



Liberty Academy Trust

Curriculum Policy

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Liberty Purpose, Vision and Values

Underwritten through the Articles of Association, our core purpose is to “*advance education for the public benefit*” and we do this through our vision and values statement aim **to create a world that works for autistic children and young people through our core values of: courage; determination; and teamwork.** These values are applicable to staff and pupils alike.

At a pupil level, the values illustrate the high expectations we have:

Courage

We are willing to try new things and work to the best of our ability – even when things are difficult.

#ChallengeWelcome

Determination

We never give up and are always ready.

#NeverGiveUp

Teamwork

We work with others to share ideas, offer support and provide solutions to problems.

#BetterTogether

Our strategic foundations underpin everything we do; they drive improvement towards excellence and inform performance management and target setting:

- Leading through accountability and moral responsibility;
- Driving excellence in education for autistic children and young people; and
- Supporting resilience and well-being.

What do we mean by Knowledge?

The *Theory of Knowledge*, or epistemology, has been of deep philosophical interest for centuries, with philosophers such as Aristotle; Descartes; Kant; and Locke, exploring what we mean by knowledge, how we can achieve certainty in what we know, and how we can move from a state of personal opinion to a confirmation of fact.

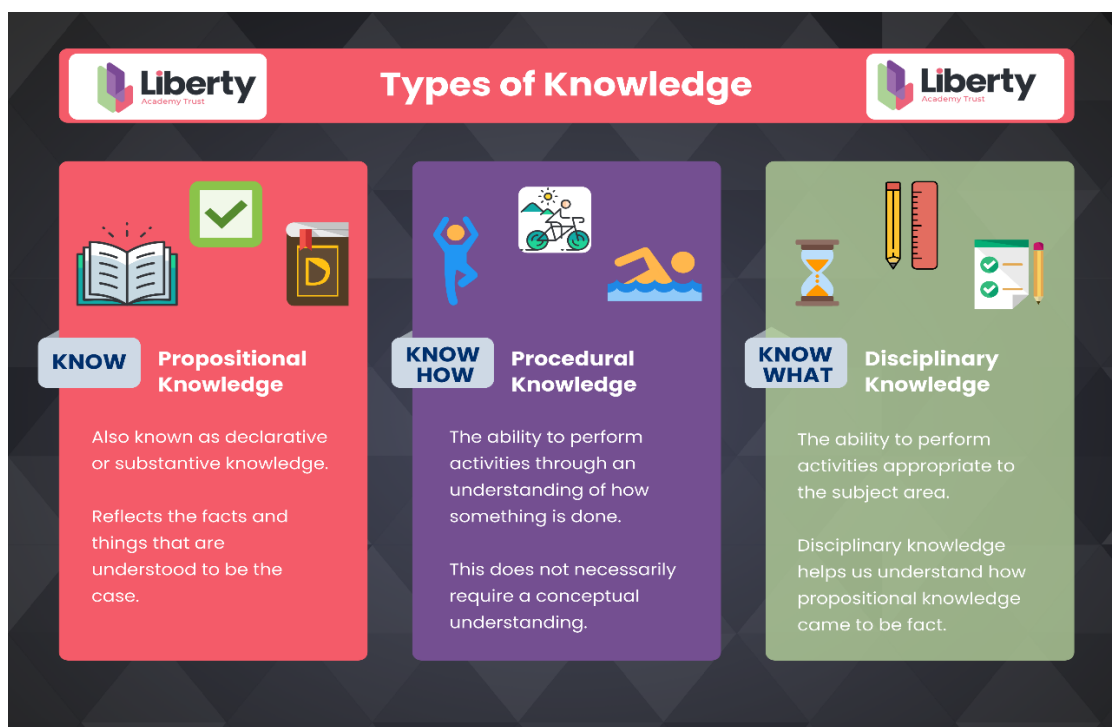
From an educational perspective, knowledge is understood to be the process and outcome of *coming to know* and can be derived from propositional, procedural, public and personal knowledge. We assert that the development and deepening of knowledge to be the central tenet of education.

We largely accept *facts* to be an example of learnable knowledge, in that they can be proven to be objectively true. We call this substantive or propositional knowledge and knowledge of this nature is of a '*knowing that...*' factive construction.

In addition, particularly in the practical application of knowledge, we accept the need for disciplinary knowledge – that which pertains to a specific area. Such that the disciplinary knowledge of a geographer would require knowledge of how to read maps, or the disciplinary knowledge of a scientist would require knowledge of how to hypothesise and analyse questions and experiments.

However, we also develop in our pupils the ability to apply procedural knowledge which allows for activities to be performed. This does not necessarily require any conceptual understanding and is often referred to as 'skills'.

In summary then, there are three main areas of knowledge that we seek to develop in our pupils:



The Importance of the Curriculum

In the pursuit of knowledge, as the core purpose of education, the curriculum on offer to all pupils is of central importance. However, there is often much misunderstanding as to what the curriculum actually is.

To be clear, it is not a scheme of work, it is not a series of learning objectives, and it is not assessment objectives – all of these things *contribute* to the delivery and impact, but the curriculum is the over-arching structure and content of learning over a significant period of time, which reflects that which we think is essential for our pupils to learn and know as they progress through school. A ‘good’ education is one whereby all pupils can develop and grow in their knowledge and understanding, so that they become learned and valuable members of society. (Crossley and Hewitt, 2021, p. 35)

Traditional curriculum models do not always consider how learners with additional needs will access the full content, sometimes leading to a reduced offer lacking the depth and breadth required. For Gary Mesibov, there are two aspects to entitlement: first there is the individual, who has an entitlement to a broad, balanced and meaningful education; second, there is autism, and the consequent brain differences and individual learning needs. (2016, p. 14) Debra Kidd suggests that the curriculum acts as a vehicle for building what it is children need to know, but also as a tool with which they can better shape their school experience, their relationships with others and the future world they will inhabit. (2020, p. 6)

Pupils attend school for a short period of their lives and there is an enormous amount of knowledge that can be taught and learnt; the curriculum is therefore what you as an educated individual and teacher or senior leader have identified as the essential foundations that will well equip the pupils in your class and school for learning within and beyond the classroom.

To articulate this well necessarily requires you to explain the rationale for your choice and the reasons you have structured or sequenced the learning in the way you have. The knowledge we want them to leave with must be constructed over time, with strands, components, and progressions, with exercises to build ability, and developing knowledge that can be successively built on throughout the journey. Curriculum, then, is knowledge structure over time. (Christine Counsell in Ashbee, 2022, p.14)

As Ruth Ashee asserts, any meaningful work on curriculum must necessarily have subject specialism at its heart (2021, p.3) and so it is important for every school to have subject experts who can drive on-going conversations over time, for knowledge is not fixed and the same is true of curriculum. (Ibid, p.13)

When thinking about curriculum planning for all learners, including those who are autistic, it is therefore helpful to ‘start at the end and work backwards’. In other words, what do our pupils need to know that will support learning through life and how do we ensure we cover all that essential knowledge throughout the months and years they are under our tutorage? What knowledge do they need and how

will we sequence this to ensure that they are able to access, engage and retain that which is imparted; and how do these link to the wider goals of education and learning for life?

Ultimately, choices that are made around curriculum development have the power to engage and include or disengage and exclude. (Crossley and Hewitt, 2021, p. 33)

The infographic below offers a stimulus for discussion to support whole-school or departmental / phase-specific thinking about the knowledge our learners need to know for a topic, a module or subject area and what it is we *want* them to know. It requires a consideration of where the opportunities for explicit teaching of vocabulary are and therefore prompts further consideration of how language acquisition and development feature in the particular areas of the module or the session, as well as identifying what progress looks like - in other words what does success look like – what are the assessment objectives – what do we expect to see by the end?

The planning tool can be used to illustrate the reasonable adjustments being made without ‘dumbing down’ the curriculum because we should have the same high expectations for all learners, unless they have specific cognitive difficulties.

SEND Curriculum Planning Prompt

This tool is meant to support Curriculum Leaders in ensuring that learners with SEND are considered at the planning stage, so that they are able to access the learning and achieve success in terms of what they know and how this increases over time.

Liberty Academy Trust

What knowledge do learners need to know?	Where is vocabulary and language explicitly taught?	What does Progression Look Like?
<input type="checkbox"/> Key Word map / vocab prompt	<input type="checkbox"/> Praise and encouragement	<input type="checkbox"/> Memory activities (mnemonics)
<input type="checkbox"/> Checklist of learning steps	<input type="checkbox"/> Repetition of key learning points	<input type="checkbox"/> Waiting / processing time
<input type="checkbox"/> Practical demonstration	<input type="checkbox"/> Clear language - no sarcasm	<input type="checkbox"/> Uncluttered worksheets
<input type="checkbox"/> Visual aid	<input type="checkbox"/> Say student name for attention	<input type="checkbox"/> Advance warning of questions
<input type="checkbox"/> Countdown timer on board	<input type="checkbox"/> Enable subtitles on videos	<input type="checkbox"/> Clear demonstration of WAGOLL

The Aim of the Liberty Curriculum

Research suggests that autistic individuals are more at risk of a lower quality of life, may find it more challenging to make friends and more challenging to live independently. (Heijst and Geurts, 2015; Mason et al, 2018; Ayres et al, 2018; NAS, 2019) The most recent data from the Office of National Statistics (February 2022) reports that only 29% of autistic adults are in any kind of employment. It is therefore essential that the Liberty curriculum works to address these statistics.

It is also vitally important that the Liberty Curriculum is inclusive and diverse. The goal is to build a curriculum that embraces, celebrates, highlights and foregrounds diversity in our schools enabling our pupils to see themselves positively represented in the content and encouraging a sense of belonging.

Our curriculum aim is underpinned by the Quality of Life (QoL) framework, developed by educators at Swalcliffe Park School and supported by the National Autistic Society. The QoL framework is a strengths-based model, designed to support the positive development of the *whole child*; it reflects the commitment of every school and colleague to supporting every pupil's academic and wider needs, recognising that co-production of goals and measures of success, with families, is central to all we do.



The framework illustrates how inter-connecting elements contribute to the development of the individual and in our commitment to this framework, we expect all Liberty schools to take an evidence-informed approach which includes all key partners, so that the educational experience of every pupil is shaped by a clear understanding of their individual needs.

The Quality of Life framework is a strengths-based affirmative model, which seeks to unpick and understand:

- What makes the pupil happy and what are their aspirations?
- What are the skills they need to be independent adults of the future?
- How do we prepare them well for that future?

Informed by research undertaken by Schalock et al (2010; 2020), the QoL framework acts as a model for strategic transformational change, which supports those with an intellectual or developmental disability, in particular.

It identifies eight QoL domains which are categorised into three sub-sections:

- Independence;
- Social Participation; and
- Wellbeing.

An operational model of the QoL framework proposes eight core domains that should be developed and measured as indicators of success for the individual. Each of the QoL domains are interlinked as indicators and variables which have the power to influence an individual's quality of life, with evidence gathered through self-report and external observation (this could be by a care-giver / professional / other relevant observer).



The aim of the Liberty curriculum therefore is to develop lifelong learners who are committed and well-equipped to learn about:

- The self;
- Others and the world around them;
- Culture and community;
- Local, national and global citizenship;
- Intellectual, moral, spiritual and emotional knowledge as expressed through language, mathematics, science, humanities and the arts.

Domains of the Curriculum

A concept of the curriculum should be broad; it should be seen as the entire learning experience that we plan for our children during their school years. It includes what they should learn in lessons and what they should learn in the rhythm and routine of the rest of the school day, along with those events and opportunities that we provide for them beyond traditional school hours.

So naturally, the curriculum includes planned learning for lessons and also what we plan for pupils to learn on residential visits, through performances, in assemblies, in the library, at after-school clubs, or during charitable events we help them organise. (Brighouse and Waters, 2021, p. 170)

Alexander (2022, p.118) asserts that a curriculum *domain* is characterised by:

- Epistemological or thematic coherence;
- An identifiable core of knowledge, skill, disposition and enquiry drawn from both established disciplines and other sources;
- The capacity to contribute to the pursuit of one or more established aims; and
- A critical balance of induction and exploration.¹

In meeting this aim, there are therefore three domains of the Liberty curriculum:

- Academic;
- Communication; and
- Personal Development.

The Academic Domain

The academic curriculum is built upon a traditional subject offer, informed by the English National Curriculum and delivered at the level appropriate to each pupil's stage of intellectual development.

Where appropriate, pupils will access the same curriculum breadth as their peers in mainstream education; however, some pupils' access will be influenced by their levels of functional understanding, with depth and breadth adapted accordingly.

The underlying principle; however, is that **all pupils** are entitled to access an academic curriculum that is broad and relevant – no level of disability should reduce this entitlement. Rather, as educators we take a creative pedagogical approach, which ensures access and depth of academic learning from starting points.

Please refer to the Teaching and Learning policy for details on autism friendly pedagogical approaches, which are adopted by Liberty schools, in order to support access.

¹ By *induction* we mean an introduction to new knowledge and by *exploration* we mean the application of that knowledge.

The Communication Domain

The communication curriculum is central to the Liberty offer, due to the particular needs of autistic pupils. Our approach therefore comprises a structured programme of study which includes all modes of communication, such as spoken language, ICT, literacy, and visual language. As Prizant asserts: the long-term goal is to help individuals develop a sense of (what are) appropriate responses in different social situations and be able to... stay well regulated. (Prizant, 2022, p. 72) Approaches to communication are adapted and contextualised in schools to reflect local needs.

The underlying principles of the communication domain are to build lifelong skills which enable all pupils to engage in the world around them through modes of communication that can be understood by others. A key feature of the communication domain is the development of oracy skills, as this is often a key area of difficulty for autistic pupils.

As exemplified in the Liberty Teaching and Learning Policy, opportunities for developing oracy and wider communication skills are interweaved into subject curricular, but knowledge and understanding of how we communicate and the art of putting this into practice is also a discrete element of the Liberty curriculum.


The Communication Curriculum is delivered through form time and PSHE sessions, interweaved into unstructured time, such as breakfast and lunch, and also delivered through timetabled sessions, during which time, pupils develop skills in:

- Vocabulary
- Language use
- Verbal reasoning
- Collaborative working
- Metacognition.


The Personal Development Domain

The personal development curriculum includes a focus on personal interests, as well as skills for independent living, active citizenship, physical and emotional health and well-being. The underlying principles of the personal development domain are to ensure all pupils can flourish and thrive; perhaps capitalising on special interest areas or being introduced to new experiences, but all are expected to access a wider curriculum offer which extends beyond the academic and which develops responsible, respectful and active citizens of the future.

Themed days allow for concentrated personal development, which enhance personal qualities and dispositions such as resilience and tolerance and which are underpinned by our core values of courage, determination and teamwork – qualities that are recognised throughout life, in business as well as personal relationships.




CURRICULUM DOMAINS



There are three domains of the curriculum:



- **Academic;**
- **Communication; and**
- **Personal Development.**



Academic Domain

Pupils will develop knowledge and understanding, over time, of the following areas:




- English Language
- English Literature
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Languages
- Music
- Physical Education



Communication Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Working with Others
- Self-regulation
- Effective Listening
- Communicating for different purposes and audiences
- Talk for Learning
- Social Conventions
- Effective Questioning
- Inference and Deduction
- Debating






Personal Development Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Independent Living
- Careers Development
- Local, National and Global Citizenship
- Culture and Community
- Positive Relationships
- Physical Health
- Mental Wellbeing
- Staying Safe

This domain benefits from educational trips, visits and themed days to enhance learning.



The **appendices** provide a detailed overview of our approach to Primary and Secondary RSHE; Physical Health and Mental Well-Being; and the Safeguarding curriculum – all of which are adapted and contextualised in schools to reflect local needs.

Expectations of Academies

School leaders, in developing and implementing the curriculum are expected to give coherent justification for the domains and sequencing of learning chosen, “citing evidence, pedagogical principle and educational aim.” (Cambridge Primary Review, 2010, p.496)

All schools are to have clearly codified curriculum content which is used by all staff to ensure fidelity to the agreed intent and consistency in coverage across departments and/or teachers. The table below provides an overview of the minimum expectations for all schools and ensures all teachers, including those who are temporary or cover staff, have the resources needed to guarantee consistency of the curriculum for **all pupils every day**.

Expected Resources for Teachers	Expected Resources for Pupils
<ul style="list-style-type: none">• Curriculum sequencing map, which makes clear the order of the curriculum (see appendix 5 for an example)• Medium term planning which exemplifies key learning content of a unit / module (see appendix 6 for an example)• Examples of WAGOLs (What a Good One Looks Like) relevant to the planned activities• Reference sheet which signposts key reading and resources to enhance delivery	<ul style="list-style-type: none">• Knowledge Organisers which provide pupils with key learning / vocabulary / definitions of concepts of a unit or module• Examples of WAGOLs relevant to the planned activity• Word Mats (or word walls) which detail key terms / vocabulary and definitions relevant to the unit or module

Expectations of Teaching Staff

All teaching staff (including HLTAs, UQTs, ECTs, QTS) are expected to:

- Have read all medium-term planning documents before lesson delivery;
- Have a clear understanding of the sequencing of the full curriculum and the rationale for the way in which it is sequenced;
- Have a clear understanding of the subject-specific knowledge required for pupils to make progress; and
- Have a clear understanding of what each pupil knows and can do, and what gaps they have so that adaptations can be made, leading to improvements in what they know and can do over time.

LIBERTY RSHE CURRICULUM

Compulsory teaching of RSHE was introduced by the Department for Education on 1 September 2020 and as such all schools are required to offer a comprehensive curriculum which prioritises mental health and well-being, particularly post-pandemic.

Appendix 1: Primary RSHE Curriculum

PRIMARY RELATIONSHIPS EDUCATION






At LIBERTY the focus in primary is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

From the beginning of primary, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the idea of personal privacy.

We ensure respect for others is taught in an age-appropriate way, underpinned by our safeguarding curriculum, which ensures that all children learn about healthy relationships, family relationships and other types of relationship they may experience, including online.

We focus on the development of strong and positive relationships through the deliberate cultivation of character traits and positive personal attributes, which are underpinned by the LIBERTY Academy Trust values of courage, determination and teamwork.

KEY TOPICS

- Families and people who care for me 
- Caring friendships 
- Respectful relationships 
- Online relationships 
- Being safe 



Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
Should you have any questions about the RSHE curriculum, please speak to your child's class teacher.

LIBERTY RSHE CURRICULUM

Compulsory teaching of RSHE was introduced by the Department for Education on 1 September 2020 and as such all schools are required to offer a comprehensive curriculum which prioritises mental health and well-being, particularly post-pandemic.

SECONDARY RELATIONSHIPS AND SEX EDUCATION

At LIBERTY the focus in secondary is on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. This is done through the teaching of acceptable and unacceptable behaviours in relationships, including developing intimate relationships and positive mental well-being.






Effective RSE does not encourage early sexual experimentation. Rather, it teaches young people to understand human sexuality and to respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. We ensure that teachers deliver this element of the curriculum in a non-judgemental and factual way which provides opportunities to ask questions in a safe environment.

We recognise that there are a range of opinions regarding RSE. Our starting principle for teaching is to ensure the application of the law is taught in a factual way so that students are clear on their rights and responsibilities as citizens. Our teachers are well trained and skilled in managing sensitive discussions and are able to adapt the learning environment so that all young people feel supported and informed.

As in primary, our secondary relationships education focuses on the development of strong and positive relationships through the deliberate cultivation of character traits and positive personal attributes, which are underpinned by the LIBERTY Academy Trust values of courage, determination and teamwork

KEY TOPICS

- Families 
- Respectful relationships, including friendships 
- Online and media 
- Being safe 
- Intimate and sexual relationships, including sexual health 



Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Should you have any questions about the RSHE curriculum, please speak to your child's form tutor.

PRIMARY AND SECONDARY PHYSICAL HEALTH AND MENTAL WELL-BEING

The aim of the LIBERTY Academy Trust's physical health and mental well-being programme is to give all children and young people the information they need to make good decisions about their own health and well-being.


We are working to reduce the stigma attached to health issues, in particular those to do with mental well-being. We are doing this through the development of a positive atmosphere that encourages openness, so that all children and young people can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and well-being.

We will enable all children and young people to articulate how they are feeling and help them develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportional for the situations that they experience.

The core areas of teaching, as prescribed by the Department of Education include:

- Puberty, including menstruation
- The characteristics of good physical health and mental well-being
- The benefits and importance of daily exercise
- The benefits and importance of good nutrition and sufficient sleep
- The steps all children and young people can take to protect and support their own and others' health and well-being.

KEY TOPICS

- Mental well-being 
- Internet safety and harms 
- Physical health and fitness 
- Healthy eating 
- Drugs, alcohol, and tobacco 
- Health and prevention 
- Basic First Aid 
- The changing adolescent body 



Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Should you have any questions about the RSHE curriculum, please speak to your child's class teacher.

Appendix 5: Example of a Curriculum Sequencing Map

The Literacy Tree Literacy Curriculum for Primary Schools		Suggested Curriculum Map – Year 6		The Literacy Tree Literacy Curriculum for Primary Schools		
Theme/ Term	Migration & movement – Autumn 1	Evolution & inheritance – Autumn 2	Utopia vs. dystopia – Spring 2	Crossing borders – Summer 2	History: WW2	
Planning Sequence/ Spelling Seed Text	<i>The Arrival</i> Shaun Tan	<i>The Promise</i> Nicola Davies	<i>801 TOUR</i> Dolly Ho-Yen	<i>A Beautiful Life</i> Irfan Master	<i>Night Mail</i> W.H. Auden	
Length	17 sessions, 3+ weeks	10 sessions, 2 weeks	11 sessions, 2+ weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	
Outcomes	Extended own version narratives Stories, lists of rules, character descriptions, short playscripts, short reports, guides	Sequels to continue the original story Narratives with figurative language, reports	Discussion texts Letters, explanations, speeches, sample poems	Discussion texts News reports, persuasive speeches, narratives from a particular point of view, interview scripts, diaries, debates	Poems with similar structure Poems, analysis and performances	Poetry Letters, diaries, information leaflets, instructions
Literary Leaf Text	<i>RAIN PLAYER</i> Aain Ployer David	<i>LAST BEAR</i> Hannah Gold	<i>The Tiger Rising</i> Kate DiCamillo	<i>The Wolves of Willoughby Chase</i> Joan Aiken	<i>After the War</i> From Auschwitz to Armistice Tom Palmer	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	18 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Theme/ Term	Enterprise & activism – Spring 1	Utopia vs. dystopia – Spring 2	Crossing borders – Summer 1	History: WW2	History: WW2	
Planning Sequence/ Spelling Seed Text	<i>Suffragette: The Battle for Votes for Women</i> David Roberts	<i>801 TOUR</i> Dolly Ho-Yen	<i>The Unforgotten</i> Coat Frank Cottrell Boyce	<i>After the War</i> From Auschwitz to Armistice Tom Palmer	<i>After the War</i> From Auschwitz to Armistice Tom Palmer	
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	Own version narratives (past and present tense) Journalistic writing, formal letters, non-chronological reports	Own version adventure narratives Character analysis, opposing diary entries, informal letters, own chapters	Own version narratives Diaries, explanations for non-chronological reports	Own version fairytales Retellings, diaries, informal letters, adverts, formal speeches	Own version fairytales Retellings, diaries, informal letters, adverts, formal speeches
Literary Leaf Text	<i>The Invention of Hugo Cabret</i> Brian Selznick	<i>The Three Little Pigs</i> Project The Guardian	<i>Avicolas for Beginners</i> Louie Stowell	<i>Romeo and Juliet</i> William Shakespeare	<i>Romeo and Juliet</i> William Shakespeare	
Length	17 sessions, 3+ weeks	11 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Theme/ Term	Fate vs. free will – Summer 1	Utopia vs. dystopia – Spring 2	Crossing borders – Summer 1	History: WW2	History: WW2	
Planning Sequence/ Spelling Seed Text	<i>Crimin Tales for Young and Old</i> Phillip Pullman	<i>801 TOUR</i> Dolly Ho-Yen	<i>The Unforgotten</i> Coat Frank Cottrell Boyce	<i>After the War</i> From Auschwitz to Armistice Tom Palmer	<i>After the War</i> From Auschwitz to Armistice Tom Palmer	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Own version traditional tales Viewpoint retellings, character descriptions, character comparisons	Own version dystopian narratives Posters, retellings, formal reports, character descriptions, diaries, formal letters	Own version adventure narratives Character analysis, opposing diary entries, informal letters, own chapters	Own version narratives Diaries, explanations for non-chronological reports	Own version fairytales Retellings, diaries, informal letters, adverts, formal speeches	Own version fairytales Retellings, diaries, informal letters, adverts, formal speeches
Literary Leaf Text	<i>Crimin Tales for Young and Old</i> Phillip Pullman	<i>The Wolves of Willoughby Chase</i> Joan Aiken	<i>Avicolas for Beginners</i> Louie Stowell	<i>Romeo and Juliet</i> William Shakespeare	<i>Romeo and Juliet</i> William Shakespeare	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	

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Appendix 6: Example of a Medium-Term Plan

Medium Term plan Y8 Researching an Issue: The Titanic

Sequence of Learning		
<ul style="list-style-type: none"> • Exploration of research types, methods, audience, purpose; • Exploration and analysis of a range of text types, including historical records; • Guidance on structure, delivery and content; • Oral Presentation of research findings to engage discussion and debate; • Written response to research findings as a contribution to knowledge. 		
Key Concepts		
<ul style="list-style-type: none"> • Assessing the validity and significance of information • Cultural understanding and how ideas are presented in different contexts 		
Suggested Lesson	Learning Objectives	Supporting Resources
1	3.1.a. make a sustained contribution to group discussion, and explain their ideas 3.1.b. listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	What do you know? Quiz Some interesting facts on the Titanic workbook
2	5.1.a. use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where appropriate	The Sinking of the Titanic 1912 textbook extract
3	5.2.b. respond to a text by making precise points and providing relevant evidence in support of those points	End of a splendid journey narrative fictional account
4	5.3.a. broaden their experience of reading a wide range of texts and express their preferences and opinions 6.3.b. explain how specific structural and organisational choices in texts create particular effects	Disaster unfolds – Titanic voyage news articles First, second, third class survivor accounts
5	5.1.c. make relevant notes when researching different sources, comparing and contrasting information	
6	6.3.a. explain how specific choices and combinations of form, layout and presentation create particular effects	Enhancing Presentation guidance on speaking and listening
7	2.1a Select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available	
8	2.1b engage listeners' attention and interest by using a range of different verbal and non-verbal techniques	
9	7.1.a. explore, problem-solve, connect and shape ideas, and identify the most appropriate approach to planning their writing	Writing to analyse, review, comment Knowledge Organiser
10	7.2.a. plan writing and develop ideas to suit a specific audience, purpose and task by adapting familiar forms and conventions	Marking criteria
11	8.1.b. select techniques and devices used by writers, and draw on a range of evidence, opinions, information and the purpose of the task, in order to develop a consistent viewpoint in their own non-fiction writing 8.2.a. draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects 8.2.b. draw on their knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to their own writing to clarify ideas and create a range of effects according to task, purpose and reader	Titanic – Essay plan scaffold The unsinkable titanic paragraph planner Self-assessment – have I met the criteria? Checklist
12	3.1.a. make a sustained contribution to group discussion, and explain their ideas 3.1.b. listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	What do you know? Quiz Some interesting facts on the Titanic workbook

Appendix 7: Overview of the Curriculum Domains

There are three domains of the curriculum:

- Academic;
- Communication; and
- Personal Development.



Academic Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- English Language
- English Literature
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Languages
- Music
- Physical Education



Communication Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Working with Others
- Self-regulation
- Effective Listening
- Communicating for different purposes and audiences
- Talk for Learning
- Social Conventions
- Effective Questioning
- Inference and Deduction
- Debating



Personal Development Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Independent Living
- Careers Development
- Local, National and Global Citizenship
- Culture and Community
- Positive Relationships
- Physical Health
- Mental Wellbeing
- Staying Safe

This domain benefits from educational trips, visits and themed days to enhance learning.



Glossary

Curriculum

What is intended to be taught and learned (the planned curriculum – INTENT); What is actually taught (the curriculum as enacted – IMPLEMENTATION); What is learned (the curriculum as experienced – IMPACT)

Subject

An organisational or conceptual segment of the planned curriculum; it may be disciplinary, cross-disciplinary or thematic

Timetable

The way the planned curriculum is divided temporally into lessons or sessions

Knowledge

The process and outcome of coming to know encompassing both propositional and procedural, public and personal knowledge. A central goal of all education.

- Propositional Knowledge (KNOW)
 - Also known as *declarative* or *substantive* knowledge reflects the facts and things that are understood to be the case
- Procedural Knowledge (KNOW HOW)
 - Is the ability to perform activities through an understanding of how something is done (this does not necessarily require conceptual understanding to be able to 'do')
- Disciplinary Knowledge (KNOW WHAT)
 - How to perform activities appropriate to the subject area, such as through analysis, measurement, testing etc
 - Disciplinary knowledge helps us understand how propositional knowledge came to be fact.

Discipline

A branch of knowledge as systematised into distinct ways of enquiring, knowing, exploring, creating, explaining, and making sense, each with its own key foci, preoccupations, concepts, procedures, and products

Skill

The ability to make or do something, especially of a practical kind; requires knowledge, but is distinct from it

Adapted and added to from Alexander (2022, p.130)

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