

Catshill Middle School Curriculum		
Intent	Implementation	Impact
<i>What is the purpose of our curriculum?</i>	<i>How do we intend to ensure the intent?</i>	<i>What are the intended outcomes that we expect to see as a result of our curriculum?</i>
<ul style="list-style-type: none"> ● To meet the needs of CMS pupils: knowledge & skills, spiritual, moral, social, cultural and emotional ● To enable achievement ● To be National Curriculum and legally compliant ● To develop and promote literacy and numeracy ● To inspire curiosity ● To raise aspirations ● To develop transferable soft skills ● To challenge deeply-held views and beliefs ● To raise awareness of subject-linked future career pathway 	<ul style="list-style-type: none"> ● Broad and balanced curriculum planning ● Quality first teaching ● Flexibility in content and approach ● SMSC/BV embedded within learning ● Targeted staff CPD to maximise competence ● Provide engaging contexts and activities ● Strategic use of assessment to monitor progress and inform planning ● Strategic direction of assistant teachers to promote and support learning ● Provide opportunities to build Cultural Capital ● Provide opportunities to develop transferable soft skills valued by employers 	<ul style="list-style-type: none"> ● A four year progression of knowledge and skills ● A shift from intrinsic motivation towards extrinsic motivation ● A narrowing of the gap between advantaged and disadvantaged ● Literate and numerate and able to apply skills in everyday situations/alternative contexts ● GCSE readiness ● Ability to transfer soft skills between subjects/key stages ● Self-management of behaviour ● Respect for adults and peers ● The upholding of British Values

Curriculum area: English		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Communication skills: Speaking & listening; written ● A passion for reading, with developed comprehension ● An extensive vocabulary ● A passion for literature ● Multi-modal literature experiences ● Transferable cross-curricular literacy skills ● Promote British Values ● Awareness of subject-linked future career pathways 	<ul style="list-style-type: none"> ● Quality first teaching ● Strategic setting ● Targeted staff CPD ● Engaging contexts and activities, including the incorporation of pupil interests ● Provide challenging tasks and extension opportunities ● Personal learning opportunities ● Provide opportunities to address British Values ● Embed SMSC opportunities ● Additional learning opportunities offered through a range of clubs, author visits, theatre/cinema visits and competition ● Provision of Accelerate Reader ● Support cross-curricular literacy skills ● Strategic use of assessment ● Discrete subject-linked careers session/s within scheme of learning ● Provide opportunities to develop 'soft skills' ● Positive Reading award scheme ● Paired reading 	<ul style="list-style-type: none"> ● GCSE ready ● 4 year progression trend in knowledge and skills ● Confident and articulate communicators & readers ● Utilising of literacy skills across the curriculum ● Upholding of British Values

Curriculum area: Mathematics		
Intent	Implementation	Impact
<p><i>What is the purpose of the subject curriculum?</i></p>	<p><i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i></p>	<p><i>What are the intended outcomes that you would hope to see as a result?</i></p>
<ul style="list-style-type: none"> ● To comply with the National Curriculum ● To transfer mathematical skills across the curriculum ● To develop problem solving skills including resilience and the ability to learn from mistakes ● To raise awareness of subject-linked future career pathways ● To meet the needs of CMS pupils: knowledge & skills, spiritual, moral, social, cultural and emotional ● To develop and promote literacy ● To inspire curiosity ● To develop communication skills including presenting justifications and arguments using mathematical vocabulary ● To promote British values 	<ul style="list-style-type: none"> ● Quality first teaching ● Strategic setting ● Targeted staff CPD ● Provide challenging tasks and extension opportunities ● Strategic use of assessment ● Discrete subject-linked careers session/s within scheme of learning ● Support cross-curricular numeracy skills ● Peer to peer support- pupil mentor programme ● Use of manipulatives and representations to deepen understanding ● Use of metacognition strategies to help pupils think about effective strategies for problem solving ● Key vocabulary identified within schemes of learning and included in knowledge organisers ● Embed SMSC opportunities and identify specific opportunities to promote British values within schemes of learning 	<ul style="list-style-type: none"> ● GCSE ready ● 4 year progression trend in knowledge and skills ● Resilience when problem-solving ● Utilising of numeracy skills across the curriculum ● Ability to utilise numeracy skills in everyday situations ● Increased confidence in mathematical skills. ● Uphold British Values ● Confident communicators who can present a mathematical justification, argument or proof using mathematical vocabulary

Curriculum area: Science		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Ability to 'work scientifically' ● Transfer of literacy & numeracy skills ● Develop curiosity and questioning ● Awareness of subject-linked future career pathways 	<ul style="list-style-type: none"> ● Planning for progression ● Quality first teaching ● Strategic setting of pupil groups ● Targeted staff CPD ● Engaging contexts ● Provide challenging tasks and extension opportunities ● Discrete teaching of 'working scientifically' skills followed by on-going application ● Strategic use of assessment ● Provide diverse opportunities to develop extended writing/ apply numeracy skills ● Discrete subject-linked careers session/s within scheme of learning ● Provision of additional learning opportunities such as STEM clubs and science festival visits 	<ul style="list-style-type: none"> ● Ready for the next stage of their learning journey. ● 4 year progression trend in knowledge and skills ● Self-management of behaviour during practical tasks

Curriculum area: Computing		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● e-Safety ● Awareness of subject-linked future career pathways ● Exciting and rigorous curriculum ● Addresses the challenges and opportunities offered by the technologically rich world in which we live ● Gain secure knowledge and skills ● Encourage pupils to use ICT and computing to create art, solve problems and develop computational thinking ● Understanding on how computers work, how they are designed and programmed ● Pupils become digitally literate - able to use and express themselves and develop their ideas through ICT ● To understand real world systems and create purposeful products ● To enable pupils to confidently apply their knowledge and skills across the wider curriculum and life outside of school. 	<ul style="list-style-type: none"> ● Planning for progression ● Quality first teaching ● Strategic use of assessment ● Discrete subject-linked careers session/s within scheme of learning ● Computing lessons taught once a week in KS2 and KS3 ● Yearly overviews to show coverage ● Medium term overviews carefully planned so that progression in the development of knowledge and skills is clear ● Differentiation at all levels ● Use of Teach-ICT to assist planning and create resources ● E-portfolio and Skills Tracker used to evaluate and assess learning and provide dialogue ● Generic software and Google Suite used to complete work ● Work stored locally and within Google Drive ● LA, MA, HA work collected as evidence for each unit of work ● Coding Club and lunchtime 'Keen Coders' 	<ul style="list-style-type: none"> ● GCSE ready ● 4 year progression trend in knowledge and skills ● Self-management of behaviour and risk when online ● Attainment at the end of each KS is secure for the majority of pupils ● Progress is tracked locally and at termly intervals on SIMS ● Evidence collected moderated by HOD against work in similar schools ● Confident use of skills across wider curriculum and outside of school

Curriculum area: KS2 Humanities		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Raise awareness of global issues, past & present ● Inspire a curiosity about the world and surroundings ● Inspire a curiosity about the past ● To appreciate how history shapes our world today ● Raise aspirations ● Promote British Values ● Transferable soft skills ● Challenge deeply-held views and beliefs ● Awareness of subject-linked future career pathways ● Inspire future travel 	<ul style="list-style-type: none"> ● Planning for progression ● Quality first teaching ● Discrete teaching of geographical and historical skills followed by on-going application ● Strategically selected modules to both engage and reflect global shift ● Provide challenging tasks and extension opportunities ● Provide diverse opportunities to develop extended writing/ apply numeracy skills ● Strategic use of assessment ● Embed SMSC opportunities ● Discrete subject-linked careers session/s within scheme of learning 	<ul style="list-style-type: none"> ● KS3 ready ● 2 year progression trend in knowledge and skills ● Ability to apply historical and geographical skills to everyday situations ● Respect for and an interest in different cultures ● To express personal opinions whilst respecting those of others ● Uphold British Values ● Confident communicators ● To make their own interpretations of events based on evidence

Curriculum area: KS3 Global Awareness		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Raise awareness of global issues, past & present ● Inspire a curiosity about the world and surroundings ● Raise aspirations ● Promote British Values ● Develop transferable soft skills ● Challenge deeply-held views and beliefs ● Confidence in communication ● Awareness of subject-linked future career pathways ● Inspire future travel 	<ul style="list-style-type: none"> ● Planning for progression ● Quality first teaching ● Discrete teaching of geographical skills followed by on-going application ● Strategically selected modules to both engage and reflect global shift ● Provide challenging tasks and extension opportunities ● On-going use of news reports to incorporate contemporary, global issues ● Provide diverse opportunities to develop extended writing/ apply literacy and numeracy skills ● Strategic use of assessment ● Embed SMSC opportunities ● Discrete subject-linked careers session/s within scheme of learning ● Provide opportunities to present to an audience 	<ul style="list-style-type: none"> ● GCSE ready ● 2 year progression trend in knowledge and skills ● Increased GCSE uptake ● Confident communicators ● Ability to apply geographical skills to everyday situations ● Uphold British Values ● Respect for and an interest in different cultures ● Regularly accessing global news by choice

Curriculum area: KS3 History		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Knowledge-led curriculum to promote mastery of historical skills ● To promote literacy skills ● To appreciate how history shapes our world today ● Raise awareness of global issues, past & present ● Inspire a curiosity about the past ● Raise aspirations ● Promote British Values and Diversity ● Transferable soft skills ● Challenge deeply-held views and beliefs ● Confidence in communication ● Awareness of subject-linked future career pathways 	<ul style="list-style-type: none"> ● Planning for progression ● Quality first teaching ● Enquiry-based learning ● Strategic use of assessment ● Strategically selected modules to both engage and reflect global shift ● Provide challenging tasks and extension opportunities ● Wide use of primary and secondary source material ● Provide diverse opportunities to develop extended writing/ apply literacy and numeracy skills ● Embed SMSC opportunities ● Discrete subject-linked careers session/s within scheme of learning ● Provide opportunities to present to an audience ● Discrete subject-linked careers session/s within scheme of learning ● Provision of additional learning opportunities such as history club and site visits 	<ul style="list-style-type: none"> ● GCSE ready ● 2 year progression trend in knowledge and skills ● Increased GCSE uptake ● Confident communicators ● Uphold British Values ● To make their own interpretations of events based on evidence ● To express personal opinions whilst respecting those of others

Curriculum area: KS2 RE/KS3 Philosophy & Ethics		
Intent	Implementation	Impact
<p><i>What is the purpose of the subject curriculum?</i></p>	<p><i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i></p>	<p><i>What are the intended outcomes that you would hope to see as a result?</i></p>
<ul style="list-style-type: none"> ● To explore what people believe and what difference this makes to how they live ● Pupils will be able to gain the knowledge, understanding and skills needed to deal with questions raised by religion and belief ● Inspire a curiosity about world religions, cultures & beliefs and allow space for children to reflect on their own ideas and ways of living ● Compliance with locally agreed RE syllabus (Worcs. SACRE) (time audit) ● Transferable soft skills ● Challenge deeply-held views and beliefs ● Confidence in communication ● Awareness of subject-linked future career pathways 	<ul style="list-style-type: none"> ● Build on KS1/KS2/KS3 knowledge as mapped/agreed with CFSN/CMS/FFS/LEFS. <i>(Individual study before comparisons - Making sense of beliefs -> Understanding the Impact -> Making connections)</i> ● Spiral curriculum will revisit core concepts ● Quality first teaching that is based on challenging questions ● Provide varied, modern and challenging tasks and extension opportunities ● Provide opportunities to debate contemporary and provide opportunities to present to an audience ● Strategic use of assessment ● Embed SMSC opportunities ● Discrete subject-linked careers session/s within scheme of learning ● Catshill community links utilised 	<ul style="list-style-type: none"> ● Pupils are ready for the next stage(KS2/KS3) in their learning due to careful curriculum planning by staff. ● Increased GCSE uptake in related subjects at NBHS ● Confident communicators who can explore challenging questions sensitively ● Transfer of debating skills across the curriculum and in everyday situations ● Tolerance and respect for and an interest in different religions and cultures. ● Respect for the views of others that may/may not match their own ● Reflective learners ● Uphold British Values

Curriculum area: Physical Education		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Promote a healthy, active lifestyle ● Promote both participation and competition ● Experience roles of leader, coach and official ● Awareness of subject-linked future career pathways 	<ul style="list-style-type: none"> ● Quality first teaching ● Provide experience of a wide range of physical activities ● Provide opportunities to experience a range of roles within a sports environment ● Provide opportunities to evaluate performance ● Additional learning opportunities offered through a range of clubs, training from visiting coaches and a sports leadership programme ● Discrete subject-linked careers session/s within scheme of learning 	<ul style="list-style-type: none"> ● GCSE ready ● 4 year progression trend in knowledge and skills ● Self-management of behaviour during team games and when using equipment ● Personal responsibility (kit) ● Use PE as a medium for physical and mental wellbeing ● Actively engage in lifelong physical activity ● Developed soft skills such as teamwork/resilience/leadership

Curriculum area: Art		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Awareness of subject-linked future career pathways ● A passion for the arts ● An extensive vocabulary ● Transferable soft skills ● Develop observation skills ● Develop drawing skills ● Develop analytical skills ● Inspire a curiosity about the world and surroundings ● Raise aspirations 	<ul style="list-style-type: none"> ● Quality first teaching ● Provide engaging contexts and activities ● Provide challenging tasks and extension opportunities ● Make relevant links with humanities ● Provide opportunities to develop extended writing/ apply numeracy skills ● Strategic use of assessment ● Discrete subject-linked careers session/s within scheme of learning ● Embed SMSC opportunities ● Promote enthusiasm through competition ● Personal learning opportunities resulting in Artist of the Month ● Provision of additional learning opportunities such as art club and peer mentoring 	<ul style="list-style-type: none"> ● GCSE ready ● Increased GCSE uptake ● 4 year progression trend in knowledge and skills ● Self-management of behaviour during practical tasks ● Ability to express their creative independence ● Use art as a medium for mental wellbeing ● Respect for and an interest in different cultures

Curriculum area: Design & Technology		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Promote a healthy lifestyle ● Raise aspirations ● Promote British Values ● Transferable soft skills ● Challenge opinions ● Confidence in communication ● Transfer of literacy & numeracy skills ● A passion for cooking ● Awareness of subject-linked future career pathways ● Develop practical skills for problem solving 	<ul style="list-style-type: none"> ● Planning for progression ● Quality first teaching ● Strategic setting ● Engaging contexts and activities, including the incorporation of pupil interests ● Additional learning opportunities offered through a range of clubs, visits and competition ● Provide diverse opportunities to develop extended writing/ apply numeracy skills ● Promote subject-specific learning through display ● Discrete subject-linked careers session/s within scheme of learning 	<ul style="list-style-type: none"> ● GCSE ready ● Increased GCSE uptake ● 4 year progression trend in knowledge and skills ● Self-management of behaviour during practical tasks, including risk assessment ● Healthy nutritional behaviours ● Practical life skills ● Ability to express their creative independence ● Use creativity as a medium for mental wellbeing ● Respect for and an interest in different cultures

Curriculum area: Spanish		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Confidence in communication ● Inspire a curiosity about other countries, cultures and language ● Raise aspirations ● Inspire future travel ● Develop listening skills ● Transferable soft skills ● Awareness of subject-linked future career pathways 	<ul style="list-style-type: none"> ● Planning for progression ● Quality first teaching ● Provide challenging tasks and extension opportunities ● Strategic use of assistant teaching ● Strategic use of assessment ● Engaging contexts and activities ● Embed SMSC opportunities ● Discrete subject-linked careers session/s within scheme of learning ● Provide opportunities to present to an audience 	<ul style="list-style-type: none"> ● GCSE ready ● 4 year progression trend in knowledge and skills ● Increase GCSE uptake ● Respect for and an interest in different cultures ● Confident communicators

Curriculum area: Music		
Intent	Implementation	Impact
<i>What is the purpose of the subject curriculum?</i>	<i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i>	<i>What are the intended outcomes that you would hope to see as a result?</i>
<ul style="list-style-type: none"> ● Compliance with National Curriculum ● Breadth and balance ● Challenge inequalities between pupils ● Develop transferable listening, communication, planning, rehearsing and performance skills ● Develop transferable cognitive and motor / fine motor skills ● Inspire curiosity of different traditions, cultures, and historical periods ● Inspire reflectiveness of music's versatility and intrinsic power globally and historically ● Awareness of subject-linked future career pathways ● For mental wellbeing 	<ul style="list-style-type: none"> ● Quality first teaching ● Provide a positive learning environment ● Plan units to engage and challenge ● Plan units to link with other curriculum areas when appropriate ● Provide experience of a range of instruments, genres, musical contexts and purposes ● Provide opportunities to compose using inter-related dimensions of music in a variety of ways, including use of ICT ● Provide opportunities to evaluate performance ● Provide opportunities to experience live performances ● Promote a questioning and reflective environment ● Provide opportunities for SMSC ● Additional learning opportunities offered through clubs, training from visiting peripatetic teachers ● Discrete subject-linked careers session/s within scheme of learning 	<ul style="list-style-type: none"> ● GCSE ready ● 4 year progression trend in knowledge and skills ● Increased GCSE uptake ● Self-management of behaviour during practical tasks ● Reflective and confident musicians ● Ability to work collaboratively ● Appreciate and enjoy music by choice ● Skills to support future self-learning ● Use music as a medium for mental wellbeing ● Respect for and an interest in different cultures

Curriculum area: Life Skills		
Intent	Implementation	Impact
<p><i>What is the purpose of the subject curriculum?</i></p>	<p><i>How do you intend to ensure the intent? T&L strategies? Behaviour management strategies? Additional learning opportunities?</i></p>	<p><i>What are the intended outcomes that you would hope to see as a result?</i></p>
<ul style="list-style-type: none"> ● Compliance with Citizenship National Curriculum ● Guided by PSHE Association Framework ● Promote children and young people’s wellbeing ● Promote community cohesion ● Raise aspirations and specifically improve the life chances of the most vulnerable and disadvantaged pupils ● Develop ‘soft skills’ valued by employers ● Promote British Values ● Promote personal safety ● Challenge deeply-held beliefs ● Careers Strategy ● Develop inclusive practice 	<ul style="list-style-type: none"> ● Designated curriculum time ● KS3 VIEW programme to target specific needs of Catshill pupils ● Targeted staff CPD ● Quality first teaching ● Undertake an initial activity to gauge pupils’ starting point in terms of their existing knowledge, skills, attitudes and beliefs ● Teaching modules that address health and wellbeing, relationships and living in the wider world ● Teaching modules that discretely address British values ● On-going review of teaching modules to address emerging issues and incorporate latest recommended resources ● Access a wide range of external support ● Opportunities to reflect on learning 	<ul style="list-style-type: none"> ● High school ready ● Tolerance ● Empathy ● Upholding of British values ● Ability to manage personal safety and risk ● Ability to manage many of the critical opportunities, challenges and responsibilities that may be faced during adolescence and adulthood ● Ability to access accurate information from a range of sources in order to make informed choices

