

SANDFIELD CROSS CURRICULAR CURRICULUM STATEMENT

Design Technology, RE and Languages

INTENT:

What is the curriculum aim / vision for these subjects?

The cross curricular intent is designed around key principles:

- To incorporate key areas of the curriculum within other subject areas to ensure as broad a curriculum as possible for our students.
- To teach as distinct subject areas if this is an effective way of teaching.
- To offer an effective curriculum that responds to the needs of students
- To offer a framework that allows students the opportunity to become curious and critical thinkers so they can 'articulate, analyze, explain and infer' as they study various topics.
- **Please note that cooking and nutrition is a key area of our curriculum as it helps develop practical skills and develops independence. Please see the separate curriculum statement for this subject.**

What should Sandfield students get from these subjects?

- Enjoyment, passion and knowledge about and the world around them.
- To be challenged and engaged.
- Enhanced skills, ambition and questioning to improve employability.
- Tolerance and acceptance of diversity.

How is our curriculum planned?

Using the National Curriculum as a base (Design Technology and Languages), we allow teachers to choose the topics they believe will suit their class the best and will match against other cross-curricular lesson themes.

As with other subjects, we will plan the curriculum around the EHCPs of our students, encouraging cross-curricular links and opportunities to meet personal targets.

Cultural Capital is also a feature of our planning, prompting links between Design Technology, RE and Languages and the wider world of further education and employment.

IMPLEMENTATION:

How does learning develop over the five years?

We follow a modified version of the Key Stage 3 National Curriculum guidelines for teaching these subjects for our KS3 and KS4 pupils and we ensure that there are opportunities for students of all abilities to develop their skills, knowledge and vocabulary throughout the five years in the lower school.

Topics (and links to the National Curriculum) are recorded in KS3 and 4 to allow for appropriate coverage of the National Curriculum

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

Through the study of these cross curricular subjects we aim to give pupils varied opportunities to study the world. The topics studied throughout students' school life should inspire curiosity and fascination about the world and allow them to ask questions and discover answers throughout.

The challenging and exciting programme we provide is supported by using a range of teaching techniques and appropriate trips to provide an immersive experience away from the confines of the classroom. This need to enthuse and engage is particularly necessary at Sandfield due to the nature of our students. The range of learning and developmental needs calls for constant stimulation and an understanding of when to break away from traditional methods.

We continually revisit basic skills to ensure all students can progress and develop in their knowledge, understanding and skills regardless of previous attendance or prior learning.

Design Technology teaching focuses on enabling students to use a clear design process to develop ideas, make something and then evaluate it.

Religious Education follows a scheme of work developed by the school to support pupils in their understanding of religions and key teachings within them at the same time developing tolerance of all people.

Languages are only taught in a way that enriches other subjects, we will look at the culture of a particular country studied specifically in the geography curriculum. This may also include the learning of key aspects of a particular language.

How is the timetabled curriculum supplemented or enriched by other approaches to learning?

We provide engaging lessons which students enjoy and want to participate in, using VAK learning styles to include all types of learners.

We use excursions and artefacts to stimulate discussion and consolidate learning.

We use displays to show completed work, key vocabulary, important information and development of the topic.

In what ways does our curriculum help to develop...?

- Enrichment in other subjects: These particular curriculum areas will greatly enrich other subject areas, either culturally or by the design and making of objects.
- Cultural diversity and identity: Knowledge and understanding of ethics and morals and applying them to different situations.
- Community participation: Teaching aspects of the curriculum allows us to draw on the community and we can focus on specific community events especially when studying RE
- Careers and enterprise: All of the skills taught throughout the curriculum allow for students to gain skills necessary for their future careers. Critical thinking and reasoning skills can be applied to life experiences and further education.

IMPACT:

What forms do assessments take? What is the purpose of assessment?

Assessment of the pupils' work, skills and knowledge may be made using:

- Written work.
- Whole class, group or paired discussions.
- Self-assessment
- Reflection on own working
- Quizzes
- Teacher questioning
- An end of topic evaluation.

We review the pupils work by formal or informal assessments as we observe the students during lessons and we use this information to plan and review for future lessons. This helps sequence the curriculum and plan for the next stages of learning.-

How do we know if we have a successful curriculum?

- Teacher evaluation of curriculum to check it meets the needs of our students.
- Pupil voice informs any barriers to learning and changes can then be made to meet all learning needs.
- Work scrutiny and moderation.
- Skills will be transferred to other lessons and in the real world.

Sequence of Learning

	Design Technology (NC)	Languages (NC)	RE (Scheme of Work)
Year 7	KS1 /2 criteria	KS 2 (as appropriate)	<u>Autumn</u> Judaism- Festivals and Worship <u>Spring</u> Christianity- The Bible and the natural world <u>Summer</u> Signs and symbols
Year 8	KS1/2	As above	<u>Autumn</u> Creation <u>Spring</u> Hinduism creation, Divali, Ghandi <u>Summer</u> Christian teachings, being chosen
Year 9	KS2	As above	<u>Autumn</u> Harvest and the natural world <u>Spring</u> Islam the 5 pillars and worship <u>Summer</u> Rites of passage
Year 10	KS2	As above	<u>Autumn</u> Buddhism, the four noble truths <u>Spring</u> Ann Frank <u>Summer</u> Sikhism, 5Ks and Gudwara
Year 11	KS2 / 3	Leading to some elements of KS3	<u>Autumn</u> Christian families, Christmas light <u>Spring</u> Easter betrayal <u>Summer</u> comparing religions

Nb, this is a guide to support teachers in addressing the needs of their class/ individual pupils.