

## 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:

*'To empower future generations to follow their dreams and to build a society of which we can all be proud.'*

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 21<sup>st</sup> century'
- The EBacc academic programme at KS4
- The Aspirations Employability Diploma 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 aims of the curriculum are 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;
- To enrich and equip students to become culturally rich and active citizens in modern Britain.

PAWL shares a common philosophy with other schools in the Aspirations Academies Trust. There are three guiding principles that all Aspirations Academies adhere to, which are therefore central to our curriculum planning. These are:

- Self-worth
- Engagement
- Purpose

We will also ensure that the following considered planning of the academy's curriculum to support the development of the six key skills:

- Communication and interpersonal skills
- Resilience
- Critical thinking
- Initiative
- Complex problem solving
- Productivity and accountability.

## 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.

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 focuses on the development of the six key skills, whilst being underpinned by the three guiding principles.
- 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. 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	RS	PSHCE	Core PE	Performing Arts*	Art & Design**	ATL
Year 7	7	7	6	3	3	3	2	2	4	3	2	6
Year 8	8	7	6	3	3	3	2	2	3	3	2	6

\* Expressive Arts carousel of Drama and Music

\*\* Art & Design carousel of Art, Design Technology and Food Technology (Year 8)

Applied Transdisciplinary Learning							
Year 7	Computer Science (8 weeks)	Love, Life & Loss (5 weeks)	Demos Kratos (4 weeks)	Out of this World (8 weeks)	Tomorrow's World (7 weeks)	Healthy Living (6 weeks)	Cultural Capital Weeks
Year 8	Café Culture (5 weeks)	Out of this World (8 weeks)	Global Culture (6 weeks)	Health and Disease (6 weeks)	Computer Science: Crime Scene Investigation (7 weeks)	Civil Rights Movement (6 weeks)	

In Year 9, students experience the full National Curriculum through single discipline subjects. In addition to the subjects offered in Years 7 and 8, students will study Computer Science through single discipline learning. This will enable to students to revisit knowledge and skills they were exposed to in Years 7 and 8 in greater depth.

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	RS	PSHCE	Computer Science	Core PE	Performing Arts*	Art & Design**
Year 9	8	7	8	3	3	3	2	2	2	4	3	3

\* Expressive Arts carousel of Drama and Music

\*\* Art & Design carousel of Art, Design Technology and Food 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 calendared deep learning opportunities as well as Academic Mentoring sessions.

Students will then select three additional subjects from a wide range including: French, Art, Design Technology, Computer Science, IT Music, Drama, Sport, Health and Social Care, Childcare, Enterprise and Travel and Tourism. We strongly encourage students to continue to study a language as they progress to KS4 to continue to study a broad curriculum. Additionally, this supports the Academy's progress towards the Government's ambition of 75% of students studying the EBacc subject combination.

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	8	9	3	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 Employability Diploma (AED), which is unique to the Aspirations Academies Trust. This is a programme designed to help post 16 students prepare for employment and success in a fast changing world. Study of the AED enables students' continuous reflection with regard to career planning. It sets a framework formed around a series of driving research questions, and allows students to develop a range of professional skills to maximise their learning potential. The AED is awarded to students who understand what '*professional behaviour, performance and delivery*' means and is awarded at three levels; Gold, Silver and Bronze.

The PSHCE programme is delivered through Academic Mentoring, assemblies and deep learning opportunities

	Regular timetable weeks (48 periods per fortnight)					
	Subject 1	Subject 2	Subject 3	AED	Enrichment/ Community Service	Independent Study
Year 12	8	8	8	8	2	14
Year 13	8	8	8		2	22