

Park Academy West London Curriculum Outline

Park Academy West London (PAWL) works with all Aspirations Academies to deliver a curriculum which achieves the Trust's vision:

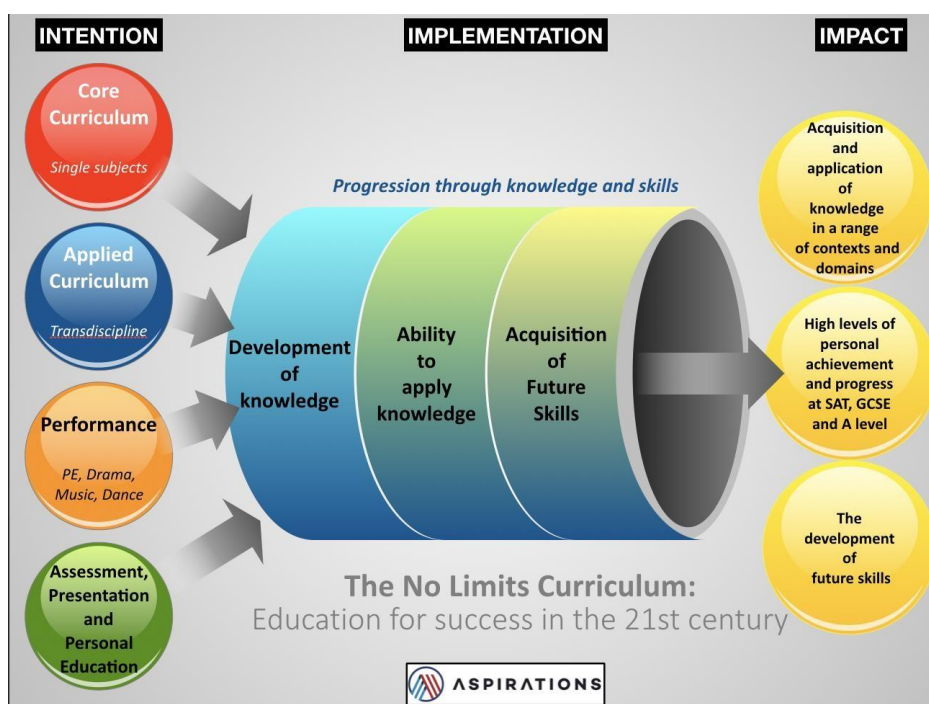
'Our vision is for an authentic education for the 21st century for children from the age of 2 to 18. We want all students to achieve high levels of success in a broad range of examinations at a variety of ages, whilst at the same time equipping them with the knowledge and skills required to play an active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

PAWL's curriculum reflects the knowledge and skills, and the local social and employment context that students need in order to take advantage of opportunities, responsibilities and experiences of later life. The curriculum structure and aims are driven by:

- The Trust wide 'No Limits: Education for success in the 21st century'
- The EBacc academic programme at KS4
- The Aspirations CEIL programme at Post 16 level

All students in Years 7 – 13 will experience the No Limits Curriculum as we believe that there are limitless opportunities to what our students can achieve. The curriculum model and delivery varies according to each key stage, however in each key stage the aim of the curriculum is to:

- To deliver a broad, knowledge rich curriculum which considers the starting point of all learners;
- Plan and deliver a well sequenced and progressive curriculum that allows students to revisit learning through a layered approach;
- Ensure all learning is challenging and engaging;
- Enhance knowledge acquisition by effectively applying to real-life situations and problems;
- Ensure high rates of progress for all students;
- Literacy is a consistent element throughout all areas of the curriculum;
- To prepare students for life, further education and employment;
- Develops the essential and transferrable Future Skills which enable our students to be successful in a fast changing world;
- To enrich and equip students to become culturally rich and active citizens in modern Britain.



Key Stage 3 Curriculum

The KS3 curriculum offers students a broad and balanced experience, with students being taught the full National Curriculum through several different learning approaches. These are designed to challenge and engage students allowing them to acquire and apply knowledge, whilst also adding cultural capital and developing future skills. The approaches include:

- Single discipline subjects.
This occurs in the form of teacher led, timetabled single subject lessons
- Applied Transdisciplinary Learning
This type of learning means learning between, across and beyond different disciplines that is relevant to the real world and applied to practical situations. The goal is to access, analyse and synthesise information and knowledge over several disciplines in order to understand the operation and issues facing the world today and in the future.
- Assessment, Presentation and Personal Education weeks
There are four APP weeks each year and during these weeks students will be taught aspects of the Computing, RS, and PSHCE, including Relationship and Sex Education (RSE), curriculum, as well as being given opportunities to develop their cultural capital, explore future study and career routes.

In Years 7 and 8, Applied Transdisciplinary Learning (ATL) is a key feature of the curriculum. Introduced in Year 7 in September 2019, it enables students to develop a greater depth of knowledge and ability to apply this to varying situations, along with fostering a greater sense of belonging as a result of few teachers.

The principles behind the ATL Learning are:

- The transition between Key Stage 2 and Key Stage 3 is carefully planned to ensure curriculum and subject transition, cohesion of learning styles and an awareness of the importance of creating a sense of worth and belonging in the learning process;
- A significant amount of learning involves the application of knowledge to an increasingly complex range of contexts, as well as to real world issues, situations, problems and employment.
- All learning develops the 11 essential future skills.
- All learning is challenging and engaging resulting in high levels of progress and attainment.
- All learning is authentic to the needs of the 21st century world.
- Literacy enhanced and supports all curriculum areas, which is supported by an appropriate text, fiction or non-fiction, linked with each ATL assignments;
- Teachers plan in teams using the No Limits curriculum planning toolkit.

Students are taught the full National Curriculum, through both single discipline or ATL lessons as well as the APP weeks, of which there are four per year. In ATL lessons, students work in small groups to complete assignments which requires them to draw on knowledge from a variety of subjects to produce a number of milestone pieces of work and an end product.

	Regular timetable weeks (48 periods per fortnight)									
	Single Discipline Learning									Applied
	English	Maths	Science	MFL	Geography	History	Core PE	Expressive Arts*	Art & Design**	ATL
Year 7	6	7	6	3	3	3	4	3	3	10
Year 8	6	7	6	3	3	3	4	3	3	10

* Expressive Arts carousel of Drama and Music

** Art & Design carousel of Art, Design Technology and Food Technology

Applied Transdisciplinary Learning											
Year 7	Tomorrow's World (6 weeks)	Love, Life & Loss (3 weeks)	APP Week	Demos Kratos (3 weeks)	Shakespeare Re-Designed (5 weeks)	APP Week	Computer Science (7 weeks)	APP Week	Healthy Living (6 weeks)	APP Week	Cultural Capital Weeks
Year 8	Café Culture (3 weeks)	Out of this World (6 weeks)		Global Culture (3 weeks)	Health and Disease (5 weeks)		Crime Scene Investigation (7 weeks)		Civil Rights Movement (6 weeks)		

In Year 9, students experience the full National Curriculum through single discipline subjects and also APP weeks. In addition to the subjects offered in Years 7 and 8, students will study RS through single discipline learning. This will enable to students to explore themes they were exposed to in Years 7 and 8 in greater depth, as well as developing deeper factual knowledge of moral and religious beliefs. Students will also continue to study Computing, PSHCE including RSE during APP weeks.

In the Spring Term, students are given the opportunity to consider their own interests and select three subjects that they wish to study in Year 10 alongside English, Maths, Science, Core PE and either Geography or History. Throughout Year 9, students will develop the necessary skills and techniques to prepare them for success in the examination courses.

Regular timetable weeks (48 periods per fortnight)										
	English	Maths	Science	MFL	Geography	History	Core PE	Expressive Arts*	Art & Design**	RS
Year 9	8	9	9	4	3	3	4	3	3	2

* Expressive Arts carousel of Drama and Music

** Art & Design carousel of Art and Design Technology

Key Stage 4 Curriculum

Our broad and balanced curriculum at KS4 challenges students to immerse themselves further into the learning of subjects they have studied at KS3. The KS4 curriculum is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions.

We anticipate all students from Year 10 take a core of compulsory examination subjects:

- English
- Maths
- Combined Science
- Geography or History

Other compulsory subjects are Physical Education which is timetabled subject. PSHCE, RSE and RS continue to be delivered through APP weeks as well as Academic Mentoring sessions.

Students will then select three additional subjects from a wide range including: Art and Design, Music, Drama, Sport, Health and Social Care, Childcare, Enterprise and Travel and Tourism.

Regular timetable weeks (48 periods per fortnight)								
	English	Maths	Science	Core PE	Option 1	Option 2	Option 3	Option 4
Year 10	8	8	9	3	5	5	5	5
Year 11	8	9	9	2	5	5	5	5

Post 16

In the sixth form, a varied curriculum is offered. All students in Year 12 will follow three A levels or equivalent plus the Aspirations CEIL. This is a programme designed to help post 16 students prepare for employment and success in a fast changing world. The aim is to develop the future skills required by employers today and in the future. Students will work on real-life assignments alongside real employers. The programme is focussed on the individual development of each student. It is a totally unique programme as it involves students not only developing their individual future skills, but also working with real employers on real world problems, enabling them to understand and experience the nature of work in the 21st century. At the end of the year students will:

- have developed an employability portfolio to show examples of their development;
- receive an Aspirations Centre of Excellence for Industrial Liaison (CEIL) Diploma (validated by over 100 companies) at Gold, Silver or Bronze level. The Aspirations CEIL Diploma means that the student has 'achieved professional awareness and employment ready competencies and relate to the quality, depth and cogency of the portfolio evidence presented via iCan;
- be able to use their Aspirations CEIL experiences to follow the EPQ in Year 13.

The PSHCE programme is delivered through Academic Mentoring and Assemblies.

	Regular timetable weeks (48 periods per fortnight)					
	Subject 1	Subject 2	Subject 3	CEIL (Year 13 – EPQ)	Enrichment/ Community Service	Independent Study
Year 12	8	8	8	10	2	12
Year 13 (From Sept 2021)	8	8	8	4	2	18