

The intent of our curriculum is to ensure that all pupils attending Winterton Community Academy are safe, happy and successful. Our curriculum intends to provide our pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Subject

English

The overarching intent for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- 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 arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Mathematics

The intent of the curriculum for mathematics is to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

	<ul style="list-style-type: none"> - can solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems in to a series of simpler steps and persevering in seeking solutions - <p>The programme of study for key stage 4 is organised into apparently distinct domains, but pupils should develop and consolidate connections across mathematical ideas. They should build on learning from key stage 3 to further develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge wherever relevant in other subjects and in financial contexts.</p>
<h2>Science</h2>	<p>The intent of the curriculum for science is to ensure that all pupils:</p> <ul style="list-style-type: none"> - develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics - develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them - are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
<h2>Art and Design</h2>	<p>The intent of the curriculum for art and design is to ensure that all pupils:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
<h2>Design and Technology</h2>	<p>The intent of the curriculum for design and technology is to ensure that all pupils:</p> <ul style="list-style-type: none"> - develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

	<ul style="list-style-type: none"> - build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users - critique, evaluate and test their ideas and products and the work of others - understand and apply the principles of nutrition and learn how to cook
<h2>Geography</h2>	<p>The intent of the curriculum for geography is to ensure that all pupils:</p> <ul style="list-style-type: none"> - develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time - are competent in the geographical skills needed to: <ul style="list-style-type: none"> - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems(GIS) - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
<h2>History</h2>	<p>The intent of the curriculum for history is to ensure that all pupils:</p> <ul style="list-style-type: none"> - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse

	<p>trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
<p>Modern Foreign Languages</p>	<p>The intent of the curriculum for languages is to ensure that all pupils:</p> <ul style="list-style-type: none"> - understand and respond to spoken and written language from a variety of authentic sources - speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation - can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt - discover and develop an appreciation of a range of writing in the language studied
<p>Music</p>	<p>The intent of the curriculum for music is to ensure that all pupils:</p> <ul style="list-style-type: none"> - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
<p>Physical Education and Sport</p>	<p>The intent of the curriculum for physical education is to ensure that all pupils:</p>

	<ul style="list-style-type: none"> - develop competence to excel in a broad range of physical activities - are physically active for sustained periods of time - engage in competitive sports and activities - lead healthy, active lives
Business Studies	<p>The intent of the curriculum for business studies is to ensure that pupils:</p> <ul style="list-style-type: none"> - know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society - apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts - develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems - develop as effective and independent students, and as critical and reflective thinkers with enquiring minds - use an enquiring, critical approach to, make informed judgements - investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business - develop and apply quantitative skills relevant to business, including using and interpreting data
Religious Education	<p>The intent of the religious education curriculum is to:</p> <ul style="list-style-type: none"> - Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong and what it means to be human. - Encourage pupils to explore their own beliefs, building resilience to anti-democratic or extremist narratives - Enable pupils to build their own sense of identity and belonging - Teach pupils to develop respect for others - Prompt pupils to consider their responsibilities
PSHE	<p>The intent of the PSHE curriculum is to ensure that pupils develop the skills, knowledge and understanding to prepare them for adulthood.</p> <ul style="list-style-type: none"> - Sex and relationship education - Emphasis on values - Recognising and evaluating a broad range of risks and understanding how to seek the right help

	<ul style="list-style-type: none"> - Mental Health and Well-being - Staying Healthy - Adolescence
<h2>Travel and Tourism</h2>	<p>The intent of the Travel and Tourism curriculum is to enable pupils to develop:</p> <ul style="list-style-type: none"> - knowledge that underpins the effective use of skills, processes and attitudes in the sector such as the appeal of different tourist destinations to different types of customer, and the factors that influence travel and tourism - skills such as researching different travel and tourism organisations, the features of tourist destinations, and the products and services available to meet the needs of different customers - attitudes that are considered to be very important in the travel and tourism sector, including how to develop tourism while respecting the environment and local communities
<h2>Computer Science</h2>	<p>The intent of the curriculum for computing is to ensure that all pupils:</p> <ul style="list-style-type: none"> - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation - can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems - can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems - are responsible, competent, confident and creative users of information and communication technology