

**ASPIRE: Pathway Curriculum Intent**

A variety of topics are covered giving students the opportunity, within each topic, to pursue areas of interest. The Topic titles are deliberately vague to allow for this. Any issues that are topical at the time may also be included.

To improve skills in Literacy, oracy, general knowledge and foster an appreciation of the world around them.

| <b>Course Overview</b> | <b>Autumn 1</b>      | <b>Autumn 2</b>     | <b>Spring 1</b>                 | <b>Spring 2</b> | <b>Summer 1</b> | <b>Summer 2</b>    |
|------------------------|----------------------|---------------------|---------------------------------|-----------------|-----------------|--------------------|
| <b>Year 1</b>          | <b>Desert Island</b> | <b>Celebrations</b> | <b>We didn't start the fire</b> | <b>Water</b>    | <b>Animals</b>  | <b>Charity</b>     |
| <b>Assessment</b>      |                      |                     |                                 |                 |                 |                    |
| <b>Year 2</b>          | <b>Up My Street</b>  | <b>Fire</b>         | <b>The Body</b>                 | <b>Earth</b>    | <b>The Flat</b> | <b>Going Green</b> |
| <b>Assessment</b>      |                      |                     |                                 |                 |                 |                    |

## **ASPIRE: ENGLISH**

### **Pathway Curriculum Intent**

#### **Overview**

At White Bridge we believe that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them both in an educational and work setting.

Through reading and discussion, pupils have a chance to develop socially, culturally, emotionally and intellectually. Reading enables pupils both to acquire knowledge and to build on what they already know.

We want our young people to participate as fully as possible as members of society by learning how to speak, read and write to the best of their ability.

#### **The White Bridge College English Curriculum aims to ensure that all pupils:**

- read easily, fluently and with good understanding
- develop the habit of reading accurately, for information and guidance
- extend their vocabulary and acquire an understanding of grammar and knowledge to develop their level of reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Taking into account the transient nature of our student body and likelihood that students will enter at varying stages of their KS4 curricular, English Schemes of work are designed to be fluid, focussing on delivering a range of skills and texts, covering a range of topics.**

| Course Overview                        | Autumn 1                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                                                                                                                                                                                                                                    | Spring 1                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                              | Summer 2                                                                                                                                 |
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| <b>ASPIRE<br/>Year 1<br/>(Year 11)</b> | <u>The desert Island</u><br>Interpret information from texts.<br>Writing to instruct – instructions on how to build a shelter<br>Writing a diary entry<br>Spelling, punctuation<br>Content:<br>Cast Away, Lord of the flies, reading diary entries and instruction texts<br><b>Assessment:</b><br>BKSB<br>Baseline assessment for Reading and Writing (Sample paper) | <u>Exam practise and revision</u><br>Exam skills – past reading and writing papers<br>Personalised learning and revision plans<br>Paragraphing<br>Grammar<br>Spelling<br>Punctuation<br>Content:<br>Past papers, skills worksheet for revision,<br><b>Assessment:</b><br>First Entry for Entry Level 3 (or) | <u>Crime and Punishment</u><br>Preparation and completion of Speaking Listening and Communicating Formal Assessment:<br>SLC – Respect the turn-taking rights and use appropriate interjections.<br>Respond effectively to questions<br>Content: | <u>Homeless</u><br>Stone Cold extracts and newspaper articles<br>Reading - Explain the writer's choice of language and techniques<br>Writing – to persuade, advise and instruct<br>Context:<br>Stone cold Robert Swindles, Newspaper articles, YouTube<br><b>Assessment:</b> | <u>Animal cruelty</u><br>Reading to interpret information<br>Writing to advise persuade, instruct<br>Structuring an argument<br>Forming and expressing opinions appropriately<br>Content:<br>Animal based texts and newspaper articles, YouTube<br><b>Assessment:</b> | <u>Final Exam Preparation and assessment</u><br>Personalised learning plans<br>Re-sits Entry Level 3 and sittings of higher level exams. |

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|                          | <p>across all levels) plus Reading Age test</p> | <p>higher/lower if appropriate)</p> <p>Baseline SLC</p> | <p>Derek Bentley, NYC 5, research injustice – internet, printed newspaper reports leading to fact file and presentation.</p> <p>YouTube</p> <p><b>Assessment:</b></p> <p>-Formal SLC assessments</p> <p>-Re-sits Entry Level 3 and sittings of higher level exams</p> <p>Reading and writing past papers</p> | <p>Past papers – reading and writing</p> <p>Re-sits Entry Level 3 and sittings of higher level exams</p> <p>Ten Minute Tests</p> | <p>Past papers – reading and writing</p> <p>Ten Minute Tests</p> |  |
| <p><b>Assessment</b></p> |                                                 |                                                         |                                                                                                                                                                                                                                                                                                              |                                                                                                                                  |                                                                  |  |

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| <p style="text-align: center;"><b>ASPIRE<br/>Year 2<br/>(Year 10)</b></p> | <p><b><u>Infamous locals - Moors Murders/ Harold Shipman and Dale Cregan</u></b></p> <p>Research facts about infamous residents</p> <p>Investigating and expressing opinions on crimes and criminals in the local area</p> <p>Write a magazine article</p> <p>Planning and structuring</p> <p><b>SLC – Discuss opinions and consequences for criminals</b></p> <p>Content:</p> <p>YouTube documentaries</p> <p>Newspaper reports</p> | <p><b><u>Leaflets</u></b></p> <p>Reading - Comment on structure</p> <p>Writing is appropriate for audience and purpose</p> <p>Spelling, punctuation</p> <p>Create a persuasive leaflet</p> <p>Content:</p> <p>exploring different types of leaflets and their content with a focus on persuasion. Recognise vocabulary typically associated with</p> | <p><b><u>Agree or Disagree?</u></b></p> <p><b>Preparation and completion of Speaking Listening and Communicating Formal Assessment:</b></p> <p>Reading to find information, events and ideas in a text.</p> <p>Structuring a talk</p> <p>Reading to interpret information.</p> <p><b>Discussion skills: turn taking, expressing opinions, disagreeing appropriately, following an argument.</b></p> <p><b><u>Content:</u></b></p> |  | <p><b><u>Short Story – Lamb to the Slaughter / The Land Lady.</u></b></p> <p>Reading - Use quotation / read and understand a text, find information, events or ideas in a text</p> <p>Comprehension questions</p> <p>Context:</p> <p>Lamb to the Slaughter – full text</p> <p>The Land Lady – full text.</p> <p>YouTube</p> <p><b>Assessment:</b><br/>Reading exam Past Paper</p> | <p><b><u>Accident / Disaster</u></b></p> <p>Research given topics – 9/11, Tsunami, Manchester Arena terrorist attack</p> <p>Reading to interpret information</p> <p>Create a presentation – Use the appropriate language and tone for the audience and purpose of speech</p> <p>Context:</p> <p>Internet, printed newspaper articles/books/YouTube</p> <p><b>Assessment:</b><br/>Speaking and Listening Practice Assessment - Discussion</p> <p>Updating of Functional Skills assessment Criteria grids</p> |
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|                   | <p>Fact file sheet</p> <p><b>Assessment:</b><br/> BKS B Assessment</p> <p>Baseline assessment for Reading and Writing Paper (Sample paper at appropriate level – BKS B?)</p> <p>Reading Age assessment</p> | <p>specific types and purposes of texts</p> <p><b>Assessment:</b><br/> Speaking and Listening Assessment – Presentation June/July</p> <p>Updating of Functional Skills assessment Criteria grids - SLC</p> | <p>Research on a chosen topic. Creation of appropriate and necessary accompanying materials for a talk.</p> <p>Discussion of a variety of topics including current news stories and issues in the media.</p> <p><b>Assessment:</b><br/> Baseline Speaking and Listening Assessment – Presentation (Nov)</p> <p>Updating of Functional Skills assessment Criteria grids - SLC</p> |  | <p>Updating of Functional Skills assessment Criteria grids – Reading</p> |  |
| <b>Assessment</b> |                                                                                                                                                                                                            |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                          |  |

**ASPIRE MATHS: Pathway Curriculum Intent**

**Entry Level qualifications** give learners the opportunity to:

- demonstrate a sound grasp of the underpinning skills and basics of mathematical problem-solving skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar situations
- achieve the skills for further study at Levels 1 and 2
- achieve a foundation for progression into employment.

**Functional Skills mathematics Level 1 and Level 2 qualifications** should:

- indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity;
- introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life; and
- enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally.

| Course Overview                 | Autumn 1                                                                                    | Autumn 2        | Spring 1             | Spring 2                | Summer 1        | Summer 2                                                                                                      |
|---------------------------------|---------------------------------------------------------------------------------------------|-----------------|----------------------|-------------------------|-----------------|---------------------------------------------------------------------------------------------------------------|
| <b>Year 1<br/>Entry Level</b>   | BIDMAS                                                                                      | Fractions       | Bar charts           | Area and perimeter      | Algebra         | Shape, angles and co-ordinates<br>Data Handling<br>Compound measures<br>Graphs<br>Interest<br>Problem solving |
|                                 | Money                                                                                       | Decimals        | Pie charts           | Geometry 2              | Algebra         |                                                                                                               |
|                                 | Time                                                                                        | Percentages     | Line Graphs          | Nets                    | Probability     |                                                                                                               |
|                                 | Estimating, negative numbers                                                                | Equivalence     | Averages             | Volume and surface area | Scale           |                                                                                                               |
|                                 | Capacity, length and weight                                                                 | Angles          | Ratio and proportion | Problem solving         | Problem solving |                                                                                                               |
|                                 | Problem solving                                                                             | Problem solving | Geometry 1           |                         |                 |                                                                                                               |
|                                 |                                                                                             |                 | Problem solving      |                         |                 |                                                                                                               |
| <b>Assessment</b>               | <b>Weekly progress trackers.<br/>External exams when the appropriate level is achieved.</b> |                 |                      |                         |                 |                                                                                                               |
| <b>Year 2<br/>Level 1 and 2</b> | BIDMAS                                                                                      | Fractions       | Bar charts           | Area and perimeter      | Algebra         | Shape, angles and co-ordinates<br>Data Handling<br>Compound measures<br>Graphs<br>Interest<br>Problem solving |
|                                 | Money                                                                                       | Decimals        | Pie charts           | Geometry 2              | Algebra         |                                                                                                               |
|                                 | Time                                                                                        | Percentages     | Line Graphs          | Nets                    | Probability     |                                                                                                               |
|                                 | Estimating, negative numbers                                                                | Equivalence     | Averages             | Volume and surface area | Scale           |                                                                                                               |
|                                 | Capacity, length and weight                                                                 | Angles          | Ratio and proportion | Problem solving         | Problem solving |                                                                                                               |
|                                 | Problem solving                                                                             | Problem solving | Geometry 1           |                         |                 |                                                                                                               |
|                                 |                                                                                             |                 | Problem solving      |                         |                 |                                                                                                               |
| <b>Assessment</b>               | <b>Weekly progress trackers.<br/>External exams when the appropriate level is achieved.</b> |                 |                      |                         |                 |                                                                                                               |