



Curriculum Policy

	Document control table
Title	Curriculum Policy
Date approved	June 2025
Approved by	OAISB
Date of next review	September 2025
Updates/revisions included:	New policy adopted for OA North View

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

This policy operates in conjunction with the following Trust policies:

- Careers Policy
- Equality information and objectives
- SEND policy
- Medical Needs Policy
- Accessibility Plan
- Children with Health Needs Who Cannot Attend Policy

2. Aims and intent

Our curriculum is broad, ambitious and encourages students to recognise their personal learning journey and take pride in the beautiful work they produce. At OA North View we have designed a curriculum that empowers our young people through the delivery of the knowledge and skills that they will need to succeed in their next destination and beyond.

The fundamental principles of our curriculum are:

- give students real-world learning experiences
- deliver outstanding teaching that provides the core knowledge, skills, attributes and aspirations necessary to instil a love of lifelong learning
- offer rigorous and high-quality critique and feedback of students' work
- develop dynamic leadership - including staff and student leadership
- create a culture of respect to ensure our students become adults that go on to make a real difference
- Build the strength and depth of character that combines a strong moral purpose with excellent social skills.

At Olive, every student will have the foundations laid for rebuilding faith in education, through a fully inclusive and personalised curriculum, taught by outstanding and highly qualified teachers. By providing a safe and engaging environment, we endeavour to remove barriers and promote the opportunity for students to excel.

We encourage our students to take responsibility for their own learning, teaching them to be resilient, show determination, be reflective and show conviction in overcoming set-backs to achieve their goals.

Our curriculum is led by our core Olive values, which are incorporated into our daily teaching.

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Conviction:

All schemes of learning across all pathways will provide students with the opportunity to develop their literacy and numeracy skills. Our schemes of learning are sequenced to ensure that knowledge and skill can be built upon every lesson. A range of enrichment opportunities will be provided for all students, in the form of school trips, in-school events and a wide range of extra-curricular activities.

Determination:

Students will have taken opportunities to fully immerse themselves in the wider life of the school engaging in a range of enriching activities that both help build positive relationships and take students out of their comfort zone.

Reflection:

Our Personal Social Health and Relationship Education (PSHRE) curriculum will ensure our students thrive as healthy individuals, who understand how to keep themselves safe both in the real world and online. This will be delivered in dedicated PSHRE lessons as well as during coaching time sessions and weekly assemblies.

Opportunities will be provided to develop students' resilience in a supportive setting: a dedicated pastoral team, in-school counsellors and coaches will provide bespoke support to students as and when needed.

Ambition:

All Olive students will be well-informed and prepared to take the next steps in their education, employment or training. Our students will gain the cultural capital to ensure they are well-rounded, well-informed individuals who have been provided with the same cultural opportunities as their peers from a wide range of educational backgrounds.

Students at Olive will be equipped with the vital life skills required to flourish and thrive in adult life.

3. Roles and responsibilities

The Trust Board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Director of Standards with regard to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Director of Standards is responsible for:

- Approving and monitoring of the quality assurance process of this policy.
- Monitoring pupil progress and attainment ensuring the senior leadership group are well informed.
- Ensuring the curriculum is well planned, staffed and accessible for all students.
- Reporting to the Trust Board and SLG on curriculum developments.

The Executive Headteacher is responsible for:

- Ensuring the curriculum offer is appropriate, engaging and progressive.
- Ensuring the curriculum can be effectively staffed and within the required budget.
- Ensuring the curriculum is of high quality and meets the Olive Values.
- Works closely with the head of school to ensure the delivery of the curriculum meets the diverse needs of the changing cohorts.

The head of school is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Producing an annual report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

Subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.

- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

The SENCO is responsible for:

- Collaborating with the Head of School and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.

- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

4. Organisation and Planning

The school's curriculum will be delivered over 190 days and equally throughout the school week. Each school day will be split into two sessions and pupils will receive at least one break (lunch).

In collaboration with subject leaders, teachers and other members of the SLT, the Head of School will devise the following plans:

- **Long-term plans** that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- **Medium-term plans** that deal with the activities within units of work that are set out termly.
- **Short-term plans** that are concerned with individual lessons or sessions on a weekly basis and address issues of curriculum differentiation and access for individual pupils.

Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another. A full list of subjects covered in school can be found in the Curriculum content section of this policy.

Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

Pupils who are identified as needing additional support will receive it, e.g. those with SEND – this will include dedicated time with TAs and access to specialist resources and equipment where required. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

5. Curriculum content

Curriculum Intent

We recognise that pupils join our school with a range of complex barriers and our curriculum aims at removing and/or overcoming them. We aim to do this with a tightly balanced curriculum of academic, vocational and social and emotional learning opportunities. Our curriculum is designed to fit our pupils' needs precisely through bespoke outcome focused approaches. We recognise that gaps in a pupil's academic successes as well as personal, social and emotional understanding need to be quickly addressed in order for pupils to achieve aspirational outcomes which aims to include re-integration back to mainstream provision.

Personal development runs throughout the spine of our curriculum with pupils receiving a wide range of daily opportunities through each subject. The Olive Way focuses on high-quality, hands-on experiences which focus on SMSC. We will also provide outdoor educational activities which focus on developing each pupil as a whole. Research shows that outdoor learning has a significantly positive impact on a pupil's wellbeing and mental health, confidence and self-esteem, social skills and resilience. Our inclusive curriculum celebrates diversity and promotes tolerance and mutual respect of others.

Through a basic skills approach to teaching, we aim to provide our pupils with the skills and knowledge that will equip pupils for their next destinations. We recognise that pupils in alternative provision deserve the same chances of academic success as pupils in a mainstream provision in order to achieve a pupil's dreams and goals. Therefore we offer a range of academic qualifications including KS2 SATS, GCSEs, Functional Skills and BTEC awards.

In an ever changing and challenging world, many pupils face challenges in managing social environments and keeping their emotions in control. Our curriculum aims to develop a pupil's own understanding of their social and emotional needs through the use of Zones of Regulation and a curriculum which includes learning to support development through each lesson. An assessment system is used that enables regular, accurate data gathering, analysis and monitoring. We understand the needs to address a pupil's gaps in prior knowledge and skills and we have a curriculum which enables us to adapt our teaching to address these.

Our aim is to prepare young people for a successful present and future after a challenging past.

Our curriculum

OA North View offers a broad curriculum designed at removing and overcoming barriers through a range of subjects. The core curriculum of English, maths and PSHRE is provided along with a broad and rich curriculum including: SMSC, science, outdoor learning, careers, humanities at Key Stage 2 & 3 and cooking.

The Olive Way – The Olive Way is a holistic approach with the intention of developing the whole pupil. This subject focuses on teaching themed subjects through an EYFS approach, focusing on developing SMSC in pupils. This is further broken into:

- Being Olive
- Being Social
- Being Curious
- Being Healthy and
- Being Creative

English

Many of our pupils who are of a similar chronological age work at very different academic levels, especially within their English skills. English is structured into three parts: Reading, Writing and Speaking and Listening. We have designed a curriculum where the whole school is able to learn the same topic, at different levels in their own classes. We aim to include rich texts which focus on wider societal issues.

Maths

We understand that basic mathematical skills are an important part of adulthood. We have adopted a basic skills approach to learning for our pupils in maths to be able to focus on real-life, workplace maths knowledge. We want our pupils to learn the skills and knowledge that underpins the wider maths curriculum. We use the same approach in maths as in English which enables a class of learners at different levels to learn the same topic with their outcomes differentiated.

PSHE

'Jigsaw' is the scheme of learning used at OA North View.

Science

Our pupils' understanding of the world is developed through a planned and structured set of experimental learning experiences. We aim for our pupils to complete a GCSE alongside an Entry Level Certificate where appropriate.

Outdoor Learning

This sits at the heart of our curriculum due to the benefits in personal development it exposes our pupils to. We will monitor pupils' progress in confidence, resilience, wellbeing and engagement through a range of adventurous activities and while in school.

Cooking

We believe that all pupils should leave our academy knowing how to cook healthy food independently. Our cooking curriculum exposes pupils to a range of healthy recipes and cooking skills.

Humanities

Humanities in KS2 & 3 is used to help support pupils learning skills as well as providing key skills and knowledge needed for the wider world. We have based our humanities curriculum around PSHE as well as geography, history and R.E. knowledge.

Curriculum Overviews by Subject

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Place Value Addition and Subtraction Statistics	Multiplication and Division Area and Perimeter	Multiplication and Division Fractions	Fractions Decimals and Percentages Consolidation	Consolidation Decimals Properties of Shape	Position and Direction Converting Units Volume
Year 6	Place Value Four operations	Fractions Position and Direction	Decimals and Percentages Algebra	Converting Units Perimeter, Area and Volume Ratio Consolidation	Statistics Properties of Shape	Consolidation Themed Projects
Year 7	Sequences Algebraic notation Equality and equivalence	Place Value, Ordering and Rounding Fraction, decimal and percentage equivalence	Brackets, equations and inequalities Sequences Indices	Fractions and percentages Standard index form	Angles in parallel lines and polygons Area of trapezia and circles Line symmetry and reflection	The data handling cycle Measures of location
Year 8	Ratio and Scale Multiplicative change Multiplying and dividing fractions	Working in the cartesian plane Representing data Tables and probability	Area, Volume and Density Equations and Inequalities Percentages	Algebra – Indices Number – Standard Form Statistics Interpret and represent data	Angles in Parallel Lines and Polygons Tables and Probability	Circles Graphs and Charts Sequences involving algebra Revision and Consolidation
Year 9	Straight line graphs Forming and solving equations Testing conjectures	3D shapes Constructions and congruency	Numbers Using percentages Maths and money	Rotation and translation Pythagoras' theorem	Enlargement and similarity Ratio and proportion problems	Rates Probability

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Narrative writing Instructions Character description Newspaper report Biography Poetry Diary		Setting description Newspaper report Letter Diary Narrative		Setting description Newspaper report Poetry Diary Biography Narrative	
Year 6	Narrative writing Newspaper report Poetry Diary Letter		Narrative writing Persuasive writing Character description Informal letter Recount		Character description Setting description Informal letter Non-chronological report Diary	
Year 7	Happy – Nicola Edwards Cardboard Cowboys - Brian Conaghan Poetry Narrative writing Newspaper report Character description Diary Setting Description		Midsummer Night’s Dream (Playscript) Overheard in a Tower Block (Poetry) Informal narrative Reasoned argument Formal letter Missing person poster Sonnet / Haiku		Letters from the Lighthouse The Arrival (Picture Book) Media script Postcard Narrative Non-chronological report Diary recount	
Year 8	Myths, Legends and Stories that Inspire	Victorian Childhood - fiction A Christmas Carol and Oliver Twist	Romeo and Juliet	Participating in Effective Debates	A Monster Within - Reading and Writing Gothic fiction	Gothic Poetry
Year 9	Lord of the Flies Modern literature strand 2: power, control and oppressive regimes	Women’s Rights across the ages – non-fiction reading and writing	One Boy’s War Literary Perspectives from the First World War	Creating and Performing Slam Poetry	Macbeth	The Boy in the Girl's bathroom – Creative writing

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Forces	Space to include global warming and sustainability	Properties of Materials	Lifecycles	Reproduction	Reversible and Irreversible Changes
Year 6	Living Things and their habitats	Electricity – including renewable energy	Light – including light pollution	Circulatory System Diet, drugs and lifestyle	Variation and Adaptation	Fossils Themed Project
Year 7	Matter as particles Cells	Forces Separation	Magnetism Chemical Reactions	Space Acids and Alkalis	Speed Human skeleton and muscles	Reproduction in humans
Year 8	Periodic Table Charge and Electrical Currents	Energy and Power	Light and Sound Earth's resources	The digestive system Reproduction in plants	Electrical Circuits Gas exchange	Genetics
Year 9	Respiration Waves	Diet and exercise Climate change and greenhouse gases	Variation Evolution	Photosynthesis	Forces Disease and drugs	Interdependence

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Being in my World - who am I and how do I fit?	Celebrating Differences – Respect for similarity and difference Anti-bullying Being Unique	Dreams and Goals Aspirations	Healthy Me – Being and keeping safe and healthy	Relationships Building positive healthy relationships	Changing me – coping positively with change
Year 6	Being in my World - who am I and how do I fit?	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me

Year 7	Being in my World – How do I fit into the world I live in?	Celebrating Differences - Do we need to feel the same as to belong?	Dreams and Goals Can my choices affect my dreams and goals?	Healthy Me To what extent am I responsible for my mental and physical health?	Relationships What can make a relationship healthy or unhealthy?	Changing me How do I feel about becoming an adult?
Year 8	Being in my World Can I choose how I fit in the world?	Celebrating Differences How different are we really?	Dreams and Goals Can the choices I make influence my future?	Healthy Me Can I become more responsible for my health and happiness	Relationships How much should what and who are around us impact our self-worth?	Changing me What factors can make an intimate relationship happy and healthier?
Year 9	Being in my World To what extent does the world I live in affect my identify?	Celebrating Differences Is being different a good thing?	Dreams and Goals Who do I dream of becoming?	Healthy Me How do substances affect wellbeing?	Relationships Can relationships ever be equal?	Changing me How can change affect mental health?

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Dance and Gymnastics		Invasion Games		Athletics & Outdoor Learning	
Year 6	Dance and Invasion Games		Gymnastics		Athletics & Outdoor Learning	
Year 7	Dance and Invasion Games		Gymnastics		Athletics & Outdoor Learning	
Year 8	Football		Badminton		Tennis	
Year 9	Netball		Table Tennis		Rounders	

Art & DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Autumn - Drawing	Great Bread Bake Off – food technology	European Art and Artists – Painting	Let’s Go Fly a Kite – Structures	British Art – Painting	Fruit and Vegetables – Printing
Year 6	Autumn - Drawing	Edible Garden – Food technology	Bodies – Sculptures	Juggling Balls – textiles	Insects – Drawing	Pinball Wizard – mechanisms
Year 7	Super Seasonal Cooking – Food technology	Plants and Flowers – Drawing	Felt Phone cases – textiles	North American Art – Painting	Roving Robots – electrical systems	South American Art - Sculpture
Year 8	Wildlife – Printing	Global Food – food technology	Ancient Egypt – Sculpture	Automata Animals – mechanisms	Seaside – Painting	Marbulous Structures - mechanisms
Year 9	Arts Award – Discover and Explore		Arts Award – Bronze award portfolio		Arts Award – Bronze award portfolio	

Humanities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	History Romans How did the arrival of the Romans change Britain?	Geography - What is the Sunshine State really like?	History Anglo Saxons Who were the Anglo Saxons and how do we know what was important to them?	Geography How can we live more sustainably?	History Vikings What did the Vikings want in Britain and how did Alfred help to stop them getting it?	Geography Why are jungles so wet and deserts so dry?
Year 6	History Ancient Egypt What happened to the boy behind the golden mask?	Geography Mountains Why are mountains so important?	Ancient Greeks The story of the trojan horse. Historical fact, legend or classical myth?	Geography National Parks Who are Britain’s National Parks for?	Shang Dynasty How did a pile of dragon bones help to solve an ancient Chinese mystery?	Geography Fair Trade Why is fair trade fair?
Year 7	History Medicine Through Time	Geography	History Battle of Britain	Geography	History British Empire Why did Britain once rule the	Geography Climate Change

	How have the medical breakthroughs of the last 250 years affected the lives of people in Britain?	How do volcanoes affect the lives of people's on Hiemay?	Why was winning the Battle of Britain in 1940 so important?	Why do our seas and oceans matter so much?	largest empire the world has ever seen? Victorian Britain	How is climate change affecting the world?
Year 8	History Important People in History – Marco Polo	Geography – Physical Geography The Himalayas	History Historical People Chinese Dynasties	Geography Continent Study Asia	History Events in History The Industrial Revolution	Geography Human Geography Tourism
Year 9	History Important People in History – Rosa Parks	Geography – Physical Geography Climate Zones and Biomes	History Historical People Ancient Egyptians	Geography Continent Study Africa	History Events in History The Apartheid of South Africa	Geography Human Geography The River Nile

ICT and Media	Autumn	Spring	Summer
Year 5	Systems and Network The Internet	Creating media Audio Production	Data and Information Data logging
Year 6	Creating media Photo Editing	Systems and Network Systems Searching	Creating media Video Production
Year 7	Communication and Collaboration	Data and Information Introduction to spreadsheets	Creating media Web page creation
Year 8	Data and Information Using spreadsheets	Creating media Clear messaging in digital media	Creating media Using media to gain support for a cause
Year 9	Systems and networks Cybersecurity	Creating media Going audio visual	Data and information Data Science

Year Group Overviews

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Addition and Subtraction Statistics	Multiplication and Division Area and Perimeter	Multiplication and Division Fractions	Fractions Decimals and Percentages Consolidation	Consolidation Decimals Properties of Shape	Position and Direction Converting Units Volume
English	Narrative writing Instructions Character description Newspaper report Biography Poetry Diary		Setting description Newspaper report Letter Diary Narrative		Setting description Newspaper report Poetry Diary Biography Narrative	
Science	Forces	Space to include global warming and sustainability	Properties of Materials	Lifecycles	Reproduction	Reversible and Irreversible Changes
PSHE	Being in my World - who am I and how do I fit?	Celebrating Differences – Respect for similarity and difference Anti-bullying Being Unique	Dreams and Goals Aspirations	Healthy Me – Being and keeping safe and healthy	Relationships Building positive healthy relationships	Changing me – coping positively with change
PE	Dance and Gymnastics		Invasion Games		Athletics & Outdoor Learning	
Humanities	History Romans How did the arrival of the Romans change Britain?	Geography - What is the Sunshine State really like?	History Anglo Saxons Who were the Anglo Saxons and how do we know what was important to them?	Geography How can we live more sustainably?	History Vikings What did the Vikings want in Britain and how did Alfred help to stop them getting it?	Geography Why are jungles so wet and deserts so dry?

Art & DT	Autumn - Drawing	Great Bread Bake Off – food technology	European Art and Artists – Painting	Let’s Go Fly a Kite – Structures	British Art – Painting	Fruit and Vegetables – Printing
ICT and media	Systems and networks The Internet		Creating media Audio production		Data and Information Data logging	
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Four operations	Fractions Position and Direction	Decimals and Percentages Algebra	Converting Units Parameter, Area and Volume Ratio Consolidation	Statistics Properties of Shape	Consolidation Themed Projects
English	Narrative writing Newspaper report Poetry Diary Letter		Narrative writing Persuasive writing Character description Informal letter Recount		Character description Setting description Informal letter Non-chronological report Diary	
Science	Living Things and their habitats	Electricity – including renewable energy	Light – including light pollution	Circulatory System – including diet, drugs and lifestyle	Variation and Adaptation	Fossils Themed Project – Year 7 Ready
PSHE	Being in my World - who am I and how do I fit?	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me
PE	Dance and Invasion Games		Gymnastics		Athletics and Outdoor Learning	
Humanities	History Ancient Egypt What happened to the boy behind the golden mask?	Geography Mountains Why are mountains so important?	Ancient Greeks The story of the trojan horse. Historical fact, legend or classical myth?	Geography National Parks Who are Britain’s National Parks for?	Shang Dynasty How did a pile of dragon bones help to solve an ancient Chinese mystery?	Geography Fair Trade Why is fair trade fair?

Art & DT	Autumn - Drawing	Edible Garden – Food technology	Bodies – Sculptures	Juggling Balls – textiles	Insects – Drawing	Pinball Wizard – mechanisms
ICT and media	Creating media Photo Editing		Systems and networks Systems Searching		Creating media Video Production	

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Sequences Algebraic notation Equality and equivalence	Place Value, Ordering and Rounding Fraction , decimal and percentage equivalence	Brackets, equations and inequalities Sequences Indices	Fractions and percentages Standard index form	Angles in parallel lines and polygons Area of trapezia and circles Line symmetry and reflection	The data handling cycle Measures of location
English	Happy – Nicola Edwards Cardboard Cowboys - Brian Conaghan Poetry Narrative writing Newspaper report Character description Diary Setting Description		Midsummer Night’s Dream (Playscript) Overheard in a Tower Block (Poetry) Informal narrative Reasoned argument Formal letter Missing person poster Sonnet / Haiku		Letters from the Lighthouse The Arrival (Picture Book) Media script Postcard Narrative Non-chronological report Diary recount	
Science	Year 7	Matter as particles Cells	Forces Separation	Magnetism Chemical Reactions	Space Acids and Alkalis	Speed Human skeleton and muscles Reproduction in humans
PSHE	Being in my World – How do I fit into the world I live in?	Celebrating Differences - Do we need to feel the same as to belong?	Dreams and Goals Can my choices affect my dreams and goals?	Healthy Me To what extent am I responsible for my mental and physical health?	Relationships What can make a relationship healthy or unhealthy?	Changing me How do I feel about becoming an adult?

PE	Dance and Invasion Games		Gymnastics		Athletics and Outdoor Learning	
Humanities	History Medicine Through Time How have the medical breakthroughs of the last 250 years affected the lives of people in Britain?	Geography How do volcanoes affect the lives of people's on Hiemay?	History Battle of Britain Why was winning the Battle of Britain in 1940 so important?	Geography Why do our seas and oceans matter so much?	History British Empire Why did Britain once rule the largest empire the world has ever seen? Victorian Britain	Climate Change How is climate change affecting the world?
Art & DT	Super Seasonal Cooking – Food technology	Plants and Flowers – Drawing	Felt Phone cases – textiles	North American Art – Painting	Roving Robots – electrical systems	South American Art - Sculpture
ICT and media	Networks and systems Communication and Collaboration		Data and Information Introduction to spreadsheets		Creating media Web page creation	

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Ratio and Scale Multiplicative change Multiplying and dividing fractions	Working in the cartesian plane Representing data Tables and probability	Area, Volume and Density Equations and Inequalities Percentages	Algebra – Indices Number – Standard Form Statistics Interpret and represent data	Angles in Parallel Lines and Polygons Tables and Probability	Circles Graphs and Charts Sequences involving algebra Revision and Consolidation
English	Myths, Legends and Stories that Inspire	Victorian Childhood - fiction	Romeo and Juliet	Participating in Effective Debates	A Monster Within - Reading and Writing Gothic fiction	Gothic Poetry
Science	Periodic Table Charge and Electrical Currents	Energy and Power Climate change and greenhouse gases	Light and Sound Earth's resources	The digestive system Photosynthesis	Electrical Circuits	Genetics Reactivity

PSHE	Being in my World Can I choose how I fit in the world?	Celebrating Differences How different are we really?	Dreams and Goals Can the choices I make influence my future?	Healthy Me Can I become more responsible for my health and happiness	Relationships How much should what and who are around us impact our self-worth?	Changing me What factors can make an intimate relationship happy and healthier?
PE	Football		Badminton		Tennis	
Humanities	History Important People in History – Marco Polo	Geography – Physical Geography The Himalayas	History Historical People Chinese Dynasties	Geography Continent Study Asia	History Events in History The Industrial Revolution	Geography Human Geography Tourism
Art & DT	Wildlife – Printing	Global Food – food technology	Ancient Egypt – Sculpture	Automata Animals – mechanisms	Seaside – Painting	Marvelous Structures - mechanisms
ICT and media	Data and information Using spreadsheets		Creating media Clear messaging in digital media		Creating media Using media to gain support for a cause	

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Straight line graphs Forming and solving equations Testing conjectures	3D shapes Constructions and congruency	Numbers Using percentages Maths and money	Rotation and translation Pythagoras' theorem	Enlargement and similarity Ratio and proportion problems	Rates Probability
English	Lord of the Flies Modern literature strand 2: power, control and oppressive regimes	Women's Rights across the ages – non-fiction reading and writing	One Boy's War Literary Perspectives from the First World War	Creating and Performing Slam Poetry	Macbeth	The Boy in the Girl's bathroom – Creative writing
Science	Respiration Waves	Earth and the Atmosphere	Variation Evolution	Reproduction in plants	Forces Disease and drugs	Interdependence

		Diet and exercise				
PSHE	Being in my World To what extent does the world I live in affect my identify?	Celebrating Differences Is being different a good thing?	Dreams and Goals Who do I dream of becoming?	Healthy Me How do substances affect wellbeing?	Relationships Can relationships ever be equal?	Changing me How can change affect mental health?
PE	Netball		Table Tennis		Rounders	
Humanities	History Important People in History – Rosa Parks	Geography – Physical Geography Climate Zones and Biomes	History Historical People Ancient Egyptians	Geography Continent Study Africa	History Events in History The Apartheid of South Africa	Geography Human Geography The River Nile
Art & DT	Arts Award – Discover and Explore		Arts Award – Bronze award portfolio		Arts Award – Bronze award portfolio	
ICT and media	Systems and networks Cybersecurity		Creating media Going audio visual		Data and information Data Science	

6. Reporting and assessment

In order to deliver on our curriculum intent, we work collaboratively to ensure a progressive curriculum that is always keeping our core values of **Conviction, Determination, Reflection** and **Ambition** in mind.

All students will be offered a broad, balanced and ambitious curriculum. At Key Stage Four, students will have the opportunity to study options subjects as well as a range of creative and vocational qualifications. At Key Stage Three, students will be provided with a curriculum offer which aligns with the National Curriculum.

Working closely with our local primary and secondary schools allows for our curriculum to be built on the knowledge students gain at Key Stage Two and will prepare students appropriately for post-16 study or training.

Regular learning walks ensure the quality of teaching provided to students remains at an excellent standard, with a robust programme of continuous professional development for our teachers so they can constantly improve their practice.

We will ensure our curriculum is appropriately planned and sequenced, allowing for students to transfer knowledge into their long-term memory over time by regularly returning to, but constantly building upon, their prior knowledge.

Ongoing and regular assessment, both formative and summative, ensures teachers closely track students' progress, are aware of any gaps in understanding and adapt their teaching appropriately. Our assessment and feedback policy will look to maximise student progress without unnecessary workload for teachers.

Impact

A well-designed and well-sequenced curriculum will ensure that OA North View students are well supported to go on to future success. Some of the ways that we will measure this impact include:

- External GCSE and other Level 2 qualifications results
- Vocational qualifications results
- Post-16 destinations, ensuring that no Olive North View student becomes NEET (Not in Education, Employment or training) after Year 11
- Future careers destinations, including universities and employers
- Key Stage Three will gain qualifications that support their learning

We will also measure the impact of our curriculum on the quality of our students as they finish their time with us at Olive. We want to ensure that all students have received high-quality knowledge and the skills they require to achieve.

All our Year 11 students are provided with support to secure places in further education, colleges or apprenticeships.

7. Monitoring and review

This policy is reviewed annually by the OA Trust Board via the OASB.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.