

Welcome to Broadoak Academy

Curriculum Event

Wednesday
20th September 2023



BROADOAK
ACADEMY

The Cabot Learning Federation



- +20 academies
- +2,000 employees
- +12,000 pupils aged 3-19
- +200 volunteer governors



MATHSHUBS
BOOLEAN

SCITT

ROBINS
FOUNDATION

Five Counties
Teaching
School Hubs
Alliance

boomsatsuma

Our collective mission.... **empowering learning**

To consistently deliver
**excellent educational
experiences** for pupils aged
3-19, improving their **life
chances and serving the
communities** of which we
are a member



Shared
Curriculum



BROADOAK
ACADEMY

Aim tonight:



1. What do students learn?
2. How will students learn?
3. How and when will students be assessed?
4. How can you help?

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Year 7 – Term 1/2

Subject	Topic
English	Telling Tales: Short stories, linked to <i>Trash</i> and <i>Telling Tales</i> reading
Maths	Fractional thinking: Probability, factors, multiples, primes and fractions
Science	Particle Model: Pure and impure substances, cells and organisations
History	How accurate is Simon Schama's view of the Battle of Hastings?
Geography	The UK: Where do I live in the UK and the world?
MFL	Languages and Me
Art	How was the natural world inspired artists and designers?
DT	What makes an effective design?
Music	How do we capture the spirit of carnival?
Drama	Drama Toolkit: How can we use drama techniques to communicate meaning?
PE	My movement and invasion games
RE	Stories of the prophets

Year 8 – Term 1/2

Subject	Topic
English	Modern Novel - Animal Farm
Maths	Statistics & Number - Delving into Data
Science	Chemical Reactions - Forces and Motion
History	Migration: Windrush to the Romans
Geography	Africa - Is everything we know about Africa wrong?
MFL	Food and drink
Art	Creatures and characters: creating creatures and characters with personality.
DT	What do I need to consider when designing for a target market?
Music	How has music narrated the struggle for equality?
Drama	Voice: How can we use our voice to create meaning?
PE	My movement and net and wall sports
RS	Hinduism: concepts and beliefs

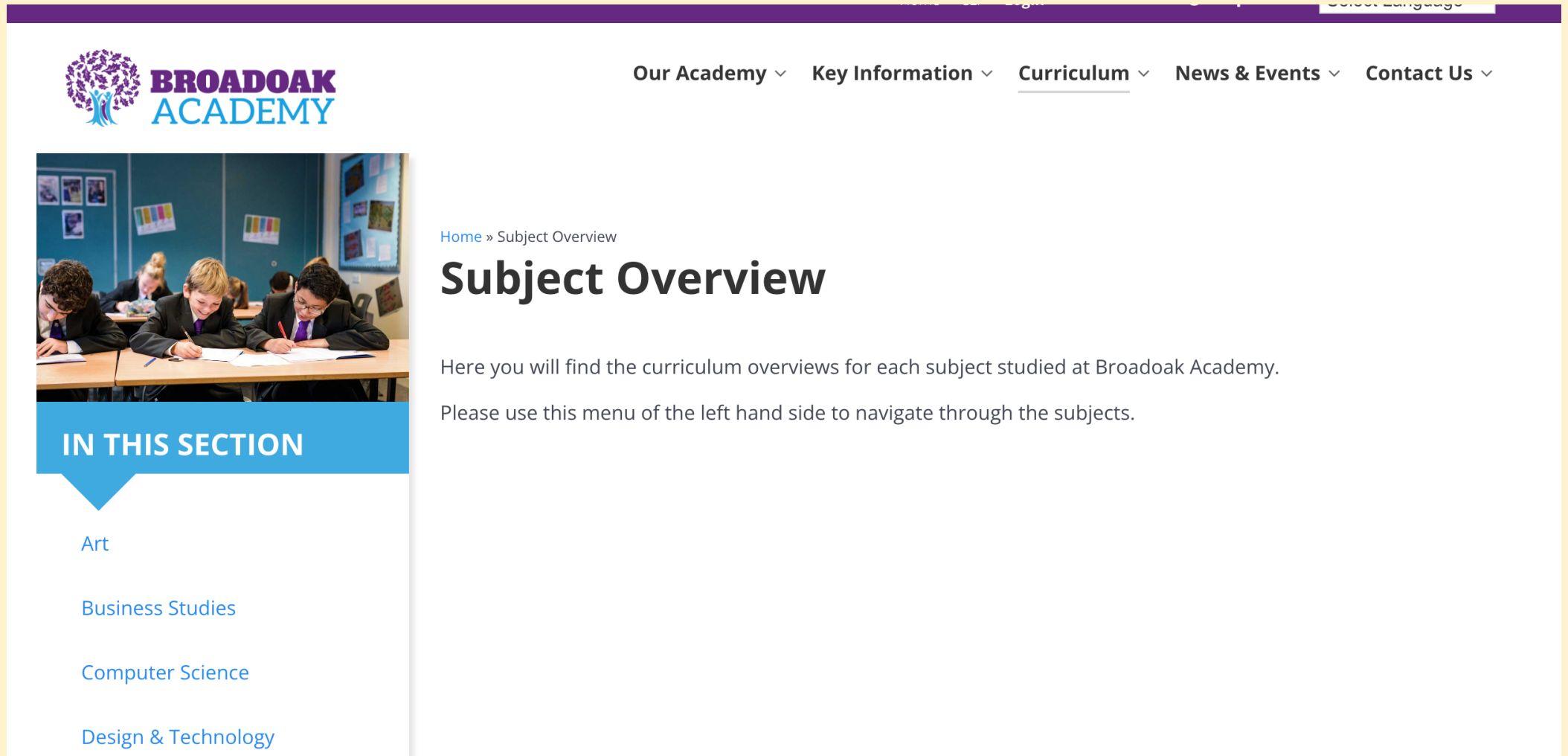
Year 7 curriculum overview for the year

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	The Natural World – How has the natural world inspired artists and designers?			Ethnology: How have other artists & craftspeople communicated their cultural heritage through the arts?		
Drama	How can we use drama techniques to communicate meaning?	Script and character: How does language communicate character?		Live Theatre Evaluation		Genre: How can we find different ways of telling stories?
DT	Design and Technology: What makes an effective design?			Food Technology: What skills do I need to follow a healthy lifestyle?		
English	Telling Tales		Great Expectations		Shakespeare – The Tempest	
Geography	7.1 The UK – Sense of Place Where do I live in the UK and the world?	7.2 Why is the Lake District a unique environment in the UK?		7.3 The UK – Flooding How do rivers in the UK change the landscape?		7.4 The geography of Russia Is the geography of Russia a curse or a benefit?
History	7.1 How accurate is Simon Schama’s view of the Battle of Hastings?	7.2 What was it like to live in Medieval England 1066-1450? <i>Case study: The Black Death 1348-49</i>		7.3 Meanwhile, elsewhere; How advanced was the Islamic world?	7.4 What caused the Reformation in England?	7.5 How should we remember African kingdoms?
Maths	Fractional thinking Probability, Factors, multiples, primes Fractions	Algebraic thinking Directed number, Manipulating algebra Exploring sequences		Proportional reasoning Fractions (\times/\div) Proportion		Using shape Coordinates & introducing straight line graphs
MFL	7.1. Languages and Me	7.2. People around me		7.3. My life at school	7.4. My free time	
Music	How do we capture the spirit of carnival?		What Makes a Great Composer?		Glastonbury	
PE	My movement: An individual’s ability to develop movement skills and patterns.	My knowledge: An ability to identify and express the essential qualities that influence effective participation.		My mentality: Enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.		My actions: Taking personal responsibility for physical literacy and sustained activity in a range of challenging activities.
Religious Studies	7.1 Stories of the Prophets		7.2 Who was Jesus?	7.3 Who was Muhammad?	7.4 Who were the Guru’s?	7.5 Who was Siddartha?
Science	Particle Model Pure and Impure Substances Cells and Organisation		Atoms and Elements and the Periodic Table, Forces, Nutrition and Digestion		Energy Changes Microbes and Disease, Reproduction	
					Physical Changes Acids and Alkalis, Magnetism, Current Electricity	

Year 8 curriculum overview for the year

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Creatures and Characters Creating creatures and characters with personality.			Environment How have artists depicted the landscape through the language of art?		
Drama	Voice How can we use our voice to create meaning?		Scripted extracts: How can we take language from the page to the stage?	Devising from Stimuli Why do we need to tell stories?		
DT	DT: What do I need to consider when designing for a target market?		Food Technology: How can I effectively demonstrate my food practical skills and knowledge	Textiles: How do I use quality control to produce a successful product?		
English	Novel: 'Animal Farm'		Gothic		Shakespeare – Romeo and Juliet	
Geography	8.1 Africa: Is everything we know about Arica wrong?	8.2 Africa: Are Africa's landscapes more than just the Lion King?		8.3 Will Asia ever be on top?		8.4 Why do so many people live in hazardous areas?
History	8.1 Migration: Windrush to the Romans	8.2 What was the impact of transatlantic enslavement at the time?		8.3 We need to talk about the British Empire.		8.4 How and why has democracy in Britain changed 1819-1928?
Maths	Delving into Data Angle, Interpreting & comparing, Averages	Formalising Algebra Solve equations, Sequences (nth term)		Proportion and Relationships Percentages, Convert between fractions, decimals & percentages		Geometric Reasoning 3D shape, Volume
MFL	8.1 Food and Drink		8.2 My Home and town		8.3 Present tense holidays	
Music	How has music narrated the struggle for Equality?		What makes a great composer?		Glastonbury	
PE	My Movement		My Knowledge		My Mentality	
Religious Studies	8.1 Hinduism		8.2 Judaism		8.3 Christianity	
				8.4 Islam		8.5 Does God exist?
Science	Chemical Reactions Forces and Motion		Cellular Respiration and Gas Exchange Waves		Evolution Energy in Chemical Reactions Metals and Reactivity	
					Photosynthesis, Relationships in ecosystems, Earth and Atmosphere, Rocks, Space	

Full curriculum of the year available online



The screenshot displays the Broadoak Academy website's 'Subject Overview' page. At the top left is the school's logo, which features a stylized tree with purple leaves and the text 'BROADOAK ACADEMY' in blue and purple. To the right of the logo is a navigation menu with five items: 'Our Academy', 'Key Information', 'Curriculum', 'News & Events', and 'Contact Us', each followed by a downward-pointing chevron. The 'Curriculum' item is underlined. In the top right corner, there is a 'Select Language' dropdown menu. Below the navigation is a breadcrumb trail: 'Home » Subject Overview'. The main heading is 'Subject Overview' in a large, bold, black font. Below the heading is a paragraph of text: 'Here you will find the curriculum overviews for each subject studied at Broadoak Academy. Please use this menu of the left hand side to navigate through the subjects.' On the left side of the page, there is a blue banner with the text 'IN THIS SECTION' in white. Below this banner is a vertical list of subject categories: 'Art', 'Business Studies', 'Computer Science', and 'Design & Technology', each in a blue font. Above the list is a photograph of three students in school uniforms sitting at a desk in a classroom, looking at their work.

BROADOAK ACADEMY

Our Academy ▾ Key Information ▾ Curriculum ▾ News & Events ▾ Contact Us ▾

Select Language

Home » Subject Overview

Subject Overview

Here you will find the curriculum overviews for each subject studied at Broadoak Academy.
Please use this menu of the left hand side to navigate through the subjects.

IN THIS SECTION

- Art
- Business Studies
- Computer Science
- Design & Technology

Aim tonight:



1. What do students learn?

2. How will students learn?

3. How and when will students be assessed?

4. How can you help?



Seeing the big
picture more
clearly:

Helping
students learn



What is needed to complete a jigsaw?

1. **A clear goal** – a clear understanding of the end picture.
2. **A framework** – connecting the pieces in a certain order.
3. **Perserverance** – time and patience.

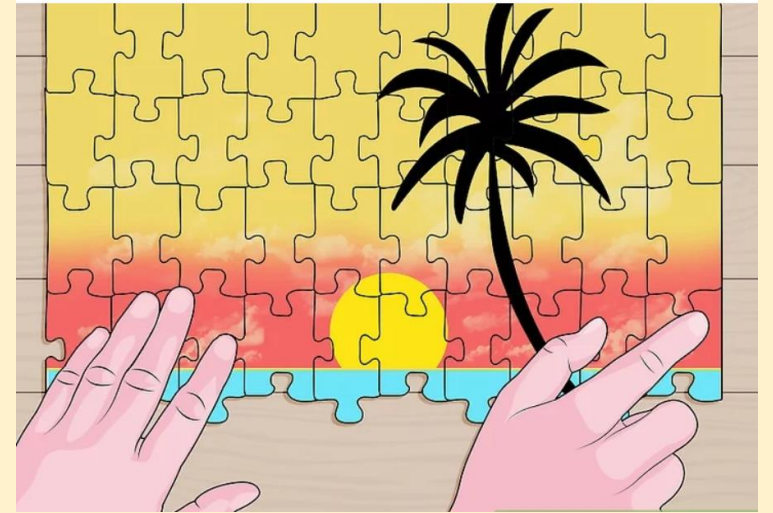
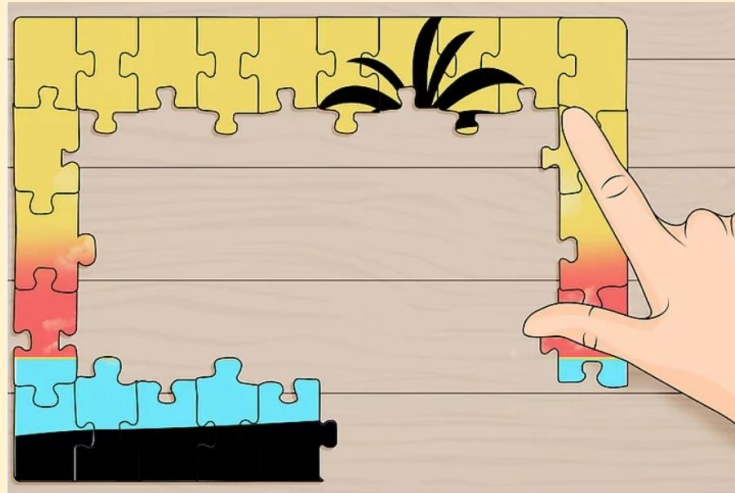
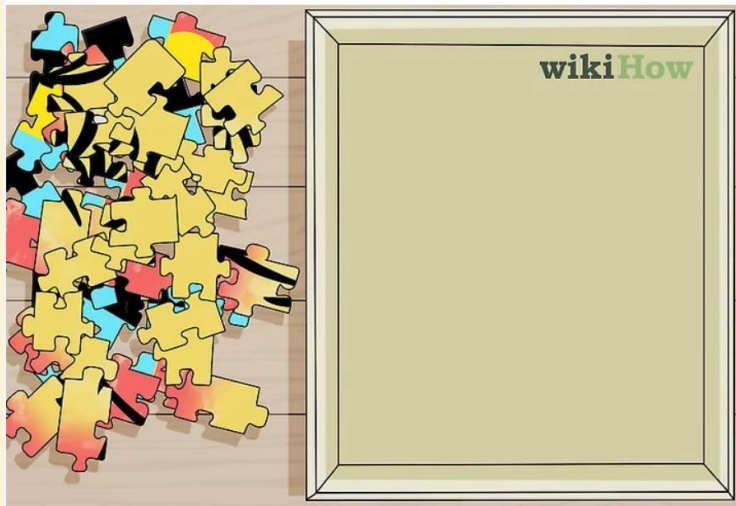


Learning is a bit like piecing together a jigsaw.

- The knowledge and skills you learn need to be pieced together in a certain order to make sense.
- Certain 'foundation' pieces need to be into place first before you can connect others.
- If the pieces are not connected correctly or securely, they will not stick and stay in place.
- The more pieces you have connected, the easier it is to piece together more pieces so you can build the picture quicker.
- If you are missing pieces, it will be very difficult to complete the full picture.



Over time, by committing to their learning, students will connect more pieces to form a more complete picture of their learning



Example of a 'Do Now'

Do now

1. How many years in a century?

2. Put these time periods in chronological order:

Anglo-Saxon England – Norman England – Roman Britain

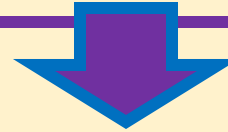
3. Who was king of England at the beginning of 1066?

4. Give one reason why Harold Godwinson was powerful.

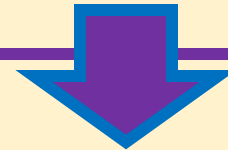
What is the learning process in a Broadoak lesson?



Spaced retrieval: this is when students complete the 'Do Now' at the beginning of the lesson



Teacher exposition: when the teacher explains the important ideas and skills you need to know and shows you how to complete the work



Questioning: questions asked by the teacher in order to check understanding of learning



Deliberate practice: your opportunity to practice the learning in order to produce the best possible work

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2. How will students learn?



- 3. How and when will students be assessed?**
4. How can you help?

How and when will students be assessed?

- All students in Key Stage Three (7,8 & 9) will be formally assessed twice a year.
- **AP1 - 4th Dec - 20th Jan**
- **AP2 - 5th June - 30th June**
- This will include:
 - an in-class assessment
 - a holistic DOYA judgement.
- **Deepening (D):** describes a child who has reached the year group expectation and is now taking this deeper into more abstract work.
- **On track/Working at current age related expectation (O):** describes a child who is working at the age related expectation and fulfils all the descriptors.
- **Yet to be on track (Y):** describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- **At an earlier stage in their learning journey (A):** describes a child who working at a level below the age related expectation, typically around a year behind.

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Independent learning (homework)

- Homework is referred to as **independent study** in recognition that this work is completed outside of the classroom but not necessarily at home eg. after school club.
- Independent study will focus on developing core knowledge and skills delivered in the classroom.
- At KS3 independent study is set:
 - Once a week for core subjects
 - Twice a term for additional subjects



Independent learning (homework)

- Independent study will be made available on the Satchel One/SMHW platform.
- Hard copies of the work will be given to students where possible.
- Knowledge organisers exist to support students with independent learning.

Name: _____



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Knowledge
Organisers



Term 1
Year 7



Year 7 Unit 1: Telling Tales

Key vocabulary:

Identity - the fact of being who or what a person or thing.

Exploitation – The action of treating someone unfairly or taking advantage of them.

Corruption – Dishonest behaviour by those in power.

Justice – Making something fair.

Prejudice – A preconceived opinion that is not based on reason or actual experience.

Poverty – The state of being extremely poor.

Empathy - the ability to share and understand the feelings of another.

Class text: *Trash* by Andy Mulligan

Key themes:

Identity, bravery, representation, childhood, justice, honesty, relationships

'Trash' context:

Township: Certain areas or divisions of human settlement

Favelas: A Brazilian shack or shanty town: a slum

Form and Genres:

Poetry
short story
Autobiography
Speech
Novel

Literary terminology:

Narrator – is the person telling the story.

Protagonist – The main character in a story.

Antagonist – The opponent of the main character.

First person narrator – the narrator telling the story from their point of view (I/My)

Foreshadowing – hints or clues about future events.

Exposition – The opening of a story where characters and setting are introduced.

Climax - The highest point of tension in a story.

Setting – The time and place of the story.

Atmosphere – The overall mood of a story or poem.

Dialogue – Speech between characters.

Structure – The order of events.

Imagery – Language used to create images.

Context- The background of a story.

History at Broadoak: Term 1 'How Accurate is Simon Schama's Interpretation of the Battle of Hastings?'

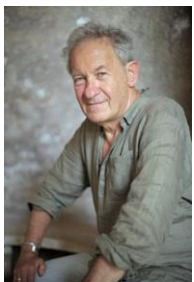
Key Events

- 5th January 1066** – Edward the Confessor dies, leaving no heir to the English throne.
- 6th January 1066** – Harold Godwinson is crowned King of England.
- 20th September 1066** - Harold Hardraada, a Viking claiming the English throne, invades England with more than 10,000 men in 200 longboats.
- 25th September 1066** – **The Battle of Stamford Bridge.** Harold Godwinson, defeats and kills Harald Hardraada, but this tires Harold's army.
- 27th September 1066** – William Duke of Normandy, invades the South of England.
- 14th October 1066** – **The Battle of Hastings** Harold marches south to meet William, where they battle at Hastings.
- 25th December 1066** – William is crowned King of England at Westminster Abbey.

Most historians agree that luck and military skill were the important factors in the events of 1066.

Key People

Edgar Atheling	Last male member of the House of Wessex but he was considered too young to rule.
Edward the Confessor	Edward became king of England in 1042. Edward married but had no children.
Harold Godwinson	English, Earl of Wessex, a powerful leader of England. His sister was married to Edward the Confessor.
Harald Hardrada	A Viking, King of Norway, most feared warrior in Europe, claims he was promised the throne.
William, Duke of Normandy	A Norman and Duke of Normandy in France, cousin of Edward the Confessor. An experienced leader and fighter.



These are Simon Schama's most important interpretations of the Battle of Hastings. Harold Godwinson was a "phenomenal military commander". "It was the initial success of the English that also threatened their downfall". William had built "an awe-inspiring expeditionary force".




**History – Year 7
Knowledge
Organiser
Term 1**



Key Terms

chronology	Putting events in order from earliest to most recent.
reliability	Something that can be trusted.
interpretation	A view or judgement about something, not necessarily based on facts.
source	A piece of evidence that gives us information about the past.
heir	Next in line to the throne.
fyrd	Ordinary, peasant soldiers.
housecarls	Harold's elite and highly trained troops.
cavalry	A soldier mounted on a horse.

History Skills Focus



The Bayeux Tapestry was made c.1070.

Centuries

Century Formula = Add one '1' to the number of hundreds.
 E.G: AD 150 = 1 + 1 = 2nd Century AD
 E.G: 3000 BC = 30 + 1 = 31st Century BC

When your date is 2 digits or less, it MUST be the first century AD/BC. E.G: AD 34 = 1st Century AD.

Content of sources

Sources can be studied to find out more about the past. When we study the content of the source we are trying to find out what the source tells us or shows us.

Sources are the building blocks for interpretations



How can you help?

Support attendance to school.

Access Homework Club after school in the LRC.

Access Breakfast Club 8am - free.

Talk to your child regularly about learning.

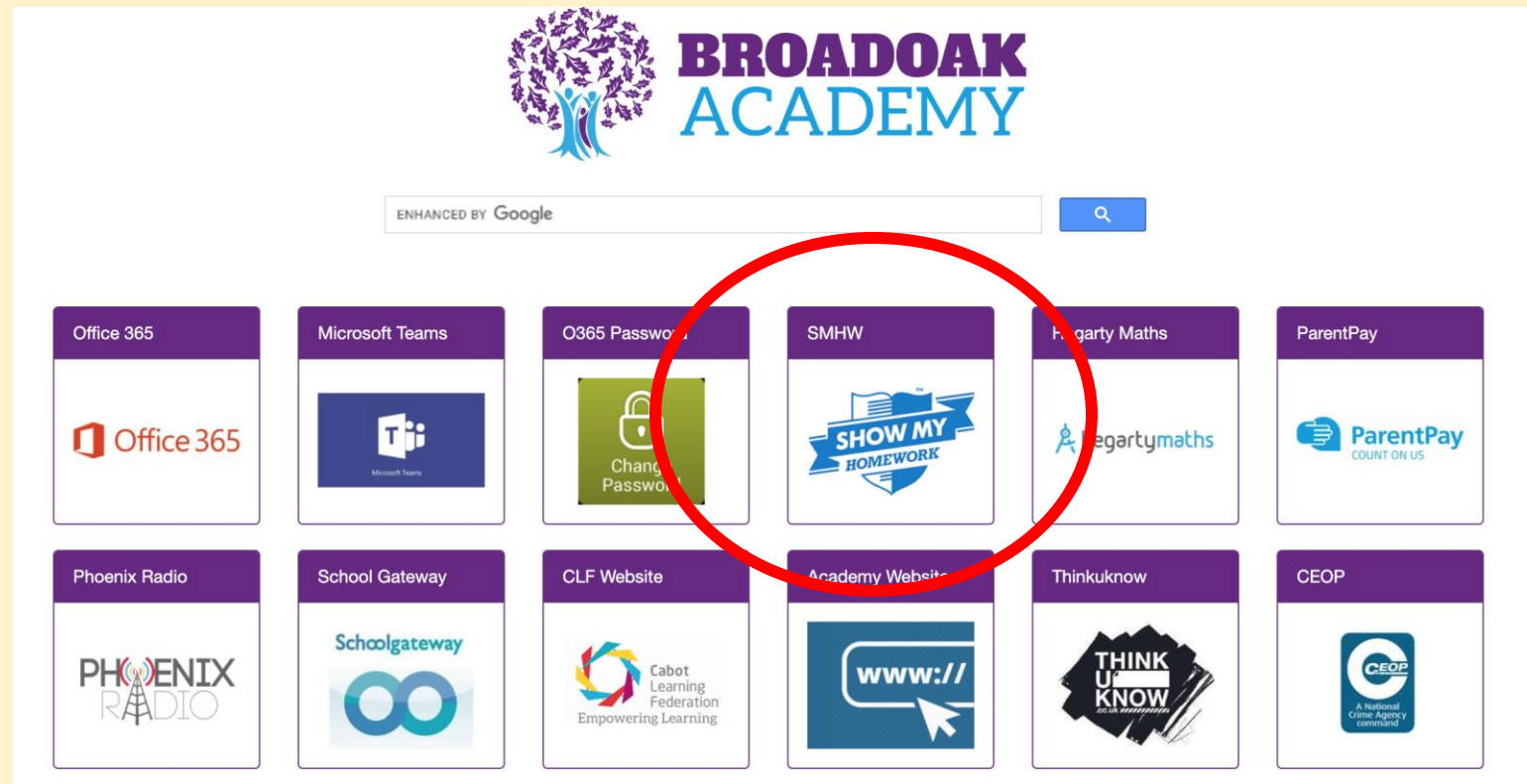
Support the access of SMHW.

Check the website for regular updates.

Communicate with us any concerns you may have, through their tutor in the first instance:
firstname.lastname@clf.uk or parents@broadoakacademy.clf.uk

How can you help?

- Support your young person to engage in independent learning provided through the Show My Homework platform.



Thank you



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