

# BLACKFRIARS ACADEMY CURRICULUM PLAN

CLASS – GLADSTONE

AUTUMN 2023



Our anchor for this term is 'Belonging'

This has been particularly chosen because it is the start of a new academic year and we have lots of new students joining the Blackfriars' community and we therefore want them and everyone else to have a sense of belonging – that is, belonging to their Class, Pathway, House and School.

When you belong, you are an official part of a group ("I belong to Gladstone") or you're compatible with certain people or suited to a specific place ("I just belong in the Questioning Pathway"). A feeling of belonging describes this sense of truly fitting or meshing, especially with friends, family members, or others.

By explicitly concentrating upon building this sense of belonging, we will help our students to feel secure and confident, in themselves and in their relationships with others. Belonging gives us an opportunity to consider where we come from – at one level, our home and family, but at another level, communities beyond home and school – local, regional, national and international. We will also reflect upon the many different groupings that we do or might belong to, e.g. Youth Groups, organisations, workplaces, Faith groups, cultural groups etc

Subject	Content to be covered
English	<p>This unit of work will build upon students' knowledge of aspects of English – reading, writing and speaking and listening. The lessons are based upon AQA Exam specifications for: GCSE English Language, Functional Skills (FS) Level 1 as well as Step Up To English (SUTE) Silver (Entry 1&amp;2) and Gold (Entry 3). Throughout English this term we will be using the school anchor of Belonging to focus our learning. Students will, through questioning, explore a range of learning opportunities that will extend their knowledge of poetry, non-fiction text types and provide them with the opportunities to practise the following skills: construct a good analytical paragraph(s); be able to conduct close reading from a range of fiction and non-fiction extracts including annotation; answer extract-based questions, write to explain / inform and creative writing too. They will also learn and practise presentational skills linked to Speaking and Listening, so that they develop their expertise in this area. Through this approach they will gain insight and understanding of the of the questions posed and analysis required for the external examinations they will sit.</p> <p>Students will gain an understanding of key vocabulary and phrases</p> <ul style="list-style-type: none"><li>• Stewardship • Environmental • Sustainable • Cultures • Diversity • Poems</li><li>• Short Story • Genre • Anthology • Endangered</li><li>• Features of Text Types: Inform, Instruct, Persuade, Explain</li><li>• Audience and Purpose</li></ul> <p>Interwoven in the lessons will be an opportunity for students to work on Lexia, their on-line literacy programme.</p>
Maths	<p>This unit of work will build upon students' knowledge of number as well as contributing towards the students' qualifications in maths. The first half-term's lessons are based upon National Curriculum goals to 'become fluent in the fundamentals of mathematics': 'identify, represent and estimate numbers',</p>

	<p>'recognise the place value' of digits, 'compare and order numbers', read and write numbers 'in numerals and words' and 'use place value and number facts to solve problems'. Students will also develop their skills in recognising and writing fractions, with Entry 3 and level 1 students also developing skills to 'recognise and write decimal' and percentage 'equivalents'.</p> <p>Students studying GCSE will revise and extend their knowledge of number and their understanding of how to solve multi-step questions involving prime numbers, indices, roots, surds, HCF, LCM, inverse operations, calculations with fractions, decimals and percentages, ratio, proportion, ordinality, standard form, rounding, estimation, upper and lower bounds.</p> <p>As part of our anchor, 'Belonging', students will be considering the groups that numbers belong to e.g. 'negative numbers', 'integers', 'prime numbers' alongside the importance and safety of numbers we use in everyday life e.g. PINs, bank accounts, date of birth, height.</p>
Science	<p>ASDAN Life skills Unit: 'The Solar System'. This unit of work will build upon students' knowledge of 'the solar system' and how they belong to it and are part of the wider universe. Science this term, we will be using the school anchor of 'Belonging' to focus our learning. Students will explore / question / be immersed in what 'the solar system' is. This will present a range of learning opportunities that will extend their knowledge of themselves and the solar system around them.</p>
Art Award	<p>This term students will be working towards filling their design portfolio demonstrating how they can experiment with different media and techniques.</p> <p>To show their design progress and experimentation, students will look at the colourful artwork of a French artist called Niki de Saint Phalle and use her beautiful mosaics and paintings as their inspiration. They will explore the way that colours and abstract patterns work together to create visual interest and harmony.</p> <p>Students will present their work on two design sheets detailing their progress towards the Asdan's specifications.</p>
Performing Arts	<p>This term, students undertaking the Performing Arts NCFE qualification will gain an understanding of the importance of developing performance skills and participate in practical sessions to embed their learning. Throughout Performing Arts lessons, students will identify some of the essential skills required within different disciplines and, through workshops and activities, start to develop their own performance skills.</p> <p>Through adult-led activities and workshops, students will develop confidence in the use of rhythm and some vocal and movement skills, and a sense of spatial awareness. At the end of the term, students will participate in a school performance, where they will have the opportunity to demonstrate the skills that they have developed.</p>
Computer Science	<p>This unit of work will build upon students' knowledge of user fundamentals as well as contributing towards the students' qualifications in computer science. The lessons are based upon their level 1 NCFE qualifications in ITQ: to 'follow relevant guidelines and procedures for the safe and secure use of IT', use 'correct terminology' and 'correct procedures', 'work with files and folders', 'organise and store information' appropriately and consider safety, recognising the dangers of viruses. Students will be looking at our anchor 'belonging' by considering ethics as it relates to society and computer science and the advantages and disadvantages of computer systems.</p>

	<p>Students working towards GCSE will consider ethics in greater detail, including the 'digital divide', 'globalisation', the safety of computer systems and issues, alongside developing their programming skills.</p>
Food Technology	<p>Each group will be completing a full term again this year, so group 1 will be cooking up until Christmas and group 2 will cook for the Spring term. They will be starting a new unit as part of their qualification: ASDAN Life Skills Challenge.</p> <p>This unit of work will build upon students' knowledge of Home Cooking and Preparation for Adulthood. The lessons are based upon a unit from ASDAN. Through this unit they will be able to prepare a healthy meal to a set budget, showing their knowledge of health and safety in the kitchen, using a website for budgeting, creating a shopping list, going to a supermarket and navigating around to find ingredients, understanding best before dates, knowing and using an array of equipment, following a recipe, adapting a recipe, food storage, keeping a tidy work area, washing and drying up of equipment, problem solving and self-evaluation. They will understand the importance of learning to cook, budgeting, shopping and how to follow recipes, as independently as possible, to help aid their future and prepare them for adulthood.</p>
Humanities	<p>Students will complete a Lifeskills challenge exploring the history of Civil Rights in the USA. This will include a focus on the Bus Boycott 1955, Little Rock 1957 and the March on Washington 1963. Students will also reflect on Martin Luther King's conviction that protest should be non-violent and from that they will explore beliefs about war, crime, punishment and pacifism. By exploring this theme students will reflect on what it means to live in a diverse world. They will develop their skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice. They will apply this study and the concepts developed to their own lives and experiences. Students will question what part they want to play in our world and what they aspire to linking in with our anchor of 'Belonging'. They will have a greater knowledge and understanding of the past as well as the present.</p>
PE	<p>For the first half of the Autumn term the Questioning Pathway will be developing their personal abilities. Physical literacy is fundamental to our 'Belonging', this term's anchor. Each student will be supported to develop an understanding of their strengths and also their areas of development, helping them to feel good and function well, supporting their personal well-being so that they can take an active role in the society that they belong to.</p> <p>We will begin the new academic year with a multi skills unit. This allows us to assess their retained skills and guide us on their development towards their EHCP and Preparation for Adulthood targets.</p> <p>For the second half of the term we will concentrate on their cognitive abilities. We will use problem solving activities and thinking games to again maintain and develop physical skills that are transferable to everyday life.</p>

Preparation for  
Employment /  
Workskills

Students will identify personal goals to be achieved during the work placement. They will outline key features of the work placement and plan travel arrangements to the work placement. They will have the opportunity to engage with up to 5 different work placements for a period of up to 6 weeks each placement giving them an invaluable opportunity to experience the world of work.

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