



KS 4 Curriculum – Learning For Life

The aim of the two year curriculum at KS4 is to prepare our young people for the transition into the next part of their lives and adulthood. It builds on the skills that pupils began to develop in KS3 and now gives them the opportunity to apply these skills in a wider context, either around the school or through access to the local community. Communication underpins all areas of the curriculum. Whilst functional application of skills is the focus at KS4, and time will be prioritised for pupils to make mistakes, problem solve and develop these skills, this is balanced by enrichment activities to allow pupils to continue to develop their knowledge and understanding of the world around them and their creativity. Teachers will maximise all opportunities for pupils to make links in their learning and the curriculum has been loosely designed around themes to facilitate this. These themes are not set in stone but should be seen more as a starting point with opportunities for pupils' interests and needs to lead it in different directions. All pupils will be accredited in English, Maths and ICT Entry Level qualifications at the end of Year 11. See last page for detailed qualification information. The qualifications that pupils are submitted for will be dependent on their ability. For some pupils this will entail sitting examinations and time will be given to teach these pupils the skills needed to do this. Where pupils are achieving Level 1 and above in a subject they may access GCSEs at Combe Pafford school. Pupils will be assessed through Entry Level criteria and non-academic progress measures such as ILP targets and skills checklists.

Curriculum Areas and Strands

Communication and Literacy									
Communication			Reading and Comprehension				Writing		
Personal Development									
Listen to Me	Daily Living Skills	Personal Care	WRL	RSE	Transition	Citizenship	Community Access	PE	Enterprise
Knowledge and Understanding of the World									
Science		Humanities - History Geography MFL			RE		Technology		
Problem solving and Numeracy									
The Properties of Number	The Four Operations	Ratio	Money	Calendar and Time	Measure	Geometry	Statistics		
Creative Arts									
Art		Music			Drama		Dance		
Digital Literacy and Computing									
Using ICT			Finding and Selecting Information				Developing, presenting and communicating information		



KS4 Topic Overview											
Year 10 Autumn				Year 10 Spring				Year 10 Summer			
Celebrities		Fashion		Volunteering		Adventure		Detectives		Sport	
Personal Care - Clothes Leisure PE - Invasion Games/ Net and Wall Games				Relationship and Sex Education Citizenship – Social Enterprise - Giving Back Citizenship – Residential PE – Swimming/Ten Tors				Personal Care - Staying Healthy Citizenship – Democracy Community Access – Leisure Facilities Transition PE – Athletics			
Links to theme – Celebrity and Fashion				Pupil interest led				Pupil Interest Led			
Art	Music	Dance	Drama	Art	Music	Dance	Drama	Art	Music	Dance	Drama
Science – Industry and Production Technology – Fashion				Humanities – Maps and getting around Local Community Events Notable local people				Science – Human Body Technology – Food Groups and a balanced diet			
Creativity – Filming, editing, green screen				E Safety				Coding			
The Properties of Number	The Four Operations	Ratio		Money	Calendar and Time		Measure	Geometry		Statistics	
Year 11 Autumn				Year 11 Spring				Year 11 Summer			
Travel				Exhibitions				Education			
Citizenship - News and Current Affairs Drugs Education PE – Gymnastics/ Net and Wall Games Enterprise – Xmas Market				Relationship and Sex Education Enterprise/Citizenship – Social Enterprise/ Giving Back Citizenship – London Residential PE – Swimming/Ten Tors				Personal Care - Staying Healthy Citizenship – Environment Community Access – Services Transition PE – Strike and Fielding Games Enterprise – Make a Pound Grow			
Links to theme – Foreign Cultures				Links to theme – Exhibitions and London				Pupil Interest Led			
Art	Music	Dance	Drama	Art	Music	Dance	Drama	Art	Music	Dance	Drama
Science – Habitats on Land and Sea Technology – Specialist Clothing and costumes Foreign Cultures – Language, lifestyles, wider culture				Humanities – London Landmarks, famous buildings, maps and getting around (The Tube)				Science – Climate and climate change			
Creativity – Filming, editing, green screen				E Safety				Coding			
The Properties of Number	The Four Operations	Ratio		Money	Calendar and Time		Measure	Geometry		Statistics	



Personal Development at KS4

Personal Development is seen as a core part of the curriculum. In addition to curriculum content all students will work towards individual targets based on ILPs and Personal Development Baseline and Assessments. Priority and time will be given throughout the timetable for pupils to work towards achieving these targets as independently as possible. All pupils will shop for and cook their own lunches at least once a week. Pupils will also attend Combe Pafford every week throughout the year

Listen to Me

Self Awareness, Self Advocacy, Self Expression , Preparation for Review , Listen to me booklet , Action plan review and Chase Up , Goal Setting
Opportunities for meaningful pupil voice are given wherever possible – as part of the Listen To me Process but also through involvement in eg School Council- and as such allow us to teach our pupils about British Values in a way that directly impacts them and therefore has more meaning

<u>Daily Living Skills</u>	<u>Personal Care</u>	<u>Work Related Learning</u>
Meal Preparation Shopping Cleaning Road Safety	Washing Teeth Cleaning Dressing Toileting Periods Medication Year 10 Autumn Clothes Year 10 Spring Staying healthy	In class exploration of the different sorts of jobs and skills needed In school jobs Combe Pafford Vocational Tasters Horticulture Animal Care Hospitality and catering Hairdressing Painting and Decorating Mechanics

Additional topics (*topics in italics are optional if there is time*)

Year 10 Autumn	Year 10 Spring	Year 10 Summer
Personal Care - Clothes Leisure PE – Invasion Games/Net and Wall games Enterprise – Xmas Market Whole school Safeguarding week to include CSE and Prevent	Relationship and Sex Education Enterprise/Citizenship – Social Enterprise - Giving Back Citizenship – Residential London PE – Swimming/Ten Tors	Personal Care - Staying Healthy Citizenship – <i>Democracy</i> Community Access – <i>Leisure Facilities</i> Transition PE – Athletics Enterprise – Make a Pound Grow
Year 11 Autumn	Year 11 Spring	Year 11 Summer
Citizenship - <i>News and Current Affairs</i> Drugs Education PE – Gymnastics/ Net and Wall Games Whole school Safeguarding week to include CSE and Prevent	Relationship and Sex Education Citizenship – Social Enterprise - Giving Back Citizenship – London Residential PE – Swimming/Ten Tors	Personal Care - Staying Healthy Citizenship – <i>Environment</i> Community Access – <i>Services</i> Transition PE – Strike and Fielding Games



Communication and Literacy at KS4

As it is throughout the school, communication is the foundation of the KS4 curriculum. During these 2 years we build on their learning in KS3 to ensure that our pupil's communication and literacy skills prepare them adequately for transition into adulthood. This means a real focus on using communication and literacy skills in functional, transactional contexts, through practice in class and around the school and then application within the local community. We do not however want to lose the richness that literacy can offer so as part of the curriculum pupils will also have the opportunity to engage with the more creative side of literacy in both their reading and writing. Pupils will be assessed in this area through Entry Level assessment criteria and accredited in this area at the end of Year 11 either through the ELC Step to English Qualification or through Personal Progress Qualifications dependent on their ability. Pupils will also work towards achieving their ILP targets in this area. When pupils get to year 7 if they do not possess the fine motor skills to hand write then they will be encouraged to type either on laptops/iPads/label makers. Many of our pupils' verbal skills do not match their written skills e.g. they may be able to tell you a story but not write it. Writing should focus on more functional English tasks such as recalling their address, filling out forms and environmental literacy. Much of pupils writing will also centre on digital literacy e.g. sending/receiving emails, navigating websites, buying online etc.

Communication and Literacy in other areas

Wherever possible teachers will make cross curricular links to all subjects so that pupils have the opportunity to practice their skills in a wide variety of contexts. The area of Personal Development particularly lends itself to good links with Communication and Literacy

<u>Listen to Me</u>	<u>Daily Living Skills</u>	<u>WRL</u>	<u>Community Access</u>	<u>Citizenship</u>	<u>Transition</u>
<u>Communication/Spoken Language</u>		<u>Reading and Comprehension</u>		<u>Writing</u>	
PPQ Developing Communication Skills The learner can: 1.1 Show understanding in his/her response to what they have heard 2.1 Use words, signs, phrases, objects or symbols to communicate 3.1 Share ideas or preferences with others ELC STEP Up to English <u>Communication/Spoken Language</u> AO7: Demonstrate presentation skills. AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations. AO9: Use spoken English effectively in speeches and presentations.		PPQ Developing Reading Skills The learner will: 1. Show some interest in reading 2. Show some response to reading 3. Recognise objects and symbols ELC STEP Up to English <u>Reading and Comprehension</u> AO1: Read and understand a range of texts: Identify and interpret explicit and implicit information and ideas. AO2: Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views. AO3: Compare writers' ideas and perspectives. AO4: Evaluate texts and support this with appropriate textual references		PPQ Developing Writing Skills The learner can: 1.1 Recognise that meaning can be conveyed by marks, symbols, signs or words. 1.2 Communicate using marks, symbols, signs or words. ELC STEP Up to English <u>Writing</u> AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6: Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	
Topics					



Year 10 Autumn		Year 10 Spring		Year 10 Summer		Year 11 Autumn	Year 11 Spring	Year 11 Summer
Celebrities	Fashion	Volunteering	Adventure	Detectives	Sport	Travel	Exhibitions	Education
The last week of every half term will be an assessment week where pupils complete the Externally Set Assignment or Assessment Task								
Problem Solving and Numeracy at KS4								
The ability to apply functional problem solving and numeracy skills to a wide variety of practical contexts both within school and the local community is the priority in this area. We recognise that it is important that pupils are given the time to make mistakes in order to effectively problem solve and develop their skills. All pupils will be accredited in this area through the Entry Level Certificate or Personal Progress Qualifications and assessed against Entry Level assessment criteria. Whilst the curriculum is based around the components of the new NC and GCSE in order to cater for those pupils who will sit exams in Maths these are differentiated to meet the needs of all our pupils and ALL pupils will access as many practical, real life opportunities as possible in order to develop their skills.								
Problem Solving and Numeracy Opportunities in other areas								
Wherever possible teachers will make cross curricular links to all subjects so that pupils have the opportunity to practice their skills in a wide variety of contexts. The area of Personal Development particularly lends itself to good links with Problem Solving and Numeracy.								
<u>Daily Living Skills</u> Meal Preparation Shopping		<u>Personal Care</u> Clothes Staying Healthy		<u>WRL</u>		<u>Community Access</u>		<u>PE</u>
AO 1 Reason and apply standard techniques					AO 2 Reason, interpret and communicate mathematically: solve problems within mathematics and other contexts			
Students should be able to: <ul style="list-style-type: none"> • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures • accurately carry out set tasks requiring multi-step solutions. 					Students should be able to: <ul style="list-style-type: none"> • draw conclusions from mathematical information • construct chains of reasoning to achieve a given result • interpret information accurately • communicate information accurately • present arguments • translate problems in mathematical contexts into a process or series of processes • translate problems in non-mathematical contexts into a process or series of processes. 			
Entry Level Components <i>(Priority will be given to these areas)</i>								
<i>The Properties of Number</i>	The Four Operations	Ratio	<i>Money</i>	<i>Calendar and Time</i>	<i>Measure</i>	Geometry	Statistics	
The last week of every half term will be an assessment week where pupils complete the Externally Set Assignment or Assessment Tasks.								



Digital Literacy and Computing at KS4

There are various elements to the Digital Literacy and Computing curriculum at KS4. As throughout the school all pupils have a skills checklist and will be given time to specifically practice these skills. Pupils will then be given opportunities to apply and develop these skills in other curriculum areas wherever possible and links will be made explicit. An understanding of E Safety is a whole school priority and especially for pupils in KS4 as they increasingly access a variety of technology and social media. As such pupils will have stand alone lessons in this area and be asked to demonstrate their understanding at every possible opportunity within lessons. Other aspects of computing such as coding may also be taught in stand alone lessons. Pupils will have opportunities to develop their skills in eg filming, editing and green screen techniques through the Creative Arts curriculum. All pupils will be accredited in ICT in Year 11 either through Personal Progress Qualifications or Functional Skills. Some pupils who are making good progress may take a Functional Skills qualification in Year 10. Pupils will be assessed through Mayfield skills checklists and Entry Level criteria.

ICT Curriculum Elements

Using ICT	Finding and Selecting Information	Developing, presenting and communicating information
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Additional Topics

Autumn	Spring	Year Summer
Creativity – filming, editing, green screen	E safety	Coding



Creative Arts at KS4

Creativity is a vital part of the enrichment curriculum and allows all of our pupils to express themselves in ways that they may not be able to in other areas.

Although not statutory at KS4 we believe access to creativity is as much an entitlement as literacy and numeracy and provides inclusive, unique learning opportunities. Creativity encompasses a variety of and allows us to make thematic links between subjects. Some programmes of study are taken from the Voyager and Globetrotter elements of the Equals Moving On schemes of work as a starting point but most will be developed in response to topic work and pupil interest and as such will be flexible and organic in nature. Pupils will access creative opportunities in other curriculum areas and as stand alone lessons and Enrichment Days. They will also take part in the annual Creative Arts week. Outcomes will be taken from ILP targets, core subjects, topic baselines or NC/P Level outcomes – dependant on subject and whichever the teacher feels is the most meaningful way of measuring the pupil's progress.

Creativity Subjects

Art	Music	Dance	Drama
Topic link Suggestions			
Year 10 Autumn	Year 10 Spring	Year 10 Summer	
Celebrity Fashion	Pupil interest led	Pupil interest led	
Year 11 Autumn	Year 11 Spring	Year 11 Summer	
Foreign Cultures	Exhibitions London	Pupil interest led	



Knowledge and Understanding of the World at KS4

Knowledge and Understanding of the World encompasses a variety of subjects and is part of our Enrichment Curriculum. It also allows us to make thematic links between subjects. It does not have the same priority as in other key stages so pupils will not cover every subject in every term but will have access to all subjects throughout the two years. Wherever possible teachers will make explicit the functional knowledge, understanding and skills within each subject.

Programmes of study are taken from the Voyager and Globetrotter elements of the Equals Moving On schemes of work as a starting point and built on according to the pupil's interests. Although not statutory at KS 4 we believe that the humanities subjects still have relevance and provide richness to topic work. RE programmes of study are taken from the Devon Agreed Syllabus and are covered during Enrichment days throughout the year. Other curriculum content in this area may also be covered through Enrichment Days. Outcomes will be taken from ILP targets. core subjects outcomes, topic baselines or NC/P Level outcomes – dependant on subject and whichever the teacher feels is the most meaningful way of measuring the pupil's progress.

Knowledge and Understanding of the World Subjects

Science	Humanities - History Geography MFL	RE	Technology
Additional topics			
Year 10 Autumn	Year 10 Spring	Year 10 Summer	
Science – Industry and Production Technology – Fashion	Humanities – Maps and getting around Local Community Events Notable local people	Science – Human Body Technology – Food Groups and a balanced diet	
Year 11 Autumn	Year 11 Spring	Year 11 Summer	
Science – Habitats on Land and Sea Technology – Specialist Clothing and Costumes Foreign Cultures – Language Lifestyles Wider culture	Humanities – London Landmarks Famous buildings Maps and getting around – The Tube	Science – Climate and climate change	



KS 4 Qualification Information

Independent Living Pathway - For those pupils NC1a and below at the end of KS3 Year 9

ENTRY LEVEL DILPOMA IN PERSONAL PROGRESS QUALIFICATIONS – ACCREDITED THROUGH ASCENTIS. (See Personal progress Spec). Pupils will be baselined on a Stage of the Achievement Continuum at Entry to KS4. Throughout Year 10 and 11 teachers will collect evidence of progress towards meeting the assessment criteria of each unit. In May of Year 11 teachers must submit a unit transcript and evidence for each unit. Portfolios will be moderated regularly between KS teachers and Deputy Head to ensure standardisation.

Unit Title	Level	Credit Value	GLH	QCF Unit ref
Developing communication skills	E1	3	30	F/502/4317
Developing reading skills	E1	3	30	F/502/4320
Developing writing skills	E1	3	30	R/502/4323
Developing ICT skills	E1	4	40	Y/502/4324
Early mathematics: developing number skills	E1	2	20	D/502/4325
Early mathematics: position	E1	2	20	K/502/4327
Early mathematics: measure	E1	3	30	M/502/4331
Early mathematics: sequence and sorting	E1	3	30	T/502/4332
Understanding what money is used for	E1	3	30	D/500/0438
Developing learning skills: learning to learn	E1	5	50	A/502/4154
Dealing with problems	E1	4	40	Y/502/4159
Developing self awareness: all about me	E1	3	30	Y/502/4422

Where pupils are making sufficient progress their ICT may be accredited through EMPLOYABILITY SKILLS – ICT 30373/4/5 – ACCREDITED THROUGH AQA at Entry 1, 2 or 3. Evidence needed - Teacher completed itemised checklist



Independent Learning Pathway - For those pupils NC2c and above at the end of KS3 Year 9

ENTRY LEVEL CERTIFICATE – STEP UP TO ENGLISH - 5970 - ACCREDITED THROUGH AQA. (See Specification for more detail) at Entry 1, 2 or 3

ENTRY LEVEL CERTIFICATE MATHEMATICS - 5930– ACCREDITED THROUGH AQA. (See Specification for more detail) at Entry 1, 2 or 3

Portfolios for submission will have a combination of teacher moderated course work and externally set assignment

EMPLOYABILITY SKILLS – ICT 30373/4/5 – ACCREDITED THROUGH AQA at Entry 1, 2 or 3

Teacher completed itemised checklist