

Cleeve School and Sixth Form Centre of Excellence

# The Cleeve Curriculum



**CLEEVE SCHOOL**  
AND SIXTH FORM CENTRE OF EXCELLENCE

## WHY?



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Our Cleeve Curriculum, and the individual curriculum of each subject, is designed to meet our mission statement of:

**Transforming Lives**

**Creating Opportunities**

**Inspiring Futures**

Our curriculum is designed to **equalise opportunity for all**

## WHAT?



Each subject curriculum is mapped against three key criteria to meet the aims of our 2030 Vision:

**Ambitious-** Curriculum intent and implementation is ambitious in the fundamental knowledge and key mastery that we challenge students to develop.

**Inclusive-** Curriculum design ensures that all students can see themselves in our curriculum and SEND and Disadvantaged students gain most from schemes which promote diversity and cultural/historical capital.

**Sequenced-** Each curriculum is spiralled to ensure each year builds on the challenge of the previous and provides foundation for the next.

## HOW?



We will deliver on our Curriculum aims through our teaching and learning strategy, which includes:

**STRIVE** - Our pedagogical model of Start Now, Think Deeply, Respect All, Independent, Vocabulary-Rich and Engage Fully

**Transformative Literacy** - Cleeve Canon, Sparx Reader, Reading for Comprehension

**Assessment Model** - Interim Knowledge & Mastery Assessments with detailed feedback and fix it

**CPD Programme** - Regular CPD to ensure high quality teaching and learning

**Dual Coding Strategy** - Use of visual support to learning including Cleeve Teaching and Learning Logos

# STRIVE FOR EXCELLENCE



**START NOW**



**THINK DEEPLY**



**RESPECT ALL**



**ARE INDEPENDENT**



**ARE VOCABULARY RICH**



**ENGAGE FULLY**

## Art and Design

The importance of Art education is to enable pupils to develop confidence in their creativity through learning practical skills and techniques and in developing their opinions, ideas and imagination in order to **transform lives**.

The Art Curriculum from Yr 7 – 13 **creates opportunities** to establish mastery of the visual elements and confidence in knowledge. The transition between KS2 and KS3 transforms prior primary experience into a foundation of knowledge and mastery technical skills for all. Between Year 7 and 9 students build on the previous years' practical skills and knowledge through increasingly complex themes preparing them for KS4. This includes developing visual digital skills applicable to Graphics.

At KS4, GCSE Fine Art and Graphics are offered, allowing students to specialise in career pathways depending on personal interests and practical strengths (**inspiring futures**). Challenge occurs in the technical mastery and Independent work undertaken as they begin to think and work like a Fine Artist or Graphic Designer.

At KS5 3 A levels Fine Art, Graphics and Photography are offered with the focus on developing a Personal Investigation project. Exposure to careers occurs with external speakers and gallery trips. Futures are inspired through alumni examples and students prepare portfolios for Degree interviews.

At KS3 students begin to **think, talk and write** like an artist using Who? When? Where? What? Ways? key facts in sketchbooks. Quizzing and Knowledge Goal booklets provide vocabulary rich subject specific definitions. At KS4 Fundamental Knowledge booklets support analysis and writing a brief in Graphics. At KS5 a formalised essay is submitted preparing them for Degree courses



The KS3 curriculum spirals, building on the previous years' practical skills and knowledge for example

Year 7 – **Control and Mastery Dexterity – Foundation of Key Skills** involves mastery of drawing objects in line and tone studying Michael Craig Martin and Jim Dine. In Year 8 this builds with **Expression and Imagination – Revisit Key Skills** which involves mastery of revisiting drawing in portraits studying proportion drawing and chiaroscuro tone.

In Year 9 – **Wider social application – Option Year Careers Focus** involves the mastery of Art disciplines e.g. graphics drawing includes stylisation and perspective in typography.

At KS4 GCSE, workshops raise aspiration opportunities and develop key skills students need to complete independent projects. Higher level assessment objectives of analysis and evaluation are covered in two GCSE projects which embed specific knowledge and skills improving independence for the Exam.

Finally, at KS 5 A level 'exceptional' schemes of learning (AQA Examiner report 2023) enable students to become skilled practitioners. A2 digital printers, SLR cameras and printing presses challenge scale in work along with conceptual ideas. Personal Investigation Independent projects prepare students for Degree courses or to enter the industry.



## INCLUSIVE

Our inclusive and diverse curriculum allows students to feel comfortable in expressing themselves and taking risks without fear of failure or judgement. At each Key Stage Art mastery is taught through chunking, modelling and scaffolding ensuring accessibility for all.

Homework and independent responses ensure accessibility for all with disadvantaged pupils being provided with resources to prevent gaps forming and to allow their progression.

High quality teaching, strategic seating plans and passports supports student safety and targeted guidance for SEND needs. With regards to Cultural/Historical Capital – KS3 students develop knowledge of Genres, Artists and Cultures as well as a wider understanding of Arts' role as a form of historical communication or belief for example Totem Art at Year 8 has developed.

Contemporary media themes and concepts of Popular culture, Celebrity, War and Politics are covered and challenged in Year 9 Pop Art and Basquiat. At KS4 and 5 students specialise in a personal independent theme and dig deeper with recommended cultural or contextual links provided.



## SEQUENCED

The curriculum is planned to deepen learning over time by revisiting and building on the Visual Elements skills and mastery from the previous year.

### **Knowledge and Mastery – Revisiting Visual Elements throughout KS3**

Yr 7 learn measuring proportion of objects and developing tonal shading to more complex anatomy measuring proportions in portraits in year 8 with realism of tonal shading using pencils and chiaroscuro.

Students become more able to develop sophisticated responses and techniques through the sequencing of the projects in each year and key stage.

### **Assessment**

At KS3 an observation drawing assessment sets a benchmark grade for each pupil.

Assessment in formative feedback and summative pieces is used with three interim mastery tasks a term.

KS4 and KS5 Assessment is linked with AQA assessment objectives.

Students and teachers regularly RAG rate work and sketchbook marking provide targets to improve final outcomes using Fix it time.

## Business & Economics

**Our vision is to inspire & prepare the next generation of entrepreneurs/ economists.**

We aim to inspire young people to have a passion for Business & Economics, enabling them to continue their studies after leaving school, pursue a related career, or ultimately to start, run and grow their own business in due course (**transforming lives**). Our goal is to equip our students with the skills needed to be successful citizens, students, employees, employers, and customers.

To achieve our vision we deliver stimulating and engaging lessons in a secure, supportive and disciplined manner; to facilitate good understanding and interest in business and economics. We **create opportunities** for students to learn through a variety of experiences including visits, role plays, recruitment activities and oracy activities, encouraging debate in a subject which is never right or wrong.

Our curriculum helps students develop literacy, numeracy and ICT skills; as well as research skills; gathering, presenting, analysing information to support the marketing process. Our subject promotes huge diversity and cultural capital and is a 'live subject' regularly using today's business world to explore topics within a real context.

The Business curriculum positively impacts students in that it ensures they have the skills and knowledge to be effective business owners, employees or customers in the real world. Throughout KS4 and 5 students develop their ability to **think** and **write** like an entrepreneur regularly making business decisions and analysing the factors that impact their decisions. Students are taught to **talk** like an entrepreneur through a systematic development of business terminology and structured method of analysing business challenges.



Whilst we cover all of the content from exam board syllabi, we take opportunities to go beyond the content of exam board syllabi (e.g. at GCSE Business we look at inflation, exchange rates, McGregor's X&Y theory, price elasticity of demand and economies of scale).

We regularly teach & model the importance of exam board Assessment Objectives right from the start of the course; AO1/AO2/AO3/AO4. These are built into lessons, assessments, feedback & fix it lessons, walking talking mocks, and model answers provided.

We encourage students to use the correct subject specific terminology for example, rather than 'money' student use revenue, profit, costs, price, dividends, capital, etc.

Other examples of how we go beyond the curriculum include offering magazine subscriptions to KS5 students (Business Review, Economic Review & Economics Today), and trips/visits (e.g. in 2023 this included a trip to Old Trafford with Kohler Mira and taking part in the University of Gloucestershire's Business Challenge).

As well as exam board content, we teach students important life skills; for example, how to apply for a job & perform well at a job interview; how to plan & budget your finances; and what rights you have as a consumer & employee.



## INCLUSIVE

We use a variety of tasks, activities and resources to help all types of learners access the content of our courses. Some of our resources are designed to be easily accessible, such as Knowledge Organisers, Online Quizzing (Kahoot & Blooket), Online Learning Platforms (Seneca & Smart Revise) and the use of online revision videos.

We have tried to remove any financial barriers to learning that might exist, for example we keep a copy of business magazine subscriptions for those who cannot afford it and open-door policy to access support.

Our virtual learning environment allows students to access a range of resources to support independent learning & catch-up from absences, such as past exam papers & mark schemes, revision booklets, knowledge organisers, model answers, quizzes, and much more.

We continually review and update teaching resources and display materials to ensure that all students can see themselves reflected in the curriculum. For example, we try to use a wide range of business examples and role models for students to aspire to.



## SEQUENCED

Our courses are designed to ensure students have the foundation knowledge needed to explore business at a high level- for example early in the course we teach students about different stakeholders which supports their ability to evaluate business decisions from wider stakeholder perspectives.

We use the 5-in-5 retrieval quiz at the start of each lesson to regularly consolidate previous learning. We intersperse new content with 'Master Classes' throughout the year, focussing on specific exam board exam technique.

We use regular formal assessments to help track & gauge progress. Assessments are followed by 'fix-it' lessons, which help students to make progress by learning from their mistakes. Tracker sheets are used to highlight strong / weak areas.

Homework is set to help consolidate learning. For example, online learning platforms such as Seneca, trusted YouTube revision videos, and a wider reading journal (e.g. read & summarise current economic articles in the news & link back to theory learnt in lessons).

We use Personalised Learning Checklists to help students self-audit their strengths & weaknesses; this helps teachers & students to identify priorities for revision.

## Computer Science and Creative i-Media

The Computer Science curriculum is designed to provide the training and skills to interact with the software required for everyday life. We aim to **transform lives** by developing a deeper understanding into how computational thinking can be applied to solve given problems. In KS3 students understand e-safety and develop computational thinking skills and gain a deeper understanding of cyber security. We inspire creativity through app development and using creative software to design products around a given scenario. Throughout KS3 we **create opportunities** including trips such as the Computer Science Museum alongside extra-curricular activities within creative and cyber outlets alongside linking students to local industry through guest speakers and **inspiring futures**. Through providing these core skills and additional opportunities many students go onto KS4 iMedia or Computer Science providing further opportunity to develop the skills of working with a business to create interactive media as part of an iMedia project or looking into how cyber security can protect a business from cyber-attacks. We also offer cyber days to all students where students are encouraged to share their understanding with those from industry to start conversations with businesses early on. Students who choose to carry the subject on develop a stronger understanding of developing complex algorithms along with understanding more to do with networks in Computer Science while those who IT can look more into how systems can support businesses. Which has encouraged students to take this further through their programming projects or through employer involvement in IT L3 and highlights the journey in which students have begun to **think, write** and **talk** like industry experts.

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Our KS3 curriculum is designed to ensure all students leave Cleeve understanding how to use technology safely and responsibly while develop students problem solving using computational thinking by building on students' knowledge from KS2. Within the KS3 curriculum students develop creative projects based around scenarios and understand how to present data in a visual way and present their findings to their peers. Those who go onto study at KS4 will leave having developed an understanding of social issues surrounding Computer Science along with the ability to develop a deeper understanding of computational thinking with the mastery skills of finding the most efficient solution to a given problem through developing solutions in teams. KS5 students will consider measurements of efficiency and investigate complex programming techniques like object orientated programming then justify the decisions they have made to both their peers and to potentially industry.





## INCLUSIVE

The curriculum has been designed to provide scaffolded learning for all learners to make progress within the lessons. The use of presentations with a reduction in the amount of text to support cognition and learning from all students. The curriculum has identified areas where additional support is necessary and has built into the curriculum time where additional support can be provided with the support of home. Work for all key stages is set via Teams, meaning students can access the work anywhere not just from within the school but from home also. We provide additional revision guides to those who need them meaning they can use this additional resource both in home and at school. Through promotion of unheard heroes in Computer Science we aim to encourage all students to be able to see themselves within the subject while developing students understanding of the history of the course.



## SEQUENCED

Students in KS3 learn the basic instructions of the CPU and how it works, then in KS4 students further develop their understanding by learning the key components like registers and the control unit and if students choose to carry on the subject they investigate different types like Harvard and Von Neumann. As demonstrated with the 5 in 5's in lessons which highlight when topics were last covered. KS3 assessments utilise a knowledge quiz delivered through Microsoft Forms to demonstrate students' knowledge then in the next unit it will be a written assessment whereby students demonstrate how they can apply their knowledge. KS4 and KS5 use end of unit assessments with intervention work provided if students underperform which is to be completed in an intervention detention. Through use of embedding sessions encouraging students to develop their own revision notes on an A3 poster along with use of practise papers and questions.

## Design Technology & Food Preparation and Nutrition

We have a fantastic opportunity to teach students from a fully comprehensive cohort, who can offer us breadth of experiences, talents, and interests. In our subject we aim to offer students opportunities to embrace their ambitions and encourage them to explore. Our local context and parental network are hugely supportive and provide many opportunities for extracurricular visits and collaboration enhancing our specialism.

Our aim is to **transform lives** by providing a curriculum that allows students to become skilful, resourceful, and sustainable citizens whilst making healthy well-informed decisions. It breaks down traditional stereotypical gender viewpoints equipping them all with skills for life. All students gain a range of practical skills and knowledge to equip them to lead healthy lives with an appreciation of the life cycle of products and their impact on the wider environment. In such a diverse society, we aim to teach students to have an appreciation of social, moral and ethical decision making through introducing students to cultures that they might not have access to for example through our Day of the Dead unit.

We are passionate about our subject and want to **inspire futures**, focus on developing students' ability to **talk like, write like, and think like** Designers and Chefs through the structure of our course in which students research, plan, execute and evaluate their projects.

In terms of **creating opportunities**, our curriculum offers a range of projects in which students gain exposure to a range of materials/ingredients and processes gaining realistic and comprehensive understanding of the diverse career paths in Design and Food. This approach ensures that students are well-prepared and informed about their future professional opportunities within a wide range of industries.



Design Technology and Food gives students the opportunity to apply knowledge through mastery at a level that is suitable for them or beyond by giving them the opportunity to aspire to be the best they can be using high-quality exemplars and challenging projects for example in the meals they design and prepare or the design projects completed.

At KS3 students gain confidence in their practical skill by manufacturing products that challenge different skills e.g. measuring, cutting, finishing. The application of skill to produce high quality outcomes whilst gaining knowledge about the materials/ processes and the world around them is key at this stage.

At KS4 practical tasks are aimed at encouraging students to be independent learners, although scaffolded tasks are still in place. As the course progresses the students are expected to become the master of their own project to independently develop products/dishes through investigations into contexts and by KS5 Students are expected to be independent and use the subject specialist as reference to guide them towards areas of further research and mastery. They conduct detailed investigations into contexts, materials and processes to solve problems identified through critical investigations.



## INCLUSIVE

Our curriculum and staff support students with SEN and emotional and mental health difficulties by nurturing their needs to gain in self-confidence within the subject area. Our curriculum seeks to close gaps between disadvantaged and non-disadvantaged students by ensuring our lessons are relevant to all and providing subject specific support materials and extra intervention sessions when required, as well as by allowing students to develop products/dishes that build on their own interests and skills. Whilst our KS3 curriculum offers opportunities for students to learn about other cultures, the KS4 curriculum also offers opportunities for students to learn about moral and ethical implications of design. The KS5 curriculum builds on this to enable students to be mindful of this when designing their own products.



## SEQUENCED

The KS3 curriculum introduces students to safe working practices and core knowledge, developing the foundations to be built on throughout the key stage. This grounding in basic principles and approaches forms the basis for more complex products/dishes and critical thinking skills developed over the years. Students are introduced to key vocabulary throughout KS3 that is intended for them to talk like a designer/chef.

At the start of KS4 students develop their core knowledge and then focus on Timbers as a specialism. For Food Preparation and Nutrition, theory work is designed to increase student knowledge of core topics such as nutrition. In both areas students undergo mini practical tasks to develop their practical skill-set, in preparation for their independent coursework projects.

At KS5, theory content involves detailed knowledge of materials and process and critical analysis of research, contexts, and past and present designers. This knowledge is assessed through past examination questions, with added focus on exam technique to help support the transition from GCSE to A level. Opportunities arise for mini practical projects to continue the development of skills and mastery. Before embarking on students' own project, developed through investigations into contexts, critical evaluation, design, development through the iterative design process.

## English

Cleeve English Department is proud to provide a KS3 to KS5 curriculum that **transforms lives** by opening the world of English Language and Literature and its richness to our students. Our curriculum aims to engage and inspire all and helps to shape confident, articulate, world-ready students. During KS3 students are given the opportunity to study texts that reflect local heritage, a variety of cultures, diverse identities and a combination of both established classics and modern 'classics in the making'. Core concepts and skills are embedded in KS3, and revisited throughout Y7, Y8 and Y9, to create opportunities for skill development and to give all students a solid foundation for their KS4 studies. Our text choices at KS4 continue to develop the depth and breadth of the KS3 curriculum and topics are driven by student voice and current issues. At KS5, we offer three separate A Level subjects that give students a choice of the area of creative arts and communication that they are passionate about helping to **inspire futures**. As a department we **create opportunities** for students in all year groups so that they are inspired by visiting poets, theatre companies and extra-curricular activities, reading and writing groups. Cleeve students understand that success in English opens doors to creative and rewarding future careers.

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At Cleeve we exceed National Curriculum expectations, where our students are taught to think, talk and write like a critic or writer. At KS3, students explore the letters of Edward Thomas in our 'Representations of War' unit to develop comparative perspectives, texts previously explored at A Level. Furthermore, our students are introduced to the concept of 'the Troubles' through the modern novel 'Bog Child' by Siobhan Dowd, coupling this with an exploration of Heaney's poetry. By the end of KS4, students are able to independently structure their analytical ideas into formal essays that explore authorial intent and the methods by which meaning is communicated. The ability to analyse a writer's craft is emulated in the decisions students make in crafting their own writing. Our KS5 students leave Cleeve having experienced challenging texts and explored their real-world impact. We teach beyond the exam specifications at A Level to ensure that all students have an undergraduate level knowledge to enable achievement of top grades.



## INCLUSIVE

All students are supported by quality first teaching of our curriculum by highly qualified professionals who understand that what is valuable for all is vital for some. For example, learning is planned and chunked to ensure accessibility, teacher modelling demonstrates key skills and ensures exceptional levels of progress and engagement. The modelling of core sentence types and structures is mapped into each key stage of learning so that mastery is developed incrementally. We have a knowledge rich curriculum and provide students with high quality resources to support curriculum knowledge for independent learning. Knowledge is carefully mapped and interwoven to ensure all students meet or exceed expected outcomes. Our curriculum design involves the careful choice of texts to give students the cultural and historical capital to be better global citizens, such as 'Coram Boy', the Travel Writing unit, Shakespeare and a wide range of texts from the British literary canon.



## SEQUENCED

At Cleeve our curriculum has been carefully mapped to ensure key skills are developed over time. At KS3, Students learn how to create 'What?, How?, Why?' analytical paragraphs, vital to develop critical skills and to prepare students for the challenges of KS4–5. We believe that building skills and content through schema, ensures excellence and confidence when extended writing is expected at KS4/5. Core literary concepts, such as an appreciation of the components of tragedy, are revisited in each key stage to make our students experts. Assessment supports learning and enables teachers to closely monitor the success and needs of students over time. Our 5 in 5 quizzes are designed to interleave testing of old and new knowledge in order to support students prior to interim assessments. Interim assessments support students' development of knowledge and confidence, creating exam-ready students and most importantly students who are passionate and skilled within our discipline.

## Drama

Drama at Cleeve School seeks to **transform lives** by creating a stimulating and supportive learning environment. The department aims to enhance and develop the skills and talents of all students. Our subject curriculum endeavours to encourage a passion for creativity and learning. We provide pupils with high levels of core knowledge and understanding and aim to ensure that each individual student will achieve excellence from their individual starting points. Drama at Cleeve School asks students to think for themselves, search for and **create opportunities** to communicate an intended message. We aim to encourage all pupils to question the society in which they live and raise their cultural capital. Drama seeks to encourage our students to reflect on their lives in Bishops Cleeve and look beyond to consider the difference that they could make. Our students are guided in the art of analysis and evaluation which enables them to identify effective approaches to development. Through a process of reflection students can push themselves to achieve highly. We remind them that they are enough and that their opinions have value and should be heard. We want them to see that they can promote change and have a voice through the medium of theatre. Our curriculum aims to **inspire futures** enabling students to explore the various paths of performer, director and designer. Students are exposed to potential career opportunities in the world of theatre inspiring them to make informed choices. All students are encouraged to **talk like, write like and think like** a Drama Practitioner. They immerse themselves in the work of key practitioners, replicate their work and in doing so forge their own path.

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The GCSE and A level criteria is embedded within our ambitious KS3 Drama curriculum which delivers a foundation knowledge for all students. At the end of Year 9 all KS3 students have been introduced to a comprehensive variety of theatrical genres, practitioners, plays and performance skills. Students absorb knowledge through stimulating practical sessions and they are introduced to GCSE level terminology to develop vocabulary rich students. Oracy is a key focus in lessons and all students are taught to verbalise their performance intentions. Students are taught to analyse and evaluate to enable them to refine and amend their own performances. This fundamental knowledge is developed further at KS4 and KS5. All students have a working knowledge of varied theatre practitioners, styles, theatrical techniques and conventions. They practically focus on key performance skills, exploring vocal, movement and interaction. They explore the roles of Performer, Director and Designer. Students reflect on live theatre to inspire their own creativity and become expert theatre critics.



We aim to create an inclusive environment and a feeling of belonging for all students with the intention of building confidence. All lessons provide scaffolding and complex ideas are introduced incrementally. We assess students in a holistic and strategic way to understand their strengths and interests, identify any misconceptions or gaps in knowledge and we then adapt our teaching accordingly. The practical and creative activities embedded in the Drama curriculum enable students to express themselves. We encourage students to ask new questions, solve new problems and find a way to communicate ideas and meaning. They are introduced to the work of varied practitioners and genres of theatre to enable them to ask and seek answers for those questions in a variety of ways. We also aim to close gaps by offering opportunities. We work with our students to improve cultural capital by introducing them to live theatre. We ensure that we work with a diverse range of texts to reflect all students in the curriculum and we consistently work to remove barriers and find solutions.



Our core curriculum has foundational synergies with both the GCSE and A-Level Drama criteria. We focus on the key words: generate, engage, comprehend, question and achieve. We ask our students to be creative and collaborative in their approach to lessons. We encourage them to communicate, develop their ideas and make strong connections between theory and practice. We want them to believe in themselves, develop confidence and feel that they are worthy enough to contribute. It is important for our students to apply their own ideas and intentions, effectively realise them in performance and experience a sense of achievement. We want students to feel connected to their audience, their peers, their family, the society they live in and the truths they identify with. We introduce students to four core visions: Director, Designer, Actor & Theatre Critic. Each of these 'visions' are applied throughout KS3 to enable students to identify and understand the key strands at KS4 and KS5.

## Ethics

Philosophy and Ethics is truly transformational. We aim to introduce students to goodness, purpose, and truth and to give them the tools to work these out for themselves to help to **transform lives**. We use the title Philosophy and Ethics, so our subject is inclusive. You don't have to be religious to believe there is truth to be discovered or to believe there is a difference between right and wrong. Our subject **inspires futures** as it prepares students for careers in politics, the police, social work, counselling, journalism, teaching, law, the armed forces, medicine, or any other profession that is people orientated. Our curriculum has a focus on introducing students to worldviews they are unlikely to come across in Bishop's Cleeve. Furthermore, they are also encouraged to explore their own worldviews and how our culture has been transformed by traditional Christian values. We also ensure students understand the language they need to be able to justify an argument of their own and **create opportunities** for students to discuss and debate contrasting views. We then show students how a worldview affects behaviour and leads to actions both good and bad. Our intent is for students to leave our classrooms kind and understanding that, whilst there is truth to be discovered, the culture we are born into makes a big difference to what we believe is true and that people who disagree with us are always worthy of respect – tolerant of those who have different worldviews, but not tolerant of actions that put others down. In this way our students develop the skills to **think, talk** and **write** like global citizens We also intend to influence students to leave Cleeve School with a lifelong yearning to search for answers to the 'Big Questions' of life.

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Our KS3 curriculum follows the agreed syllabus by including all six expected major world faiths. We spiral from KS2 previous learning e.g. The Big Story focuses on exploring how the Genesis Creation story, introduced in primary school, influences believers today. We also build on learning about Islam, by focusing on how Muslims are treated by the media and Judaism, by focusing on how Jews respond to evil and suffering. By the end of KS3, students understand how to justify their own opinions, after evaluating differing opinions on, e.g. life after death or what it is to be human. This spirals into KS4, when students can compare Christianity with Islam and justify their own opinions on human relationships, the existence of God, human rights, animal rights, abortion and euthanasia. At KS5, students decide for themselves what is true and the best way to make moral decisions. We encourage our students to think and write like a philosopher by encouraging students to use specific language e.g. analyse, contextualise, evaluate and justification.





## INCLUSIVE

Our curriculum is designed to support students with SEN. e.g. we scaffold resources so students who struggle to communicate can share their views. We also build in movement breaks and activities into our lessons to ensure we meet the needs of everyone. Our curriculum is designed to encourage students with emotional and mental health difficulties discover their value and purpose. For example through our 'What is a Person?' topic. Our curriculum seeks to close gaps between disadvantaged and non-disadvantaged students by ensuring our lessons are relevant to all – see our 'Religion and Popular Culture' topic. We specifically talk about the great British value that all can progress, no matter where we start out, during our 'Air we Breathe' topic. Students become better global citizens by exploring six global worldviews. We ensure students understand global needs in our 'Wealth and Poverty' unit. All students see themselves reflected in our 'Celebrating Diversity' unit, which covers racial, gender and LGBTQ+ prejudices.



## SEQUENCED

Our curriculum is designed to deepen learning over time by ensuring solid foundations are taught in Year 7. 'The Big Story' is revisited every year, including at KS5. We also build on Sikhi and Buddhism taught in Year 7 during our 'Natural Morality' topic. Our units at the end of Year 8 and 9 – 'What is a person?' and 'Air we Breathe' are designed to pull all strands of knowledge and mastery together. We introduce all students in Year 9 to the GCSE course, by teaching Peace and Conflict – an optional GCSE unit we choose not to cover in KS4. The connections between the teaching of Christianity and Islam are numerous, throughout all year groups. Our KS3 assessment strategy ensures the skills to answer questions at GCSE are already embedded, allowing us to focus on knowledge. We teach students how to revise early on in Year 7, by teaching the specific skills needed during our revision lessons.

## Film Studies

The A level Film Studies curriculum aims to inspire students to critically examine texts, form judgements and draw conclusions about the values and ideologies that are conveyed through a film's macro and micro features; whilst considering how production contexts play a significant role in shaping meanings for spectators. Through a knowledge-rich curriculum, students will study the theoretical framework of cinematic texts, with an exploration of films from a wide variety of time periods and cultures exploring: Silent cinema; the birth and dominance of Hollywood; modern British Cinema; global cinema from Brazil and Turkey; and contemporary documentary. At Cleeve, we believe all students should be exposed to texts that truly stretch their understanding and perceptions of the world in order to **transform lives** – asking them to think deeply about contemporary issues such as gender inequality; representations of people and ideologies, whilst exploring the shifts in attitude that occur over time as a consequence of social, cultural, political and economic change. Whilst doing so, a range of genres are explored, including horror, sci-fi, romantic comedy and gritty social-realism. Students will examine the contexts which impact on creative choices within film, and how the structural elements of film, including narrative and performance, play a huge role in establishing messages and values screen. Film Studies at Cleeve encourages students to become truly active spectators who will be able to explore contemporary issues within our society and culture, whilst mastering the knowledge and skills necessary to **think, talk, write and create content** like professional film makers. Students are truly rewarded and enriched by the film texts that have been meticulously curated so students are enriched and prepared for learning as undergraduates beyond A-Level.

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At Cleeve, we don't just deliver the content necessary for success; we teach beyond the specification to ensure students are ready for a career in the arts! Students will be able to build on the foundation we provide at Cleeve, and will be prepared to embark on one of 509 Film Production/TV and Film Creative Writing undergraduate degrees currently on offer in the U.K. We strive to develop and refine core analytical skills, sharpening not only English language mastery, but through the study of contexts, students will see links with History, Geography, Sociology and Psychology and other subjects at KS5 outside of the arts and humanities. Studying Film opens up a multitude of opportunities within production and screen writing, learning essential skills to lay the foundation for successful careers within this exciting, growing industry. Our Cleeve alumni are already enjoying exciting careers in the sector, travelling the world making film content for producers including Sky, the BBC and local media companies in the South-West of England.



## INCLUSIVE

Given cinema has often been deeply implicated in projecting and establishing inequalities on screen, we feel it is incumbent upon us to challenge this by studying a diverse range of films that allow for close scrutiny of representations, including: gender stereotypes; characters from diverse socio-economic backgrounds; nationalities and ethnicity; religions and sexualities. By exposing students to the origins and use of stereotypes, not only does it further debate, and foster understanding, but we believe students will develop the egalitarian tolerance and respect essential for success in the world. In Film Studies, we have selected film texts that represent the identities of people and groups that are traditionally less visible on screen, exploring texts which challenge representations of ethnicity and sexuality within *Moonlight* (Jenkins, 2016, U.S) and representations of nationality, gender and religion in *Mustang* (Ergüven, 2015, Turkey). In other films, including the seminal classics *Vertigo* (Hitchcock, 1958, U.S) and *Alien* (Scott, 1979, U.S), students can deeply consider the patriarchal representations of men and women on screen that have facilitated social injustice, prejudice, intolerance throughout history.



## SEQUENCED

Our Film Studies curriculum has been carefully mapped to ensure key skills are developed and embedded over time. Students learn how to decode the preferred and intended meaning of directors, whilst considering alternative negotiated and oppositional meanings of their own as they grow in confidence over time. Through close exploration of macro and micro features, critical skills are nurtured and developed to prepare students for the challenges of external examinations and internal coursework assessment. Students are encouraged to embrace the latter as a real opportunity to showcase their understanding of the theoretical elements in the production of a short, edited film, or production of a screenplay, with accompanying digital storyboard. Laying the foundation in Year One, then building the core skills through considered schema, ensures our students are ready in Year Two to write extended analyses and produce professional creative work. Core theoretical concepts, such as spectatorship, narrative theory and ideological critical approaches, are revisited and solidified to ensure our students become confident experts of film over time.

## Geography

In Geography, students develop a holistic view of the world as it is, as it was, and how it may become. Modern cultures are fundamentally place-based, pre-determined by the influence of the land on borders, cuisine, architecture, and more, and so to fully understand the people, we must also understand our land. Students are given the ability **talk like, write like, and think like** a geographer by asking questions about these places and people, **transforming lives** in the process. When writing like Geographers, it is important that students learn to express a chain of reasoning, so students learn to use what they know from one context in another; think about alternative options; and consider their influence on decisions.

Cultural and historical capital is built as pupils learn about diverse places, people, resources and processes. This is particularly important when presented with a 'single story' view of a place. We tackle these misconceptions by making sure students research the context of a place before learning about the geographical theory there, and within topics such as "Are we all the same?". Geography **creates opportunities** to think critically about the news and world affairs, but also to explore more about where we live. It will also drive respect in our pupils, helping them to appreciate the diversity of cultures and their origins and **inspire their futures**.

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Our KS3 curriculum goes beyond the national curriculum and explores the key themes of sustainability, diversity, development, space and place, and ecosystems at risk. This creates a wide base of knowledge that students can build upon at KS4/5. We use a variety of case studies at different scales, to help students draw comparisons between places, and understand the context of events. We also build student understanding of how to achieve the highest grades, through studying marks schemes and high quality exemplars regularly.

Students leave Cleeve with a broad, diverse, and detailed understanding of the world, regardless of at which phase their Geography journey ends. Our goal is for students to be empathetic, understanding, curious, critical thinkers, who are good listeners, and can formulate discussion and debate. Not only will this transform the lives of our pupils, but as the next generation of leaders, this has the potential to transform the lives of those around them too.



## INCLUSIVE

It is imperative that students see themselves represented in their curriculum. It is also imperative that students see others represented that they may not have immediate contact with within their immediate communities. Students learn about every continent at some point in their learning journey, with multiple examples from many of the continents. For example, in their second topic of Year 7, students approach the question "What makes us British?" by studying the poem "The British" by Benjamin Zephaniah. This allows students to see the role that migration has played in shaping our modern culture(s) and identity(ies) in Britain. Similarly, the "Are we all the same?" topic has students explore the inequalities within countries and continents and encourages students to question the single story narrative they may access via media outlets. Students are supported in their learning through consistent lesson structures and scaffolds which are removed as students develop their confidence in writing like a Geographer.



## SEQUENCED

Each of our curriculum builds on the learning from the key stage it follows. It is not always imperative that their knowledge of individual place is built upon at each key stage, however the skills and themes embedded throughout all three of our key stages remain the same.

Our curriculum starts with students building knowledge about our local place in "What can I learn about the place around me?". This is a point of comparison for learning about other places around the world to ensure that pupils fully understand the nuances of other areas of the country, and in the world.

To prepare students for KS4 or 5, we begin to build knowledge of some concepts and processes in KS3. For example, to understand their local area, students need to understand the impact of rivers on their landscapes. Therefore, understanding fluvial processes begins in term 3 of year 7, and continue until the end of key stage 5. Similarly, the concept of Changing Places is also tackled in KS3 where students investigate how Bishops Cleeve is evolving before applying this to larger scales/ contexts in KS4/5.

## History

Students will learn a coherent and chronological understanding of the past which will enable them to understand and appreciate their own local identity and heritage as well as national and international developments through time that have shaped the world in which they live. Students will be able to analyse and interrogate the accuracy and reliability of sources, and, through this, and the acquisition and application of knowledge as an expert, be skilled at discerning what is true and what is not; this will allow students to form articulate and evidence-based opinions to confidently thrive in any career in the 21st Century. Students will become starkly aware of how the past continues to shape the future, as well as a deep understanding of how individuals and events have changed the course of history for better and for worse, and the moral implications of this. We want students to yearn for truth and justice, to reject falsehood and injustice, and be inspired by those in history who have done the former, to **transform the lives** of our students. Students will learn about local history in Y8 and understand their place in the world, based on their own local history. Every lesson enables students to **talk like, write like and think like** a historian by providing explicit vocabulary instruction to help students access and use academic language as well as providing the skills to critically evaluate source information. Our visits, guest speakers and cinema programme also **create opportunities** for students to deepen their historical understanding and **inspire futures** linked to the skills developed within History.

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The KS3 History curriculum extends beyond the National Curriculum, delving into Victorian public health and complex topics like democracy in Year 8. Year 9 explores Indigenous Peoples of the Plains and the African Kingdom of Benin, fostering a global perspective. Building from KS2, the chronological teaching begins in 1066, examining Anglo-Saxon society. At KS5, students gain depth and breadth, culminating in a 4500-word independent NEA on Tudor rebellions. By KS3's end, students can analyse historians' interpretations, evaluate primary sources like those on the Somme, and produce evaluative and analytical extended writings. These skills persist through KS4 and KS5, fostering a historian's mindset. Writing frames and connectives are integral in assessments, aiding students in expressing historical understanding, while critical thinking is honed through source analysis and questioning historians' interpretations, as seen in the Dunkirk study in Year 9.



## INCLUSIVE

Our curriculum is designed for the universal development of historical skills, irrespective of students' background, ability, or SEN. At KS3, chronological teaching with a clear skills and knowledge progression ensures continuous growth. GCSE utilises tailored in-house booklets for consistency, offering equal access to materials for disadvantaged students. SEN students with communication and learning needs focus on history evaluation rather than note-taking, promoting inclusivity for low attendance. The curriculum emphasises developing historian skills over rote memorization. Students ask questions, analyse evidence, and form conclusions using sources, fostering communication and argumentation skills for adult life. The broad chronological narrative base cultivates cultural and historical capital, with diversity integrated, spanning Black Tudors, Empire, Life in Benin, Slavery, Abolition, Votes for Women, Colonial troops, Jewish life pre-Holocaust, and Indigenous Peoples of the Plains. Local history is explored in Year 8 through a depth study.



## SEQUENCED

The KS3 History curriculum builds on recurring knowledge and concepts. Notable themes include causes of war (Y7: Battle of Hastings, Y8: English Civil War, Y9: WW1 & WW2), religious conflict (Y7: Medieval Catholicism, Y11 & Y13: Tudor Religious plots), and democracy (Y8 & Y12: Suffragettes). KS4 and KS5 spiralise knowledge, revisiting topics such as Elizabeth I, Weimar & Nazi Germany, Indigenous Peoples of the Plains, and Medicine through time. Depth studies, like African Kingdoms in Y8 and Victorian public health in Y8, enhance understanding. KS3 students undergo fortnightly HW quizzes and half-termly formal assessments. GCSE assessments occur at the end of each unit, testing acquired knowledge. KS5 assessments focus on mastery skills, including source analysis and extended writing. Revision skills are integrated into the curriculum, with regular quizzes, tailored HW, and consolidation every half term to facilitate effective revision.

## Health and Social Care

We view education as a transformative process where our team helps students bring out their strengths and passions. Through guidance and positive relationships, we aim to empower students to unlock their full potential, and **transform lives** by enabling students to become their best selves. This vocational style curriculum model enables students to view their studies from the perspective of a practitioner and apply the person-centred approach to acquire an in-depth understanding of the needs of individuals and communities. We **create opportunities** through real-life scenarios, speakers and visits for students to become knowledgeable and skilled in explaining how a range of practitioners across public, private and third-party sectors meet the needs of these people and thereby enable them to overcome barriers and to live a healthy, productive and fulfilling life. Our students appreciate how integral communication, effective relationships and care principles provide the foundations of professionals' work and are equipped with these skills to take into higher education or the workplace. From a wider perspective students can explain the challenges facing our nation's health and analyse the role of services in diagnosing, treating and supporting individuals with a range of mental and physical health conditions. They can **think, talk and write like** professionals, using terminology accurately and demonstrate an ability to empathise with others. Students are actively engaged in the local community through work experience (often **inspiring futures** with direct career progression) and key stakeholders regularly share their wealth of experience when visiting our lessons.

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Students are frequently challenged to step out of the comfort zone of assessment methods used in many other areas of the curriculum, they are observed and assessed demonstrating a range of work related skills such as demonstrating effective one to one communication skills, delivering a health promotion campaign to a target audience, interviewing an individual about the impact of significant life event and managing a Multi-Disciplinary Team meeting for an individual with challenging behaviour. Our curriculum challenges students to consider their perceptions and preconceived ideas about individuals in our society by investigating a range of issues such as why individuals with learning disabilities find it difficult to gain employment and experience a reduced life expectancy when compared to the remainder of society. Our STRIVE for excellence is whole-heartedly encouraged and all students are inspired to set their sights on achieving the highest grades possible.





## INCLUSIVE

Our aim is to create an accessible and empowering educational experience for all, regardless of their unique learning environments. Our curriculum incorporates diverse perspectives, addresses varied learning styles, and embraces cultural sensitivity. By promoting a supportive and accessible learning environment, we aim to empower every student to thrive, regardless of background or circumstance. We use our local context where appropriate to enable all students to ensure those with limited cultural capital opportunities are not disadvantaged. Inclusion, valuing diversity and equality are central themes throughout the curriculum and these areas are explicitly taught. Student voice plays a pivotal role in shaping the curriculum, ensuring it remains relevant and responsive to their needs, for example, students choose a target audience and topic for a health promotion campaign. This fosters a sense of ownership and engagement.



## SEQUENCED

Our spiralled approach is employed to seamlessly build on previous units and foster deep learning. Concepts are revisited and expanded upon progressively, for example the Health Promotion unit in KS4 builds the foundation for more challenging ideas in the Public Health unit in KS5. This ensures a continuous and interconnected learning experience. This deliberate structure allows students to deepen their understanding over time, reinforcing fundamental principles while gradually introducing more advanced topics. Through this spiralled design, we aim to cultivate a comprehensive and enduring knowledge base in health and social care which goes beyond Cleeve and prepares students for success in their future studies. For example, research skills and adept use of data to substantiate their opinions are embedded in KS4 and become more refined throughout KS5.

## Law

In Law, all students gain an understanding of how the legal system works. They will also study the substantive law of criminal, tort and human rights. In Year 13 they will explore and discuss the big philosophically legal questions of law and morality, law and justice and the role of law in society. Additional A\* reading is encouraged to broaden knowledge and stimulate discussion and we **create opportunities** for super-curricular activities such as a mock trial to put student learning into practice and ensure students can **think, write and talk** like a legal professional.

Materials and lessons are designed to be thought provoking and to encourage students to challenge their assumptions on the world around them. In Law and Society, students learn about the role of the law and how they as citizens can bring about changes in the law. They are encouraged to keep abreast of current affairs and will be invited to make links between their study of Law and what is going on in the wider world.

Studying law enables students to understand how law fits into everyday life and the impact it can have. In particular they find out how the political system works in the UK and the importance of taking part in elections.

The course involves encouraging wider reading and involving all students in lessons gives them the opportunity to become more confident, creative, resilient and critical thinkers.

The Law curriculum will **inspire futures and transform lives** as they will be taught about the legal profession in the UK and how it works. Students learn about the different routes to becoming a solicitor or barrister and have the opportunity to visit courts to see the legal profession at work.



The Law course at Cleeve encourages students to aspire to study Law at a higher level at university or via the new solicitors' apprenticeships. Many will follow in the footsteps of Cleeve alumni and become the lawyers of the future.

The curriculum enables students to talk like lawyers and leave with useful legal Latin in their vocabularies. They will also be able to understand the differences between criminal and civil law with the different courts, terminology and standards of proof. They will have had the opportunity to visit Parliament and walk along the corridors of power seeing first hand where laws are made. A short walk will then take them to the UK Supreme Court where the 12 Justices are developing the Law at the highest level. This is complimented by a visit to the Crown Court where they will have the chance to meet with the resident judge and listen to the experiences of an ex-prisoner. Students are then supported in taking their experiences and learning to write analytically and evaluate case law.

**INCLUSIVE**

The Law lessons aim to develop student understanding of the law of England and Wales. Resources are planned and structured to be accessible to all. The course is split into six modules and students are provided with a module support booklet to help scaffold and draw out key learning- this particularly supports students with cognition and learning needs. This is supplemented by additional A\* reading and personalised learning revision booklets being uploaded to Teams. For students who find it easier to access and organise their work on a laptop, all the resources and content for all lessons is made available to all students on Teams.

The curriculum encourages discussion of the wider world beyond the classroom and helps students build on their life experiences so far. Through discussion and listening to others they develop their understanding. For example, they not only learn the theory of the Law but will have the opportunity to take part in a mock trial and visit the Crown Court

**SEQUENCED**

Law is a new subject only offered in the Sixth Form but parts of the course do encourage students to make links with the topics they will have discussed in their Life Skills lessons and helps them to appreciate there is a legal aspect to every aspect of life. From the Education Acts that make schooling compulsory until the age of 16 through to the laws surrounding criminal matters such as theft and civil issues such as negligence.

Lessons are planned following guidance from the exam board which starts with the English legal system and moves through the criminal law and civil law finishing with human rights law. The final module of the course involves students being asked to apply the knowledge acquired over the two years and use it to illustrate their discussions of justice, morals and the role of law within society.

## Life Skills

In Life Skills in Years 7–11 the intent is for the curriculum to provide students with the knowledge and skills so they become productive citizens.

It will **transform lives** by challenging their assumptions on issues such as LGBTQ+. The powerful knowledge of Life Skills ensures that students have the opportunity to become more confident, creative, resilient and critical thinkers.

It **creates opportunities** to discuss, in a safe environment, the issues linked to growing up in modern Britain, such as online safety. They will be asked to discuss sensitive issues in a respectful way and be sign posted to support, if needed.

The Life Skills curriculum will **inspire futures** as in each year group there are lessons dedicated to careers and encouraging students to think 'big' and envisage themselves in the world beyond school. To compliment these sessions, students will find out about tax, national insurance and the difference between gross and net pay.

Students will be introduced to the world of politics and learn how the voting system works in the UK. They will have the opportunity to take part in a vote having watched the party political broadcasts for the main parties. They also discuss democracy and will have the opportunity to engage in the big philosophical debates such as law and justice.

The lesson based Life Skills curriculum is enhanced by enrichment days which allow the school to bring in outside agencies such as School Beat, to talk to students about issues specific to students living in the area.

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The KS3 curriculum goes beyond the national curriculum by bringing in outside speakers to develop student knowledge on wide ranging life topics such as sexting and key British values such as democracy. It builds from KS2 where students were introduced to the different relationships that exist in modern Britain.

At the end of KS3, students will have been given the knowledge associated with the choices they will be faced with as they move through life. They will have the mastery to make the right choices, having discussed the risks associated with choices, such as 'to vape or not to vape?'

At the end of KS4, students will have the knowledge surrounding responsible decision making for example sexual consent and the mastery to decide when it is freely given.

The curriculum enables students to think, write, talk and behave as good citizens, understanding there are many different ways to live peacefully within our increasingly diverse and wonderful world.



## INCLUSIVE

The Life Skills department at Cleeve works by the principle that every individual student's opinion and experiences are important and the teachers involved deliver the lessons with sensitivity. The lessons aim to develop student understanding of issues discussed to dispel any myths surrounding the topic.

Life Skills classrooms at Cleeve can best be described as 'inclusive and safe' where the focus is on discussion. Resources are structured to be accessible to all. The focus on 'talk' rather than simply writing allows all students to get involved. It also provides flexibility and allows teachers to adapt to meet the need of the students in their class.

Students are made to feel valued and that their contribution is important. The aim is to create an atmosphere where students feel comfortable to contribute.

The curriculum encourages discussion of the wider world beyond the classroom and helps students build on their life experiences so far. For example, they learn about different political parties and take part in a mock election.

Every effort is made to ensure students see themselves represented in the curriculum as they learn about different identities, families and faith.



## SEQUENCED

Life Skills is a truly spiralled curriculum as it revisits topics in KS3 that learners discussed in their primary schools at KS2. This continues throughout KS3. Examples of key topics that are revisited and discussed at an age-appropriate level include drugs, alcohol and vaping. Moving from learning about the dangers associated with drugs to wider societal issues such as addiction and social exclusion.

Our resources on consent are a good illustration of how a topic develops with each year. We start with a session on permission seeking in year 7 and gradually build up to sexual consent in year 11.

As with all our subjects we recognise the importance of assessing student knowledge. Life Skills assessments are more focused on in-class questioning which takes place at the start of the lesson with a prior knowledge quiz. This continues during the lesson with teachers using a range of questioning techniques to assess learning. This enables students of all ability to take part and demonstrate their knowledge.

## Mathematics

The maths department at Cleeve School **transforms lives and creates opportunities** by providing the best possible mathematical education for all students. We develop students' numeracy to ensure they have the skills to navigate the world and support them to achieve the very best qualifications to allow them to progress to positive destinations.

We **inspire futures** by linking our maths lessons to the real world so that students understand how beneficial our subject can be. We also participate fully in the annual Cosmos festival, putting on workshops linking maths with art, the maths required to model (and survive!) a zombie apocalypse, and the maths of ancient civilisations.

Maths at Cleeve ensures that students will be able to increasingly **talk like, write like and think like** a Mathematician through the following:

- A focus on oracy at KS3;
- A mastery approach, including a movement from concrete to pictorial to abstract representations, which ensures deep understanding;
- Interweaving topics so that students see the links between different areas of maths (e.g., including Pie Charts in a unit on fractions);
- An 'I Do, We Do, You Do' structure which allows teachers to model their thinking so that students understand how to approach problems like a mathematician;
- A focus on multi-step problems and reasoning at KS4
- Specific communication of mathematical solutions lessons at KS5 and a KS5 flipped learning model which allows more time for students to focus on discussing complex problems and encourages them to be self-directed.



The KS3 curriculum maximises students' chance of success by using White Rose – the most common scheme of learning used by our feeder primaries. This smooths the transition between primary and secondary school to minimise the well-documented attainment dip that students nationally experience in KS3. KS3 students can go beyond the curriculum by participating in the UKMT Maths Challenge and Cosmos festival maths events. Our KS3 focus on oracy is our main tool to achieve ambitious outcomes for all students, as articulating their thought processes demands a more rigorous understanding of the content than simply learning procedures. A real strength of the maths department is our high standard for engagement (Engage Fully) seen throughout lessons, driven by extensive use of mini whiteboards, meaning that all students are expected to think for themselves and contribute answers.

At all stages we prioritise students' ability to **talk like, write like and think like** a mathematician using the strategies listed above. Regardless of key stage students are given opportunities to learn the key formulas/procedures required for success in maths, but also apply these to solve problems.

**INCLUSIVE**

Our curriculum supports students from disadvantaged backgrounds, those with low prior attainment, and those with SEN.

At KS3, a Support scheme of learning is studied by students with low prior attainment, ensuring that they are taught the fundamental knowledge crucial to future understanding, but can also experience success – meaning they do not get disillusioned with maths. A Focus on concrete -> abstract -> pictorial at KS3 supports all students to access the curriculum and develop deeper understanding.

At KS4, Core Training is delivered at four levels to ensure all students get targeted support to match their current attainment levels and to promote stretch and challenge from this. The use of Entry Level Maths ensures every student leaves Cleeve School with a maths qualification.

At all Key Stages, targeted interventions are provided with a key focus given to Disadvantaged/SEN students. Our 'I Do, We Do, You Do' structure provides a scaffold to develop independent learning over time.

Chunking is a key principle in lesson design and an extensive use of mini whiteboards facilitates live feedback and correction of misconceptions. Our spirals curriculum leverages the benefits of the retrieval effect. We also link lessons to real-world problems so that students realise how maths can be used to solve the problems facing our world.

**SEQUENCED**

Our KS3 curriculum has an interwoven structure, which makes the links between different areas of mathematics explicit. For example, pie charts are first encountered within a unit on fractions of amounts and nth term is encountered when students plot straight line graphs.

At KS4, our curriculum is sequenced in a logical way so new topics are only introduced when prerequisite knowledge is secure. For example, students solve quadratic simultaneous equations after they have learnt about graphical linear simultaneous equations, which allows teachers to link quadratic simultaneous equations to their graphical representation.

Frequent standardised assessment ensures we build a detailed knowledge of students' strengths and weaknesses over time. This data is actively used to inform future planning. Every assessment is followed by a dedicated feedback lesson.

Key revision skills are embedded into our curriculum through our Sparx scheme of work, which is deliberately delayed to leverage the benefits of the retrieval effect.

## MFL

We feel passionate about languages and the opportunities they offer to truly develop students, provide enriching experiences and open doors to **transform lives**.

From the start of Year 7, we encourage students to build on their foundational knowledge of language(s) and **talk like** a linguist – they are expected to use subject-specific vocabulary like pronoun, infinitive and conjugation. We ask them to **think like** a linguist, considering concepts such as the gender and number of nouns and the careful structural order of words in a sentence, to develop the skills of a linguist, which allows students to unpick their own language and deepen their understanding of word families, etymology and structure and **write like** a linguist.

As students move through the key stages, they are introduced to different time frames and tenses and learn, revisit and expand a wide variety of vocabulary, allowing them to discuss, argue, justify and challenge different themes. Students tackle topics such as healthy lifestyles, future ambitions and cultural differences between countries in the target language.

Beyond the syntax itself, learning languages is a vehicle for expanding cultural awareness and developing new ways of thinking. It fosters students' curiosity and deepens their understanding of the world and its citizens. Students are immersed in a new culture, promoting wider cultural understanding and celebrating diversity. Students develop communication and interpersonal skills, empowering them, as adults of the future, to navigate an increasingly diverse global community. Developing knowledge, proficiency and mastery in languages **creates opportunities** for students, **inspiring futures** and unparalleled experiences such as studying, living and working abroad.



Languages at Cleeve School are inherently ambitious. We offer an ambitious diet of languages for students, with students of Year 7 beginning their language-learning with us on one of two pathways: either on the nationally-recognised Mandarin Excellence Programme, an intensive study programme in Mandarin Chinese, or with an equally ambitious two European languages (French and Spanish). Throughout students' time at Cleeve School we endeavour to broaden and enrich even further beyond these horizons with further opportunities where possible like the experience of Polish or Latin at GCSE level.

Each lesson within languages is ambitious. Students use an impressive array of vocabulary and subject-specific terminology such as pronouns, infinitives and participles. We embed skills for further study throughout our Key Stage 3 curriculum so that students are exposed to challenge and are given regular opportunities to develop confidence and demonstrate mastery and fluency.





## INCLUSIVE

Our curriculum is inclusive, providing breadth and opportunity for all students. From the opportunities themselves, such as specific pathways like the Mandarin Excellence Programme and dual and single linguist from Year 8, to the content we cover in lessons.

We offer opportunities that traditionally are only offered to the few, such as learning Mandarin, studying more than one language at the same time, learning Latin, studying a foreign film or text, and bring this to the forefront as an opportunity for all.

We bring the authentic experience of communicating with a native speaker to students, with the deployment of speakers and foreign language assistants throughout Key Stages 4 and 5, as well as increasingly at Key Stage 3. We believe each student should see themselves reflected in the curriculum. We study all aspects of culture and cover the study of a wide range of countries and regions through our studied languages.

We believe all students should have access to resources to support their studies so we go beyond the Knowledge Goal booklets and provide each and every student with an additional vocabulary booklet for each year of their studies, as well as interactive resources to access both in and outside of school.



## SEQUENCED

The curriculum within languages is sequenced so that students continually revisit topics, grammatical points and concepts, adding layers of detail and deepening understanding. In Year 7 for example, students are introduced to the present tense across a whole module, which is revisited with further irregular verbs in Years 8 and 9, studied in greater depth at GCSE level and still a core part of the knowledge and study at A Level.

At Key Stage 3, GCSE-level concepts and skills are embedded throughout the curriculum, allowing students to become fully familiar with the types of tasks and skills that will be assessed in Year 11. For example, Year 7 students practise reading a previously unseen piece of text aloud, demonstrating a clear grasp of phonics, and respond in a role play, which both feature in the KS4 exams and challenge students mastery of the language.

Throughout Key Stages 3 and 4 students develop their understanding of grammatical structures before beginning specific grammar-focused lessons in Year 12, building to translation lessons in Year 13, allowing students to master translational skills.

## Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement; thus **transforming lives**.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Our curriculum exploits an innate relationship with music and in its early stages uses that to convince students that they are all musical.

Our highly practical curriculum allows all students to perform, compose, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Over time this ensures our students can truly **think, write and talk like** musicians.

We **create opportunities** for students to use their voices, instruments and technology, to create and compose music on their own and with others. On top of this all our students have the opportunity to learn a musical instrument and progress to the next level of musical excellence as well as being able to perform in front of a range of audiences where they receive the greatest of all feedback from an applauding and appreciative audience.

We want to nurture a lifelong appreciation of music and **inspire futures** with its cultural, social and emotional benefits, whilst also giving students the opportunity to make music, think more musically and become even more musical.



Our curriculum has the ambition that all students should be able to perform to a challenging level with a focus on keyboard skills at KS3, they should be able to compose at a level that demonstrates a good understanding of compositional intent, creativity and self-expression, and that they should regularly listen to music from a wide range of genres, cultures and eras that will spark a curiosity to discover and appreciate a broad repertoire of work.

Our students regularly face the challenge of performing in front of their peers and watching their own performance back so that they can reflect on their progress and develop the confidence to share their musical ability with others.

We encourage active listening rather than hearing music; to analyse and appraise music using subject specific vocabulary and be able to justify and evidence an opinion about music whether it's to their taste or not.



Our curriculum aims to allow a truly comprehensive cohort of students to access music studies beyond KS3. In KS3 all students learn to play keyboards, sing and create rhythmic work which allows all to access a musical outcome and for which the process is also recognised alongside the product. Regular group work gives all students an equal role in the quality of the final performance and encourages students to be supportive of each other's needs. A range of topics also allows students to recognise strengths across different genres and skills.

At KS4 we have the facilities and subject knowledge to allow students to perform and compose on a wide range of instruments, including Music Technology. Music Technology allows students to perform and create in a number of ways and removes the barrier of higher-level instrumental skills being needed.



From Year 7 onwards students start to develop the appraising skills and technical vocabulary that build in complexity towards the high levels needed for KS5 study.

To appraise music, it is broken down into fundamental elements which remain the same throughout all stages: pitch, dynamics, rhythm, harmony, structure, texture, tempo, articulation, etc. At KS3 the connection of sound to symbol is made through aural '5 in 5s', interim tests and the language used during practical work. At KS4 the elements complexity increases and students learn how to apply knowledge of them to analyse compositional intent including a focus on popular and classical set works, and how to apply it to their own compositions. At KS5 the complexity of the elements deepens further and students develop an understanding of how they and associated devices are exploited in music from the Western Classical Tradition, 20th Century and Rock and Pop from 1960 – 2000.

## Physical Education/Sport

The Physical Education Department at Cleeve School intend to provide a broad and balanced curriculum including a wide range of sporting opportunities across the 4 main aspects of PE: Invasion games, Net/wall, Striking and fielding, and Health and Fitness. Our curriculum **creates opportunities** for students to strive and achieve their maximum potential not only in traditional sports, but contemporary sports too!

Cleeve school is at the heart of Bishops Cleeve as an emerging village with beautiful surroundings. We take full opportunity within our curriculum to explore the local area and expose students to a wide range of experiences to promote lifelong participation. This ranges from enrichment activities taking place on Cleeve Hill, to our sports club partnerships with Cheltenham Tigers, Old Chelts, Gotherington Football Club to name just a few!

Our extensive, ambitious curriculum allows students to 'get better' inside and out of lessons, building their confidence and resilience to **inspire futures** and **transform lives**. Our intent is to create young adults who aspire to build on their love of sport in Higher Education and beyond. We **create opportunities** that can ignite career choices throughout Year 7-13 by means of coaching, officiating and performance analysis within Core PE. This is built on in KS4 and 5 examination PE around career pathways such as sports psychology, movement analysis, as well as teaching and coaching. This demonstrates from the very start of Year 7, students are encouraged to **think, write and talk like** a sports scholar!

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Our ambitious curriculum looks to build upon physical development and fundamental skills taught in KS2 to facilitate students becoming more competent, confident and expert in their techniques across a wide range of sports. Key fundamentals are moved through from KS2 to develop flexibility, strength, technique, control and balance through athletics, dance and gymnastics.

Our extracurricular programme is embedded within the sporting culture at Cleeve School, with the ambitious programme matched by the enthusiasm and engagement of students. Opportunities range from competing in local, district and national competitions, as well early morning and lunch time clubs to promote healthy active lifestyles.

Through our examination subjects, students are encouraged to become sports scholars through exploring biomechanics and how the body moves, as well as psychology and sociology. This is supplemented by relationships built with the University of Gloucestershire and Hartpury College that add value to course content and supports students attending Higher Education.



## INCLUSIVE

Our PE curriculum supports and generates opportunities to grow under the four broad areas of SEN. We champion adaptation and appropriate level of challenge through providing scaffolds in order to close any gaps of learning. We strive to create a positive learning environment that hosts appropriate groupings, which allows adapted practices through task, equipment and level of support. Students are given opportunities to be assessed in the physical me, social me and mental me at KS3. Students are not only assessed through performance, but also means of coaching, analysing and officiating, acknowledging skills that go beyond the norm.

In examination PE, we have targeted intervention sessions that aim to reduce gaps in knowledge and application, specifically focused on students who are at a disadvantage to their peers. At KS5, students are supported by the department going above and beyond the specification, by selecting optional units that are suited to the demographic of each cohort. This ensures the best possible opportunity for qualification success.



## SEQUENCED

We utilise a range of assessments across key stages in PE at Cleeve, and progress is evidenced by students being assessed consistently throughout the year. Our Olympic grading grid shows a clear flightpath of progression that students are likely to take as they work through KS3, exploring more complex skills and tactics across all sports. Theory delivered in KS3 core PE is assessed through interim quizzes every half term. This content is directly linked to our exam qualifications, where students build on their knowledge taught at lower key stages through applying this in self-marking homework, end of topic tests, mock exams, and Independent Learning Task Booklets. Students can learn about the basic bones and muscles in KS3, moving through to how joints and levers create movement at KS4, with the biomechanics of movement explored at KS5. Students have active 'Fix it' opportunities, supported by learning conversations with mastery practitioners.

## Psychology

At the heart of our psychology curriculum is the commitment to **transform lives**. By instilling confidence and ambition, we encourage students to become proactive learners, prepared to challenge existing theories and contribute to the psychological community. This transformation is not only intellectual but also personal, fostering self-awareness and empathy, essential traits in both personal and professional realms to **inspire futures** for our students.

In terms of **creating opportunities**, our curriculum opens doors to a range of potential careers in psychology and related fields. Through exposure to various psychological disciplines, interactions with practicing psychologists, and a strong grounding in research methods and scientific principles, students gain a realistic and comprehensive understanding of the diverse career paths in psychology. This approach ensures that students are well-prepared and informed about their future professional opportunities. Our curriculum is specifically designed for students in their local context, as well as placing it within a national and international community, incorporating local case studies, such as Fred and Rosemary West, and engaging with current issues locally and more widely, we make psychology relevant and applicable to our students' everyday experiences. This approach enhances learning and makes psychology relevant to all students.

To, we focus on developing students' ability to **think, talk and write like a** psychologist. Through engaging in debates and discussion, our students learn to articulate psychological concepts and arguments effectively. Students learn to refine their ability to communicate complex ideas with clarity and sophistication, mirroring professional psychological writing. Most importantly, our curriculum emphasises critical thinking and analytical skills, encouraging students to think like psychologists – questioning, analysing, and synthesizing information with an open yet critical mind.



Our A Level Psychology curriculum is ambitiously designed to transform students into adept psychologists by the end of their A level studies. It combines classic studies from the specification with cutting-edge research, both local and international, to ensure a comprehensive and contemporary understanding of the field. Students will master fundamental knowledge including landmark psychological theories and methodologies. For example, they will explore Freud's psychoanalysis alongside modern cognitive-behavioural approaches, understanding their evolution and application. Through engagement with undergraduate-level research and original articles, students learn to articulate complex concepts clearly and coherently, mirroring the writing style of professional psychologists. This exposure to university-level study, not only elevates their academic abilities but also prepares them for higher education. Access to challenging texts, podcasts, and videos broadens their vocabulary, fostering a deeper understanding of psychological terminology. This comprehensive approach ensures that by the end of KS5, our students can talk, think, and write like psychologists, equipped with a skill set that transcends the confines of the classroom and prepares them for future academic and professional endeavours.



## INCLUSIVE

For students with SEN, the curriculum is adapted to address learning needs. For instance, students with cognitive differences are provided with differentiated materials that simplify complex concepts without diluting the academic rigor. Additionally, those with social and emotional needs benefit from our curriculum's focus on compassion and understanding human behaviour, which helps them in better understanding themselves and others. To close the gap between disadvantaged students and their peers, our curriculum offers a variety of learning opportunities. This includes access to resources like online educational materials, such as accessible digital textbooks, providing equal learning opportunities. In imparting cultural and historical capital, the curriculum includes a diverse range of researchers and studies from different cultures, offering a global perspective on psychology. We encourage students to explore psychological concepts across different cultures, fostering a deeper appreciation for global diversity.

Furthermore, by reflecting the diversity of our students via varied researchers and psychological theories, we ensure that all students see themselves represented in their learning. This inclusive approach promotes engagement, empathy, and a sense of belonging among students, making the curriculum not just an educational journey, but a personal one that resonates with their identities and experiences.



## SEQUENCED

From the outset, the curriculum focuses on establishing a strong foundation in psychological knowledge and research methodology. This grounding in basic principles and approaches in the early stages forms the basis for more complex topics and critical thinking skills developed in later months and years. For instance, students initially learn fundamental research methods, which are then applied and expanded upon in subsequent topics to include advanced statistical analysis and improving reliability and validity of research. Mathematical skills are interwoven throughout the topics and build upon GCSE understanding of areas like percentages. This progression ensures that students are continuously building upon and reinforcing their understanding in a psychological context.

Key subject-specific revision skills are embedded throughout the curriculum. Students are taught effective revision strategies, such as spaced repetition and active recall, and are encouraged to apply these techniques in their studies. Additionally, the curriculum is interlinked with other subjects, highlighting the relevance of psychological concepts in areas like biology, sociology, and philosophy. This interdisciplinary approach not only enriches students' understanding of psychology but also enhances their overall academic skills.

## Science

We **transform lives** in science by developing in students a curiosity and desire to want to find out and understand more about the world around them. This will be achieved by a varied curriculum, that is coherently sequenced, providing our students with fundamental knowledge and mastery that takes our students' learning beyond the National Curriculum. Famelab and topics including space and engineering give our students opportunities to **talk like a scientist**, allowing them to articulate their knowledge and understanding to their peers.

Through scientific investigation, we will provide students with the skill set required to move into STEM careers. Students will be able to **think like a scientist** and assess risk, choose a range of scientific equipment to use competently and safely and to **write like a scientist** communicating effectively and problem solving.

There is a clear progression of knowledge and mastery across the disciplines and through Years 7 to 11. KS3 provides a tailored curriculum based on prior knowledge at KS2 and the knowledge required for a more structured GCSE journey. For example, in chemistry KS3 students will learn about the abstract idea of the structure of an atom and the formation of ions before moving into KS4 where the more complex concept of bonding between ions occurs.

The team are passionate about providing cultural capital, and students study the work of a diverse range of scientists. We **create opportunities** through partnerships with GCHQ, GE Aviation, Severn Trent, University of Gloucestershire and Cheltenham Festivals to help **inspire futures** and prepare students for future careers in a STEM related field.



The science curriculum is knowledge rich, ambitious and allows for a smooth, sequenced transition through the key stages. Having brought down concepts from KS4 such as formation of ions in chemistry, energy stores and transfers in physics and biodiversity in biology we have added challenge and spiralise student progression in these areas. By the end of KS3, students will also have become articulate in investigative science to enable them to better understand the working scientifically skills required in KS4. At every stage, students are expected to use scientific terminology correctly and the etymology of words is explicitly taught allowing them to talk and write like a scientist.

Key fundamental knowledge challenges students and high expectations of knowledge acquisition further enhances students' ability to articulate their understanding.

Oracy opportunities in Y7 and Y8 with a group presentation on space and engineering respectively, and Y9 with Famelab, enable students to talk like a scientist.





## INCLUSIVE

Curriculum developed resources allow teachers to deliver content sensitively to SEMH students. Resources are adapted, for example worksheets and exam papers in a dyslexia friendly font and on appropriately coloured paper for students with C&L needs or in a large enough text to further support students. Our practical learning space is accessible to students with physical disabilities, and we also utilise our classroom space for practical work when students require a quieter learning environment.

Our lessons are designed to be fully inclusive to all students; they challenge the most able and support those in need with appropriately scaffolded resources. The science team deliver culturally responsive teaching that is respectful of diverse cultural backgrounds, for example making links to scientists from minority backgrounds and lessons that reflect the experiences of all our students for example gender v sex and vaccinations.

Our aim is for our students to become confident in making informed decisions regarding their future choices as an educated citizen.



## SEQUENCED

The spiralled nature of the curriculum allows students to develop knowledge and mastery in each of the domains in science, as well as being able to interconnect concepts within biology, chemistry and physics, which will lead them to become experts.

An example of the spiralled nature of the curriculum starts in Year 7 where students are introduced to different types of cells, then in Year 8 how cells build organ systems, year 9 where students are taught mitosis and stem cells into Year 10 and 11 with classification and genetic organisation.

There is a consistent approach to assessment in science with all topics utilising a mid-topic knowledge quiz and an end of topic assessment. Students also complete three holistic assessments across the year assessing their cumulative knowledge and mastery. Thorough feedback and fix-it opportunities aid in closing the gaps along with subject booster sessions and teacher modelled answers.

Revision strategies are embedded into revision lessons with the curriculum in every year group. These are consistently modelled by teaching staff and utilised to ensure that students have impactful consolidation opportunities.

## Sociology

Sociology at Cleeve develops the student's sociological imagination, so they understand the social world and our behaviour within it. Sociology at Cleeve will challenge students thinking and develop their understanding of how social processes and structures in society work and how societies influence people and shapes lives.

Sociology **creates** wonderful **opportunities** for students to think critically about the society they are part of on a micro and macro level. We seek to do this by helping students make sense of the society they live in and to explore the diversity that exists within society and the impact this can have on, for example, life chances and in this way can truly **transform lives**. Also, to explore the different sociological ways of explaining how society functions, who it benefits and whether it could be changed for the better. Applying issues in current affairs to topics is an important part of the learning journey to enable students to understand the relevance of the subject to their lives. Human societies are diverse and complex and shaped by beliefs and actions. We seek to equip students with the ability to critically analyse sociological perspectives, through consideration of evidence and logically structured arguments. The students will be able to **think, talk and write** like a sociologist as we will provide them with the knowledge and vocabulary, which they can apply to their study of sociology but also their everyday and future professional lives. Through all of this we desire to facilitate a passion for Sociology, to **inspire futures** and an inclination to make the world a better place.

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The department is ambitious for its students and offers a combination of academic excellence and support for personal growth. Each year, a number of Sixth Form students are supported by the department to pursue degrees in sociology or related fields at some of the UK's best universities.

At GCSE students begin their journey with the sociological approach which delves into exploring the modern theories, such as Marxism, Functionalism and Feminism. This is further enhanced at A Level by examining more contemporary theories, such as Late and Post-Modernism. As well as this, we explore Positivism vs Interpretivism culminating in the debate about sociology and science at A Level. We ensure our lessons provide opportunities to 'think deeply' and to critically analyse and evaluate complex social issues, such as the impact of globalisation on the family, education and crime.

We develop a strong emphasis on a vocabulary rich curriculum. Access to challenging texts and media broadens students' vocabulary, which enables them to talk and write like a sociologist.

**INCLUSIVE**

We aim to foster an inclusive learning environment that celebrates diversity and encourages dialogue across different perspectives and backgrounds. Our curriculum represents and addresses a diverse range of experiences, perspectives, and identities within society. For example, students in KS4 and KS5, debate the theories that reflect the right (Functionalism, New Right) and left (Marxism, Radical Feminism) of the political spectrum. All units of work, include readings, key studies, and discussions that represent a wide range of sociological points of view, including intersectionality. This ensures that students are exposed to a variety of viewpoints and can critically engage with the social issues cited in the specifications.

In Year 13 students learn the Global Development topic which means they explore sociological issues from a global and transnational perspective, examining how social phenomena are shaped by processes of globalization, migration, colonialism, and imperialism. This includes studying development theories such as dependency theory, modernization theory and neo-liberalism. They also analyse the interconnectedness of societies and cultures around the world, as well as the impact of global economic, political, and environmental forces linked to topics such as gender, war and conflict, demography and aid and trade.

**SEQUENCED**

The AQA sociology curriculum is designed to build upon knowledge and skills acquired at GCSE as students' progress to A Level. At GCSE students are introduced to the concepts, theories and methods in sociology. For example, they study Marxism, Functionalism, Feminisms and New Right theory. They explore core themes such as culture, identity, social class and topics such as Families, Education, Crime and Deviance, all of which are more fully developed at A level. The A Level requires students to master the ideologies of the theories in more detail. They are assessed on this separately, but this is also a synoptic feature of the course. The A Level also requires an understanding of more contemporary theories such as Post-Modernism, Critical Criminology, Right and Left Realism. The A Level demands a deeper and more sophisticated understanding of topics, including the work of sociologists.



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