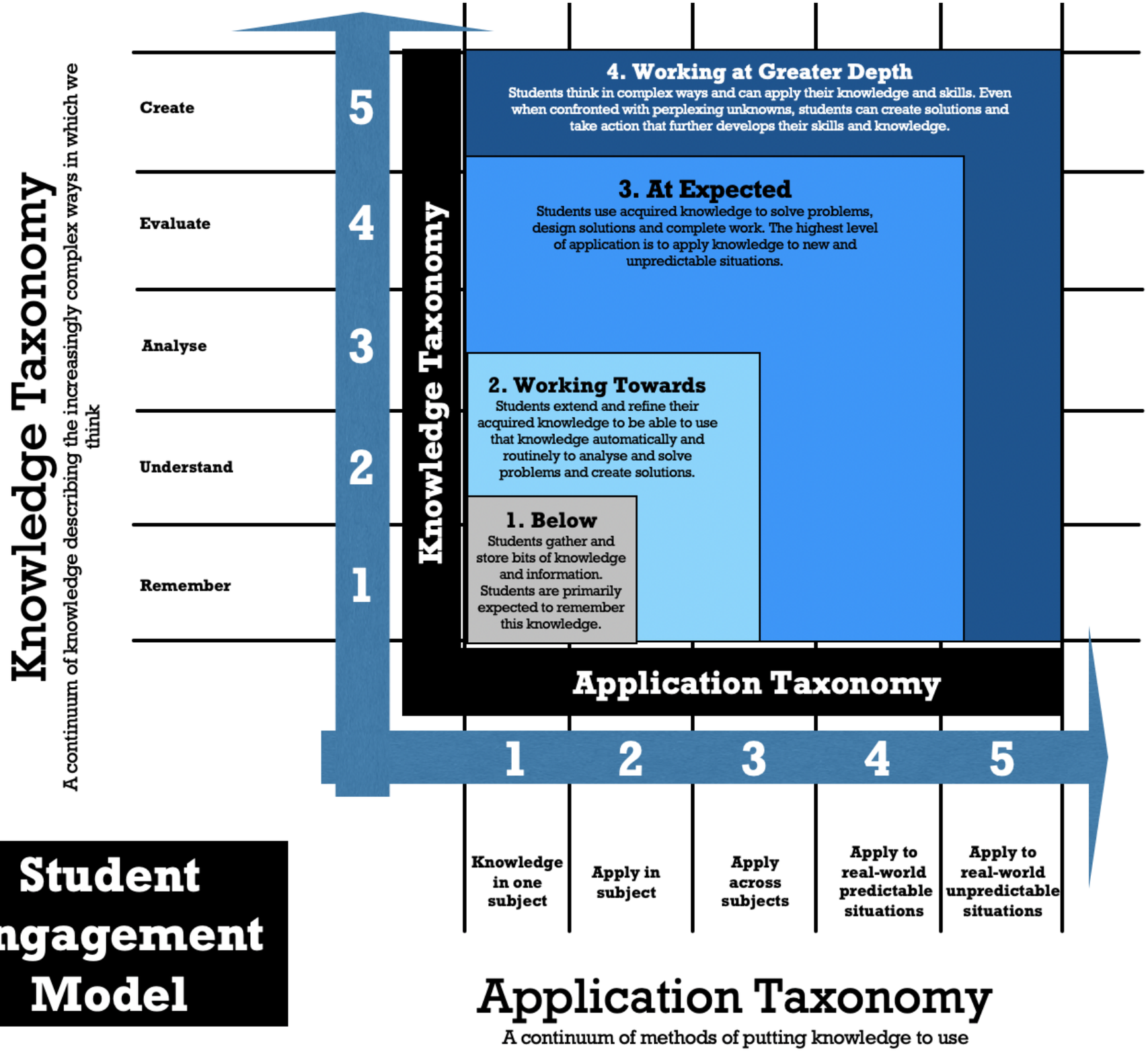
The Key Stage 2 curriculum (Years 3 - 6) and the KS3 curriculum (Years 7 - 9):

- All Aspirations Academies follow the requirements of the National Curriculum.
- In September 2019/20 the Aspirations `No limits: Education for success in the 21st century' curriculum was introduced into Years 4 and 7 - This has taken 2 years of trust wide planning.
- In September 2020/21 the intention is to use the `No Limits' curriculum across all of KS2 and KS3. Students study a broad range of subjects, fully covering the national curriculum, taught as both single disciplines and through transdiscipline assignments. The KS3 curriculum also promotes a wellness curriculum, develops future skills, promotes employability preparation and develops cultural capital.

The Key Stage 4 curriculum (Years 10 and 11):
At the heart of the key stage 4 curriculum is a strong academic core. The KS4 curriculum expects the majority of students to work towards the EBacc range of qualifications at GCSE. Students also have the opportunity to follow BTEC programmes and all National Curriculum requirements. The KS4 curriculum also promotes a wellness curriculum, develops future skills, promotes employability preparation and develops cultural capital.

The Key Stage 5 curriculum (Years 12 and 13):
The current post 16 students have for several years followed a curriculum where the majority of students follow 3 or 4 A levels or equivalent, and all students spend 4 hours per week working with real employers on real projects, this is now called the Aspirations Certificate of Excellence in Industrial Liaison.

In September 2020/21 the intention is for all Year 12 students to follow three A levels or equivalent plus the Aspirations Centre of Excellence for Industrial Liaison (CEIL) programme for 5 hours a week. Some students also follow the EPQ in Year 13.

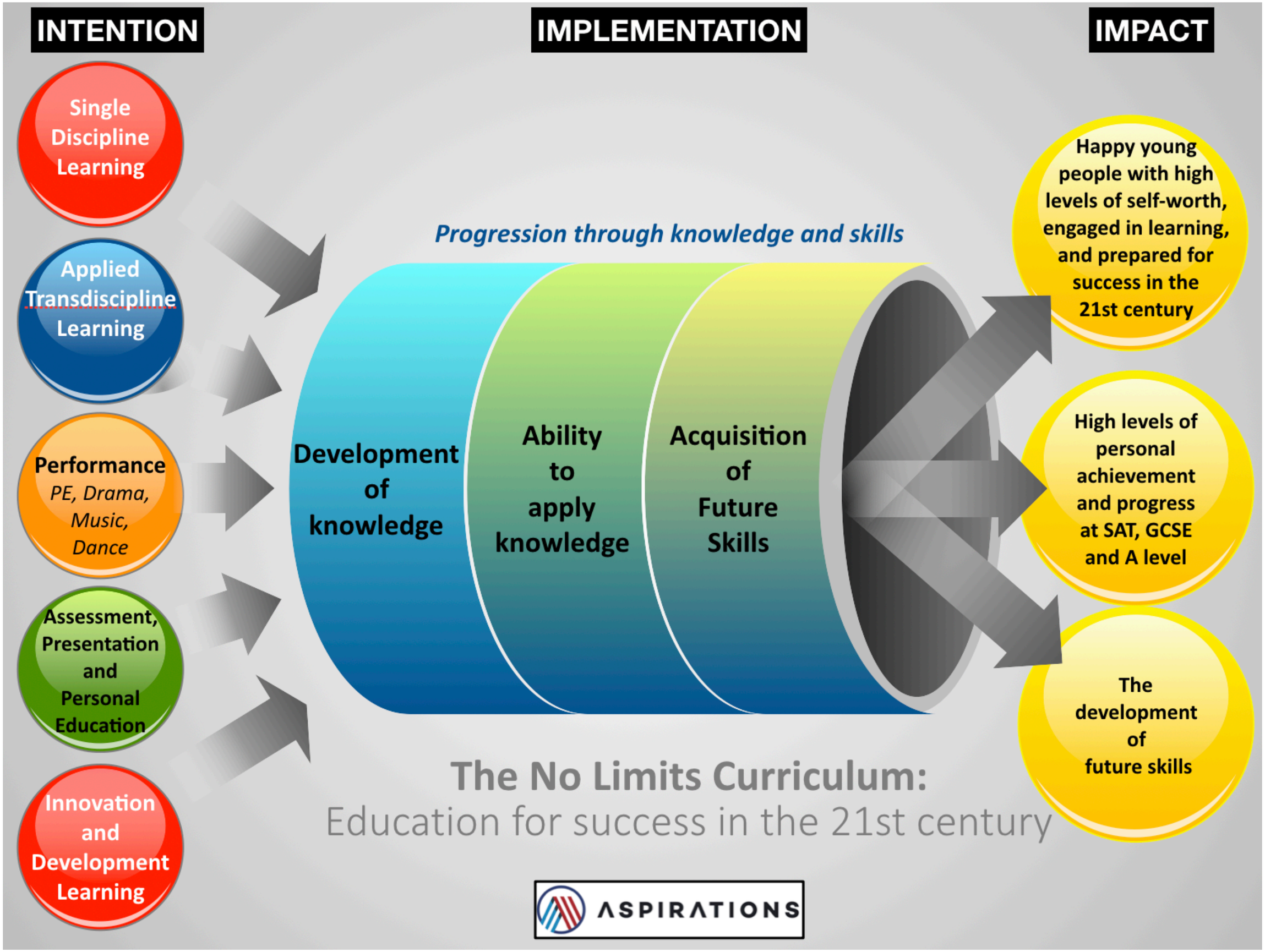


Student Engagement Model

Challenge and Engagement toolkit

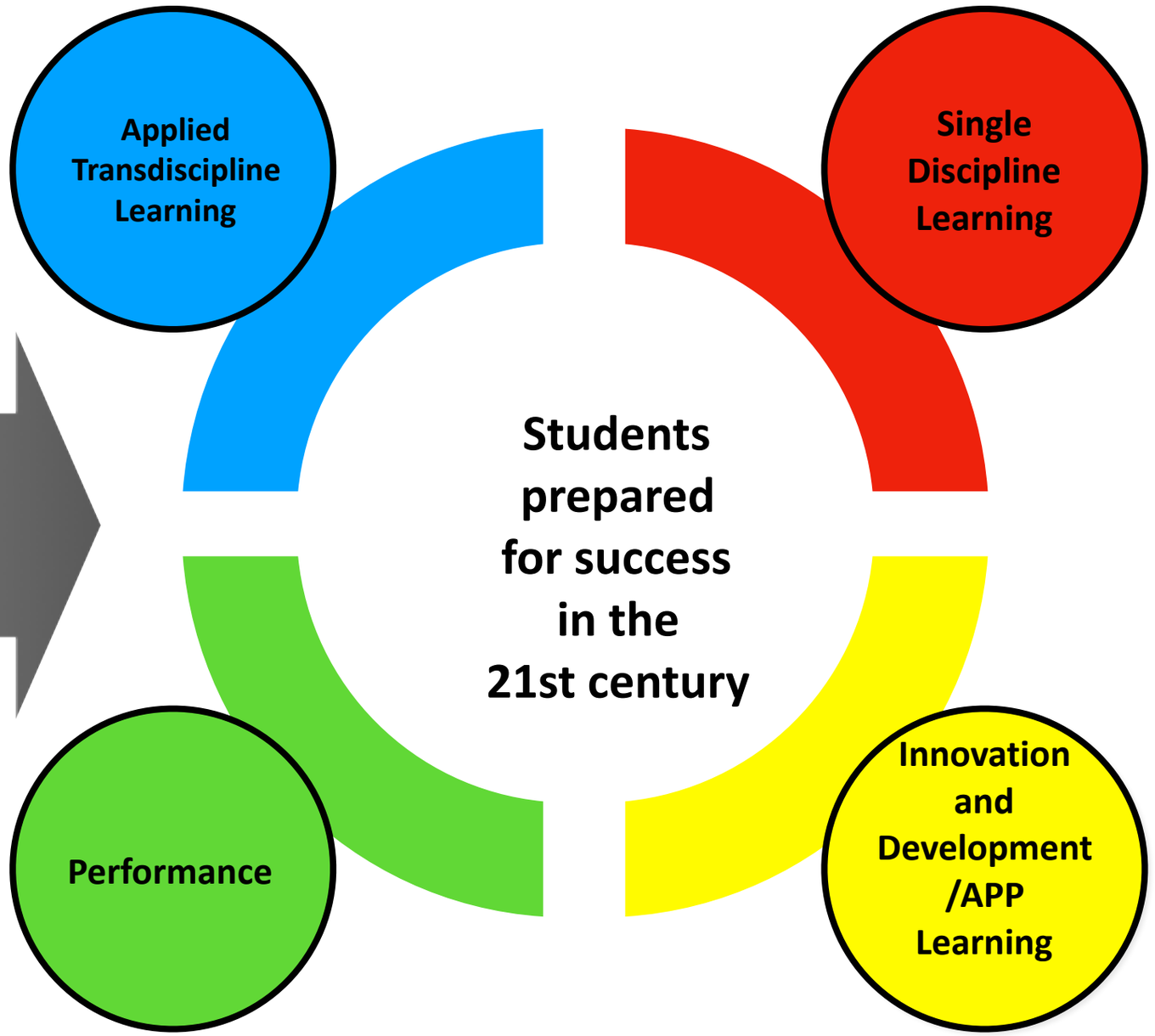
This diagram provided the starting point for the teacher lesson planning and engagement toolkit developed by the Trust curriculum development group in 2017. The ultimate aim is to encourage learning at greater depth through the application of knowledge to a range of situations

The No Limits Curriculum KS2 + KS3



The approach to student learning through the KS2 and KS3 ‘No Limits’ curriculum

Coverage of all National Curriculum subject requirements through all four approaches to learning



An Explanation of the No Limits Key Stage 2 + 3 Curriculum

Between 2017 and 2019 at least one teacher from each Aspirations Academy worked in a curriculum development group to initially produce the 'Challenge and Engagement lesson planning toolkit' and then to develop the 'No Limits: curriculum for success in the 21st century'. This is an approach to learning where the acquisition of knowledge is central to the curriculum, along with the application of this knowledge and the development of future skills. In September 2019 the be curriculum was introduced into Years 4 and 7. From September 2020, following a thorough review of the impact of the new curriculum, this curriculum will be introduced into all of KS2 and into Year 8. The Year 9 curriculum, is part of the KS3 curriculum as a whole, although all learning will be through single discipline learning in order to prepare students for single discipline learning in KS4

Why we are developing the 'No Limits' curriculum:

- To broaden and ensure full National Curriculum coverage which is fully sequenced
- To provide opportunities to develop cultural capital
- To improve the transition between KS2 and KS3:
    - Improved Teaching + Learning in Year 7 + 8 following the primary approach to transdiscipline learning
    - Greater continuity of learning
    - Greater sense of belonging - fewer teachers for each student in Year 7
    - Less fragmentation of the curriculum - less student movement in Year 7.
- To ensure greater student engagement and challenge
- To achieve higher levels of progress and improved academic results
- To develop appropriately high levels of 21st century future skills and to help reduce the skills gap in industry
- To ensure greater teacher satisfaction and reduced workload - all planning conducted in the working week
- To possibly make it easier to recruit teachers
- To ensure greater depth of knowledge is developed
- To ensure greater application of knowledge is developed
- To ensure compliance with employability/careers expectations
- To ensure greater compliance with new Ofsted framework

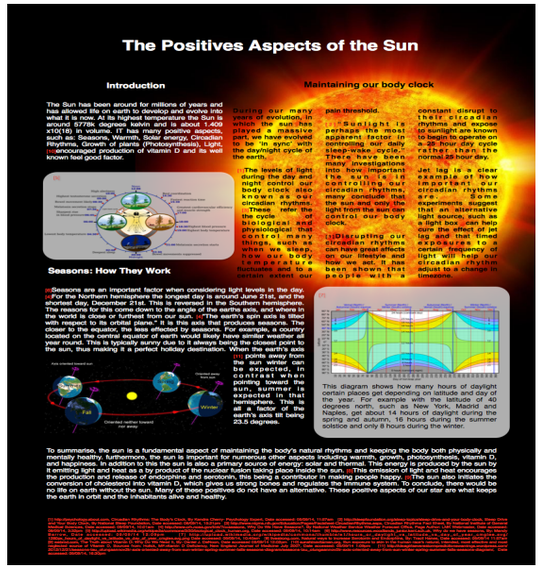
The 'No Limits: Education for success in the 21st century' Curriculum Principles

- **The curriculum is knowledge rich**. All students will acquire knowledge to be remembered and constantly built upon to deepen their understanding. The learning of knowledge is consistently layered, sequenced and revisited.
- **All students receive a broad curriculum.**
- A significant amount of learning involves the **application of knowledge** to an increasingly complex range of contexts, as well as to real world issues, situations, problems and employment
- **All students within the academy follow the same curriculum**
- The transition between Key Stages 2 and 3 is carefully planned to ensure curriculum and subject transition, cohesion of learning styles and an awareness of the importance of creating a sense of worth and belonging in the learning process.
- All learning develops the 11 essential future skills.
- All learning is structured primarily around two approaches:
    - Applied Trans-discipline Learning: Learning across multiple subject disciplines
    - Single-discipline Learning: Learning in a single subject discipline is designed to inform the APPLIED work
- All learning is challenging and engaging resulting in high levels of progress and attainment.
- All learning is authentic to the needs of the 21st century world.
- Literacy is a consistent element throughout all areas of the curriculum. This is enhanced with an appropriate text, fiction or non-fiction, linked with each transdiscipline assignment.
- The curriculum is embedded with careers development and employability experiences centred on the Gatsby Trust Benchmarks.
- The Wellness curriculum is an important element running throughout the curriculum.
- All finished products produced by the students are high quality or are not acceptable.
- Teachers plan in teams using the No Limits curriculum planning toolkit
- The aim is for all teacher planning to be conducted during the working day

How teaching and learning is delivered in KS2 + 3

Applied Transdiscipline Assignments

Transdisciplinary investigative projects that result in the production and public exhibition of a high quality product as a result of multiple drafts and critique.

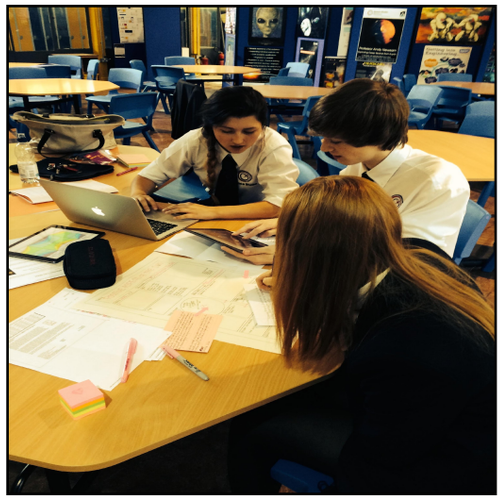


Single Discipline Learning

Teaching designed to develop student expertise and core subject knowledge and skills through carefully planned, responsive teaching and learning.

Assessment, Presentation and Personal Development Weeks (APP)

Full weeks given over to assessment of subject knowledge, presentation of assignments and personal development learning



Performance

Theatre, music or physical fitness projects culminating in a public performance

Innovation and Development Weeks

Student-led activities or workshops focused on a topic of interest or relevance.

Knowledge Acquisition and Development

Knowledge Application

Single Discipline Learning

Transdiscipline Learning

Transdisciplinary learning requires students to find answers to questions and is best practice for today's fast growing and ever-changing world. We need to ensure that we are preparing our students to solve real world problems and allowing them to authentically create and build their own ideas.

This transdisciplinary approach promotes depth of understanding as well as competency in the skills needed to succeed in our dynamically changing world. It encourages an educational approach with no limits, no barriers to learning.

The No Limits curriculum in Year 3, 4, 5 and 6 from 2020/21

- The curriculum is taught through the regular timetable and the APP weeks. There is full National Curriculum coverage and more. Subject criteria are delivered either through single discipline or transdiscipline learning or both. The transdiscipline Learning is designed to widen curriculum coverage
- The wellness curriculum and future skills run through all learning experiences and all subjects
- The Applied Transdiscipline assignments always include aspects of the English and Maths curriculum being taught as single subjects - this knowledge is applied to real world situations in the assignments.
- Cultural capital is a central part of the curriculum
- Teacher planning time in PE and in some creative curriculum time
- There is a fiction/non-fiction book linked to the curriculum each half-term which is read by all pupils
- There is an Assessment, Presentation and Personal Education (APP) week every five or six weeks to cover assessment, assignment presentations, PSHEE/RE and more.

Each Year group is slightly different with different curriculum coverage in the assignments. However, knowledge is sequenced across year groups. The diagrams below provide an example

An example of the week in Aspirations Academies in KS2 - 25 ppw model for non-APP weeks					
Subject	**English**	**Maths**	**Applied Trans-Discipline Assignments (Science, History, Geography, Computing, Design Technology, Citizenship)**	**Creative Curriculum/ single subjects (Science, MFL, Music, Art and Design)**	**PE**
Periods per week	5	5	8	5	2

	The Year 4 academic year learning outline (As an example of KS2)														
2 weeks Lessons	4 week Lessons	1 week Lessons	APP week	5 week Lessons	APP week	1 week Lessons	4 weeks Lessons	APP week	1 week Lessons	4 week Lessons	APP week	1 week Lessons	4 week Lessons	APP week	5 week Lessons	2 weeks
Belonging (PSHEE)	Assignment 1 Destination Europe (Computing and Geography)	Music		Assignment 2 Time Cop (Computing, Geography, History, P.E)		Celebrations (RE)	Assignment 3 Rock Band (Science, A+D, Compouting, Music)		Mini-project?	Assignment 54 "I'm a child get me out of here' (Science, DT, Geography, Computing)		Mini-project?	Assignment 5 Scrumdiddlyumptious (Science, DT, Computing)		Assignment 6 All the world's a stage (English, History, Computing, Drama, A+D, Music)	Innovation and Development Weeks (Transdisipline involves workshops, visits and competitions and E, M, Sc further development sessions)

The No Limits curriculum in Year 7 and Year 8 from 2020/21

- The curriculum is taught through the regular timetable and the APP weeks. There is full National Curriculum coverage and more. Subject criteria are delivered either through single discipline or trans discipline learning or both. The transdiscipline Learning is designed to widen curriculum coverage.
- The majority of NC subjects are taught across all of KS3 as single discipline subjects although there is significant coverage across the ATL assignments - all NC coverage is fully mapped out.
- Computing is taught across all subjects but also forms the central part of a 3 week long 6 ppw Year 7 assignment delivered by computing experts
- PSCHEE/Citizenship/RE are taught in the APP weeks
- The wellness curriculum and future skills run through all learning experiences and all subjects
- The Applied Transdiscipline assignments always include aspects of the English and Maths curriculum being taught as single subjects - this knowledge is applied to real world situations in the assignments.
- Each half-term there is a fiction/no-fiction text read by all students in Years 7 + 8
- Teacher planning time for assignments is in the working week
- The ATL assignments will apply learning elements from all subjects, particularly science and are designed to apply knowledge to real world situations.
- Cultural capital is a central part of the curriculum

Typical Year 7 or 8 week timetable 25 ppw (for non-APP weeks)

Single discipline Learning								**Transdiscipline learning**
Subject	Science	English	Maths	A+D/Design Technology/ Food/Creator space carousel	MFL	PE and performance 2 ppw PE Dance/Music/Drama carousel for 1 ppw	Geography and History	Applied Trans-Discipline Assignments
Periods per week	4	3 Plus extensive English in assignments	3	2	2	3	2	6

Assessment, Presentation and Personal Education Weeks (APP) - Every 6 weeks, 5 weeks in total

Day 1	Day 2	Day 3	Day 4	Day 5
Subject Assessments	Assignments presentations and exhibitions	PSCHEE/Citizenship/RE	Performance (A day of drama, music or dance - performing or learning)	Personal Development (A range of personal development programmes from British values, to cookery, to robotics, to personal finance, to innovation)

The Year 7 + 8 academic year learning outline

1 week (Year 7 only)	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	4 week learning block Year 8/ 3 week learning block Year 7	
Induction week	Assignment 1 and 2 (Year 7)		Assignment 3 (Year 7)		Assignment 4 (Year 7)		Assignment 5 (Year 7)		Assignment 6 (Year 7)		Innovation and Development Weeks (Transdisipline involves workshops, visits and competitions and E, M, Sc further development sessions)	
	'Demos Kratos' (3 weeks) / 'Love and Loss' (3 weeks)		'Shakespeare redesigned' (6 weeks)		'Tomorrow's world…and the next day' (6 weeks)		'Sport of the day' (6 weeks)		To be decided (6 weeks)			
	Assignment 1 (Year 8)		Assignment 2 (Year 8)		Assignment 3 (Year 8)		Assignment 4 (Year 8)		Assignment 5 (Year 8)			
	To be decided (6 weeks)		To be decided (6 weeks)		To be decided (6 weeks)		To be decided (6 weeks)		To be decided (6 weeks)			

The No Limits curriculum in Year 9 from 2020/21 - suggested subject content and coverage

- The curriculum is taught through the regular timetable and the APP weeks. There is full National Curriculum coverage and more. Subject criteria are delivered mostly through single discipline learning.
- The wellness curriculum and future skills run through all learning experiences and all subjects
- The Quest for success programme is a preparation for employment and further education programme delivers through the APP weeks and during the innovation week
- Computing is taught across all subjects
- PSCHEE/Citizenship/RE are taught in the APP weeks
- The majority ofNC subjects receive a significant amount of single discipline learning time over the full three years of the KS3 curriculum

Timetable week 25 ppw									
Single discipline Learning									
Subject	Science	English	Maths	A+D	Design Technology including food	PE	Performance carousel (Music/Dance/Drama)	MFL	Geography and History
ppw	4	5	5	2	2	2	1	2	2

Assessment, Presentation and Personal Education Weeks (APP) (5 of these weeks thought the year)				
Day 1	Day 2	Day 3	Day 4	Day 5
Subject Assessments	Assignments presentations and exhibitions	PSCHEE/Citizenship/RE	Performance (A day of drama, music or dance - performing or learning)	Quest For success (Transdiscipline learning - employment programme)

The Year 9 academic year learning outline											
6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	3 week learning block	Innovation week Transdisipline - involves workshops, visits and competitions

Curriculum coverage - There are three areas where all NC subjects are covered. To ensure full coverage each academy maintains an overview similar to this diagram. Each subject is also mapped out against the subject attainment targets on subject coverage sheets (see later)

KS3 No Limits Curriculum coverage (The following subjects are covered and the NC learning objectives mapped and sequenced across the Key Stages - see separate curriculum mapping document)

Subject		Year 7			Year 8			Year 9		
		Delivered through Core Learning (Single disciplines)	Delivered through Applied Trans-discipline Assignments	Delivered in APP weeks	Delivered through Core Learning (Single disciplines)	Delivered through Applied Trans-discipline Assignments	Delivered in APP weeks	Delivered through Core Learning (Single disciplines)	Delivered through Applied Trans-discipline Assignments	Delivered in APP weeks
Maths	Develop fluency		Elements			Elements				
	Reason mathematically		Elements			Elements				
	Solve problems		Elements			Elements				
English	Reading		Elements			Elements				
	Writing		Elements			Elements				
	Grammar and vocabulary		Elements			Elements				
	Spoken English		Elements			Elements				
Science			Elements			Elements				
Geography										
History										
MFL										
A+D										
Design Technology including cooking										
Music										
Citizenship/PSHEE/ (Including sex and relationship education)										
RE										
Computing		Cross-curriculum			Cross-curriculum			Cross-curriculum		
PE and Dance										
Wellness (not NC requirement)		Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum
Drama (not NC requirement)										
Future skills		Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum
Employability			Elements	Elements		Elements	Elements			Elements
Cultural capital			Cross-curriculum	Cross-curriculum		Cross-curriculum	Cross-curriculum		Cross-curriculum	Cross-curriculum

Example Delivery Map: Geography KS3 learning objectives - The sequencing and coverage of each objective across the key stage

(Key: SS = Single subject learning; A1 = ATL assignment 1; APP = APP weeks; IW = Innovation and Development weeks)

Attainment Targets (Pupils should be taught to:)	Year 7									Year 8									Year 9		
	SS	A1	A2	A3	A4	A5	A6	APP	IW	SS	A1	A2	A3	A4	A5	A6	APP	IW	SS	APP	IW
Locational knowledge: Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities	■														* This is completed for all National curriculum Subjects						
Place Knowledge: Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia							■						■						■		
Human and physical geography: Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: **physical geography** relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts	■									■					■				■		
Human and physical geography: Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: **human geography** relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources	■						■			■			■						■		
Human and physical geography Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems							■						■						■		
Geographical skills and fieldwork Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field	■									■					■				■		
Geographical skills and fieldwork Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs	■								■	■								■	■		■
Geographical skills and fieldwork Use Geographical Information Systems (GIS) to view, analyse and interpret places and data	■									■									■		
Geographical skills and fieldwork Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.									■						■			■			■

Example Delivery Map: Computing KS3 learning objectives - The sequencing and coverage of each objective across the key stage

(Key: SS = Single subject learning; A1 = ATL assignment 1; APP = APP weeks; IW = Innovation and Development weeks)

Attainment Targets (Pupils should be taught to:)	Year 7									Year 8									Year 9		
	SS	A1	A2	A3	A4	A5	A6	APP	IW	SS	A1	A2	A3	A4	A5	A6	APP	IW	SS	APP	IW
design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems										In Gg									In Gg		
understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem										In M							In Cz		In M	In Cz	
use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions																					
understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]	In M																				
understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems																					
understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits																					
undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users																			In DT		
create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	In H									In H									In DT		
understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns								In Cz									In Cz		In DT	In Cz	

The National Curriculum attainment targets for Computing are taught though one assignment early in Year 7 and then sequenced through Year 8 and Year 9 in Science, Maths, Geography, History, Design Technology, in other assignments, in some APP weeks and in the innovation and Development weeks. The academy has a creator space including VR and other robotic equipment which form part of the Year 7 and 8 single discipline curriculum and are used in assignments

ATL Assignments subject coverage planned for 2020/21 (DRAFT)

* In 2019/20 Year 7 assignments 1 to 5 received 6 ppw learning time

- The ATL assignments will cover elements of the National Curriculum programmes of study as well as reinforcing the learning that has already taken place in single-discipline subjects. Elements of the English and Maths taught insigne discipline lessons will always form part of each assignment
- The Maths, English and Science outline subject coverage is the same in each Aspirations academy, each half term, to allow for cross moderation and testing
- A fiction reading book is associated with each assignment to enable fluency, confidence and enjoyment in reading

Year 7				Year 8			
Assignment number	**Assignment Title**	**Significant subject areas covered in assignment**	**Total learning time**	**Assignment number**	**Assignment Title**	**Significant subject areas covered in assignment**	**Total learning time**
1	Demos Kratos Fiction/non-fiction essential reader is …….	History , English, PSHCE	3 weeks x 6 ppw - 18 hours	1	To be decided but connected with global culture Fiction/non-fiction essential reader is …….	MFL, Geography, History, English, Citizenship	3 weeks x 6 ppw - 18 hours
2	Love and Loss Fiction/non-fiction essential reader is …….	Biology, History, English	3 weeks x 6 ppw - 18 hours	2	To be decided but connected with medicine and health Fiction/non-fiction essential reader is …….	Science, History, Geography, Computer Science	6 weeks x 6 ppw - 36 hours
3	To be decided but to cover most of the computing NC (using specialists such as Digital Schoolhouse or Maker Club) Fiction/non-fiction essential reader is …….	Computer Science,Science, English, Maths	6 weeks x 6 ppw - 36 hours	3	To be decided but connected with teaching and local/global environment Fiction/non-fiction essential reader is …….	English, and a range of subjects	6 weeks x 6 ppw - 36 hours
4	Tomorrow's world and the next day Fiction/non-fiction essential reader is …….	Physics, Computer Science, Art and Design, maths	6 weeks x 6 ppw - 36 hours	4	To be decided but connected with space Fiction/non-fiction essential reader is …….	Maths, Science, Computer Technology, Drama	6 weeks x 6 ppw - 36 hours
5	Sport of the day Fiction/non-fiction essential reader is …….	Biology, PE, Geography and History	6 weeks x 6 ppw - 36 hours	5	To be decided but connected with music history, manufacture and performance Fiction/non-fiction essential reader is …….	Music, Design Technology, History	6 weeks x 6 ppw - 36 hours
6	Shakespeare Re-designed Fiction/non-fiction essential reader is …….	English, Design Technology, Art, History, Drama	6 weeks x 6 ppw - 36 hours	6	To be decided but connected with food Fiction/non-fiction essential reader is …….	Design Technology, English, Science, History	3 weeks x 6 ppw - 18 hours

ATL Assignment Planning Grid for KS2: This document was produced by the Trust Curriculum Development group as part of the `challenge and engagement teacher lesson planning toolkit'. This developed into a slightly larger planning grid for KS3

The Planning Grid				
Learning Scenario (Question/hook/real-life link)**:**				
Learning outcome *(What is the key outcome you are trying to achieve?)*				
Curriculum Coverage *(main learning aims)*:				
Required Resources:				
Sequencing *(Can be in any order but cover all elements in knowledge and application taxonomies):*				
Number and length of learning sessions:				
Knowledge Taxonomy *A continuum of knowledge describing the increasingly complex ways in which we think*	**Questions to ask** *(Questions teachers ask to shape the learning)*	**Tasks**	**Assessment** *(What are the expected outcomes?)*	**Application Taxonomy** *A continuum of methods of putting knowledge to use*
Create				Apply to real-world unpredictable situations
Evaluate				Apply to real-worldÂ situations
Analyse				Apply in a wider context
Understand				Apply in one specific area
Remember				Knowledge in one specific area
Cross curricular coverage *(e.g. subjects linked, SMSC, skills coverage, etc)*				

Post 16 Years 12 and 13 (Planned to be introduced in September 2020)

All students follow A levels or equivalent alongside the Aspirations Centre of Excellence for Industrial Liaison (CEIL) programme.
Aspirations CEIL is a programme designed to help post 16 students prepare for employment and success in a fast changing world. The aim is to develop the future skills required by employers today and in the future. Students will work on real-life assignments alongside real employers. The programme is focussed on the individual development of each student.
** The Aspirations CEIL programme has developed over several years combining the successes of the Aspirations Employability Portfolio, the No limits curriculum, and the Budmouth College CEIL programme*

This is a totally unique programme as it involves students not only developing their individual future skills, but also working with real employers on real world problems, enabling them to understand and experience the nature of work in the 21st century.

Outline
All post-16 students in Year 12 will follow three A levels or equivalent plus the Aspirations CEIL. At the end of the year students will:
- have developed an employability portfolio to show examples of their development to use in UCAS and employment interviews
- receive an Aspirations CEIL Diploma (validated by over 100 companies) at Gold, Silver or Bronze level. The Aspirations CEIL Diploma means that the student has `achieved professional awareness and employment ready competencies' and relate to the quality, depth and cogency of the portfolio evidence presented via iCan.
- be able to use their Aspirations CEIL experiences to follow the EPQ in Year 13.

How the curriculum works in Years 12 and 13 from 2020

- 25 PPW
- 39 teaching weeks per year (fewer in Year 13 due to exams)
- 5 hours a week spent working with employers on assignments

25 ppw model					
Subject	**A level/BTEC 1**	**A level/BTEC 2**	**A level/BTEC 3**	**Supported Private Study**	**Applied Trans-Discipline Assignments**
Periods per week	4	4	4	8	5

The ATL assignments in Year 12 last for 12 weeks, they cover employability areas leading to health and medicine, education, engineering and digital technologies. All students work alongside real employers on these real life assignments

Year 12 The Aspirations Centre of Excellence for Industrial Liaison (Aspirations CEIL)

Year 12 students follow 3 A levels or equivalent Plus the Aspirations CEIL Diploma

At the end of Year 12 students will:

- have developed an **employability portfolio** to show examples of their development to use in UCAS and employment interviews
- prepare an **individual VIVA** to present in front of a group of employers
- receive an **Aspirations CEIL Diploma** (validated by over 100 companies) at Gold, Silver or Bronze level based on the VIVA presentation.
- be able to use their Aspirations CEIL experiences to follow the EPQ in Year 13 and/or redevelop the VIVA to improve their diploma level.

The general format:

- September Year 12: **6 week induction**
- **Three practice projects** working in groups of 4 or 5. All students follow each of these projects. There will be three projects operating at any one time. These will involve:
    - **Each 6 weeks long**
    - Three projects one based on **health and medicine, one on education, and one on engineering/technology**
    - The basic theme will be trust wide but each academy will relate it to **local employers**. In each project there will be a specific employer driven real world issue to solve alongside employers
    - The planning template involves:
        - Setting the scene
        - Input through talks and workshops by industry related local employers
        - A driving question
        - What do they already know? What do they need to know? Where are they going to find areas to research further information.
        - A employer driven real world issue mini project
        - The final outcome: Group presentation, group end product, individual project report.
    - The structure of each project will be roughly:
        - 1 week introduction/workshops
        - 1 week group research and development of ideas
        - **2/3 week mini project with employers**
        - 1 week preparation of end product/presentation /report
- The **final pinnacle project** will ideally follow one of the three employment areas: health and medicine, education, and engineering/technology, although students may be allowed to follow another employment area of interest.
- At the end of the final pinnacle project students will prepare an individual **VIVA** based on their development of future skills and their readiness for employment/university using the evidence they have developed over the year.

Expected National Curriculum Coverage

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages[3]		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

3.6 All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

This is the expected curriculum coverage to be planned:

KS1 + 2

Compulsory national curriculum subjects at primary school are:

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- Physical education (PE), including swimming
- Computing
- Ancient and modern foreign languages (at key stage 2)

Schools must provide religious education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it. Schools often also teach:

- personal, social and health education (PSHE)
- citizenship
- modern foreign languages (at key stage 1)

KS3

Compulsory national curriculum subjects are:

- English
- Maths
- Science
- History
- Geography
- Modern foreign languages
- Design and technology/Art and design
- Music
- Physical education
- Citizenship
- Computing

Schools must provide religious education (RE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

KS4

During key stage 4 most pupils work towards national qualifications - usually GCSEs.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- Maths
- Science

Foundation subjects are:

- Computing
- Physical education
- Citizenship

Schools must also offer at least one subject from each of these areas:

- Arts
- Design and technology
- Humanities
- Modern foreign languages

They must also provide religious education (RE) and sex education at key stage 4.