



Curriculum Approach

Curriculum Intent:

Young people will excel if what they are learning is challenging, inclusive, relevant to them and taught well. We provide a curriculum with academic rigour which is delivered consistently and effectively to stretch and challenge every learner. Our curriculum is underpinned by the development of skills, knowledge and understanding in English and mathematics, affording students the opportunity to access all other subjects at every level. Our curriculum builds on the foundations laid down at Key Stage 2 and prepares learners for the demands of Key Stage 5. We work collaboratively with a shared pedagogical practice to enhance the daily lived curriculum experiences of the young people at Duke's Aldridge Academy producing creative, resilient and successful adults.

Our context:

We serve a diverse community with varied needs, with some arriving below expected levels in KS2. Year 7 on entry sit the NGR Tests in English to provide baseline data for literacy levels. To meet the needs of the learners, an intervention model consisting of nurture groups, small literacy and numeracy groups and mentoring is provided at KS3. The Accelerated reading programme, aimed at developing reading for pleasure alongside reducing the gap in chronological reading age is timetabled one lesson per fortnight in Years 7 and 8. A large number of casual admissions start Duke's throughout the year. As well as students with previous UK education, this cohort can be categorised as those with a disrupted education in language one and those with a robust education in language one. EAL induction classes are available to those at KS3 to support their transition and EAL can be taken as an option for those at KS4. We monitor and track the progress of the curriculum half termly. We are a NACE (National Association for Able Children in Education) school and have been named Master School for Accelerated Reader for the last five years.

Our Curriculum Model:

Our curriculum model is based on the SSAT's (The Schools, Students and Teacher network) 4 pillars of principled curriculum design:

- Intent
- Content
- Delivery and
- Experience

This model also utilises the pedagogic sequence and model:

- Teach
- Revise
- Assess and
- Review

The success of this sequence requires teachers to consider how to make all four elements cohesive, active and therefore truly meaningful for students in terms of retention and the development of higher level application and skills. The "review" element of this model facilitates closing of the gap for students with their knowledge acquisition and retention.

What we teach:

Literacy and Numeracy skills are vital for all next steps, for career acquisition, for life advantage and for earning potential- therefore we prioritise these. These skills need to underpin every practice and action for the students at Duke's.

English Mastery has been in place since September 2019 to improve the challenge and opportunity for our students. The robust set of texts English Mastery provides brings cultural capital to all our learners, without further

disenfranchising our most disadvantaged students with a text choice that fails to expose them to the breath of literature. The depth of domain knowledge it provides our students further enhances awareness, allowing them to understand challenging texts in the context of the world at the time of their inception. The demands of mastery expects our students to secure knowledge which is built on year on year, developing and demonstrating the skills they can transfer to other texts they read, allowing them to apply the same questioning, thinking, analysis and evaluation to a whole new body of work.

Mathematics Mastery has been in place since September 2019 to provide teaching that goes from concrete to abstract; teaching that enables our students to think about the maths they are using and understand it- not just apply it blindly because they are directed to do so. Ultimately, we want our students to be able to look at a presenting problem and successfully decide what maths to use to solve it- and do it well.

We seek to allow the same logic to all our curriculum areas. We are piloting Ark's Geography Mastery programme and will aim to pilot their Science mastery when it becomes available.

How we teach:

We aim for mastery in all subjects- ie moving from concrete to abstract, being able to apply knowledge previously learned to new situations and topics, making links from prior learning and being successful in new learning situations not previously encountered. Thinking like a writer, thinking like a historian, thinking like a geographer, thinking like a scientist etc.

“If you can't explain it simply, you don't know it well enough” Albert Einstein

Learning must lead eventually to mastery as mastering rules allows the learner to break and transform them.

Non negotiables of every lesson

- High Expectations evident in work appropriately challenging with stretch for all
- Structured Planning in which ordering of concepts is well planned, linked to long-term planning and the transitions between tasks are seamless
- Modelling using clear explanations, rooted in excellent subject knowledge
- Differentiation based on data which meets and exceeds the needs of all learners
- Questioning which are very-well considered for developing higher-level thinking skills (explain, analyse, justify)
- Assertive monitoring to understand the exact point of error and reteach to this point i.e. “closing the gap”
- Returning to previous learning and making sure it has been embedded in long-term memory.

When we teach/How we plan:

We build knowledge systematically to get coherence over time, therefore which knowledge comes first is important as well as skills and dispositions and the relevant stage before moving onto more complex iterations of the domain. The Mastery programmes we use are sequenced expertly to allow our students to ensure the discipline is coherent over time. We seek to do the same in all disciplines and ensure that the planning and teaching are sequenced on a spiral curriculum. For this we plan KS3 to build upon the work at KS2 and KS4 to meet the requirements of KS5. This model avoids repetition whilst deepening learning and developing the required skills for the upcoming key stage.

Our rationale for a two year KS3 is:

- Injecting greater pace and challenge into Years 7 and 8
- Earlier focus on mastering KS4 skills and knowledge
- Increasing the number of options available at KS4 without compromising the hours allocated to English and Mathematics

This is currently under review for 2020.

Our Key Stage 3 curriculum is anchored in excellence, embraces curiosity and encourages risk taking. The promotion of scholarship and challenge is at its heart. Students are encouraged through this scholarly approach to become masters in a subject field, especially in English and mathematics which supports their learning across the curriculum. Our curriculum provision at KS3 allows students study a broad range of subjects over two years. In addition to a core of English, Mathematics and Science, students are taught Humanities: Geography, History and Religious Education, a Modern Foreign Language: French or Spanish, Design Technology: Food Technology, Textiles and Resistant Materials, Art, Computer Science and Information Communication Technology, Performing Arts: Drama and Music, Sport & Physical Education, Personal, Social & Health Economic education.

Students are fully prepared for their transition from key stage 3 to 4 through individual 1:1 interviews to ensure that their personalised needs are being met, whilst parents are inducted into the process through a very well attended options evening.

Our Key Stage 4 curriculum builds on strong foundations from key stage 3 whilst providing our students with an excellent platform for further study in FE and the option to continue their studies at a top university or through an apprenticeship. As a school we have created an ethos in which our students are equipped with the tools to question the world around them, are able to tackle difficult challenges in a positive and diligent way. Above all, we aim to nurture students who can operate independently in the world: who can develop their own ideas, and who have initiative and drive. Our wide GCSE offer allows students to achieve the EBacc with the number of students studying towards these qualifications increasing over the last five years. Our inclusive curriculum design consisting of traditional GCSEs, vocational courses and foundation learning enables students to build individualised course packages meeting the needs all; from the most academically inclined, to those who are best motivated by practical approaches to learning.

Our PSHEe curriculum is delivered as a subject on the curriculum, these cover topics such as work experience, sexual health and relationships, drug awareness, mock interview day and study skills. This is further supported through the tutorial programme which promotes wellbeing, develops revision skills and addresses what it means to be a global citizen.

We are committed to our students experiencing the world of work in preparation for life beyond Duke's. Each student in Year 10 has a week's work experience in the summer term to promote independence and gain an insight into their chosen career path as well as a 1:1 careers interview by trained staff. Students in Year 11 experience interview skills day off site in time for their college interviews and applications. Post 16 providers are invited to Year 11 parents evenings as well as assemblies. Students are supported with their applications during a drop down day where providers are also present and conduct interviews. Those requiring additional support for interviews are escorted to their interviews by members of the differentiation department. A number of MAT students have consistently gained scholarships to prestigious independent schools over last few years.

We provide opportunities for students to sit GCSEs in their home language.

Please refer to appendix I for subject time allocations and our website for individual subject curriculum plans.

Cultural Capital:

Our focus on enrichment and learning outside of the classroom provides the cultural capital needed to realise aspiration.

We have an extensive enrichment curriculum linked with the wider appreciation that the curriculum is indeed the everyday experience of each of our students as individuals. This is manifested in the curriculum for our students through subject specific events, drop down days, safeguarding topics, the CEIAG opportunities for each year group, educational visits, visitors from the world of arts and industry, National competitions such as Robotics challenge, sporting teams and Debating competitions. To support the careers and guidance education, students in every year group are also exposed through mentoring to professionals from the worlds of higher education, business and

commerce e.g. Linklater, Civil Service, British Telecom and , Speakers for schools programme and The Guild of Entrepreneurs. The Aldridge Attributes; Passion, Determination, Risk taking, Teamwork, Problem solving and Creativity are interwoven into the curriculum as well as cross curricular “Enterprise Days” to further enhance the employability skills of our students. We aim to extend cultural capital through introducing ‘Duke’s101 wall of cultural experiences’ to be launched December 2019.

The Impact:

The impact of our curriculum is measured via our academic and destination outcomes. Our aim is to have all students leave Duke’s at the end of their five years to go onto education, employment or training.

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Despite our boy-heavy intake, our students perform at national expectation for all students. We know that boys nationally perform less well than girls – at an average of 0.2 less strongly.

Appendix I

Year 7

English	Mathematics	Science	Technology
9 hours	9 hours	6 hours	3 hours
Physical Education	Art	Drama	Geography
3 hours	2 hours	2 hours	3 hours
History	Music		
3 hours	2 hours		
Modern Foreign Language (Spanish/French)		Computer Science / Religious Education/ PSHEe	
4 hours		2 hours	

Year 8

English	Mathematics	Science	Technology
9 hours	9 hours	6 hours	3 hours
Physical Education	Art	Drama	Geography
4 hours	2 hours	2 hours	3 hours
History	Music	Computer Science	Religious Education
3 hours	2 hours	1 hour	1 hour
Modern Foreign Language (Spanish/French)			PSHEe
4 hours			1 hour

Years 9 and 10

English	Mathematics	Science
10 hours	9 hours	9 hours
Physical Education	Religious Education	PSHEe
3 hours	3 hours	1 hour
Option 1	Option 2	Option 3
5 hours	5 hours	5 hours

Year 11

English	Mathematics	Science
9 hours	10 hours	9 hours
Physical Education	Religious Education	PSHEe
3 hours	3 hours	1 hour
Option 1	Option 2	Option 3
5 hours	5 hours	5 hours



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Subject	Intent
English	<p>We teach our English curriculum at Dukes because our students come from a wide range of diverse backgrounds. This means many of our students have high cultural capital deficit. 50% of our students are pupil premium and 43% enter year 7 with below expected Reading Levels at KS2. Our curriculum, therefore, is designed to bridge those cultural gaps and give our students a solid foundation in English Language and Literature. This is to ensure that they can access a 'tool-kit' in order to confidently understand a wide range of both taught and unseen texts in the academic and real world.</p>
Mathematics	<p>To provide a curriculum that meets the needs of all students, enabling progress at all stages with stronger emphasis on stretch and challenge.</p> <p>Students will be provided with a range of techniques that they can apply to a variety of situations in order to solve problems in different contexts.</p> <p>We aim to build on knowledge and skills acquired at Key Stage 2 and carefully guide and prepare them through to Key Stage 4 in order to succeed in their exams at GCSE and to also lay a stronger foundation for Key Stage 5.</p> <p>Whether or not they decide to pursue the subject beyond KS4, they would have gathered enough knowledge and skills to improve their ability to solve real life problems and to think critically which are central to an improved quality of their lives as a whole.</p>
Science	<p>To provide a curriculum with academic rigour, delivered consistently to support and challenge students of all abilities and aspirations to achieve scientific excellence.</p> <p>Students will be provided with opportunities to explore and develop knowledge, skills and understanding relevant to practical scientific work, analytical writing and mathematical solutions.</p> <p>The foundations acquired at KS2 will be reinforced and developed on at KS3 in order to provide a seamless and successful transition of students to KS4 and beyond, regardless of their chosen pathways.</p> <p>Science students at Duke's will be able to demonstrate: knowledge and skills in Science at and/or above their age related expectations, improve their ability to solve real life problems and to think critically. These are central to the improved quality of their lives as a whole.</p>
Humanities	<p>The aim of the Humanities Faculty is to teach engaging high quality lessons, give effective feedback and get all students to make progress and achieve within our subject areas. In doing so, we aim to enrich our students lives by instilling a sense of wonder and place so that they are able to understand the world and their place in it. The Humanities: Geography, History, RE and Sociology, ensure students are truly human in the best sense of the word: curious and well informed about the world and people around them. Students will build skills in writing and critical reading. All Humanities students need to ask questions about what they are learning and to think analytically about questions they are asked, drawing from a range of information to support their views.</p>

History	<p>We are committed to providing a history curriculum which enables students to understand where they have come from and what has already happened, so that they are equipped with the tools needed to change what happens next. The history curriculum is structured around the use of engaging historical enquiries, which build on core historical skills whilst also steadily offering our students a rich, deep and varied wellspring of historical knowledge. We firmly believe that it does a disservice to the breadth of our subject to repeat core curricular content from KS3 to KS4; nevertheless, our stimulating and intellectually rigorous KS3 curriculum introduces and embeds the core historical skills required for success at KS4.</p> <p>Our curriculum offering is inclusive to all and representative of the students we teach. We emphasise the teaching of all-too-often hidden histories, e.g. the history of women and the history of ethnic minorities, so that our students see their own pasts reflected in the lessons we teach. Whilst factual knowledge is an essential component of our discipline, our students are also provided with the opportunity to hone their critical thinking skills and we offer an enriching variety of cultural capital experiences to bring History alive. Our History curriculum imbues British values, with a particular focus on the importance of tolerance and democracy. It is important to us that our curriculum is a living document which constantly evolves to suit the needs of staff and students, which is why our teachers are encouraged to seek areas of their own interest and subject expertise to build solid historical enquiries. Above all, our team are committed to making History relevant, stimulating and exciting - to bring our subject alive.</p>
Geography	<p>The intent of the Geography curriculum is to capitalise on the wealth of lived geographical experiences and harness and engage our student's inquisitive minds through a broad and balanced curriculum.</p> <p>Our feeder primary schools have differing geographical curriculums, so we aim to build and develop on year 7 student's prior knowledge through a wide range of human and physical topics to ensure that all students have the skills and knowledge needed for year 8 and KS4 geography.</p> <p>Our aim as a geography department is to give our students the knowledge, understanding and skills to be a active global citizens and be able to participate and contribute in debates about key global issues such as; climate change, sustainability, the growth of megacities, globalisation, protecting our coastlines and the future of our food and water supplies as well as creating enduring enthusiasm and appreciation for the world in which we live. We endeavour to bring geography to life for our students and we weave cultural capital into the curriculum at every opportunity.</p> <p>Geography will give students a rounded view and an understanding of how the world works from a variety of perspectives: - Science, History, Politics, Current Affairs, and Economics to Sociology. The Geography curriculum intent is to focus on real world issues and make them relatable to students. All Geography students will further develop the skills of: problem solving, report writing, spatial awareness, social & environmental awareness and data handling, amongst others.</p>
Religious Education	<p>Religious education contributes to student's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We intend to improve student's religious literacy, critical thinking skills and open mind to different world views. The RE curriculum intent is for students to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to a range of questions. Our intent is give students a greater understanding of different faiths and points of view. We hope to broaden their mind and to create greater tolerance through better understanding of different faiths.</p>

Sociology	<p>Sociology is the study of society, how we organise/act in groups and the implications of social structures. The intent of the Sociology curriculum will be for all students to understand how human action shapes and is shaped by cultural and social structures in society. Students need to be curious and critical about how class, gender, race, age all impact our interactions and experiences within different structures.</p> <p>Students will be open minded, critical and reflective in their thinking. Students will develop exam and essay writing skills to highlight what they have learnt and draw critical conclusions. Students will gain a range of transferable skills including: research, analytical and communication.</p>
Modern Foreign Languages	<p>We study French and Spanish in order develop an appreciation and passion for the language and culture of countries where these languages are spoken. We develop the ability to express ourselves clearly and precisely, and through the learning of languages, celebrate and make links between the range of languages spoken within our school community. We also have the opportunity to sit GCSEs in a range of home-languages spoken at Duke's.</p>
Expressive Arts and Technology	<p>The Arts and Technology curriculum at Duke's Aldridge Academy underpins a commitment to high quality provision that inspires a strong, and vibrant Arts and Technology presence. It recognises that the Arts and Technology will educate the whole child by building confidence and physical co-ordination. It will develop oracy skills, critical thinking and problem solving whilst enabling students to question the world around them.</p> <p>The Arts and Technology Curriculum at Duke's will cultivate talent by providing an inspirational, inclusive platform for our students to develop and show case their skills. Through studying Arts and Technology at Duke's our students will see that the creative industries are a viable career option beyond secondary education.</p>
Art	<p>The study of Art and Design covers a wide range of processes which allows students to develop a broad set of practical skills and an understanding of both historical and contemporary Art practise. The Art and Design Curriculum at Duke's Aldridge Academy aims to engage and inspire students whilst equipping them with the knowledge, skills and confidence to explore, develop and create their own works of art .</p> <p>Through research into other artists, students are encouraged to think critically and develop an understanding of how art both reflects and shapes history and culture. Students respond to project briefs by taking ownership of their work through the independent development of their ideas.</p>
Design technology	<p>Studying Design and Technology includes the use of a broad range of knowledge, skills and understanding, and prompts engagement in a wide variety of activities. Pupils design and make products that solve real and relevant problems within a variety of contexts. Through evaluation of past and present Design and Technology, they develop a critical understanding of its impact on daily life and the wider world.</p> <p>The Design and Technology Curriculum at Duke's Aldridge Academy will be inspiring, rigorous and practical whilst preparing our young people to live and work in the designed made world.</p>
Drama	<p>The intent of drama at Duke's Aldridge Academy is to afford students a space for artistic expression, the acquisition of knowledge and skills and exploration of the world around them. The dual pillars of drama as an art form in its own right and a vehicle for exploration are experienced with equal weight.</p> <p>The drama department aims to develop individuality; to encourage students to think and express themselves with flair and confidence and encourage tolerance and understanding. Through drama, we encourage students to question the world around them whilst participating in the creation of high quality performance work.</p> <p>Alongside the classroom based experience is a high quality enrichment offer that includes (but is not exclusive to) performances/productions, clubs, theatre trips and collaborations with local and national arts organisations. We have fostered very close links with a number of local arts organisations that provide a wealth of experiences for our students. The enrichment that is offered by the department is open to students both on stage and off, without placing importance on either.</p>

<p>Food technology</p>	<p>The Food curriculum at Duke's Aldridge Academy underpins a commitment to high quality provision of teaching and learning to deliver a good understanding and skills which pupils in Key Stages 3 and 4 would be taught in relation to cooking, nutrition and healthy eating. The food curriculum aims to equip students with the knowledge, understanding and skills required to apply the principles of food science, nutrition and healthy eating. Thus encouraging young people to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.</p>
<p>Media Studies</p>	<p>Media Studies is the most relevant subject for the 21st Century. With the constant changes in technology, advances in how we communicate across the world and the advent of 'fake news' it is essential for young people to understand how to converse safely and securely.</p> <p>The Media Studies curriculum not only allows young people the opportunity to explore, analyse and understand how the Media works, but also allows them to apply their knowledge and understanding in creating their own media texts.</p> <p>They will develop knowledge and understanding in how and why audiences consume media texts, how media industries target audiences and produce content aimed at them as well as learning how to use video cameras, editing equipment and learning photographic styles.</p>
<p>Music</p>	<p>The Music curriculum at Duke's Aldridge Academy aims to develop a deep appreciation of music by harnessing students' performance, composing and listening skills.</p> <p>Duke's Aldridge Academy's enriched Music curriculum explores a number of instrumental disciplines and topics to ensure students adopt a valuable skills set that transcends well beyond the music classroom.</p> <p>Music study, in conjunction with other subjects, ensures a broad, rounded education at Duke's Aldridge Academy. Equipping students with all the necessary tools to go on and be successful irrespective of their chosen path following secondary education.</p>
<p>Textiles</p>	<p>The study of Textiles focuses on designing and making a wide variety of textile products. Students are encouraged to develop their own personal interests and skills using textiles creatively. Learners studying Textiles will gain opportunities to develop both artistic and technical skills that they will find valuable throughout their lives.</p> <p>Through the study of Textiles at Duke's Aldridge Academy, students will learn, practise and develop a variety of techniques. Learners will research artists and designers in order to inspire their own design work and develop their ideas through to a final product. Through the process of working towards their final product, students are encouraged to use a range of skills to develop their problem solving and critical thinking skills.</p>
<p>Computer Science</p>	<p>To provide students with a curriculum that underpins the foundational principles of how computers and computer systems work, and practices of computation and computational thinking. This knowledge and understanding will enable them to progress at all Key Stages and apply the academic principles learnt to real-world systems and for the creation of purposeful innovations in the future.</p> <p>Students will be provided with a solid grounding in computational thinking which will develop and hone powerful techniques such as analysing, modelling and problem-solving which will better equip them to function in modern society. They will be exposed to real-world problems and given the opportunity to decompose problems to find working solutions. Students will also be taught programming skills to equip them to create programs, systems and be digitally literate.</p> <p>The skills and knowledge students will obtain from our Computer Science curriculum will enable them to advance to key stage 5 and prepare them for their future employment.</p>
<p>Physical Education</p>	<p>In the PE department we strive for a fun, engaging and relevant education for all our students. Lessons and extra-curricular clubs provide students with skills required to enjoy an active lifestyle through sport and understand the importance of regular physical activity for every aspect of their well-being. We give all our young people ample platforms to shine and build skills to reach all their aspirations in team as well as individual sports as well as develop the leadership and teamwork, essential for their future employment.</p>

PSHEe	The intent of the PSHEe curriculum is to equip all students with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. Students will be encouraged to be enterprising and supported to make effective transitions, take part in positive learning and career choices and in managing your finances effectively. Students will be enabled to reflect on and clarify students own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes students may encounter now and in the future.
British Values	The aim of Duke's Aldridge Academy is to ensure all students leave school at the end of Year 11 prepared for life in modern Britain. British Values will be embedded into the curriculum throughout the Academy: democracy, rule of law, individual liberty, and mutual respect and tolerance. Aspects of Spiritual, Moral, Social and Cultural learning is covered in PSHEe and throughout the curriculum to ensure student have a well-rounded approach to their learning.