

## CURRICULUM INTENT

TSS	To provide a quality of education that is exceptional. To ensure the school's curriculum is ambitious and coherently planned so that all pupils, in particular disadvantaged pupils and those with SEND need, achieve well. This will be securely embedded across the whole school. Pupils will acquire sufficient knowledge and enhance their skills to allow them to successfully progress on to future learning and employment, as well as, developing essential skills for life.	
AMELIA SALT	Amelia's Resource Provision	To provide all pupils with complex learning needs a comprehensive provision which meets their needs across all four areas of the Educational, Health and Care Plan (Cognition and Learning, Communication & Interaction, Social, Emotional & Mental Health, Sensory and Physical). Pupils immerse in an ambitious and personalised curriculum designed to meet their needs at EYFS - Year 1/2/3 levels. The curriculum covers a broad range of level appropriate core, PSHE and SEND focused subjects such as Social Skills, Life Skills and additional Literacy and Numeracy Skills. Pupils within the Resource Provision will develop a deeper understanding in a specialist SEND PSHE curriculum, which has a strong focus on personal development, personal safety and sex and relationships. The cohesive curriculum aims to provide all pupils with necessary cultural capital to demonstrate academic, personal and vocational progression for a successful transition into adulthood.
	SEND / Interventions	
	Learning Resource Centre	
	Behaviour Support Centre	
ARTS	Arts	To immerse all pupils in a culturally stimulating environment that engages them in activities that reflect the different perspectives of the community in which they live and learn, allowing them to establish a lifelong love of the arts. To provide exposure to a wide range of arts subjects and art forms and to continue to develop our faculty as a key and core part of the school curriculum. To provide pupils with an understanding of the significance of the arts in modern society and to provide opportunities for them to continue to learn and love the arts
	Art	To engage pupils with a wide range of art styles and experiences that provide a broad array of opportunities to learn a wide variety of skills and techniques. Pupils investigate a range of different critical studies from throughout art history. Processes and skills are developed through observational drawing and experimentation with a variety of media covering painting, printmaking, ceramics, sculpture and mixed media approaches. At all levels of study pupils create work that is an outcome informed by their critical references, own intentions and the skills and processes covered within lessons.
	Dance	Building positive rapport with pupils, having regular conversations and Q&A to understand their interests to inform SOL that establish purpose, relevance and personalised interests to engage all. Cover a broad and balanced range of skills and knowledge of various Dance forms, genres, styles, approaches and contextual influences, with specific references to careers, industry trends and research based information that offers comparable observations and opinions in trends, as well as embedding Dance appreciation. There will be a link to specific careers for pupils to

		identify and appreciate how skills developed and acquired can be transferrable across employment pathways.
	Drama	To provide all pupils with the opportunity to engage in dynamic practical lessons to develop vocal and physical performance skills. To establish a love of performing whilst providing pupils with a creative means of expressing themselves and their responses to social, cultural and moral issues. To provide opportunities for collaboration, developing self-confidence and studying elements of theatre design. An appreciation of live theatre will be fostered within pupils whilst providing each individual with transferable life skills that can be utilised regardless of their career choice.
	Music	To establish a love of learning in music and an understanding of the role of music in our society, enabling pupils to widen and deepen their musical skills and knowledge. To provide all pupils, regardless of background or social context, with the opportunity to immerse themselves in music making and creation. To provide engaging practical lessons to ensure we continue to develop the whole child by providing transferable skills that will enable our learners to contribute fully to our school society and the wider community.
CBEM	CBEM	The CBEM faculty successfully run a comprehensive range of subjects that allow us to inspire pupils by providing them with a broad and balanced curriculum. Our core vision is to enrich pupils with knowledge and skills to help them develop their understanding of all subjects and present the best version of themselves to our society. We promote the love for our subjects by allowing students to explore the higher education pathways and careers available to them and equip them with lifelong, transferable skills ready for the next step of their education/career. We encourage all learners to apply themselves in every lesson, giving them a clear vision of future goals and aspirations. We challenge our students so that they can acquire the knowledge and skills they need to become responsible citizens of society, within the ethos of resilience and ambition.
	Computer Science	The computing curriculum at TSS aims to enrich our pupils with experiences that will allow them to become autonomous, independent users of computing technologies not only throughout their time in education but also within the society and their personal lives where these technologies are fully embodied. Our curriculum has been designed to encapsulate key skills and knowledge relating to Computer Science, Information Technology and Digital Literacy. In a world of everchanging, modern technologies, it is important to engage our pupils in the use of these technologies and inspire them with a love for computing by allowing them to explore and understand that there are no limits in the development of their computing and IT skills. Allowing our pupils to explore key fundamentals of Computing including computer systems, programming, online safety, handling data and graphic design not only equips them to discover new ideas and innovations but also develops existing their existing knowledge and skills. The curriculum also actively supports the importance and awareness of the safe use of digital technology and enhances individuals with lifelong, transferrable skills they can utilise in all areas of their personal and professional life, beyond education. We want to develop young adults for life in the modern world, within a diverse and ever-changing world of digital technologies.
	Economics & Business	Our aim is to create the very best Economics and Business Studies students through curriculum experiences that will enable them to become independent learners engage throughout their time at school and beyond. By allowing students to actively engage

		<p>in a variety of learning experiences, we hope to support all students to develop into well rounded individuals ready for the next step of their academic and career journey. Through the study of Business and Economics, students will be aware of the impact of business and the economy in the real world as they are encouraged to make links between their studies and real-life examples. The curriculum delivers a platform to business and economic theory, allowing students to develop their interest in these subjects further. Content is delivered to students and then built upon through a variety of practice questions. The knowledge acquired then allows students to develop their analytical and critical thinking skills. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it. The aim of the Business studies curriculum is to equip students with the knowledge, skills and understanding needed to develop their employability and to identify business problems and opportunities. The KS4 Enterprise and Marketing course allows for deeper study of the business world in which the students live and gives them the confidence to take risks and become resourceful, innovative, enterprising and capable citizens. It equips learners with the knowledge, understanding and skills needed to work in the creative and business sectors.</p> <p>The aim of the Economics curriculum is to develop students' understanding of how the local, national and global economy works through analysing economic issues, problems and institutions that affect everyday life. Students can build upon their quantitative skills and appreciate that, when evaluating arguments, both qualitative and quantitative evidence are important.</p>
	Media	<p>Media is a contemporary and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.</p> <p>In Media we encourage students to demonstrate skills of enquiry, critical thinking, decision making and analysis and to acquire knowledge and understanding of a range of important media issues. We must allow the development and appreciation of the media and their role both historically and currently in society, culture and politics.</p> <p>Media is a contemporary and interactive subject which encourages students to develop their creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives.</p> <p>Our aim is to engage learners in the academic rigour of key Media Theory looking at audiences, representation, media language and institutions. Through a range of close study products, we analyse current and historical attitudes towards the representation of differing social groups and challenge these with reference to Media Theory. Our intention must be to gauge the impact the media has on contemporary society and values and how this has changed over time. In parallel with this we will develop practical skills in creating media products using industry standard print and video editing software.</p>
	Psychology	<p>Psychology is the study of the mind, the brain and behaviour. The curriculum covers a historical perspective of how, what now is understood as psychology, has been interpreted through the ages. We study mental illness, from phobias to schizophrenia, criminal behaviour and addictive behaviour. Studying psychology at A level allows students to become competent at researching, essay writing, applying mathematical skills as well as learning to study in a scientific manner. These skills can then be applied to a range of university courses and careers.</p>
	Sociology	<p>Sociology is the scientific study of societies. The course content covers sociological perspectives from Marxism through to the New Right and covers topics including Education, Families and Relationships, Globalisation and Crime and Deviance. The study of Sociology encourages students to search beyond the surface level of a theory or concept and delve 'behind the scenes.' Students learn to discover the underlying</p>

		<p>reality of governments, education, and judicial systems and to offer valid contributions to discussions and write articulate, analytic essays. Sociology promotes curiosity, open-mindedness, tolerance and a critical evaluation of the society and subcultures in which we live and work.</p>
DESIGN TECH	Design technology	<p>Within Design and Technology, within our curriculum we aim to support pupil's creativity, incorporate building skills for life, allowing pupils to learn how to take risks, become resourceful, innovative and enterprising creating pioneers for the future generation of industry.</p> <p>Within Design and Technology at Titus Salt School we aim to support pupil's creativity, critical thinking and practical knowledge through a wide range of practical skills, projects and materials research. Within our curriculum we incorporate building skills for life, allowing pupils to learn how to take risks, become resourceful, innovative and enterprising. Our tailored projects look at technology within our world today and the future with links to Maths, Science, Engineering, Computing and the Arts.</p>
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	Food technology	<p>The aims and objectives of our food department relate directly to those of the school and to the requirements of the National Curriculum.</p> <p>We want our pupils to be passionate with all areas of Food Preparation and Nutrition, learn how to cook with confidence to get the basics right then learn how to add their own creative flair to products they cook.</p> <p>We want our pupils to know where food comes from, how food choice can affect their diets and more importantly learn how to turn that knowledge into dishes to share with their family and friends.</p>
	Textiles	<p>In Textiles we want pupils to be able to explore their creativity and display their individuality, whilst considering the aesthetics, function and comfort of textile products which suit their intended purpose. We aim to allow pupils to build resilience, confidence and ownership of their work and to be proud their achievements.</p> <p><i>The aims and objectives of our Textiles department clearly connect to those of the school and to the requirements of the National Curriculum.</i></p> <p><i>We aim to develop pupil's understanding of how Textiles impact positively on our everyday lives and how Textile designers can make a difference. We want pupils to explore their creativity and develop workable solutions which satisfy a wide range of client's needs. We also want them to be aware of the impact Textiles have on the planet and how changes can be made to improve the way we design, manufacture and use products.</i></p>
ENGLISH	English	<p>Our English Curriculum provides pupils with clear knowledge of the foundation concepts of the study of text; narratology and context, characterisation and setting, genre and theme, perspective and style, rhetoric, connotation, grammar, structure and representation. We also provide pupils with the skills to employ these concepts in their own communications. Pupil acquisition of this knowledge and these skills is also contextualised through the exploration of relevant ideological concepts from 'hero' to 'feminism' and 'bravery' to 'fairness'. We enable pupils to access successful further study, work and their own emotional lives through functional and cultural literacy. This is extended beyond the core curriculum to whole school awareness through events including National Poetry Day, World Book Day, National Writing Day and involvement in the First Story programme.</p>

HUMANITIES	Humanities	<p>The Humanities curriculum at Titus Salt School is rich, broad and fascinating. The vision is to capture the curiosity of learners to motivate their intrigue in our topics and line of enquiry. Pupils are able to immerse themselves in themes that cover the local, national and global contexts, allowing them to become critical thinkers. We cover contexts that go across past, present and future timescales as well as motivating ethical concepts. The aim is stimulate interest, enjoyment and a sense of wonder about our world from places and environments to religious interest and cultures and the history that binds it together.</p>
	Geography	<p>To provide pupils with a secure and in-depth knowledge of the world around them, both local and global, including awareness of the critical issues that face today's society and the tools that will enable us to provide sufficient responses to these issues to ensure a sustainable world of increasing equity.</p> <p>Understanding the processes of the natural world is a crucial element in understanding how we as humans impact upon them, both positively and negatively, and in understanding this, provide sufficient solutions to ensure their survival.</p> <p>Pupils learn about how political decisions can cause change in the world around them. They learn about the powerful economic forces around them that are bringing about changes to the way that will affect their future careers. Socially the pupils learn about how countries are at different stages of development and how the lives of people living there are very different.</p> <p>We teach content in its totality and constantly vary topics between human and physical geography to provide a varied and balanced appreciation of the ideas, skills and topics in this discipline. As a department we define the powerful knowledge our pupils need and help them recall it by using knowledge organisers developed for all exam groups to access for their exam preparation.</p> <p>Fieldwork is a strong element of the Geography curriculum and features in every year group throughout pupils' time at TSS. It provides pupils with the opportunity to apply the knowledge learned in the classroom to real life examples and places and plays a key role in enabling pupils to understand the world around them.</p>
	History	<p>The History Department curriculum is designed to ensure all students develop a love and understanding of the past. Our dynamic and vibrant curriculum covers a wide range of Historical periods, ranging from our ancient past right up to the 20th century, covering both local and international History which offers pupils an enriching insight into their local and national heritage.</p> <p>We are the conduits through which our pupils connect to the past. We teach the fundamental skills that allow all students to understand the importance of the people that have come before us. Our knowledge based, yet learning centred curriculum, realises our vision of seeing all students progress their knowledge of the past, allowing them make connections with other periods of history and the world around them today.</p> <p>We will see students systematically develop the essential concepts that are the foundations of historical understanding. We are advancing students' ability to apply wider skills taught across the whole school to historical situations.</p> <p>As our school is named after an important historical figure, the History department intends to use our rich and diverse local history to drive connections to the past by ensuring students have the opportunity to visit historical sites and learn about important local events and people. In doing so, they will immerse themselves in the 'cultural capital of time', while also developing empathy and understanding of the lives of people from diverse and different backgrounds to themselves.</p> <p>We pride ourselves on the fact that through studying History all pupils will have developed a real connection to the past and are able to analyse evidence to critically evaluate the work of historians and modern-day writing, using the skills they have acquired.</p>
	Religious Studies	<p>The Religious Studies department at Titus Salt School is dedicated to helping pupils understand the world around them and develop</p>

		<p>responsibility and respect for all aspects of diversity, whether it be social, cultural or religious in order to prepare pupils well for life in modern Britain</p> <p>Pupils study a variety of important and engaging philosophical, theological and social issues and are given the opportunity to explore and voice their views on life's biggest questions.</p> <p>As well as studying the main religions represented in modern Britain, they cover several important real-world issues such as Prejudice and Discrimination, Crime and Punishment and Peace and Conflict.</p> <p>Pupils will be encouraged to be open minded to the views of others and to identify and challenge misconceptions and prejudice. Pupils will develop critical thinking and literacy skills through debating controversial issues.</p> <p>We aim for our pupils to be inspired by their work in Religious Studies to make a positive difference in the lives of those around them, to stand up against injustice and discrimination, to be more open and understanding of difference and to actively celebrate diversity.</p>
LANGUAGES	French German Spanish	<p>To ensure that all pupils develop confidence, resilience and autonomy in their language-learning journey so that they are prepared to communicate coherently in the world and the global workplace.. Pupils will develop the skills to understand and manipulate language for their own means through a range of relevant topic areas on a journey that begins quite personally and develops to express a balanced view of the world around them. Furthermore, pupils will gain an insight into the culture of different countries through exposure to authentic sources. The MFL curriculum is sequenced so that key ideas and structures are well embedded.</p>
MATHS	Maths	<p>The mathematical curriculum aims to exercise and improve all pupils resilience. The curriculum is sequenced to allow all pupils to embed and use knowledge fluently and most importantly apply their skills and abilities in everyday life.</p> <p>We do this through routinely linking topics and modelling multistep questions to give all pupils the skills to be able to retain knowledge and apply it in the most difficult circumstances to improve resilience. The approach enables pupils to have the ability to give everything their best attempt and be happiest when they can reflect and improve. Maths develops many skills applicable to all jobs and our pupils next steps including problem solving, critical thinking and numerical awareness.</p>
SCIENCE	Biology Chemistry Combined Science Physics Health & Social	<p>Studying Science at TSS allows learners to understand their place in the Universe and how the actions they take impact the world around us; to make informed decisions to improve their lives and the lives of others; to recognise how Science has allowed mankind to flourish and so be able to create solutions to the issues that will arise in the future.</p> <p>Our KS3 curriculum places context at the centre of the learning experience, allowing students to see how what they learn is relevant to their health, happiness and livelihood. At KS4 we continue to highlight the relevance of what is being taught but we also begin to look at more abstract ideas that are fundamental to students being able to access STEM careers and to change their world.</p>
SPORT	Sport	<p>To ensure pupils have the knowledge to live a healthy active lifestyle. To enthuse and inspire pupils to be active. To reinforce the schools ethos and develop key skills</p>

		<p>including determination and resilience, team work and togetherness, leadership and care, and ambition. To give pupils, including those with SEND, the foundations of physical literacy so that they can apply the skills to any of life's activities. To develop theoretical knowledge of techniques, tactics and rules so that pupils can progress through the key stages and beyond.</p>
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