



Meadow Park Curriculum

Our curriculum is broad and balanced and enables pupils to achieve, gain new knowledge and skills, and build upon them for their future.

We offer a range of subjects at Key Stages 2, 3 and 4.

At Key Stage 4 we select our qualifications carefully, offering a strong academic core of subjects.

KS2 Curriculum

| Year Group | Subject | Autumn | Spring | Summer |
|------------------|----------|---|---|---|
| Year 3, 4, 5 & 6 | Literacy | <u>Autumn A</u> Recounts Mystery/Adventure stories Diaries Newspaper reports Speaking & Listening Drama Comprehension <u>Autumn B</u> Poetry Stories from other cultures Non chronological reports Information texts Comprehension SPAG | <u>Autumn A</u> Charlie & the chocolate factory Instructions Poetry Non-fiction texts Speaking & Listening Drama SPAG <u>Spring B</u> The Witches George's Marvellous Medicine Dialogue & Plays Instructions Comprehension SPAG | <u>Summer A</u> Local authors Non-fiction texts Persuasive writing Explanations Biographies SPAG <u>Summer B</u> Myths and legends How to train your dragon Persuasive writing Recounts Diaries SPAG |
| Year 3, 4, 5 & 6 | Numeracy | <u>Autumn A</u> Place Value Addition & Subtraction <u>Autumn B</u> Addition & Subtraction Multiplication & Division | <u>Spring A</u> Multiplication & Division Area Measurement <u>Spring B</u> Fractions Decimals | <u>Summer A</u> Decimals Money Time <u>Summer B</u> Statistics Properties of shape Position & Direction |
| Year 3, 4, 5 & 6 | Science | <u>Autumn A</u> Animals inc Human | <u>Spring A</u> Electricity | <u>Summer A</u> States of matter |

| | | | | |
|------------------|----------------------|---|---|---|
| | | <u>Autumn B</u> Scientists | <u>Spring B</u> Sound | <u>Summer B</u> Living things |
| Year 3, 4, 5 & 6 | ICT | <u>Autumn A</u> Online Safety | <u>Spring A</u> Word Processing | <u>Summer A</u> Scratch & Logo Turtle Programming |
| | | <u>Autumn B</u> Drawing & Desktop Publishing | <u>Spring B</u> Presentation & Research | <u>Summer B</u> Animation |
| Year 3, 4, 5 & 6 | Personal Development | <u>Autumn A</u> Keeping safe Healthy lifestyles | <u>Spring A</u> Money The environment | <u>Summer A</u> Healthy relationships Feelings & emotions |
| | | <u>Autumn B</u> Valuing differences Feelings & emotions | <u>Spring B</u> Growing & changing Healthy lifestyles | <u>Summer B</u> Rights & responsibilities |

KS3 Curriculum

| Year Group | Subject | Autumn | Spring | Summer |
|------------|---------|--|--|---|
| 7, 8 & 9 | English | The focus is based around the novel Stone Cold. Students will improve their literacy skills as well as their reading comprehension. | Students will study poetry in order to develop their understanding of key poetic devices before beginning to read and produce work based on The Taming of the Shrew by William Shakespeare. | Students will build confidence in their performing skills by studying the Willy Russell play, Blood Brothers. They will have the opportunity to perform in front of others and to try their hand at scriptwriting. |
| 7, 8 & 9 | Maths | <p>Comparative bar charts- Students decide how to allocate money to reduce road incidents. They will present arguments using real life data to support their decisions.</p> <p>Assessing the validity and reliability of information.</p> <p>Measurements- Create healthy smoothies using portion sizes.</p> <p>Fractions- Adding, subtracting, dividing, simplifying and equivalent fractions.</p> <p>3D shapes- Create a selection box for their enterprise project.</p> | <p>Students will interpret graphs and diagrams including pie charts and draw conclusions.</p> <p>Students will interpret graphs and give advice on the statistical "acceptability" of age gaps in relationships.</p> <p>Students will plan quantities that they will buy in to maximise their profit from selling cakes at a school event.</p> <p>Bearings- Students will use their knowledge of bearings, angles and co-ordinates to take part in an Easter egg hunt.</p> <p>Students are to complete a formative assessment using equations and expressions.</p> | <p>Students will find and justify probabilities and approximations by using methods based on equally likely outcomes,</p> <p>Probability- Students are to analyse a simple game and plan a winning strategy.</p> <p>Students will form a convincing argument based on their finding and deduce whether the lottery is or isn't a good money raiser.</p> <p>Students will explore making ethical financial decisions (saving, spending and budgeting).</p> <p>Students will communicate conclusions and reasoning clearly and effectively.</p> |

| | | | | |
|----------|---------|--|---|--|
| 7, 8 & 9 | Science | <p>Cells, tissues, organs and organ systems</p> <p>Year 7 and 8: Students will make models of animal and plant cells to learn about their structure before researching about the structure of bacteria, viruses and fungi. Students will then prepare onion and cheek cells before using microscopes to observe plant and animal cells. Students will end the unit by dissecting lungs and hearts to study the structure of organs and organ systems.</p> <p>Genes and inheritance</p> <p>Year 9: Students will make models of DNA to learn about the structure of genetic material before extracting DNA from a kiwi fruit and observing it under a microscope. Students will model how certain features are inherited using Star Bursts before researching and modelling Natural Selection and Evolution.</p> <p>Elements, compounds and mixtures</p> <p>Year 7, 8 and 9: Students will complete a series of practical activities to investigate the properties of elements, compounds and mixtures. Students will use a variety of separation techniques during practical lessons to separate mixtures and to make copper sulphate crystals. Students will investigate factors affecting solubility through practical work.</p> | <p>Electricity and magnetism</p> <p>Year 7, 8 and 9: Students will investigate magnetic fields through practical lessons and research how Earth's own magnetic field affects compasses. Students will investigate electromagnetics through an investigation involving making their own electromagnetics. Students will progress to investigating series and parallel circuits through practical lessons before researching some of the key Scientists involved in the discovery and use of electricity. Students will end the unit by investigating static electricity during practical lessons.</p> <p>Chemical Reactions</p> <p>Year 7, 8 and 9: Students will compare the differences between chemical and physical reactions before completing a practical to investigate exothermic and endothermic reactions. Students will progress to researching about Dmitri Mendeleev and his formation of the periodic table before participating in a series of practical lessons to investigate reactions between different metals and acids. Students will compare the reactivity of metals including observing reactions using the Group 1 flammable metals. Students will learn how to represent chemical reactions using word and symbol equations.</p> | <p>Light, sound and EM waves</p> <p>Year 7, 8 and 9: Students will complete a series of practical activities to investigate the refraction and reflection of light before making a periscope to investigate the uses of refraction. Students will investigate how we see coloured objects before completing practical activities to investigate coloured blindness. Students will progress to complete practical investigations to learn about sound and how we hear noises before making a model of the ear. Students will end the unit by researching the waves that form the electromagnetic spectrum through the completion of creative activities.</p> <p>Forces</p> <p>Years 7, 8 and 9: Students will research key scientists such as Isaac Newton who were involved in the discovery of forces before carrying out practical activities to investigate gravity and air resistance. Students will consider how forces are used in sending space craft into space before participating in a competition to make their own Mars Landers. Students will then progress to investigating speed and the effect of friction on speed through practical activities. Students will end the unit by completing practical investigations into pressure, density and moments.</p> |
| 7, 8 & 9 | ICT | <p>E-Safety: reviewing scenarios, evaluating actions. Learners reflecting on their own digital footprint(s). How the web works: understanding how the internet has shaped the lives of people. Programing Scratch V3: object orientated</p> | <p>Using technology: blogging and 'email applications'. Data mining and user forms: exploring and developing data capture methods 'forms'. Investigating how data can be processed into useful knowledge</p> | <p>Media tools: exploring and creating media developments. Emerging technologies: learning about the current, emerging and, futuristic computing technologies.</p> |

| | | | | |
|----------|----------------------|--|---|--|
| | | programing. | | |
| 7, 8 & 9 | Personal Development | <p>Focus on healthy living, first aid and personal safety, alcohol and drug abuse, unhealthy coping strategies, peer pressure, assertiveness and risk, as well as dieting and unhealthy lifestyles.</p> <p>Focus on enterprise skills and introduction to careers, challenging career stereotypes and raising aspirations, rights and responsibilities in the community, tackling age and discrimination, understanding future aspirations, as well as identifying strength in preparing for GCSEs.</p> | <p>Focus on diversity, prejudice and bullying, including cyber bullying, managing real and virtual friendships, tackling racial and religious discrimination, online safety and digital literacy, managing conflicts at home and the dangers of running away from home, as well as tackling homophobia, transphobia and sexism.</p> <p>Focus on risks of alcohol, tobacco and other substances, managing puberty and issues of unwanted contact and FGM, mental health and emotional wellbeing, including body image, managing change and loss, managing peer pressure in relation to drugs etc., as well as assessing the risks of drug and alcohol addiction.</p> | <p>Focus on self-esteem, romance and friendships, exploring family life, intro to sexuality and consent, as well as contraception, relationships with healthy sexual relationships, plus the risk of STI's, sexting and pornography.</p> <p>Focus on making ethical financial decisions, saving, spending and budgeting money, evaluating value for money services, risk and consequences when making financial decisions, planning and carrying out an enterprise project, as well as reflecting on learning skills development in KS3.</p> |
| 7, 8 & 9 | Food | <p>Nutrition and Food safety</p> <p>Students will identify healthy eating advice I can describe current healthy eating advice I can explain current healthy eating advice and list the nutrients in food I can apply the current healthy eating advice to my own needs and describe the functions of nutrients in food.</p> <p>Healthy diet</p> <p>Instilling a love of cooking in students will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life</p> | <p>Explore food according to culture, religion and ethnic belief</p> <p>Students to become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> | <p>Principles of nutrition and health</p> <p>Dietary requirements i.e</p> <p>Diabetic, coeliac</p> <p>Understanding basic dietary requirements and what constitutes a healthy meal is at the core of this discrete unit. Students will complete variety of creative and practical activities, students should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> |

| | | | | |
|----------|-------------------|--|---|--|
| 7, 8 & 9 | Art & Design | <p>Aboriginal Art</p> <p>Learning and Materials: Students learn how to communicate meaning and narrative through their artwork. They study the use of symbols to communicate and look at ways artists use symbols in their work</p> <p>Artists: Traditional and contemporary Aboriginal Artists</p> <p>Africa</p> <p>Learning and Materials: Students explore the purpose of masks in a variety of cultures both past and present. The key learning points for this project are about expressions, designing with a purpose and using 3D construction techniques. Students design and make their own mask as the final outcome.</p> <p>Artists: Cultural art from Africa, Japan, China and Australia (as well as many other cultures) are explored for inspiration</p> | <p>Natural Form</p> <p>Students will continue their exploration of natural forms, but this time focus on the media of print. They will be introduced to works by printing artists such as Peter Randall-Page, Paul Morrison and Angie Lewin. They will develop an observation sketch from the beginning of the unit and stylise this into a print idea. Students will review composition and will develop colour theory in preparation for printing.</p> <p>Pop Art</p> <p>Learning and Materials: Students investigate Pop Art using a variety of materials and techniques. They will build on their drawing skills using ellipses, one and two point perspective. The main focus is using chalk pastels and 3D construction.</p> <p>Artists: Wayne Thiebaud, Claes Oldenberg, James Rosenquist, Andy Warhol. Roy Lichtenstein</p> | <p>Imaginative Landscapes 2D/3D</p> <p>Learning and Materials: Students will explore line, pattern, colour, composition and mixed media through the study of Hundertwasser's imaginative landscapes. They will design a composition based either on the Oxford city sky line or another skyline of the teacher's choice. They will complete a 3D clay construction exploring texture, pattern and colour inspired by Hundertwasser and Antoni Gaudí.</p> <p>Artists: Hundertwasser, Antoni Gaudí</p> <p>Printing Techniques</p> <p>Printing is the process of making images that can be transferred onto other surfaces. It can be used to make one or more identical images or to create repeating patterns on papers and textiles.</p> <p>printing techniques in connection with a number of artists and art movements.</p> <p>1. Introduction to Mono Printing 2. Introduction to Block Printing 3. Introduction to Lino Printing 4. Introduction to Screen Printing 5. Introduction to Collagraph Printing</p> |
| 7, 8 & 9 | Design Technology | <p>Design: Research</p> <p>Construction The Tudors</p> <p>use research and exploration, such as the study of different cultures, to identify and understand user needs □ identify and solve their own design problems and understand how to reformulate problems</p> | <p>Design: Generating ideas</p> <p>Steady Hand Game</p> <p>Students will analyse the work of past and present professionals and others to develop and broaden their understanding □ investigate new and emerging technologies</p> | <p>Evaluate</p> <p>Automata</p> <p>This project will help to prepare children for the developing world. The subject encourages children to become creative problem solvers, both as individuals and as part of a team. Through the study of design</p> |

| | | | | |
|----------|----|---|---|--|
| | | <p>given to them</p> <p>Design: Textiles</p> <p>Students will analyse the Development of mobile phone technology over time. □ select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture</p> | <p>Make</p> <p>Bird Box</p> <p>Project includes examining structures through a team exercise, building a unique bird box and writing a flow diagram for the construction of the bird box, students are shown various finishing techniques including the use of CAD/Cam machining</p> | <p>and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues.</p> <p>Technical Knowledge (moving toy)</p> <p>Maze Game Project Students are introduced to basic workshop tools and machinery in this project and demonstrate they can work safely in the workshop environment.</p> |
| 7, 8 & 9 | PE | <p>Badminton/Football</p> <p>Students will be given the opportunity to develop their knowledge and understanding of key concepts of both badminton and football, students will demonstrate basic skills involved in both sports through and series of conditioned and isolated practices that will then be transferred into a competitive game situation.</p> | <p>Basketball/Handball/Fitness</p> <p>Students will be given an opportunity perform skills with precision control and fluency in Basketball and Handball. They will be given the opportunity to show an understanding of tactics and techniques in conditioned and game situations. Students will apply safely the principles in preparing for exercise. Students will complete a number of fitness related tests and be able to suggest ways to improve a number of physical attributes.</p> | <p>Short tennis/Cricket/Athletics</p> <p>Students will explore the importance in the use of spacial awareness and timing in cricket and short tennis, students will develop tactical awareness and shot selection and when bet to apply a certain shot or stroke. . Learners will participate in a number of different athletic disciplines which will allow them to achieve at their own level and to focus upon effort and improvement in a range of athletic activities, suitable to their age and physical development. The inclusion of all students regardless of abilities is an important aspect during all athletic activities.</p> <p>Each sport is performed more in-depth with an emphasis on competitive game play both within team and individual activities at Key Stage 3.</p> |

KS4 Curriculum

| Subject | Qualification | Level & Code | Exam Board | Examinations/Coursework |
|---------|---------------------------|---------------------------|------------|---|
| English | Functional Skills Level 1 | Functional Skills Level 1 | AQA | Reading Written exam (paper based): 1 hour Level 1 - 26 marks- 33.3% Writing Written exam (paper based): 1 hour Level 1 - 27 marks- 33.3% Speaking & Listening- 1 Presentation and 1 discussion task- 33.3% |

| | | | | |
|-----------------------|--|---|---------|---|
| | | 8720 | | |
| English | Functional Skills Level 2 | Functional Skills Level 2 8725 | AQA | Reading Written exam (paper based): 1 hour Level 2 - 30 marks- 33.3% Writing Written exam (paper based): 1 hour Level 2 - 30 marks- 33.3% Speaking & Listening- 1 Presentation and 1 discussion task- 33.3% |
| English Language | English Language | GCSE 601/4505/5 | Eduqas | Component 1- 20th Century Literature Reading and Creative Prose Writing- Written examination: 1 hour 45mins- 40% Component 2- 19th and 21st Century Non- Fiction Reading and Transactional/ Persuasive Writing Written examination: 2 hours- 60% Spoken Language: Non exam assessment- Unweighted |
| Maths | Mathematics | GCSE 8300 | AQA | 3 x 90 minute exams |
| Maths | Entry level Maths LC | Entry Level 1&2 | AQA | 8 components of work |
| Maths | Mathematical Functional Skills | Level 1 8361 Level 2 (8362) | AQA | 100% exam |
| Science | Combined Science Synergy | GCSE 8465 | AQA | 100% exam Four exam papers each 1hr45min |
| Science | BTEC Principles of Applied Science | BTEC Level 1/ Level 2 20460E | Edexcel | 75% Internal assessment (Coursework) 25% External assessment (Exam) One exam paper 1hr 15min |
| Science | BTEC Applications of Science | BTEC Level 1/Level 2 20474E | Edexcel | 75% Internal assessment (Coursework) 25% External assessment (Exam) One exam paper 1hr 15min |
| ICT | ICT Level 1/2 Award/Certificate Cambridge Nationals | Level 1/2 Award/Certificate - J800 and J810 | OCR | Level 1/2 Cambridge National Award in ICT Examination – 50% Level 1/2 Cambridge National Certificate in ICT Examination - 25% |
| Food and Nutrition | Food Preparation and Nutrition | GCSE 601/8093/6 | Eduqas | Component1: 1 hour 45 minutes Written exam 50% of qualification Component 2: Non-examination assessment: internally assessed, externally moderated Assessment 1: 8 hours Assessment 2: 12 hours 50% of qualification |

| | | | | |
|------------------|--|--|---------|--|
| Sport | Sport Studies Cambridge Nationals | Level 1/2 Award/Certificate J803, J813 | OCR | Award one examination in January Coursework – one mandatory unit Certificate Coursework two optional units |
| Sport | Pearson BTEC Level 1 Award in Sport and Active Leisure | Entry level, Award, Certificate & Diploma 500/4990/2 | Edexcel | 100% Coursework, Entry level – 6 credits Award – 7 credits Certificate – 13 credits Diploma – 37 credits |
| Childcare | Certificate in Caring for Children | BTEC Level 1 | Edexcel | 100% Coursework |
| Art & Design | Art, Craft & Design | GCSE 8201 | AQA | 10 Hours examination in April – 40% Coursework – 60% |
| Hair & Beauty | Certificate in Introduction to Hair and Beauty | BTEC Level 1 | Edexcel | 100% Coursework |
| Construction | BTEC Construction and the Built Environment (Specialist: Construction) | Level 2 Certificate (RA054) | Edexcel | 3 practical units over 2 years 100% coursework (practical assignments and theory booklet) |
| Construction | BTEC Level 1 in Construction | Level 1 Certificate | Edexcel | 4 units (13 credits) 100% coursework (practical assignments and theory booklet) |
| Construction | BTEC Level 1 in Construction | Level 1 Extended Certificate | Edexcel | 7 units (27 credits) 100% coursework (practical assignments and theory booklet) |