

Welcome to
Broadoak Academy

Curriculum Event
Summary

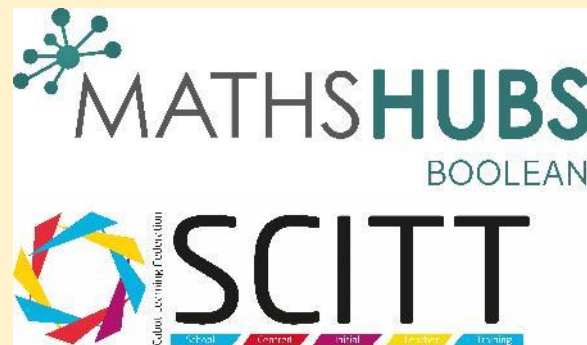
BROADOAK
ACADEMY



The Cabot Learning Federation



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



Five Counties
Teaching
School Hubs
Alliance



Our HEART values

CLF CORE PURPOSE



Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.



Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.



Champion the success and life chances of **All children**.



Furnish pupils and staff with the **Resilience** to succeed as lifelong learners.



Harness our **Togetherness** to achieve more, collaborating proactively in seamless unity.

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

| Year 7 | | | | | | | | | | | | |
|-----------|---|--|---|---|--|--|---|--|--|--|---|--|
| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
| Art | Portraiture: What is the purpose of a portrait? | | | | | | Natural World: Why does nature matter? | | | | | |
| Drama | Technique Toolkit How can we use drama techniques to communicate meaning? | | | Script and Character How does language communicate character? Genre: How can we find different ways of telling stories? | | | Genre: How can we find different ways of telling stories? | | | Live Theatre Evaluation | | |
| DT | Design and Technology: <i>What makes an effective design?</i> | | | | Food Technology: <i>What skills do I need to follow a healthy lifestyle?</i> | | | | Textiles: <i>What is the best material for making my product?</i> | | | |
| English | Short stories - Telling Tales Anthology and Trash (Novel) | | | | The Tempest and Poetry | | | | Great Expectations and Poetry | | | |
| Geography | The UK – Sense of Place <i>Where do I live in the UK and the world?</i> | | | The UK – The Lake District and Physical Processes in the UK. <i>Why is the Lake District a unique environment in the UK?</i> | | | The UK – Flooding <i>How do rivers in the UK change the landscape?</i> | | Is the geography of Russia a curse or a benefit? | | | |
| History | How accurate is Simon Schama's view of the Battle of Hastings? | | What was it like to live in the Medieval England 1066-1450? | | How did people respond to the Black Death? | | Meanwhile, elsewhere, what was happening in the Islamic world? | | What changed in the Reformation? | | What was the greatest invention pre-1500? | |
| Maths | Probability & Number 1, fractional thinking, probability, factors, multiples, primes, fractions (+/-) | | Algebra 1, algebraic thinking, directed number, manipulating algebra, exploring sequences | | | | Ratio and Proportion 1, proportional reasoning, fractions (x/÷) proportion, ratio | | | Geometry and measures 1, using shape, coordinates & introducing straight line graphs, properties of shape, notation/labelling conventions, perimeter and area. | | |
| MFL | Languages and Me | | People around me | | | Grammar and my life at school | | | Free time | | | |
| Music | Musicians and Genres 1 <i>How are elements of music used?</i> | | Musicians and Genres 1 cont. <i>How do composers create and develop music?</i> | | | Cultural Connections (Traditional Music & Fusion): <i>How is music used in different cultures?</i> | | | Instrumental Skills: <i>What does an effective ensemble performance look like?</i> | | | |
| PE | My Movement | | My <u>Knowledge</u> | | | My Feelings/Mentality | | | My Actions | | | |
| | Invasion Games | | Net and Wall Sports | | Striking and Fielding | | Accurate Replication | | Maximal Performance | | Health and Fitness | |
| | Football, rugby, basketball, netball | | Badminton, tennis, volleyball | | Cricket, rounders, softball | | Gymnastics, dance, parkour | | Athletics | | Outdoor Adventurous Activities | |
| RWV | What are the stories from the Torah? | | | | What do the Abrahamic faiths believe? | | | | What do the Dharmic faiths believe? | | | |
| Science | Particle model, pure and impure substances, cells and organisation | | Atoms and elements and the periodic table, forces, nutrition and digestion | | | Energy changes, reproduction, microbes and disease | | | Physical changes, magnetism, acids and alkalis | | | |

| Year 8 | | | | | | | | | | | | |
|-----------|---|--|---------------------|--|---|----------------------|---|--|--|---|--------------------------------|--|
| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
| Art | Creatures and Characters: How can you use creative thinking to design your own dynamic character? | | | | | | Environment: What are the issues which affect our natural or man- made environments? How can Art be used to respond to environmental issues? | | | | | |
| Drama | Voice How can we use our voice to create meaning? Scripted extracts including Shakespeare How can we take language from the page to the stage? | | | | Scripted extracts including Shakespeare (continued) How can we take language from the page to the stage? | | | | Devising from Stimuli Why do we need to tell stories? | | | |
| DT | Design and Technology: What do I need to consider when designing for a target market? | | | | Food Technology: What factors influence food choice? | | | | Textiles: How do I use quality control to produce a successful product? | | | |
| English | Modern Novel & Non-Fiction - Animal Farm & Fake News | | | | Shakespeare Play Romeo and Juliet and Poetry | | | | C19th, C20th, C21st Fiction Gothic Anthology | | | |
| Geography | Africa Is everything we know about Africa wrong? | | | Africa Are Africa's landscapes more than just the Lion King? | | | My place in Europe | | | Will Asia ever be on top? | | |
| History | Migration: Windrush to the Romans | | | What was the impact of the transatlantic slave trade at the time? | | | We need to talk about the British Empire | | | How and why has democracy in Britain changed 1819-1928? | | |
| Maths | Statistics & Number 2 Delving into Data | | | Algebra 2 Formalising Algebra | | | Ratio and Proportion 2 Proportion and Relationships | | | Geometry and Measures 2 Geometric Reasoning | | |
| MFL | Food and drink | | | My home and town | | | Present tense holidays | | | Paste tense holidays | | |
| Music | Musicians and Genres 1 What are the characteristics of Baroque music? | | | Musicians and Genres 1 What are the characteristics of Classical music? | | | Blues Music & Popular Music What are the origins and characteristics of Blues music? How do you compose a memorable song? | | | Film Music 1 How can music be used to add impact to film? | | |
| PE | My Movement | | | My Knowledge | | | My Feelings/Mentality | | | My Actions | | |
| | Invasion Games | | Net and Wall Sports | Striking and Fielding | | Accurate Replication | Maximal Performance | | Health and fitness | | Outdoor Adventurous Activities | |
| RWV | Why is there evil and suffering in the world? | | | | | | What does it mean to be a religious person in the UK? | | | | What happens when we die? | |
| 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 | | |

| Year 9 | | | | | | | | | | | | |
|-----------|---|--|---|---|---|------------------------------------|--------|---------------------|---|--|--|--|
| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
| Art | Sign of the times: The Past Why does the past matter? How have artists represented the past? | | | | Sign of the times: The Present What constitutes the present? How can you capture it? | | | | Sign of the times: The Future What constitutes the future? How have artists created their own visions of the future? | | | |
| Drama | Exploring Practitioners Stanislavski, Brecht, Artaud, Frantic Assembly | | | | Devising from stimulus | | | | Set Text <u>Describe</u> , Explain, Analyse | | | |
| DT | Design and Technology: What do I need to consider when designing for a target market? | | | | Food Technology: What factors influence food choice? | | | | Textiles: What do I need to consider when designing for a target audience? | | | |
| English | Shakespeare: The Merchant of Venice with poetry | | | | Play: A View <u>From</u> the Bridge and poetry | | | | Sci Fi: War of the Worlds and poetry | | | |
| Geography | Can you <u>make a decision</u> ? | | Why should we care about oceans? | | Do we agree with Greta? | | | | How long can we exploit the earth's resources? | | What is the future of the planet? Global citizens. | |
| History | Which historian do you most disagree with about the causes of the First World War? | | Who do we remember in World War One? | | What was it like to live in Nazi Germany? | | | | How and why was the Holocaust possible? | | 1960's: a decade of revolution? | |
| Maths | Working with number Working algebraically | | Numerical reasoning Probability | | | Reasoning with geometry Solving | | | Sequences, rearranging, <u>graphing</u> and scaling | | | |
| MFL | Technology | | Leisure and free time | | | School | | | Geography, <u>culture</u> and festivals | | | |
| Music | Inspire and Explore Film Music, Video games and Advertising | | | Musical Identity Exploring Reggae Hip-hop | | | | | Being a <u>Musician</u> Remix and Arranging Remix and Arranging | | | |
| PE | My Movement | | My <u>Knowledge</u> | | | My Feelings/Mentality | | My Actions | | Fitness | | |
| | Invasion Games | | Net and Wall Sports | Striking and Fielding | | Accurate Replication | | Maximal Performance | | Health and Fitness Outdoor Adventurous Activities | | |
| RWV | How do we make ethical decisions? | | | | Does religion cause conflict? | | | | How have beliefs inspired change? | | | |
| Science | Reteach | | Atomic structure, periodic table, states of matter, mixtures. | | | Key concepts biology | | | Forces and energy | | | |

Full curriculum of the year available online



Our Academy ▾

Key Information ▾

Curriculum ▾

News & Events ▾

Contact Us ▾

[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](#)

How and when will students be assessed?

- All students in Key Stage Three (7, 8 & 9) will be formally assessed twice a year.
- **4th – 20th January**
- **5th – 23rd June**
- This will include an in-class assessment and a holistic DOYA judgement that summarises learning progress so far.
- A report of these assessments will be sent home after each period.

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/Stachel
One.

Check the website
for regular updates.

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

Tutor Contact Information

| Tutor Groups | House | Tutor | Tutor Email |
|--------------|-----------|-------------------------------|------------------------|
| 7B | Beech | Mr Matthews | george.matthews@clf.uk |
| 7C | Chestnut | Mrs <u>Prideaux</u> (Tue-Thu) | teresa.prideaux@clf.uk |
| | | Mr <u>Beddow</u> (Mon/Fri) | warren.beddow@clf.uk |
| 7W1 | Whitebeam | Mr <u>Hickmott</u> | lewis.hickmott@clf.uk |
| 7W2 | Whitebeam | Mr Howells | joseph.howells@clf.uk |
| 7S | Spruce | Mr Dunn | james.dunn@clf.uk |
| | | | |

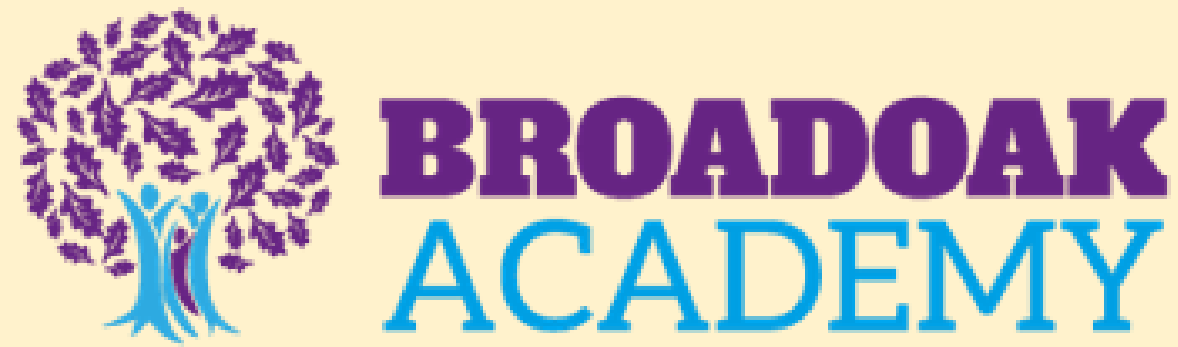
Tutor Contact Information

| Tutor Groups | House | Tutor | Tutor Email |
|--------------|-----------|------------------------------|------------------------|
| 8B | Beech | Mrs Griggs (Mon/Tue/Wed/Fri) | rebecca.griggs@clf.uk |
| | | Mrs Laity (Thu) | jennifer.laity@clf.uk |
| 8C | Chestnut | Ms Wheeler | rebecca.wheeler@clf.uk |
| 8W | Whitebeam | Ms Dent | hattie.dent@clf.uk |
| 8S | Spruce | Ms Harding | sophie.harding@clf.uk |
| | | | |

Tutor Contact Information

| Tutor Groups | House | Tutor | Tutor Email |
|--------------|-----------|------------|--|
| 9B | Beech | Ms Pestell | hannah.pestell@clf.uk |
| 9C | Chestnut | Mrs Aves | naomi.aves@clf.uk |
| 9W | Whitebeam | Mrs Dite | kim.dite@clf.uk |
| 9S | Spruce | Mr Watson | edward.watson@clf.uk |

Homework

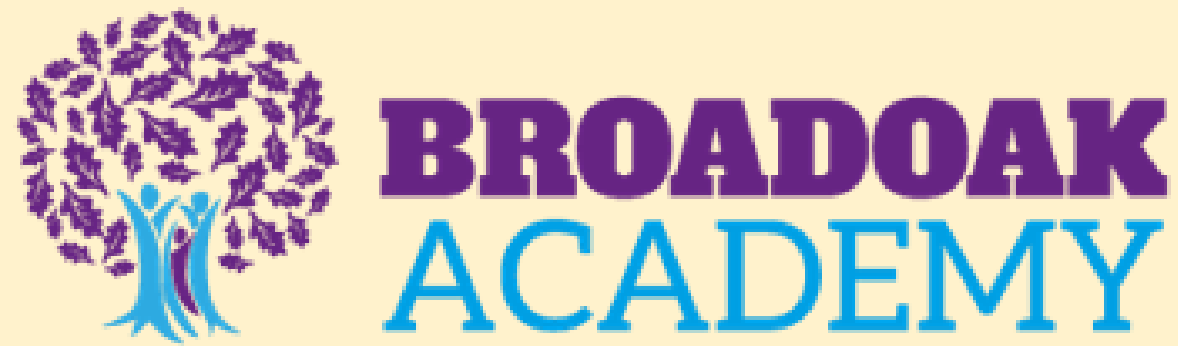


- Homework will now be referred to as **Independent Study** in recognition that this work is completed outside of the classroom but not necessarily at home e.g. at after school club.
- Independent Study will focus on foundational knowledge with additional opportunity to extend learning available through *BroadOak Above and Beyond Challenges*.

KS3 (7, 8-9):

- Core subjects once a week
- Additional curriculum 7 and 8 twice a term and 9 mini-project to support GCSE step-up.

Independent Study



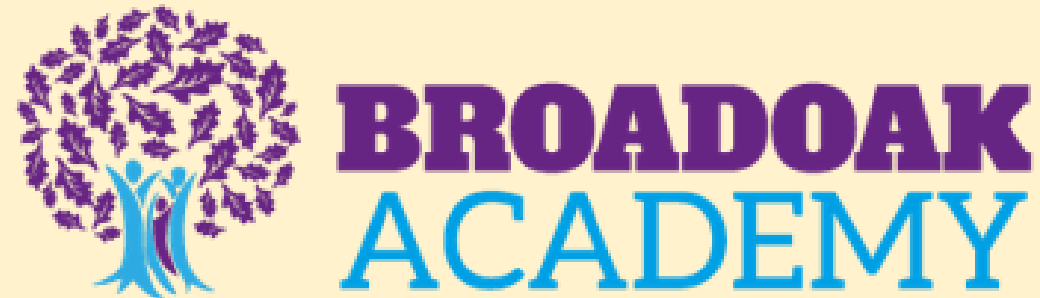
Years 7-9:

- Core subjects: English, Maths and Science set once a week, in earliest lesson of the week and due in first lesson of the week.
- Other subjects: Geography, History, RE, French Spanish, Creative rotation (e.g. Art) and Performing rotation (e.g. Music) set twice a term 7 and 8 and 9 mini-project to support GCSE step-up.
- Additional Broadoak Above and Beyond Challenges will be available once a term in all subjects, published on the website to develop understanding and curiosity in learning.

PSHE and PE will not set Independent Study

Phase One (now to beginning of November)

- All Independent Study will be set via the Satchel One/SMHW platform.
- Hard copies will be given to students where possible.
- KS3: First iteration of Broadoak Above and Beyond Challenges published on website due after October Half-Term.



Phase Two (post October Half-Term)

- All Independent Study will continue to be set via the Stachel One/SMHW platform.
- KS3: Subject Knowledge Organisers and Broadoak Above and Beyond Challenges given in hard copy to students in the first week back and, published on academy website.
- Independent Study will either be direct from class teacher or utilizing the published knowledge organisers to promote self-study techniques.



Preferences

- Please see separate Frequently Asked Question (FAQ) document.



BROADOAK
ACADEMY