



## **Abbey View School – Curriculum**

The curriculum at Abbey View School is flexible in its implementation. This allows us to support students from different schools who are at different stages in the education and have differing needs. It also allows us to support students who attend Abbey View School as well as their mainstream school or a work experience placement.

Below is a list of the mains subjects we support and a flavor of what those subjects entail.

### **English**

At Abbey View, in English lessons, there are three main intentions for all of our students: to ensure students make progress towards external qualifications; to provide students with the assistance they need to address gaps in their knowledge; to promote a sense of enjoyment and love for the written word and spoken language.

#### **Key Stage Three**

Our key stage three course of study is designed to help students build confidence in their abilities in English whilst starting to, slowly, expose them to the assessment objectives for GCSE.

Whilst the set texts we study may be different each year, in order to accommodate students who are in the KS3 group for more than one academic year, the areas of study remain the same:

- 19th Century Novel
- 20th Century Play
- 21st Century Text
- Shakespearean Play
- Thematic Poetry Unit

- Thematic Non-Fiction Unit

Students use these topics as an opportunity to develop their aptitude in all areas of English Language (reading, writing, and speaking and listening), as well as focusing on the study of English Literature.

#### Year 10

In year 10, we begin to focus much more closely on the skills required for English Language GCSE but continue to use high-quality literature texts in order to access them. Our year 10 units are:

- Thematic Non-Fiction Unit: Sport
- 19th Century Novel: Frankenstein (subject to change)
- 20th Century Play: An Inspector Calls
- 21st Century Novel: Never Let Me Go
- Fiction Across Time: Tall Tales and Short Stories
- Thematic non-fiction unit: Freedom

Students are encouraged to understand the relationship between reading and writing, and vice versa, and are given plenty of opportunity to take inspiration from what they read and to create their own written pieces in response.

#### Year 11

In year 11, students prepare for the AQA English Language GCSE as well as Edexcel English Functional Skills. Studying for the GCSE gives students the opportunity to experience a range of high-quality texts, to understand the importance of rhetoric in the spoken and written word, and to experiment with their own writing.

Students are encouraged to analyse the way writers create meaning using the appropriate terminology, whilst honing their own analytical skills. They then have the opportunity to apply these techniques to their writing in order to develop their own individual style.

High expectations and focus are applied to spelling, punctuation and grammar to allow students to access those extra marks that are allocated to this area for GCSE.

Vibrant discussions take place all year round in the English classroom to ensure students can feel comfortable and well prepared for the spoken language elements of their courses of study, which are usually completed in January of Year 11.

Across both key stages, students are assessed regularly and are given productive feedback that allows them to understand, and be proactive in making, the next steps for progression. Lessons are differentiated to allow students to make the progress that is right for them on an individual level, and some students may be offered 1 to 1 support to address learning gaps.

Most importantly, we want students to be able to use English, and the ability to communicate effectively, as they go forward in the future and hope to make them view it as a powerful tool for life.

## **Mathematics**

Maths is a compulsory subject at Abbey View which all students are required to study. If a student is here on a short term placement, tasks may be sent from the student's school to be completed so as to ensure that they continue to follow their particular programme of study. However, the majority of the students will follow our own programme of study which has GCSE Maths as their ultimate goal.

Throughout Key Stage 3 and 4, we try to build on skills and allow the students to reach their potential at their own pace through structured repetition and practice of skills. As our class sizes are relatively small, we are flexible enough to support both our student's strengths and weaknesses. There is an opportunity for misunderstandings of key Maths skills or gaps in learning, to be corrected, thereby allowing confidence to grow.

We aim for our students to be able to succeed in maths classes so that they can continue to succeed on returning to a mainstream setting. Alternatively, students remaining with us through to the end of Year 11 will be offered the opportunity to acquire a qualification in Maths that will lead to a future career of their choice.

Here at Abbey View we focus on two different Maths qualifications and schemes of work.

1. GCSE Mathematics (Edexcel): This consists of studying Number, Algebra, Geometry, Measure, Ratio, Proportion, Rates of Change, Statistics and Probability. These topic areas combine to make the full syllabus that is studied throughout Key Stage 3 and 4. At the end of Year 11, 3 x 1.5 hour exams are taken. 2 x calculator papers and 1 x non calculator paper. The scores from the three exams are added together to give an overall total and then grade. Foundation level papers cover levels up to Grade 5 and the Higher level papers from Grade 4 - 9. At Abbey View the Foundation exam is usually the most appropriate for our student's success. Mock exams will take place in December, January and March to increase exam skills and confidence.
2. Functional Skills: These exams are taken separately to the GCSE exams and are studied for within the academic year. They can be taken at different levels to suit the pupil, usually from Entry Level 1 to Level 1. Functional Skills traditionally based around using every day practical maths where the pupil decides on the appropriate method to solve the mathematical problem themselves. From 2020 this exam will have been revised with more emphasis on a link with the GCSE curriculum.

Our objective is to build mathematical confidence and ability in our students so that they have the skills they need for adult life and for the career they wish to pursue. We do this through a variety of methods such as: games (computer/board games), problem solving group work, mental arithmetic competition using stopwatches for a personal challenge, structured tasks learning, practicing and revising key skills as well as going over past examination papers.

## Science

At Abbey View School Science is delivered in a specialist teaching room with the usual equipment and resources you would expect in a modern secondary school laboratory. There are opportunities for students to learn outside the classroom too with a green house and raised beds on the school grounds and the Severn Ham, a Sight of Special Scientific Interest (SSSI), on the door step.

### Key Stage Three:

Yr 7, 8, & 9 learn together and follow a curriculum covering chemistry, physics and biology. The emphasis for these students is re-engagement and leaning is thematic with plenty of opportunities for practical work. Students gain understanding of food production and life processes by growing fruits and vegetable in the school green house and raised beds that then make their way into the school kitchen.

### Key Stage Four

long term students in Years 10 and 11 all follow the AQA Entry Level Certificate (ELC) scheme of work. Units of study include:

- B1 The Human Body;
- B2 Environment, Evolution, & Inheritance;
- C3 Elements, Mixtures, & Compounds;
- C4 Chemistry In Our World;
- P5 Energy, Forces, & The Structure Of Matter; and
- P6 Electricity, Magnetism, & Waves.

Those students completing at least one externally set assessment and one teacher derived assessment in no fewer than three topics (one each B,C,&P) will be entered for the single award ELC. Those completing both assessments in all six topics will be entered for the double award ELC. This scheme of work has been carefully selected because there is a very close relationship between the AQA ELC scheme and the AQA GCSE Synergy Syllabus. Consequently any student wishing to be entered for the GCSE will be offered the opportunity to gain accreditation for their work through AQA Double Award GCSE Science (Synergy) which is assessed by terminal examinations at the end of Year 11."

## ICT

### Key Stage Three

In KS3 we work on word processing, researching and video editing to take part in the BBC News Report Project. This results in a news bulletin being produced that is available on the school website and accessible from the BBC News website.

Along with learning about safe internet use and how to keep themselves safe and secure when using social media we also look at the impact social media has on our health.

Presentation software is also used to allow the children to display information they have researched.

#### Key Stage Four

In KS4 we work towards obtaining the European Computer Driving Licence (ECDL). The ECDL is an internationally recognised qualification. The ECDL involves four different areas of study; Word Processing software, Spreadsheet Software, Presentation Software and Improving productivity using IT. It is a highly-valued qualification as it teaches competency the IT used in many work places

#### **Life Skills**

Life skills lessons aim to cover the ASDAN curriculum and Gloucestershire's PSHE & Safeguarding curriculum.

ASDAN is a curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for employment and skills for life.

Here at Abbey View we follow the Bronze award in KS3 the COPE (Certificate of Personal Effectiveness) in KS4.

The qualification recognises personal achievements, helps pupils to manage their own learning, broaden their experiences, develop employability skills, help to build a record of achievement and add to pupils qualifications.

Some of the topics covered are: Personal safety including Internet safety; The effects of alcohol and drug use; Understanding the dynamics of healthy relationships including physical relationships covering safe sex - consent, contraception and sexually transmitted infections; Mental and emotional health including exploring ways to manage emotions and stress; Independent living, exploring the costs of moving out, bills to pay etc., and money management - debit v credit, understanding bank statements etc.

We work with the Gloucestershire Road Safety team to raise awareness of road safety for both passengers and young drivers. The pupils take part in various workshops with the team. We also aim to ensure that all year 11 pupils have their post 16 plans in place by researching different college courses and apprenticeships, visiting colleges, writing C.Vs and preparing for and taking part in mock interviews

#### **Art, Craft and Design**

##### Key Stage Three

In Key Stage 3 all students follow a mixed media course that focuses on strengthening their skills in each of the formal elements (line, colour, tone, form, shape, composition, texture)

through a variety of project themes. Each project will include experimentation with a range of media, which can include drawing and painting techniques, printmaking, stencilling, collage, texture experiments, batik, ink and watercolour techniques, mark-making, lino cutting and assemblage.

#### Key Stage Four

In KS4 students complete 2 projects based on food and identity. The projects cover all aspects of the assessment objectives and are designed to allow them to creatively explore their themes, whilst developing their formal elements skills and ideas through to a final outcome.

We will use a variety of mixed media and drawing, painting and printmaking techniques to build a controlled assessment portfolio, exploring artists such as Teesha Moore, Michael Craig Martin, Wayne Thiebaud and Patti Mollica to develop a personal response.

### **Photography**

#### Key Stage Three

The KS3 students work on small assignments looking at basic photography skills, gaining knowledge and confidence to go towards the photography GCSE. They are given the opportunity to express their individual ideas and personal skills.

#### Key Stage Four

The students will work towards gaining their photography GCSE. They are encouraged to experiment with different digital and physical processes of image making, giving them the opportunity to work from their own ideas and build on their strengths and skills.

We will work mainly with digital SLR cameras but will experiment with film, pin hole and Polaroid images. The students should gain knowledge in different techniques such as how to use shutter speed, when to use a flash, varying the viewpoint and composition of an image.

They will look at artists such as Alma Haser, Alexey Bednij and Karl Blossfeldt.

### **Drama**

Students in KS3 and on short term placements take part in drama games and speaking activities. Through the medium of drama we hope to develop students' confidence, creativity and communication skills. They are encouraged to work together co-operatively, take turns and express themselves clearly. Students read plays and develop an understanding of stage directions and characterisation leading to improvisation and script writing.

## **Humanities**

In year 10 humanities is delivered through the theme of 'Inspirational People'. Students explore the values and qualities that inspire and find out who is perceived to be inspirational through questionnaires and surveys which are devised by the students themselves. Factfiles on significant inspirational people are created which involve research and collaborative work. In year 11 humanities is delivered through three themes : mysteries, disasters and firsts. Each term significant incidents linked to one of the themes are explored. These extend students' knowledge and develop their understanding of well-known historical events. Research skills and collaborative work are central to the learning.