

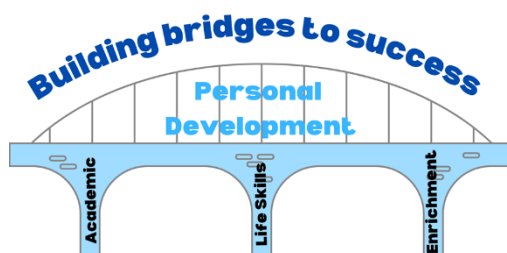
Local Procedure Title	Curriculum
Service	Bridge House
ACS Policy number and title	ACS 31 Curriculum
Local Procedure template reference	ACS LP 31
Local Procedure date	12/03/2026
Local Procedure review date	31/08/2027
Local Procedure Author(s)	Kerri Griffin
Local Procedure Ratification	Checked and Approved by: Clare Hiom

1. INTRODUCTION

Bridge House is an independent day school for pupils aged between 5 and 19 years experiencing social, emotional and mental health difficulties. The majority of pupils arrive at the school having experienced significant trauma and difficulties which have impacted on previous placements and frequently led to multiple placement breakdowns, as a result, many have missed out on learning opportunities that would have enabled them to make the progress that they are capable of; they often arrive at our school with considerable gaps in both their knowledge and skills. Upon entry, many pupils are operating at lower levels than the national expectation for their key stage groups. The school places a high emphasis on pupils' personal development in addition to their academic progress.

Understanding the students' individual starting points is paramount to us providing them with the support they require to reach their full potential. We use a broad range of assessment strategies and information, to complete comprehensive entry baseline assessments, so ensuring that any gaps in academic learning are identified and targeted for support. In addition, we assess each student's "Readiness for Learning", taking account of any additional SEND needs. Emotional support is planned for along with academic support, to ensure that individual students are mentally and emotionally able to access and engage with the curriculum in a meaningful way. We firmly believe that children learn best when they feel safe, and their emotional needs are met. Consequently, all learning opportunities are delivered within a nurturing environment which promotes high levels of pupil engagement.

2. CURRICULUM STATEMENT



The key principle of the Bridge House curriculum is to enable our students to make the social, emotional, and academic progress they are capable of, through providing a bespoke, inclusive education. Our curriculum centres on the core belief of developing the whole individual—equipping each student with the knowledge, skills, self-confidence, and values they need to thrive in modern Britain and take positive steps into their futures as successful and caring members of society. Understanding each student's previous experiences of education, trauma, and life enables us to support their personal development as they grow into young adults. Our high staff-to-student ratio

allows for very small class sizes, 1:1 mentoring, and personalised learning plans, ensuring that every child learns at the right pace to maximise their achievement.

Every student's security and progress remain paramount. Flexibility and bespoke approaches are central to how we work with our young people. Our curriculum model has been carefully designed to ensure that students have multiple opportunities to fill gaps, deepen knowledge, increase skills, and develop the moral values required to become self-motivated and successful learners.

The Bridge House curriculum is structured around three interwoven strands:

Academic – providing the subject knowledge and qualifications needed for further education and employment.

Life Skills – teaching the social, emotional, and practical skills needed for independent adult life.

Enrichment – broadening horizons, raising aspirations, and building cultural capital through creative, physical, and vocational experiences.

We believe that all three strands are essential in preparing our children and young people for adulthood. Through life skills, pupils learn the self-help and social skills needed to function independently. Enrichment supports them to raise aspirations, explore future goals, and develop the confidence to pursue them. Academic learning ensures they gain the skills and knowledge required to access further education and employment.

We are acutely aware of the lack of cultural capital many of our pupils' face. To address this, we offer a wide-ranging programme of trips and visits, aligned to our termly enquiry questions and designed to connect learning to the real world. These include visits to places of historical and cultural significance such as Lincoln Castle, Belton House, and the National Holocaust Centre, as well as careers-linked experiences like the Lincolnshire Show Schools Competition, work experience visitors, and residential trips (PGL Caythorpe). These experiences are not only enriching but also essential in helping our pupils understand their place in the world and imagine a future beyond their current circumstances.

Together, the three strands of our curriculum ensure that every learner at Bridge House is supported to grow, achieve, and succeed—academically, personally, and socially.

3. Personal Development

The overarching vision, which drives our curriculum, focuses on the personal development of the students through targeted support. Personal development is interwoven in all aspects of our school offer and forms the basis of everything that we strive to develop. Our dedicated pastoral team supports students with being ready to learn and access an education in a classroom through bespoke interventions and an established reward system. The wider staff team have regular training in trauma informed practice and unconditional positive regard, which supports the personal development of our students.

Readiness for Learning

We recognise that many of our students arrive at Bridge House having accessed little to no formal education. Often, they have not learned the behaviours necessary to successfully access and attend learning opportunities in a sustained and meaningful way, within a formal setting. We acknowledge that these skills need to be taught before academic progress can be made.

At Bridge House School, we use MOTIONAL, an evidence-based wellbeing and mental-health assessment tool, to monitor each child's progress in emotional regulation. MOTIONAL allows us to create clear, data-driven "snapshots" that show how a pupil is functioning across key emotional and executive-function domains, including emotional regulation, social engagement, stress responses and thinking skills.

These assessments help us identify patterns, track changes over time and implement targeted strategies to support a child's emotional development. MOTIONAL's visual reporting and trend data enable us to evaluate the impact of interventions and to adapt support plans as needed, ensuring that emotional-regulation progress is closely aligned with each child's capacity to engage positively in learning.

The use of MOTIONAL links our trauma-informed work with our pastoral care.

4. CURRICULUM DESIGN (Key Stage 1-3) AND IMPLEMENTATION

The curriculum has been designed to meet the holistic needs of its students. We provide a positive, caring environment in which, the students are made to feel good about themselves. Establishing a good rapport with students, building their confidence, encouraging them to express their individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum.

Termly Enquiry Questions, enable us to weave together the three distinct strands of the curriculum (Academic, Life-Skills and Enrichment) in a meaningful way. They also ensure that new skills are learned and developed in line with the student's personal development and taking account of their differing abilities, experiences and knowledge.

Our rich rolling, two-year, curriculum spans Key Stage One to Four, with careful consideration having been given to how the curriculum will prepare students for the next Key Stage. This includes a strong subject rationale, which provides the foundation for a curriculum which is carefully sequenced to spiral through the year groups and Key Stages, giving multiple opportunities to re-visit, build upon and further deepen knowledge. Numerous enrichment opportunities and targeted life-skills work further enable us to plan to purposefully inter-link subjects, interleave learning opportunities, embed knowledge by building schema in the long-term memory and ensure future progression.

Every opportunity is made to provide a vocabulary rich curriculum: reading opportunities are emphasised in every area of the curriculum and high-quality and engaging texts have been chosen to enhance the children's understanding, knowledge, and vocabulary across different subject areas.

Year B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Can one person change the world?	What is a belief?	Why should we speak out?	How do we communicate?	Would our lives be different in another country?	Will good always prevail over evil?

Year A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What makes me unique?	Is everything connected?	Why does the world look this way?	How has the past shaped the present?	What will tomorrow's world look like?	What makes me human?

The curriculum seeks to meet the wide range of needs of our children, taking account the local context and any emerging issues. Social, moral, spiritual, and cultural learning is prioritised throughout the curriculum, ensuring that students acquire the knowledge and cultural capital they need to become active and successful participants in today's diverse society.

CURRICULUM DRIVERS - Embedding the CARE Values in Our Curriculum



At Bridge House, our curriculum is designed to broaden horizons, spark curiosity, and provide rich, inspiring experiences that reflect the needs of our school community. Every learning opportunity is shaped by our CARE values—Community, Aspiration, Resilience, and Empathy—ensuring that students are supported not only academically, but personally and socially. By the time our students leave Bridge House, they are confident, compassionate, and capable individuals with a wide range of experiences, skills, and choices ahead of them.

Community

We foster a strong sense of belonging by embedding opportunities for students to connect with their local and wider communities. Learning is contextualised through cultural, historical, and social experiences that help students understand their place in the world. Activities such as intergenerational visits to local care homes and participation in the Lincolnshire Show Schools Competition help students build relationships, celebrate diversity, and contribute positively to society.

Aspiration

Our curriculum inspires students to aim high and believe in their potential. Through engaging enquiry questions, enrichment activities, and exposure to new environments—such as theatres, museums, and outdoor learning settings—students are encouraged to set ambitious goals and pursue them with purpose. We nurture creativity and curiosity, helping students discover their passions and develop the skills needed to succeed in their next steps.

Resilience

We recognise that many of our students have faced significant challenges. Our curriculum is designed to build confidence and perseverance, offering structured opportunities to overcome obstacles and celebrate progress. Whether through collaborative projects, sports events, or outdoor learning experiences, students learn to reflect, adapt, and grow. Resilience is developed through meaningful challenge, supported by a nurturing environment that values effort and determination.

Empathy

Empathy is woven throughout our curriculum, helping students understand themselves and others. Through PSHE, citizenship, and cross-curricular themes, students explore diverse perspectives and develop emotional literacy. Our pastoral support and trauma-informed practices ensure that students feel safe and understood, while activities such as community gardening and environmental education promote care for the world around them. We teach students to listen, respect, and respond with kindness—skills that are essential for life beyond school.

Outdoor Learning and Farm School: Real-World Learning Through CARE

Our Outdoor Learning Curriculum and Farm School are integral to delivering hands-on, real-life learning experiences that reflect our CARE values—Community, Aspiration, Resilience, and Empathy. From Key Stage 1 through to Key Stage 4, pupils engage in a spiral curriculum that builds progressively across age and stage, offering meaningful opportunities to explore the natural world, develop practical skills, and connect learning to real-world contexts.

In the early years, children participate in sensory-rich activities such as mini-beast hunts, weather journaling, and community gardening, fostering curiosity and empathy while embedding foundational knowledge in science, geography, and PSHE.

As pupils move through the school, they take on increasingly complex tasks—from ecological audits and sustainability projects to outdoor podcasting and heritage site research—developing resilience, leadership, and reflective thinking.

By Key Stage 3 and 4, students access accredited AQA Unit Awards in areas such as ecosystems, biodiversity, horticultural skills, and environmental campaigning. These units support academic progression and provide public recognition for achievements in outdoor and environmental education. Residential, enrichment visits, and farm-based learning further enhance personal development, offering structured opportunities for teamwork, independence, and emotional regulation—particularly beneficial for learners with SEMH profiles.

Outdoor learning is not a standalone offer but a vital thread running through our curriculum—supporting academic rigour, emotional wellbeing, and life readiness for every learner.

Academic Excellence Through CARE and Collaboration

At Bridge House, our academic curriculum is delivered through a collaborative, multi-campus model that ensures every pupil receives a rich, ambitious, and inclusive education. We build on the National Curriculum to create immersive, enquiry-led experiences that develop the knowledge, skills, and dispositions needed to become successful, curious, and compassionate citizens.

Our pupils experience learning as Geographers, Scientists, Musicians, Artists, and Performers, engaging with subjects in ways that are meaningful and relevant to their lives. This approach prepares them not only for the next phase of education but also for life beyond school, with strong foundations in critical thinking, creativity, and personal development.

We believe that curriculum should reflect and celebrate the local community, drawing on its people, places, and stories to enrich learning. Faculty teams work across campuses to design bespoke, locally focused curricula that inspire pupils and promote a sense of belonging and pride.

Our staff—each a subject specialist—are supported to continually refine their pedagogical expertise, ensuring that teaching is developmentally appropriate, inclusive, and responsive to individual needs. Faculty leads guide coherent, sequenced planning that promotes progression and deepens understanding. Through our enquiry-led approach, pupils are encouraged to make connections across subjects, engage actively in their learning, and develop resilience through challenge.

We embed spiritual, moral, social, and cultural development throughout the curriculum, with PSHE and Relationships & Sex Education taught progressively and in line with statutory guidance. Pupils learn how to keep themselves safe—online and offline—and explore themes such as tolerance, responsibility, and global citizenship through enriching experiences including residential, trips, and WOW days.

Our faculty structure reflects our commitment to excellence and collaboration. Subject leaders across Discovery and Innovation, Voice and Vision, and Wellbeing and World work together to champion their disciplines, monitor impact, and share best practice across all three campuses. This includes leadership in:

- **Discovery and Innovation:** Science, Maths, ICT, STEM
- **Voice and Vision:** English, Drama, Art, Music
- **Wellbeing and World:** Humanities, Outdoor Learning, PE, Food & Nutrition, PSHE

Together, these faculties ensure that our curriculum is not only academically rigorous but also emotionally intelligent, supporting every learner to thrive through the lens of CARE.

Life Skills: Preparing for Adulthood Through CARE

At Bridge House, we recognise that academic success is just one part of preparing young people for life beyond school. For many of our students, developing the confidence, independence, and adaptability to thrive in adulthood is equally vital. Our Life Skills curriculum is designed to equip learners with the core, transferable skills they need to navigate an ever-changing world—whether in employment, further education, or independent living.

Rooted in our CARE values, the curriculum fosters:

- Resilience through problem-solving, self-regulation, and personal responsibility
- Aspiration by encouraging goal setting, self-belief, and future planning
- Community through collaboration, citizenship, and social awareness
- Empathy by developing emotional literacy and respectful relationships

The curriculum is structured around six key modules:

- Health, Safety and Hygiene
- Out and About
- Home Routines
- Money Matters
- Fitting In
- Communication and Mental Wellbeing

These modules were co-produced with staff, students, and stakeholders to ensure relevance and accessibility. Skills are taught in a sequenced and developmental way, revisited and deepened across key stages to support long-term retention and confidence.

Our Farm School plays a vital role in delivering life skills in real-world contexts. Pupils engage in activities such as horticulture, animal care, environmental audits, and sustainability projects—developing responsibility, teamwork, and independence. These experiences reinforce learning from the life skills modules and provide opportunities for accredited outcomes, such as AQA Unit Awards in horticultural skills, ecosystems, and biodiversity. At KS4 pupils are now able to choose an option which would enable a pathway to BTEC Level 2 in Animal Care, supporting further destinations at Post-16 locally. Farm School also supports emotional regulation and sensory integration, particularly for learners with SEMH needs, while promoting resilience and self-worth through meaningful, hands-on learning.

Life Skills are interwoven throughout the curriculum—embedded in academic subjects, enrichment activities, house time, trips, reward visits, and CARE days. Pupils apply their learning in practical settings, from budgeting during enterprise projects to navigating public transport on community visits. This inclusive, practical curriculum ensures that every learner—regardless of starting point—has the opportunity to build the skills, self-worth, and independence needed to lead a fulfilling life.

Enrichment: Expanding Horizons Through CARE

At Bridge House, enrichment is a vital part of our curriculum offer—providing every pupil with opportunities to explore interests, develop talents, build confidence, and gain additional qualifications through meaningful, hands-on experiences. Rooted in our CARE values, enrichment fosters Aspiration by encouraging pupils to pursue passions and set ambitious goals, and Community by promoting teamwork, inclusion, and shared achievement.

Our enrichment curriculum is structured around four key areas:

- **Active** – physical activity, sport, and movement

- **Artistic** – creative expression through art, music, and performance
- **Abilities** – practical and vocational skills including woodwork, horticulture, and hair & beauty
- **Academic** – literacy, numeracy, and digital enrichment such as coding and journalism

All pupils engage with each area across the academic year. At the primary campus, enrichment is delivered through termly enrichment days, while secondary pupils select a focus area each term and attend enrichment sessions Tuesday to Thursday afternoons.

Our Farm School and Outdoor Learning curriculum are central to enrichment at Bridge House. These experiences offer pupils the chance to engage in environmental education and sustainability projects.

Enrichment also supports post-16 planning, informing CIAG planning and Gatsby Benchmarking helping pupils explore vocational interests, develop transferable skills, and make informed decisions about their next steps. Whether through sport, creative arts, enterprise, or outdoor learning, enrichment at Bridge House empowers pupils to grow into confident, capable individuals ready to thrive beyond school.

In addition, children undertake the Duke of Cornwall Award during Year 5 and the John Muir Award during Year 8. We are currently undertaking training to deliver the Duke of Edinburgh Bronze Award in Year 10. In Year 6 and Year 9, children and young people go on a three-day residential trip to PGL, where they experience a wide range of adventurous activities.

5. CURRICULUM INTENT

Curriculum Intent: Rooted in CARE, Designed for Every Child

At Bridge House Independent School, our intent is to teach a broad and balanced enquiry-led curriculum based on the needs of our children—one that builds upon their strengths, celebrates their uniqueness, and challenges them to do and become more.

We deliver a memorable curriculum that recognises and builds upon prior learning and knowledge, with increasingly challenging enquiries that spark curiosity and deepen understanding. Our aim is to provide meaningful, first-hand learning experiences both in and out of the classroom, while creating more opportunities for children to develop the essential life skills they need to thrive.

Through our curriculum, we want our children to grow in confidence, develop resilience, and learn to show empathy—equipping them with the breadth of skills, attitudes, and knowledge necessary to become successful, responsible, and happy citizens. We place a strong emphasis on their spiritual, moral, social, and cultural development, and we embed a clear set of values that underpin expectations for behaviour across our school family.

Community involvement is central to our curriculum. We embrace the community in which we are situated, drawing on local history, heritage, geography, and business links to help children develop a greater understanding of the world around them. Our curriculum encourages them to ask and answer questions about both their local and global communities, fostering a sense of belonging and responsibility.

Throughout their time at Bridge House, we hope our children will develop a deep connection to their community, hold high aspirations for themselves, and leave us with the skills and confidence to make safe decisions and take their next steps with pride.

To ensure breadth and balance, our curriculum is delivered through three distinct faculty areas, each aligned to our CARE values:

- **Discovery and Innovation** – nurturing curiosity and aspiration through Science, Maths, ICT, and STEM.
- **Voice and Vision** – fostering creativity, empathy, and expression through English, Drama, Art, and Music.
- **Wellbeing and World** – building resilience, community, and global awareness through Humanities, Outdoor Learning, PE, Food & Nutrition, and PSHE.

Together, these faculties ensure our curriculum is ambitious, inclusive, and values-driven—empowering every child to succeed.

Outdoor Learning and Farm School

At Bridge House Independent School, our Outdoor Learning and Farm School curriculum is designed to provide meaningful, hands-on experiences that connect pupils with the natural world, their community, and themselves. Through enquiry-led, land-based learning, pupils develop curiosity, independence, and resilience while building practical skills and deepening their understanding across subjects.

The curriculum supports academic progress, personal development, and preparation for adulthood—particularly for learners with SEMH and neurodivergent profiles. We offer opportunities to gain animal and land-based qualifications to support the local labour market. It is inclusive, aspirational, and rooted in our CARE values, ensuring every child has the opportunity to thrive through purposeful, real-world learning.

In Art and Design, children at Bridge House have the opportunity to explore a wide range of creative experiences that inspire imagination and stimulate curiosity. Through enquiry-led projects, pupils engage with different cultures, artistic movements, and both local and internationally renowned artists—gaining insight into how art has shaped and reflected society.

Children begin by developing their gross motor skills through large-scale, expressive pieces inspired by their enquiry questions. As they progress, they refine their fine motor skills, working towards project-based coursework for GCSEs. Throughout their journey, pupils explore textures, shapes, colours, sculpture, and a variety of mediums including paint, charcoal, pencils, oil pastels, and spray paint.

Art and Design at Bridge House encourages children to express themselves, explore their identity, and reflect on the world around them. Visits to local art projects and galleries broaden their cultural awareness and help them build a deeper understanding of their community and the wider world. Pupils revisit and reflect on how historical and contemporary works of art influence society and how creativity can be used to communicate ideas, emotions, and perspectives.

This subject supports the development of confidence, self-expression, and reflective thinking—helping children to grow as individuals and as learners.

Music

Our music curriculum is designed to engage and motivate students, building confidence, encouraging reflection, and supporting emotional development. Music enables personal expression, develops critical engagement, and inspires creativity—helping pupils to connect with themselves and others through sound and performance.

At Key Stage 1 and 2, music is delivered through the Charanga Music Scheme, offering a carefully sequenced programme of theory, appreciation, and performance skills. Pupils explore rhythm, pitch,

and musical structure while developing their listening and instrumental abilities in an inclusive and engaging way.

At Key Stage 3, music is taught by specialist teachers from Lincolnshire Music Service, who build on the foundational skills developed in earlier years. Pupils collaborate and perform music from a range of genres using a variety of instruments, enhancing their appreciation of music and creativity through exciting, relevant classroom experiences.

At KS4 there is the opportunity for pupils to choose to take a BTEC, which is supported by Lincolnshire Music Service and will underpin our enrichment offer, in a small focus group of specific taught subject matter. This enables those who require a musical pathway or destination to gain a nationally recognised qualification for either industry or college placement, Post-16.

Throughout their musical journey, pupils are encouraged to explore different styles, cultures, and traditions—developing a deeper understanding of how music shapes and reflects society. Music at Bridge House supports personal development, teamwork, and self-expression, offering every child the chance to find their voice and grow in confidence.

Food and Nutrition

Throughout their time at Bridge House, children are provided with opportunities to learn the fundamentals of food, hygiene, and nutrition through engaging, practical experiences. From early exploration to more advanced cookery, pupils develop a strong understanding of how food choices impact health, wellbeing, and lifestyle.

Children participate in a wide variety of activities including practical cookery, food safety, and nutrition education. These sessions help them build confidence in the kitchen and develop essential life skills that prepare them for independent living.

As they progress, pupils are encouraged to use technical terminology with precision and confidence, gradually building an extended vocabulary. They apply their science and mathematical knowledge to understand weight, costings, chemical and physical reactions in food, and how the human body responds to different diets and nutrients.

Practical skills developed include baking, forming, icing, roasting, frying, and chopping—all taught within a safe and supportive environment. These experiences not only support academic learning but also promote independence, responsibility, and self-care.

Food and Nutrition at Bridge House is a vital part of our wider curriculum, helping children to make informed choices, understand the importance of healthy living, and gain confidence in preparing meals for themselves and others.

PSHE (including Citizenship and RSE)

At Bridge House Independent School, the mental wellbeing of all our children and staff is at the forefront of everything we do when planning our curriculum content. Our intention is that when pupils leave Bridge House, they do so with the knowledge, understanding, and emotional literacy needed to play an active, positive, and successful role in today's diverse society. We want our pupils to have high aspirations, a belief in themselves, and the confidence to know that anything is possible if they put their mind to it.

In an ever-changing world, it is important that pupils are aware—at an appropriate level—of the factors that may affect their lives and that they learn how to manage these in ways that support their

mental health and wellbeing. Our PSHE curriculum is designed to provide both challenge and support, enabling students to grow into resilient, reflective, and responsible individuals.

We deliver a vocabulary-rich, engaging and relevant curriculum that promotes emotional literacy, nurtures physical and mental health, and encourages a growth mindset. Lessons are structured to help pupils develop the skills and attitudes needed to succeed in life, build healthy relationships, and make safe, informed choices.

PSHE and Relationships and Sex Education (RSE) are delivered using the Jigsaw scheme, which provides a consistent, age-appropriate framework across all key stages.

At Key Stage 1 and 2, PSHE is taught by class teachers, ensuring continuity and strong relationships. At Key Stage 3 and 4, delivery is led by House Leaders, who tailor content to the needs and maturity of older students.

Curriculum oversight is provided by a specialist PSHE Lead, who ensures high-quality delivery, coherence, and alignment with statutory guidance.

Through this structured and inclusive approach, we aim to support every child in developing the confidence, empathy, and resilience they need to thrive—both within our school community and in the wider world.

Science

In Science, our children experience a broad and engaging curriculum rich in skills and knowledge, designed to ignite curiosity and foster a love of discovery. Pupils develop their investigation skills, gain confidence in using scientific language, and apply mathematical understanding to support more complex analysis and enquiry.

We aim for our children to engage as scientists—asking questions, testing ideas, and drawing conclusions based on evidence. As they progress through the key stages, they are equipped to use data critically, challenge assumptions, and reflect on their findings to improve their understanding of the world and their role within it.

Our curriculum brings in real-world content to ensure science remains relevant and meaningful. Pupils explore concepts that connect directly to their lives and communities, and our curriculum reflects the diversity of scientific contributions from across the globe.

Science learning is further enriched through our Farm School and Outdoor Learning curriculum, where pupils apply scientific thinking in practical, hands-on contexts. Activities such as habitat exploration, biodiversity audits, horticulture, and sustainability projects allow children to investigate ecosystems, observe seasonal changes, and understand the impact of human activity on the environment. These experiences support key curriculum objectives.

Challenge is gradually increased as topics are revisited over time, allowing children to build on prior knowledge and embed their understanding. Through this approach, pupils are encouraged to think creatively, solve problems, and explore science in ways that are both rigorous and inspiring.

Maths

At Bridge House Independent School, our mathematics curriculum carefully sequences knowledge, concepts, and procedures to build mathematical understanding systematically over time. It provides a foundation for interpreting the world, reasoning logically, and appreciating the beauty and power of mathematics—while fostering enjoyment and curiosity.

We aim for our children to become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems. Pupils develop their mathematical reasoning by following lines of enquiry, using precise mathematical language, and applying their knowledge to break down problems into manageable steps. They are encouraged to persevere, reflect, and challenge their own thinking as well as that of others.

To support this, we draw on resources from the White Rose Maths scheme, which offers a clear structure and high-quality materials. While we have not implemented the scheme with full fidelity—due to the diverse and complex needs of our learners—we make adaptations to ensure it is accessible and meaningful for every child. The flexibility of the scheme allows us to tailor learning to individual starting points, ensuring that pupils are supported and challenged appropriately.

Our children develop a passion for mathematics and engage enthusiastically with the subject. They become confident thinkers who can communicate their ideas clearly, solve problems independently, and apply their learning across the curriculum and in real-life contexts.

IT

In computing we aim to develop the mind-set of today's computer scientist by equipping our children with the skills to participate in a rapidly changing world. The curriculum journey incorporates challenging and engaging topics, giving children the opportunity to develop their capability, creativity, and subject knowledge. Our children will gain the life-skills needed to enable them to embrace and utilise new technology in a socially responsible and safe way.

Our vision is that our children will become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. Our computing lessons will see our children develop creativity, resilience, problem-solving and critical thinking skills, whilst becoming digitally literate and competent end-users of technology. Our children will gain a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens. The curriculum allows our children to use technology effectively, safely, and responsibly, and to understand how technology is developed and constantly redeveloped into new and exciting tools. Computing lessons will provide opportunities for our children to become resilient learners who can recover from mistakes and effectively solve problems, helping them to become life-long learners and preparing them for their future. Our children will be able to express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

PE

At Bridge House Independent School, our aim is to ensure all children enjoy and are actively engaged in Physical Education and Sport. Our PE curriculum inspires pupils to participate in physical activity both in and out of school, promoting healthy lifestyles and wellbeing as they move into adulthood. We place a strong emphasis on teamwork, communication, and resilience, helping pupils develop the skills to collaborate, listen, follow instructions, and use equipment safely. Physical education encourages values such as courage, commitment, and perseverance, and supports pupils to perform with increasing confidence and competence across a range of physical activities. Through coaching and officiating opportunities, pupils also develop leadership skills and a sense of responsibility. We aim to ensure that every child's experience of PE is positive, motivating, and contributes to a lifelong commitment to health and fitness.

Importantly, all children in Key Stages 1, 2, and 3 receive swimming lessons as part of the curriculum. This is a vital aspect of our provision, particularly given our local context in Lincolnshire, where open

water courses, rivers, and drains are common. Swimming supports both physical development and water safety awareness, helping pupils to stay safe and confident in and around water.

English

At Bridge House, we understand that English plays a fundamental role in the delivery of our whole-school curriculum. It is the most important tool our children will ever learn to use, and serves as a gateway to a lifetime of wonder, knowledge, and expression. We nurture a culture where children love to read, take pride in their writing, and communicate clearly and confidently across a range of contexts.

We aim for our children to read for pleasure, having access to a wide range of inspirational texts, genres, and authors. We want to produce confident writers who can express themselves accurately and creatively for different purposes and audiences. Pupils are taught to write with grammatical precision, apply spelling patterns correctly, and develop a neat handwriting style.

To support this, we teach handwriting to all pupils in Key Stages 1, 2, and 3 using the Letter-Join scheme, which is also used as an intervention at Key Stage 4 where appropriate. Phonics is taught using Monster Phonics in Key Stage 1 and as an intervention in Key Stage 2, alongside Superhero Spelling, which supports spelling development with fidelity across the key stage. At Key Stage 3, we use Fresh Start Read Write Inc. to support pupils who require continued help with early reading.

Throughout the curriculum, children are exposed to a wide range of vocabulary, enabling them to decode unfamiliar words and use language effectively in both informal and formal contexts. Confidence, control, and accuracy in writing are developed through frequent opportunities to write across subjects, for varied audiences and purposes. Speaking and listening are also prioritised, with pupils encouraged to use discussion to explore ideas, communicate clearly, and deepen their learning.

Drama

At Bridge House Independent School, our Drama curriculum is designed to build confidence, creativity, and communication skills through expressive, practical learning. Pupils explore performance, character, and storytelling while developing empathy, teamwork, and self-awareness. Drama provides a safe space for students to experiment, reflect, and grow—both personally and socially.

Through a range of genres, techniques, and collaborative projects, pupils learn to express themselves clearly, respond to others thoughtfully, and engage with diverse perspectives. The curriculum supports emotional literacy and resilience and offers opportunities for accreditation at Key Stage 4 through GCSE Drama, tailored to meet individual needs and aspirations.

Humanities (History and Geography)

At Bridge House, History and Geography are taught as discrete subjects at Key Stage 1 and 2, giving pupils a strong foundation in understanding the past and exploring the world around them. Through enquiry-led learning, children develop curiosity, critical thinking, and contextual awareness.

In History, pupils learn to reason, compare and contrast, and explore cause and effect. They are encouraged to form and express their own views while respecting differing perspectives. Historical knowledge is deepened through enriching school visits and opportunities to connect the past to their own lives and communities.

In Geography, pupils investigate diverse places, cultures, and environments, developing an understanding of physical and human processes. Fieldwork and map skills are systematically developed to support independence and real-world application.

At Key Stage 3, History and Geography are delivered as a combined Humanities curriculum, allowing pupils to explore themes across time and place through integrated enquiry. At Key Stage 4, Geography is offered as a GCSE subject, providing pupils with the opportunity to deepen their geographical

knowledge and analytical skills. History is not currently delivered as a GCSE but remains a valued part of the KS3 curriculum.

6. KEY STAGE 4

At Bridge House, the Key Stage 4 curriculum is designed to support pupils in achieving meaningful outcomes and preparing for their next steps in education, training, or employment. As students move into KS4, the curriculum becomes more focused, allowing them to pursue subjects that reflect their interests, strengths, and future ambitions.

We offer a bespoke curriculum that spans Entry Level to GCSE, ensuring access and opportunity for all. Pupils are placed on the most appropriate pathway based on assessment data and prior learning, with the aspiration that all students will leave with a suite of academic qualifications.

Core Offer (GCSE/BTEC Level 1+)

- GCSE English Language and Literature
- GCSE Maths
- GCSE Biology
- GCSE Geography
- BTEC IT

Optional Subjects (two choices)

- GCSE Art
- GCSE Drama
- BTEC Sport/ BTEC Uniformed Public Services Studies (2 Year linked courses – 2 certifications gained)
- BTEC Food and Nutrition
- BTEC Health and Social Care
- BTEC Animal Care
- BTEC Digital Media
- BTEC Construction

In addition, pupils complete AQA Unit Awards through our Outdoor Learning and Farm School curriculum, and during afternoon enrichment sessions, providing accredited recognition for practical and vocational achievements.

For pupils unlikely to achieve a full GCSE or BTEC qualification, subject-specific AQA Unit Awards are used to ensure progress and recognition. Where students join Bridge House part-way through KS4, additional support is considered to help them complete their courses.

Our robust formative assessment process and Pupil Progress Monitoring (PPM) ensure that learning is continually adapted to meet individual needs. Through PPM, subject specialists identify pupils ready to achieve Functional Skills qualifications in English and Maths—often from the start of Year 10. This approach ensures that pupils, including those who may leave before the end of Year 11 (particularly children in care), leave with meaningful qualifications.

This flexible and responsive curriculum ensures that every learner has the best chance of reaching their potential and transitioning successfully into their next phase.

7. KEY STAGE 5

Whilst we are able to offer placement to students over the age of 16, through our Key Stage 5 provision, we do not offer a separate Key Stage 5 curriculum.

Our Key Stage 5 offer intends to provide additional time and support for students to complete (or in some instances access) a Key Stage 4 curriculum, where they have been unable to do so within the expected time frames.

8. MONITORING ARRANGEMENTS

The proprietor monitors coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Head Teacher and Curriculum Lead
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to departments or covering specific areas of the School Development Plan

Senior Leaders monitor the way subjects are taught throughout the school by:

- Regular faculty meetings
- Lesson observations
- Book monitoring
- Student voice
- Learning walks
- Pupil performance meetings

9. Annex 1: curriculum Implementation

[Bridge House Independent School - Enquiry Questions \(bridgehouseschool.co.uk\)](http://bridgehouseschool.co.uk)

Children's Services Local Procedure Template

Bridge House Independent School - Nurture Curriculum Overview

Enquiry Question	Year A						Year B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	What makes me unique?	Is everything connected?	Why does the world look this way?	How has the past shaped the present?	What will tomorrow's world look like?	What makes me human?	Can one person change the world?	What is a belief?	Why should we speak out?	How do we communicate?	Would our lives be different in another country?	Will good always prevail over evil?	
Maths	1 to 3 Sorting / Matching Heavy / Light Isolate Shortest	4 to 5 1 more 1 less Sequence the day Light and Dark	1 to 5 Patterns	1 to 5 Height & Length Mass Capacity	1 to 5 Feeder one more / one less 2D / 3D shape spatial reasoning	1 to 5 Fractional Language Subitising Counting on and back Comparing & Ordering	1 to 3 Sorting / Matching Heavy / Light Largest / Smallest	4 to 5 1 more 1 less Sequence the day	1 to 5 Patterns	1 to 5 4 Height & Length Mass Capacity	1 more Feeder one more / one less 2D / 3D shape spatial reasoning	1 to 5 Fractional Language Subitising Counting on and back Comparing & Ordering	
English	Ruby's Worry Little Red Riding Hood The Gingerbread Man It's the Bear The Bear in the Cave Whatever Next The Pirates Underpants	Bonfire Night / Owl Remembrance / Three Little Pigs Halloween Nativity The Night Before Christmas	Stick Man Room on the Broom A Squash and a Squishe The Ugly Five The Magic Pencil Chinese New Year	Mr Wolf's Walk Mr Wolf's Punctuation World Book Day The Tiger who came to tea We're going on an egg hunt Easter	Jasper's Beanstalk Forest School The Very Hungry Caterpillar Oliver's Vegetables What the ladybird heard Easter	The Secret Path Once upon a time story book I Am on the Map Patterson Bear / Patter Bear Tadpole Rainbow Fish Summer	Charlie & Lola Pete and Lucie Oliver What's my Tally Guidelines Whatever Next The Queen's Knickers	Bonfire Night / Owl Remembrance / The Enormous Turnip Barnum's Whomp Book The Little Red Hen The Three Little Pigs Nativity The Night Before Christmas	Stick Man The Gruffalo The Gruffalo's Child Tyrannosaurus Trip	The Snail & the Whale World Book Day The Egg who came to tea We're going on an egg hunt Easter	Jack & the beanstalk Jack & the jellybean stick The Very Hungry Caterpillar Oliver's Vegetables What the ladybird heard	What the Ladybird Heard at the Seaside Sharing a Shell Tadpole The Lighthouse Keeper's Lunch Hanna's Surprise / Ben Summer	
History	Family Customs - Past Events	Celebrations Then and Now Remembrance	Then and Now	Easter	Then & Now	Fossils in the sand	Family Customs - Past events	Celebrations Then and Now Remembrance	Diets/ans / fossils	Easter	Then & Now	History of lighthouses	
Geography	Maps - What is a Map? The World Continents	Celebrations around the world	Weather	Alfresco	Where in the world (vegetables)	Places to visit Map of UK	World Map - Where do beans come from?	Celebrations around the world	Weather	Alfresco	Where in the world (vegetables)	Places to visit Map of the world	
Art	Self Portraits Playing with natural materials	Clay and freckle crafts Vegetable art Painting	Leaf / stone / tree rubbing	Paints / Animal collage	Colour Mixing Butterflies	Bubble Painting Collage Salt Dough / Clay	Self Portraits Leaf Printing	Clay & Freckle Crafts Vegetable Art Painting (Remnant Science)	Tree bark Rubbing	Tiger Prints Easter Cards	Colour mixing Butterflies	Bubble painting Collage Salt Dough/Clay	
DT	Paper Plate crafts	Design cards for a ship Red Man Puppets	Designing brooms - Food Tasting - Homes for animals	Cake designs / Baking Weaving	Bird Feeders / Houses	Fishing boats and nets	Paper Plate Bears	Design cards for a ship Red Man Puppets	Light pin bears Paper machine egg foods	Egg Baskets Weaving	Cliff for a scarecrow	Devices to stop weights climbing back Set up a computer	
Science	Similarities / Differences Materials Food types	Pushes / pulls	Animals Body Parts Seasonal clothes sorting	Changes in materials Chicks & Eggs	How butterflies grow / Lifecycle. Animals and their babies	Float or sink	Similarities / Differences Materials Food types Seasons / Autumn	Pushes / pulls	Animals Body Parts Seasonal clothes sorting	Changes in materials Chicks & Eggs	How butterflies grow Animals and their babies	Float or sink	
Music	Hey Yo!	Rhythm in the way you walk	In the Groove	Friendship Song	Hands, Feet, Heart	Reflect, reward, replay	Zoo Time	Ho Ho Ho	Your imagination	Round & Round	I wanna play in a band	Reflect, reward, replay	
PE	Coordination	Ball Skills	Balance Skills	Multi-skills	Swimming	Swimming	Throwing & Catching Skills	Balance	Moving in different ways	Battling skills	Swimming	Swimming	
PSHE	Being me in the world Families Kindness Team Taking	Celebrating Differences	Dreams and Goals Good friend Fire safety	Healthy Me	Relationships Importance of sleep Right or wrong	Right	Changing Me	Being me in the world Families Kindness Team Taking	Celebrating Differences	Dreams and Goals Good friend Fire safety	Healthy Me	Relationships Importance of sleep Right or wrong	Changing Me
RE	Christianity Symbols and places of worship Nativity Owl Christmas	Christianity Pillimages, symbols, Easter	Christianity Pillimages, symbols, Easter	Judaism Torah and Passover Story	Christianity Symbols and places of worship Nativity Owl Christmas	Christianity Pillimages, symbols, Easter	Judaism Torah and Passover Story	Christianity Symbols and places of worship Nativity Owl Christmas	Christianity Pillimages, symbols, Easter	Christianity Pillimages, symbols, Easter	Judaism Torah and Passover Story	Christianity Symbols and places of worship Nativity Owl Christmas	
Computing	Flash and interactive board	Interactive board games / Beetles	Digital Labeling	IT for research	Time lapse camera	Photo photos and videos	Photo Interactive board	Interactive board games / Beetles	Digital Labeling	IT for research	Time lapse camera	Photo photos and videos	

Bridge House Independent School - KS1 Curriculum Overview

Enquiry Question	Year A						Year B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	What makes me unique?	Is everything connected?	Why does the world look this way?	How has the past shaped the present?	What will tomorrow's world look like?	What makes me human?	Can one person change the world?	What is a belief?	Why should we speak out?	How do we communicate?	Would our lives be different in another country?	Will good always prevail over evil?	
KS1 Maths	Place Value x1 Add & Sub x3 Measure x1	Place Value x1 Add & Sub x2 Shapes x2	Place Value Mult & Div x3 Fractions x2	Place Value x1 Add & Sub x3 Shapes x2	Mult & Div x2 Fractions x2 Spots x2	Measure x2 Place Value x1 Add & Sub x1 Money x2	Place Value x1 Add & Sub x3 Measure x1	Place Value x1 Add & Sub x2 Shapes x2	Place Value x1 Mult & Div x3 Fractions x2	Place Value x1 Add & Sub x3 Shapes x2	Mult & Div x2 Fractions x2 Spots x2	Measure x2 Place Value x1 Add & Sub x1 Money x2	
KS1 English	Eleon & Shrek Tell, Mally Lee Mason poetry, vocabulary	Requiem & Look out, it's dinosaur!	The Boy Who Unrugged The Sea	Toby and The Great Fire Of London	Two Seasons Come Seasons Go by Page 21	Research for Mary Seacole & Florence Nightingale	The Queen's Boudoir	Amelia Earhart (Little People, Big Dreams)	Poems about the seaside	Traditional Fairy tales	Needle Magic / The magic pencilbrush	Last in the toy museum / Toy Story	
KS1 History	British History - Queen's Kings & Queens	Great Fire of London	Research people Florence Nightingale & Mary Seacole	Wright Brothers & Earhart	US Liberty	Toy old to modern link to Toy Story Good and Evil							
KS1 Geography	Human features - city, town villages	Continents and oceans	Complete seasons and weather	4 countries of UK Contrast Bosnia with London	Physical features beach cliff villages compare cities	China							
KS1 Art	Self portraits range of mediums recycling materials	Water inspired painting of & water on different surfaces	Handprints, Patterns & colours	Portraits of the Queen & Queen's Boudoir	Sculptures (see side notes)	US Liberty							
KS1 DT	Making clothes	Cooking / Baking	Making games / Toys	Making samples									
KS1 Science	Body parts & basic needs	Everyday materials	Use of everyday materials	plants	Seasonal changes day & night	Food types growing	Identify common animals, invertebrates, herbivores etc.	Physical properties	habitats	Seasons (Seasons)	plants common flowers	living / dead food sources	
KS1 Music	Hey Yo!	Rhythm in the way you walk	In the Groove	Friendship Song	Hands, Feet, Heart	Reflect, reward, replay	Zoo Time	Ho Ho Ho	Your imagination	Round & Round	I wanna play in a band	Reflect, reward, replay	
KS1 PE	Coordination	Ball Skills	Balance Skills	Multi-skills	Swimming	Swimming	Throwing & Catching Skills	Balance	Moving in different ways	Battling skills	Swimming	Swimming	
KS1 PSHE	Being me in the world Families Kindness Team Taking	Celebrating Differences	Dreams and Goals Good friend Fire safety	Healthy Me	Relationships Importance of sleep Right or wrong	Right	Changing Me	Being me in the world Families Kindness Team Taking	Celebrating Differences	Dreams and Goals Good friend Fire safety	Healthy Me	Relationships Importance of sleep Right or wrong	Changing Me
KS1 RE	Christianity - Christmas Nativity and Easter	Christianity Pillimages, symbols, Easter	Judaism Torah and Passover Story	Judaism Torah and Passover Story	Christianity Symbols and places of worship Nativity Owl Christmas	Christianity Pillimages, symbols, Easter	Judaism Torah and Passover Story	Christianity Symbols and places of worship Nativity Owl Christmas	Christianity Pillimages, symbols, Easter	Christianity Pillimages, symbols, Easter	Judaism Torah and Passover Story	Christianity Symbols and places of worship Nativity Owl Christmas	
KS1 Computing	Follow a basic program to create a picture	Use technology safely poster	Use search engines to collect information	Algorithms	Collecting data seasons / weather	Program a programmable toy such as a Bee-Bot	Creating a network or using programmable	Online safety and support	Using the internet to research	algorithms	Collect data and draw charts	Create and debug	

Children's Services
Local Procedure Template

Bridge House Independent School - LKS2 Curriculum Overview

		Year A						Year B					
Enquiry question		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y34	Maths	Place Value 2, Add Sub 3, Measure 2	Mul Div 3, Fractions 2, Geometry 2	Place Value 1, Add Sub 2, Money 1, Measure 2	Mul Div 2, Fractions 2, Shape / Geo 2	Place Value 1, Stats 2, Measure 3	Place Value 1, Mul Div / Decimals 2, Fractions 2, Add Sub 1, Money 1	Place Value 2, Add Sub 3, Measure 2	Mul Div 3, Fractions 2, Geometry 2	Place Value 1, Add Sub 2, Money 1, Measure 2	Mul Div 2, Fractions 2, Shape / Geo 2	Place Value 1, Stats 1, Measure 3	Mul Div 2, Decimals 2, Fractions 2, Add Sub 1, Money 1
Y34	English	Argh! There's a skeleton inside you & The Story of Ferdinand	The Secrets of Stonehenge & How to wash a woolly mammoth	Cherry Moon	Escape From Pompeii	Sh! I have a plan & newspapers	The king who threw away his throne & Beowulf	End Blyton & Famous Five	There's a Viking in my bed	The Fantastic Journeys of Henri Rousseau & Tiger, Tiger burning bright	The Iron Man, Boy + Bot, Wall-E	Living in Italy	The Flood
Y34	History												
Y34	Geography	Identify positions (lat/long/north/south hem)		mountains & rivers			Settlement land use Lincs with West Midlands	Cities and Counties - Lincs V Cumbria		map skills 8 compass points		Italy linked to Romans	
Y34	Art	Self portraits, sketching, drawing, pencil work		Prints and patterns rocks, mountains	Painting Roman Shields Mosaics paper			End Blyton and characters & Famous Five		Henri Rousseau, Tiger in a tropical storm			Textured patterns with wool
Y34	DT		Cooking stone age meals berries etc...			sustainable packaging	Anglo Saxons brooches - weaving		making waterproof Viking boats		Robot mechanisms	Cooking food from Italy (bread/pasta)	
Y34	Science	Skeleton & muscles	Electricity	Rocks	plants	forces & magnets	teeth & digestion	living things classification	light	classification keys	Sound	states of matter	nutrition
Y34	Music	Let your spirit fly	Lean on me	Dragon song	three little birds	Glockenspiel 1	Reflect, rewind, replay	Mamma Mia	stop!	Glockenspiel 2	Blackbird	Bringing us together	Reflect, rewind, replay
Y34	PE	Passing - netball	Dribbling - football	Swimming / Dance	Swimming / Balance	Target shooting	Striking - Tennis	Passing - basketball	Dribbling - football	Swimming / Movement & Balance	Swimming	Running/Obstacle courses	Striking - softball
Y34	PSHE	Being me in the world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me	Being me in the world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me
Y34	Computing	Word processing skill	Online safety powerpoint	Using search engines to collect information	Writing a blog	Statistics on excel	Programming languages Scratch	Digital photography	Online safety and support	Using search engines to collect information	Writing emails	Select, use and combine a variety of software	Algorithms and debugging
Y34	RE	Hinduism festivals (Diwali)		Christianity beliefs and values (prince turtl)		Religion in the community compare main religions		Hinduism beliefs values (Ganesh deity symbols)		Hinduism places of worship (Temples) and new year		Christianity journey of life and death, teaching creation story, nat etc.	

Bridge House Independent School - UKS2 Curriculum Overview

		Year A						Year B					
Enquiry question		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y56	Maths	Place Value 1, Add Sub 3, Mul Div 3	Fractions 3, Stats 2, Measure 2	Place Value 1, Ratio 1, Geometry 3	Mul Div 2, Fractions 2, Decimals / % 2	Place Value 1, measure 3, Add Sub 2	Decimals / % 2, Algebra 1, Geometry 3	Place Value 1, Add Sub 3, Mul Div 3	Fractions 3, Stats 2, Measure 2	Place Value 1, Ratio 1, Geometry 3	Mul Div 2, Fractions 2, Decimals / % 2	Place Value 1, measure 3, Add Sub 2	Decimals / % 2, Algebra 1, Geometry 3
Y56	English	The Boy Who Grew Flowers & I Heard it in the Playground	City of Embers Book-graphic novel	Violent volcanoes, Earth Shattering Earthquakes, Natural disasters	So You Think You've Got it Bad? Mary and the Middle of the Sphere	Hidden Figures: The True Story of four Black Women and the Space Race	Percy Jackson Myths and legends	Inspirational biographies		It's A Mind-Bending Way of Looking at Big Ideas and Numbers	Our House is on Fire: Greta Thunberg's Call to Save the Planet	Goodnight Mr Tom, M Secret War Diary	Journey to the river sea / Midsummer Night's Dream - Shakespeare, Journey: An Illustrated History of Travel
Y56	History		Beyond 1066 Tudors		Ancient Egypt		Ancient Greeks					WWII Battle of Britain	Modern transport
Y56	Geography	Identify cancer / cap / tropics / time lines / arctic / antarctic		Volcanoes and earthquakes		Economic activity local natural resources		Counties and cities Lincs with Bucks			Fieldwork / mapskills		North & South America Brazil
Y56	Art	Self portraits pencil, charcoal, paint		Clay abstract sculptures world around us		Space prints, oil pastels, textures		Andy Warhol Famous Faces			Landscapes Monet V Van Gogh	WWII posters collages	
Y56	DT		Tudor houses		Egyptian patterns incl sewing		cooking healthy meals				Attec mosaics tiles		cooking from Brazil create moving vehicle
Y56	Science	Circulatory System	Electricity	Properties & change of materials	habitats & micro organisms	earth and space	Diet / exercise	evolution & inheritance	light	life cycles of mammals etc...	Forces	properties of materials	reproduction & aging
Y56	Music	Happy	You've got a friend	MUSIC and ME	Classroom Jazz 1	Dancing in the street	Reflect, rewind, replay	Make you feel low	Living on a prayer	New Year Carol	Classroom Jazz 2	Fresh Piece of Ice Air	Reflect, rewind, replay
Y56	PE	Swimming / Balance agility	Swimming / Table tennis	Passing / shooting football	Dribbling basketball	Running & movement	Striking / Fielding - Rounders	Swimming / sequences	Swimming / dance	Invasion games - tag games	Target shooting / archery	Orienteering	Striking/Fielding - Cricket
Y56	PSHE	Being me in the world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being me in the world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Y56	Computing	Producing digital music/film	Online safety leaflet	Using search engines to collect information	Programming and algorithms	Computing with maths	Creating a vlog	Digital photography and editing	Online safety and support	Word processing skills	Design & write programs	Creating a new world Minecraft	Code breaking
Y56	RE	Buddhist festivals Sangha Day / worship/ pilgrimages		Christianity worship, pilgrimage, community		Buddhist stories and origins		Christianity inspirational people		Buddhism beliefs and values, festivals nirvana day		Christianity impact of religion in world, beliefs in action human rights	

Children's Services
Local Procedure Template

Bridge House Independent School - KS3 Curriculum Overview

Enquiry question	Year A						Year B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	What makes me unique?	Is everything connected?	Why does the world look this way?	How has the past shaped the present?	What will tomorrow's world look like?	What makes me unique?	Can one person change the world?	What is a belief?	Why should we speak out?	How do we communicate?	Would our lives be different in another country?	Will our lives ever be?	
Maths	Year 7	Sequences Understanding and using algebraic notation Equality and equivalence	Place value Ordering integers and decimals Fractions, decimal and percentage equivalence	Solving problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages amounts	Operations and equations with directed number Addition and subtraction of fractions	Constructing, measuring and using geometric notation Developing geometric reasoning Prime numbers and proof	Sequences Understanding and using algebraic notation Ordering integers and decimals Fractions, decimal and percentage equivalence	Place value Ordering integers and decimals Solving problems with multiplication and division Fractions and percentages amounts	Solving problems with addition and subtraction Solving problems with multiplication and division Fractions and percentages amounts	Operations and equations with directed number Addition and subtraction of fractions	Constructing, measuring and using geometric notation Developing geometric reasoning	Developing number sense Sets and probability Prime numbers and proof	
Maths	Year 8	Ratio and scale Multiplicative change Multiplying and dividing fractions	Working in the Cartesian plane Representing data Tables and probability	Statistics, equations and inequalities Sequences Inequalities	Fractions and percentages Standard index form Number sense	Angles in parallel lines and polygons Area of triangles and circles Measures of location The data handling cycle	Ratio and scale Multiplicative change Multiplying and dividing fractions	Working in the Cartesian plane Representing data Tables and probability	Statistics, equations and inequalities Sequences Inequalities	Fractions and percentages Standard index form Number sense	Angles in parallel lines and polygons Area of triangles and circles Line symmetry and reflection	The data handling cycle Measures of location	
Maths	Year 9	Straight line graphs Handling and solving equations Using conjectures	Three-dimensional shapes Constructions Maths and money	Number Using percentages Maths and money	Deduction Rotation and translation Pythagoras Theorem	Engagement and similarity Algebraic representations Solving ratio and proportion problems Rates	Probability Algebraic representations Solving ratio and proportion problems Rates	Straight line graphs Handling and solving equations Using conjectures	Three-dimensional shapes Constructions and congruency Pythagoras Theorem	Number Using percentages Maths and money	Deduction Rotation and translation Pythagoras Theorem	Engagement and similarity Algebraic representations Solving ratio and proportion problems Rates	
English	Year 7 and 8	Curious incident of the Dog in the Night-Time (Narrative - personal response)	The 1800 year old boy (Narrative - contemporary fiction)	Planet from a green and blue planet (Poetry)	Notes (Narrative - historical)	The Hunger Games (Narrative - action, newspaper reports)	Genies Tales (Narrative - fiction, play script)	Earth Hero's (Persuasion - letters, action)	Frankenstein (Narrative - play script, Gothic, Horror)	Wonder (Narrative - contemporary fiction)	India in my region (Narrative - fantasy)	Rabunus Cruise (Narrative - historical)	The Riverbank, Miles & Douglas (Narrative - adventure)
English	Year 9	Escape Room (Narrative - adventure)	A Midsummer Night's Dream (Play script - historical)	Wonder (Poetry)	The Story of a Young Girl (Drama - historical context)	Man of War (Narrative - science fiction)	Lord of the Flies (Narrative - modern classic)	Beowulf (Epic poem, myth)	Dracula (Narrative - mystery)	The Boy in the Striped Pyjamas (Play script - based on history)	Rebecca and Robert (Play script)	The Boy at the Back of the Book (Narrative - historical)	Frank Myles (Narrative - myth)
Science	Year 7 and 8	Material Molecular Organisms Nutrition	Electricity Magnets	Chemical elements Molecules - structures and compounds	Ecosystems Earth	Space Physics and matter	Health (drug) Reproduction Cell structure	Cell mechanics Organisms	Chemical reactions Pure Substances Substances	Gas exchange Cellular respiration	Light waves Sound waves	Physics and matter Inorganic (change of state)	Change in systems Organic (change of state)
Science	Year 9	Genetics Evolution and coding	Energy Heating and cooling	Atoms Periodic Table	Photosynthesis Cell structure	Earth and atmosphere	Motion Forces	Genetics Evolution	Energy Heating and cooling	Atoms Periodic Table	Photosynthesis Cell structure	Earth and atmosphere	Motion Forces
PSHE	Year 7 and 8	Being me Celebrating differences	Celebrating differences	Democracy and goals	Healthy me	Relationships	Changing me	Being me	Celebrating differences	Democracy and goals	Healthy me	Relationships	Changing me
PSHE	Year 9	Being me Celebrating differences	Celebrating differences	Democracy and goals	Healthy me	Relationships	Changing me	Being me	Celebrating differences	Democracy and goals	Healthy me	Relationships	Changing me
Humanities	Year 7 and 8	Multi - history & Geog Empire, global citizenship	Exploration and adventure	National identity (characters)	Renaissance and Europe	Weather and Climate	Exploring England Road and Farming - UK and the World	Multi - history & Geog (map skills, chronology)	Medieval and Classical - The Normans	Extreme environments - Polar	First Colonies and America	Extreme environments - Subarctic	Results and Reflections
Humanities	Year 9	Votes for women	The British Empire	Exploring traditions and events	Law and Order	Population and Migration	Global towns	Exploring traditions and events	The British Empire	Votes for women	Population and Migration	Global towns	Law and Order
Computer Science	Year 7 and 8	3D Modelling	Impact of technology Computer systems	Media - supporting a cause	Programming (Scratch/Python)	Specialised enabling	Programming (Scratch/Python)	Vector graphics	Collaborating online respectfully	Developing for the web	Mobile app development	Networks Representations	Programming (Scratch/Python)
Computer Science	Year 9	Animation	Cyber security	Audio Visual Representations	Physical computers Using microbots Python	Data science	Python Programming with sequences	Animation	Cyber security	Audio Visual Representations	Physical computers Using microbots Python	Data science	Python Programming with sequences
Art	Year 7 and 8	The UML Colour theory About media Postcard Van Gogh/Chalk Class	Art Across Continents ID Africa, Europe & America Visual marks Public Places/Technical Public	Our environments Drawing/printing ID When I live Natural & learned Landscapes Brand Packaging/behaviour Data	POP Art & social Issues Drawing/printing ID Colour and design Mechanical electronic/arts Stemwork outlets Art Andy Warhol/Keith Haring	Inventions of the Future College Fashion and patterns Mechanical electronic/arts Stemwork outlets Art Andy Warhol/Keith Haring	Seeing vs. Experiencing Drawing ID New perspectives Group 3D figure sculpture Art Andy Warhol/Keith Haring	Religious Purpose Messages The FACES Typography (Gothic/Block Art) Print Messages within Art Banksy (B&W) Banksy (Colour) Banksy (3D) (Buildings/Architecture)	Messages The FACES Typography (Gothic/Block Art) Print Messages within Art Banksy (B&W) Banksy (Colour) Banksy (3D) (Buildings/Architecture)	Messages The FACES Typography (Gothic/Block Art) Print Messages within Art Banksy (B&W) Banksy (Colour) Banksy (3D) (Buildings/Architecture)	Messages The FACES Typography (Gothic/Block Art) Print Messages within Art Banksy (B&W) Banksy (Colour) Banksy (3D) (Buildings/Architecture)	Messages The FACES Typography (Gothic/Block Art) Print Messages within Art Banksy (B&W) Banksy (Colour) Banksy (3D) (Buildings/Architecture)	Messages The FACES Typography (Gothic/Block Art) Print Messages within Art Banksy (B&W) Banksy (Colour) Banksy (3D) (Buildings/Architecture)
Art	Year 9	Operational Drawing Drawing Techniques Illustrating Portraits & Facial properties Final Piece (Drawing/Print/Video Project)	Towards Abstraction Colour Form Shapes and patterns Abstract Art's connection to the world around us Final Piece (Painting/Technical Public (year))	A matter of perspective Drawing/printing ID Modern architecture city life Perspective drawing 3D printing Image Motions	A matter of perspective cont. College POP culture (B&W, B&C, Yellow etc) Perspective drawing Public Roundtable Future prospects through creative ideas Cherry/Infrared Art	ACES to FACES Drawing/printing Media replication Colour theory and application Art's Cultural research Future prospects through creative ideas Cherry/Infrared Art	ACES to FACES cont. Media replication ACES Cultural research Exploration of own ideas Cherry/Infrared Art	Classical Drawing Colour theory Drawing Drawing Portraits & Facial properties Final Piece (Drawing/Print/Video Project)	Towards Abstraction Colour Form Shapes and patterns Abstract Art's connection to the world around us Final Piece (Painting/Technical Public (year))	A matter of perspective cont. College POP culture (B&W, B&C, Yellow etc) Perspective drawing 3D printing Image Motions	A matter of perspective Drawing/printing ID Modern architecture city life Perspective drawing 3D printing Image Motions	A matter of perspective cont. College POP culture (B&W, B&C, Yellow etc) Perspective drawing 3D printing Image Motions	A matter of perspective Drawing/printing ID Modern architecture city life Perspective drawing 3D printing Image Motions
STEM	Year 7 and 8	Wild Creations	Bridge Construction	Designing a better world	Living things & plants	Matter - molecules of the future	Reproduction	Organisms	Chemical reactions plastics	Solar	Waves, sound and light - molecules of the future	Flourish	Weather and climate
STEM	Year 9	Revealing fingerprints	Animation	Building a better entertainment cabinet	Designing a game controller	Revealing fingerprints	Animation	Building a better entertainment cabinet	Designing a game controller	Revealing fingerprints	Animation	Building a better entertainment cabinet	Designing a game controller
Food and nutrition	Year 7 and 8	Edward Plate Why do we eat? Energy Balance Bacteria Sensory Evaluation Tasting Seasonal Food Fruit and Vegetables	Protein Meat Fats and oils Milk Carbohydrates Glycemic Micro nutrients Sensory and nutrition	Food waste Where does food come from? Food labelling Allergies Food needs for different age groups Vegetarian	Protein Meat Fish Food Production What to Buy How to label Nutritional analysis	British cuisine Meat skills International cuisine Food-coding Factors affecting food choice Energy balance	Food-coding Meat recipes Cheese Food labelling Cooking - heat transfer Sensitisation Cognitive Learning agents	Edward Plate Why do we eat? Energy Balance Bacteria Sensory Evaluation Tasting Seasonal Food Fruit and Vegetables	Protein Meat Fats and oils Milk Carbohydrates Glycemic Micro nutrients Sensory and nutrition	Food waste Where does food come from? Food labelling Allergies Food needs for different age groups Vegetarian	Protein Meat Fish Food Production What to Buy How to label Nutritional analysis	British cuisine Meat skills International cuisine Food-coding Factors affecting food choice Energy balance	Food-coding Meat recipes Cheese and yogurt Cooking - heat transfer Sensitisation Cognitive Learning agents
Food and nutrition	Year 9	Edward Plate Why do we eat? Energy Balance Bacteria Sensory Evaluation Tasting Seasonal Food Fruit and Vegetables	Protein Meat Fats and oils Milk Carbohydrates Glycemic Micro nutrients Sensory and nutrition	Food waste Where does food come from? Food labelling Allergies Food needs for different age groups Vegetarian	Protein Meat Fish Food Production What to Buy How to label Nutritional analysis	British cuisine Meat skills International cuisine Food-coding Factors affecting food choice Energy balance	Food-coding Meat recipes Cheese and yogurt Cooking - heat transfer Sensitisation Cognitive Learning agents	Edward Plate Why do we eat? Energy Balance Bacteria Sensory Evaluation Tasting Seasonal Food Fruit and Vegetables	Protein Meat Fats and oils Milk Carbohydrates Glycemic Micro nutrients Sensory and nutrition	Food waste Where does food come from? Food labelling Allergies Food needs for different age groups Vegetarian	Protein Meat Fish Food Production What to Buy How to label Nutritional analysis	British cuisine Meat skills International cuisine Food-coding Factors affecting food choice Energy balance	Food-coding Meat recipes Cheese and yogurt Cooking - heat transfer Sensitisation Cognitive Learning agents
PE	Year 7 and 8	Badminton Hockey Football	Table Tennis Dance Table Tennis	Gymnastics	Outdoor and adventure Dance and adventure	Athletics	Swimming Tennis	Badminton Hockey Football	Dance Table Tennis	Gymnastics	Outdoor and adventure Dance and adventure	Athletics	Swimming Tennis Badminton
PE	Year 9	Badminton Hockey Football	Table Tennis Dance Table Tennis	Gymnastics	Outdoor and adventure Dance and adventure	Athletics	Swimming Tennis Badminton	Badminton Hockey Football	Dance Table Tennis	Gymnastics	Outdoor and adventure Dance and adventure	Athletics	Swimming Tennis Badminton

Children's Services
Local Procedure Template

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Bridge House Independent School - KS4 Curriculum Overview													
Subject	Year	Year A					Year B						
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Maths	Year 10	Congruence, similar figures and trigonometry	Number systems, algebra and functions	Algebra and trigonometry	Statistics and probability	Circle geometry and area	Area and volume	Area and volume	Area and volume	Area and volume	Area and volume	Area and volume	Area and volume
Maths	Year 11	Quadratic Equations and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions	Algebra and Functions
English	Year 10	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters
English	Year 11	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters	Non-fiction texts, including speeches and letters
Science	Year 10	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs
Science	Year 11	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs	Cells, tissues and organs
Geography	Year 10	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography
Geography	Year 11	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography	Physical Geography
PE	Year 10	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
PE	Year 11	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Information Technology	Year 10	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology
Information Technology	Year 11	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology
Personal Studies	Year 10	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies
Personal Studies	Year 11	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies	Personal Studies
Art	Year 10	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art
Art	Year 11	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art	Art
Home Cooking	Year 10	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking
Home Cooking	Year 11	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking	Home Cooking
SpEd	Year 10	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd
SpEd	Year 11	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd	SpEd
SPe	Year 10	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe
SPe	Year 11	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe
SPe	Year 10	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe
SPe	Year 11	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe	SPe

Children's Services
Local Procedure Template

Bridge House Independent School - KS4 Pathway Overview												
Enquiry question	Year A						Year B					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	What makes me unique?	Is everything connected?	Why does the world look this way?	How has the past shaped the present?	What will tomorrow's world look like?	What makes me human?	Can one person change the world?	What is a belief?	Why should we speak out?	How do we communicate?	Would our lives be different in another country?	Will good always prevail over evil?
Maths (Functional Skills)	Number Value Addition and Subtraction Multiplication and Division Extracting and Interpreting Information	Rounding and Estimation Ratio and Proportion Collecting and Illustrating Data	Using Algebra Mixed Operations and Calculator Practice Averages and Range	Fractions Money Time Length Weight Scatter Diagrams	Decimals Capacity Temperature Shape Position and Direction Probability	Percentages Perimeter, Area and Volume Compound Measures	Number Value Addition and Subtraction Multiplication and Division Extracting and Interpreting Information	Rounding and Estimation Ratio and Proportion Collecting and Illustrating Data	Using Algebra Mixed Operations and Calculator Practice Averages and Range	Fractions Money Time Length Weight Scatter Diagrams	Decimals Capacity Temperature Shape Position and Direction Probability	Percentages Perimeter, Area and Volume Compound Measures
English (Functional Skills)	Discourse Narrative story Text retrieval and understanding Basic punctuation Entry Level 1 precision word teaching Imperative verbs Phonics check	War poetry Private Peaceful Christmas Lyrics/Poetry Regular plurals Entry Level 1 precision word teaching Compound sentences Communicating to an audience	Non-fiction Focus Understand the main points of an unfamiliar text Understand organisational markers in a short, straightforward text Read and understand sentences with only one clause	Newspapers Tabloids and broadsheets Recount Hiroshima Entry Level 1 precision teaching Using illustrations and captions to locate information	Iran Man Narrative story/Sci-Fi Write a short story with a beginning, middle and end Identify rhythm in a poem Identify rhyming in a text	Poetry Focus Michael Rosen Benjamin Zephaniah - Refugee Identify rhythm in a poem Identify rhyming in a text	Rose Parks - Little People Big Dreams Autobiography/letter writing Basic punctuation Entry Level 1 precision word teaching Imperative verbs Phonics check	Vegetarian / vegetarianism Recipe books Instruction writing Private Peaceful Christmas lyrics/Poetry Regular plurals Entry Level 1 precision word teaching Compound sentences Communicating to an audience	Greta Thunberg - Language of Protest Non-fiction Understand the main points of an unfamiliar text Understand organisational markers in a short, straightforward text Read and understand sentences with only one clause	Newspapers Tabloids and broadsheets Recount Hiroshima Entry Level 1 precision teaching Using illustrations and captions to locate information	Iran Man Narrative story/Sci-Fi Write a short story with a beginning, middle and end Identify rhythm in a poem Identify rhyming in a text	Poetry Focus Michael Rosen Benjamin Zephaniah - Refugee Identify rhythm in a poem Identify rhyming in a text
Science (BTEC)	Being Organised	Exploring Biology	Carrying out Science Experiments	Develop a Personal Progression Plan	Practical Actions to Protect the Environment	Refining Assignments	Being Organised	Exploring Biology	Carrying out Science Experiments	Develop a Personal Progression Plan	Practical Actions to Protect the Environment	Refining Assignments
Geography (Entry Level)	Who lives in your place? Who lives in the UK?	Why are cities complex places? How has the world's population changed?	Why are some cities so big? Why are mega cities a challenge for the future?	How has the world's population changed? Why are mega cities a challenge for the future?	Why are some places more dangerous than others? How can tectonic movement be hazardous?	What natural and human factors can cause flooding? Why should tropical rainforests matter to us?	Who lives in your place? Who lives in the UK?	Why are cities complex places? How has the world's population changed?	Why are some cities so big? Why are mega cities a challenge for the future?	How has the world's population changed? Why are mega cities a challenge for the future?	Why are some places more dangerous than others? How can tectonic movement be hazardous?	What natural and human factors can cause flooding? Why should tropical rainforests matter to us?
PSHE	Being me	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me	Being me	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Sport (BTEC)	Developing a Personal Progression Plan	How Exercise Affects the Body	Being Organised	Keeping Active and Healthy	Playing Sport	Refining Assignments	Developing a Personal Progression Plan	How Exercise Affects the Body	Being Organised	Keeping Active and Healthy	Playing Sport	Refining Assignments
UPS (BTEC)	Finding Out About the Public Services	Taking Part in Fitness Testing	Being Organised	Taking Part in Sport and Adventurous Activities	Developing a Personal Progression Plan	Refining Assignments	Finding Out About the Public Services	Taking Part in Fitness Testing	Being Organised	Taking Part in Sport and Adventurous Activities	Developing a Personal Progression Plan	Refining Assignments
Art (BTEC)	Being Organised Creating a 3D Art Object	Being Organised Creating a 3D Art Object	Being Organised Creating a 3D Art Object	Being Organised Creating Prints	Being Organised Creating Prints	Refining Assignments	Developing a Personal Progression Plan Creating Prints	Developing a Personal Progression Plan Creating an Art Image	Developing a Personal Progression Plan Creating an Art Image	Developing a Personal Progression Plan Creating an Art Image	Developing a Personal Progression Plan Creating an Art Image	Refining Assignments
Home Cooking (BTEC)	Practical: Weighing & Measuring	Practical: Peeling & Gearing	Practical: Roasting & Frying	Practical: Boiling, Mashing, Baking & Beating	Level 1 Assignment	Level 1 Assignment	Practical: Weighing & Measuring	Practical: Peeling & Gearing	Practical: Roasting & Frying	Practical: Boiling, Mashing, Baking & Beating	Level 1 Assignment	Level 1 Assignment

**Children’s Services
Local Procedure Template**

Contents Checklist (Local Services may add additional items – this is a core list)			
Rationale underpinning the curriculum – Intent, Implementation, Impact	x	Reference the teaching of reading	x
Reference the ISS	x		
Reference qualifications and outcomes supported by the curriculum	x		
Reference relationships and sex education and how this is taught	x		
Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark			
Post-16 as a separate section if this is applicable	x		
The role of subject coordinators if this is applicable and how the curriculum is monitored	x		
Reference to the process of how the curriculum is and will be reviewed	x		

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions