

NAME OF SCHOOL: Beachcroft AP Academy



NAME OF KEY CONTACT (TO FIND OUT MORE ABOUT THE CURRICULUM): Nasrin Islam (DoL)

At BCAPA we offer a broad curriculum that provides an element of choice underpinned by a strong core. This enables us to prepare learners for a return to mainstream without compromising on potential outcomes for those who complete their examinations here. This year we added Citizenship to the KS4 offer as well as Health and Social Care. The following table outlines the structure of the offer by year group. There are a total of 28 lessons.

Year 7 & 8	Year 9	Year 10	Year 11
3 x English	4 x English	4 x English (1 lesson is taught as creative writing enrichment)	4 x English
4 x Maths	4 x Maths	4 x Maths	4 x Maths
3 x Science	3 x Science	3 x Science	3 x Science
1 x ICT	1 x ICT	2 x ICT	2 x ICT
4 x Opening Minds (inc Literacy)	4 x Opening Minds	1 x PSD/Guided Learning	1 x PSD/Guided Learning
2 x Enrichment	2 x Enrichment	2 x Enrichment	2 x Enrichment
1 x Circle time	1 x Circle time	3 x Options(3 in each) = 9	3 x Options(3 in each) = 9
2 x Art	2 x Art	2 X PE	2 X PE
2 X Food Technology	2 X Food Technology	1 x Numeracy	1 x Numeracy
3 x PE	3 x PE		
1 X Creative Writing	1 X Creative Writing		
1 X MFL	1 X MFL		

1 x Guided Learning			
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The Key Stage 3 Offer

YEAR GROUP	SUBJECT	COURSE CONTENT
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7/8/9	Art Christine Fernandez	<p>In Art learners are encouraged to explore different themes and gain skills in researching and developing ideas.</p> <p><u>Personal and cultural identity masks</u> African and Pacific masks and the representation and understanding of faces in different cultures including our own. 2D and 3D paper, card and papier-mache. Develop ideas by collecting primary & secondary resources to work from in lesson Explore 3D mask faces using modroc Individualised project plan of action in accordance to student interest in specific areas to tie in with mask design</p> <p><u>City life, Concrete jungles</u> Patterns in the city to try out techniques using various materials. Collage Perspective drawings of buildings from above and below Develop ideas by collecting primary & secondary resources to work from in lesson <u>Iconic buildings in cities around the world</u> Select ideas and approaches of work from term 1 to create monoprints, Ink and painting - wet on wet technique Look at contemporary artists whose theme of their art work is city life Develop knowledge of media, materials, techniques</p> <p><u>Patterns and textures in fish.</u> Patterns in nature as basis to try out techniques using various materials. Developing skills and understanding of material properties. Rubbings, Pencil work varied tonal values, Mixed media 2D Skills based workshops Create a relief print. Incorporate collage techniques Look at contemporary artists who use this technique of mixed media art. Environmental issues incorporated in the project</p>
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7/8/9	English Michael Beckles	<p>At Key stage 3, the curriculum aims to facilitate the development of Reading, Writing and Speaking and Listening skills through the study of Drama, Prose and Poetry.</p> <p>The writing curriculum sets out to develop confidence in spelling and the correct use of grammar, thus enabling them to become competent writers of fiction and non-fiction texts.</p> <p><u>The Novel - Wonder</u> Learners identify and interpret explicit information and ideas. They will learn to select and synthesise evidence from different texts</p> <p><u>Exploration of Poetic Forms</u> Show understanding of the relationships between texts and the contexts in which they were written. Create a poem using a range of devices.</p> <p><u>The News and Current affairs</u> Create a detailed typical reader profile stories are a mixture of fact and opinion. To create effective headlines To make conclusions about the voice of authority - Profile/ paragraph. Decide which social media medium is most suited to your lifestyle/ interests?</p> <p><u>Myths and the oral tradition.</u> The oral tradition and language is evolving. Analyse language and its effect in creating meaning. write thoughtful and imaginative texts. Explore urban myths and their sources. Demonstrate understanding of the topic this term. Convert a myth into a game</p>
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7/8/9	<p>Maths Michelle McCann</p>	<p>In Mathematics, learners are base lined at various points in the year and entry so that they can be content and skills appropriate to their level. Learners are encouraged to think for themselves and build confidence in applying their numerical skills across the different strands.</p> <p>Numbers and arithmetic/Place value and ordering/ Adding and subtracting/Multiplication and division Rounding, estimating Multiples, factors and primes/Sequences/Term-to-term rule/Constructions/Measuring and drawing</p> <p>Algebra/Expression with brackets/Solving equations/ Substitution/Writing formulas Units and scales/Time, money/Measuring/Maps and scale drawing</p> <p>Fractions, decimal and percentages/Ratio/Statistics/ Graphs/Averages Comparing distributions</p> <p>Geometry and constructions/Perimeter and area/ Volume/Pythagoras</p> <p>Multiples, factors and primes/Transformations/ 2D representations of 3D shapes/Equations/Scatter graphs</p> <p>In year 9, if suitable, learners are exposed to elements of the KS4 GCSE curriculum.</p>
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7/8/9	Science Modina Eyitayo	<p>At KS3 Science involves learning some theory but also designing and carrying out investigations. We have a functional laboratory and prep room so learners develop practical skills.</p> <p>Learners also attend curriculum trips to London Zoo, Greenwich Observatory, the Science Museum and the Wetlands Centre to name a few.</p> <p>Cells and Organisms/Atoms, Elements and Compounds/The Periodic Table/Electricity/ Nutrition and Digestion/Chemical Reactions/ Light and Sound/The Heart /Respiration/States of Matter/The Solar System/Reproduction/ Forces, Motion and Momentum/Movement and Skeleton</p> <p>The Periodic Table/Metals/ Energy Stores and Transfers/Disease and the Immune System/ Chemistry of the Atmosphere and Climate change/Waves</p> <p>GCSE content (end of year 9 or as part of personalisation for G&T) : Cell Biology/Atomic Structure and Periodic Table (with Quantitative Chemistry)/Bonding Structure and Properties of Matter (with Quantitative Chemistry)/Electricity/ Ecology</p>
7/8/9	PE Bradley Little	<p>Term 1/2: Athletics/Fitness/Team building activities to promote communication, leadership etc within the D groups.</p> <p>Term 3/4: Boxing and various invasion games (football, basketball, street hockey). Focus on skills and strategy for physical activity.</p> <p>Term 5/6: Striking games (table tennis, badminton, cricket, baseball variations). Swimming will be available in the summer term.</p> <p>Throughout the year PE enrichment activities will be offered such as rock climbing, go-karting, trampolining, and other outdoor activities.</p>

7/8/9	Food Technology Joy Akiri	<p>Learners create a variety of different and look at foods from different parts of the world and how food contributes to different celebrations.</p> <p>The dishes include starters, main meals and desserts. The course includes healthy eating options, cooking methods, health and safety, reflection and evaluation, adapting original dishes.</p>
7/8/9	Opening Minds Mandy Osei	<p>Opening Minds is about developing skills in communication, information handling, team work, reflection, ethics and self motivation. The topics below are studied to make learners more aware of their role in society and how they can become active citizens.</p> <p>Fighting for Rights/Leading Globally/Sportsmen and Women/Significant Scientists/The changing UK Referendum</p> <p>Cotton clothing/Trainers/Where in the World/National Costume/Into Fashion/Slavery/Art Project</p> <p>Culture and religion/East meets West/Globalisation/Ever connected world/Media</p> <p>Making things that work/Inventive artists/Society, history and technology/Things that grow/Building a racing Kart/Music</p> <p>Pop Art /Popular Music/Houses and home/Youth culture/Circus skills/Media</p> <p>What is war/Different types of war/Postcode wars/London's gang project/IT research project Presentation</p> <p>Company Challenges/My Money/Organising money/Project</p> <p>Cultural London/Mapping London/Governing London/Drama</p> <p>The moving image/Mathematical art/Empire/Group work</p> <p>Sporting history/Mascots and stuff/Sport and the law</p>

7/8/9	Creative Writing Laurence Kidd	<p>This is an enrichment slot offered to the whole of KS3 and it is a powerful tool for self exploration, building self confidence and the chance to enjoy storytelling and story creating in many different contexts.</p> <p>Free writing, poetry (Haiku, Tanka, Acrostic) Spoken word. Writing to prompts (memory, objects, music and images, newspaper and historical) Character, setting, P.O.V, short story (six word stories, group collaborative writing, Cross curricular art and creative writing projects. Dialogue/playwriting.</p>
7/8/9	ICT Jerome Wright	<p>As well as learning about the technical aspects of programmes, learners discuss internet safety and develop presentation skills to support them across the board in other subjects.</p> <p>File Management & DTP/Database Development 1/Spreadsheet Modelling 1/Webpage Creation 1/ Visual Programming/(KODU) 1/Textual Programming(Python) 1</p> <p>Networks and Communications & E-Safety/ Spreadsheet Modelling 2/Database Development 2/Webpage Creation 2 /Visual Programming (KODU) 2/Textual Programming (Python) 2</p>

The Key Stage 4 Offer

Learners continue to study English Language, Literature, Maths, ICT and Science at KS4 but also pick three Option subjects.

The range of options available at KS4 is detailed here:

Year 11 Options	Group 1 Citizenship BTEC Sport/PE Vocational/College	Group 2 Art BTEC Cooking Additional Science	Group 3 Art BTEC Cooking BTEC Sport/PE	Friday Motor Vehicle (College offer)
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Year 10 Options	Group 1 BTEC Health & Social Care BTEC Sport/GCSE PE Science (Double)	Group 2 Art BTEC Cooking GCSE PE	Group 3 Art BTEC Cooking ICT Full Course
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Subject	Content	Staff
GCSE English Language	<p>GCSE English Language will focus on two main areas:</p> <p>Paper 1: Explorations in Creative Reading and Writing (one literature fiction text and descriptive or narrative writing in the exam)</p> <p>Paper 2: Writers' Viewpoints and Perspectives (questions on one reading text and one extended writing question)</p> <p>Throughout KS4 learners will interpret information, identify key ideas, use quotes and evidence, create own texts and use accurate spelling and punctuation.</p>	Michael Beckles

GCSE English Literature	<p>Component 1: 20th Century Literature Reading and Creative Prose Writing Written examination: 1 hour 45 minutes 40% of qualification</p> <p>Section A (20%) - Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions Section B (20%) - Prose Writing One creative writing task selected from a choice of four titles</p> <p>Component 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing Written examination: 2 hour 60% of qualification</p> <p>Section A (30%) - Reading Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions Section B (30%) - Writing Two compulsory transactional/persuasive writing tasks</p>	Michael Beckles
GCSE Maths	<p>The programme of study in Key Stage 4 builds on the skills and knowledge acquired during Key Stage 3.</p> <p>Topics covered in KS4</p> <ul style="list-style-type: none"> • Number and Algebra • Shape Space and Measure • Handling Data • Statistics and Probability <p>The New GCSE will have three final exam papers in Summer 2017/2018</p> <p>The iGCSE Certificate will have two final exams.</p>	Monwar Hussain

<p>GCSE Science* Year 10 will be following Core Science (outgoing specification) and then follow a personalised path on to a single Science or the Combined Double Award.</p>	<p>How Science Works is a major part of the GCSE programme. As well as learning the key concepts of Biology, Chemistry and Physics, learners will:</p> <ul style="list-style-type: none"> • Evaluate scientific claims by judging the reliability and validity of the evidence appropriately. • Question scientific reports they see in the media, and to communicate their own findings. • Consider scientific findings in a wider context-recognizing their tentative nature. • Make informed judgments about science and technology, including any ethical issues that may arise. <p>The course is of a linear structure, with all of the exams in June of Year 11. There will be controlled assessments throughout the course, counting for 25% of the final mark.</p> <p>In year 11, learners will either gain accreditation in GCSE Double Award Science or a GCSE Single Science.</p>	<p>Modina Eytayo</p>
<p>GCSE ICT</p>	<p>Unit 1: Systems and Applications (40% of mark) - 1 hour</p> <p>Section A: 5 structured compulsory questions</p> <p>Section B: 2 structured compulsory questions</p> <p>Section C: A choice of 1 essay question from 2</p> <p>Unit 2: The Assignment: Applying ICT Controlled Assessment (60% of mark) - approximately 25 hours</p> <p>The description of a situation is provided by AQA and learners are required to work independently to solve one or more tasks requiring the use of ICT using a range of software applications. (<i>e.g. Set up a website for a youth centre and a system to manage its finances</i>)</p>	<p>Jerome Wright</p>

GCSE Art	<p>Paper One: Personal Portfolio in Art and Design = <i>60% of final grade</i> Paper Two, (Terminal examination) = <i>40% of final grade Sketchbook and final piece</i></p> <p>AO1: Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding AO2: Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to their Intentions in visual and/or other forms. AO4: Present a personal, informed and meaningful response demonstrating analytical and critical understanding realising intentions and, where appropriate, making connections between visual, written, oral or other elements.</p>	Christine Fernandez
BTEC Sport (QCF)	<p>The BTEC Sport has been developed to:</p> <ul style="list-style-type: none"> • encourage personal development through practical participation and performance in a range of sports and exercise activities • give learners a wider understanding and appreciation of health-related fitness, sports and exercise through selection of optional specialist units. <p>Units to be covered Fitness for Sport and Exercise (externally assessed) Practical Sports Performance (internally assessed) Training for Personal Fitness (internally assessed) Leading Sports Activities (internally assessed)</p>	Bradley Little

GCSE PE	<p>Learners that select PE in Key Stage 4 study the OCR GCSE PE 9-1 qualification. The course is 60% theory (Paper 1: Applied Anatomy and Physiology, Paper 2: Socio-cultural and sports psychology) and 40% practical (three sports; one individual, one team and one choice). In year 10 the learners will practically cover Table Tennis, Badminton, Football and Basketball. The theory content that will be covered includes Methods of training, components of fitness, joints and movement, principles of training and some of the body system. In year 11 the learners will revisit the practical areas covered in year 10 to further develop their skills. The theory content will include the lever systems, planes of movement, cardiovascular system, respiratory system, effects of exercise, socio-cultural influences and sport psychology.</p>	Bradley Little
GCSE Additional Science	<p>As well as learning the key concepts of Biology 2, Chemistry 2 and Physics 2, learners will:</p> <ul style="list-style-type: none"> • Evaluate scientific claims by judging the reliability and validity of the evidence appropriately. • Question scientific reports they see in the media, and to communicate their own findings. • Consider scientific findings in a wider context-recognizing their tentative nature. • Make informed judgments about science and technology, including any ethical issues that may arise. <p>A controlled assessment will also need to be completed. Please note that the format of this will change for examination 2018 although there is a lot of overlap with B2/C2 and P2 with the Combined Science course.</p>	Modina Eytayo

<p>BTEC Health and Social Care</p>	<p>The BTEC Health & Social Care has been developed to give learners a wider understanding and appreciation of health and social care through the study of a variety of units of work that will increase their knowledge and understanding across the range of services offered.</p> <p>It consists of 2 core units and 2 optional units. One core unit is assessed through an external examination; the other core unit and all of the optional units are assessed internally.</p> <p>Core Units Human Lifespan Development (externally assessed) Health and Social Care Values (internally assessed)</p> <p>Optional Units Any 2 from the following: Effective Communication in Health and Social Care; Social Influences on Health and Wellbeing; Promoting Health and Wellbeing; The Impact of Nutrition on Health and Wellbeing; Cultural Diversity in Health and Social Care; Individual Rights in Health and Social Care; Volunteering in the Community; Work Experience; Carrying Out a Vocationally-related Project; Skills for Work</p>	<p>Mandy Osei</p>
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<p>BTEC Home Cooking</p>	<p>The BTEC Level 1 and Level 2 awards in Home Cooking Skills have been developed with Jamie Oliver Ltd and are aims to give learners the knowledge, skills and confidence to enjoy cooking meals at home. Learners will gain understanding of how to economise when planning meals to cook at home. These qualifications are based on the chef Jamie Oliver's proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.</p> <p>The awards comprise of a single unit, at the end of which learners must demonstrate:</p> <ul style="list-style-type: none">· the knowledge, understanding and confidence to cook meals at home· an understanding of how to economise when planning a meal· an ability to transfer skills learned to different recipes· an ability to inspire others by transferring that knowledge	
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<p>GCSE Citizenship</p>	<p>Citizenship Studies prepares learners to become active citizens of democracy and apply their learning to real-life scenarios on both a local and global scale.</p> <p>Citizenship Studies provides the opportunity to work individually to develop knowledge and also to work with others and take part in group activities to bring about a change.</p> <p>Unit 1: Citizenship Studies Written Paper - 1 hour 40 marks - 40% Compulsory short and source-based questions on Theme 1. Choice of one question from three, based on each of Themes 2, 3 and 4.</p> <p>Unit 2: Advocacy and Representation Controlled Assessment 60 marks - 60%</p>	<p>Mandy Osei</p>



Primary Offer

The personalised approach offered at Beachcroft Primary AP Academy enables all learners to be successful and to access and engage fully with the curriculum. As well as delivering a full and creative curriculum learners also have weekly Behaviour for Learning sessions which support individuals to take responsibility for their learning and which promotes a positive relationship with themselves, others and the curriculum. This is also referred to throughout each day to ensure learners are confident in recognising their strengths and areas for development.

We provide specific personalised teaching which enables learners to make accelerated progress and support them to develop a love for learning. To ensure learners meet their full potential we use a range of interventions which include the use of banks levels of questioning, 'Read, Write, Inc' (phonics), personalised planning and resources, speech and language input and targeted 1:1 support. In addition, learners also have access to therapeutic services including Art therapy and Drama therapy.