

Key Stage 4

Curriculum Information



Bradfields Academy

Churchill Avenue
Chatham
Kent ME5 0LB



WELCOME TO BRADFIELDS ACADEMY

We are an innovative and forward-looking Academy which provides education for students who primarily experience complex learning difficulties and disabilities which may include speech, language, emotional, sensory, physical or autistic spectrum disorder. The Academy includes a split site 4-14 Lower Site and 14-19 Upper Site on a large campus.

Our curriculum...

The curriculum is planned, delivered and assessed at a pace and level appropriate to individual need via subject specialist teachers, experienced in working with students with special educational needs. This team of teachers is supported by equally experienced Teaching Assistants and support staff. Bradfields Academy is aspirational and ambitious for all its students.

The curriculum is designed to inspire our students to achieve their very best, to take risks, to develop the skills to tackle new challenges, and raise future aspirations and ambitions. We are committed to providing a curriculum that:

- supports the development of life skills and social skills
- is broad and balanced
- is challenging and relevant
- provides progression to opportunities in college and employment
- provides recognised accreditation

The curriculum delivered at Bradfields is similar to that of any primary and secondary academy with the exception that class groups are smaller (4 to 14) and the curriculum is differentiated to meet the particular and special needs of the students. The PSHCE, Citizenship and Life Skills courses all include a focus on developing the Social and Emotional Aspects of Learning targeting these skills through 'real-life' scenarios.

Students are fully supported through their time at Bradfields as they progress through KS3 and into KS4 and KS5 and beyond. Clear pathways to ensure each student is challenged to achieve their very best whilst feeling confident and safe in their environment.

In Key Stage 4 students are set broadly by ability into groups. Options and core subjects may have the ability to set further within their subjects. Students with more profound needs may be placed within the KS4 Programme 1 group where they follow a curriculum that is differentiated further still.

In addition to offering all students a full curriculum, there are also a number of opportunities to learn away from the classroom. Individual subjects will use trips and extracurricular activities when they are available to enhance the curriculum.

Should you require any further information, please do not hesitate to contact us and we will guide you through the decisions ahead.

Miss M Sweetlove
Principal

ENGLISH

Entry Level Pathways 1, 2 and 3

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 7S or above.

COURSE DESCRIPTION

This course has six core units:

- **Communicating Experience** – this is a speaking and listening unit which focuses on a student's ability to organise and communicate ideas clearly.
- **Creating Narratives** – this is a writing unit where students will be expected to plan and sequence ideas for a storyboard. They will also need to use descriptive techniques.
- **Exploring Narratives** – this is a reading unit which focuses on the timeline of events in a text and how/why the main character changes through the course of a novel.
- **Exploring Events and Characters in Audio Visual Texts** – this is a media based reading assessment involving the study and analysis of the opening sequence of a film.
- **Exploring Poetry** – this reading unit focuses on identifying the key features of a poem and the poet's choice of language as well as understanding character and events.
- **Exploring Shakespeare** – this is a reading unit which focuses on one Shakespeare play, analysing characters, their relationships and actions.

ASSESSMENT

Each unit is marked in Bradfields and a sample is sent off for moderation by the board. Each unit is worth a set number of "credits" and these credits contribute towards a final award. The more credits achieved, the higher the award.

WHAT NEXT

Entry Level 3 can lead to GCSE.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 10	Communicating Experience	Creating Narratives	Exploring Narratives
Year 11	Exploring Events and Characters in Audio Visual Texts	Exploring Poetry	Exploring Shakespeare

ENGLISH

FUNCTIONAL SKILLS ENTRY LEVEL 1, 2 AND 3, LEVEL 1 AND 2

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 7S or above.

COURSE DESCRIPTION

The course provides a practical grounding in how to apply English skills to everyday situations with a strong focus on problem solving and understanding what is needed, rather than abstract concepts and recall. There are three components:

- Speaking, listening and communication
- Reading
- Writing

ASSESSMENT

Assessment is by completing tasks set by the OCR exam board based on real life scenarios which will improve self-confidence and encourage independence. They must be undertaken under controlled assessment conditions. The assessments use and reinforce skills-based, problem-solving learning techniques. These qualifications are internally assessed and moderated by the centre, and then externally moderated by OCR. Level 1 & 2 Reading and Writing are examinations which are externally marked. Speaking and Listening are internally assessed and externally moderated by OCR.

WHAT NEXT

This qualification supports progression towards Level 1 & Level 2 qualifications.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 10	Reading Coursework 1	Writing Coursework 1	Speaking and Listening Assessment 1
Year 11	Reading Exam 2	Writing Exam 2	Speaking and Listening Assessment 2

ENGLISH LANGUAGE

GCSE LEVEL 2

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 13S or above.

COURSE DESCRIPTION

Students will study a range of fiction and non-fiction texts in four categories:

- 20th Century Literature Reading
- Prose Writing
- Reading and Transactional / Pervasive Writing
- 19th & 20th Century Non-Fiction

The qualification also includes a non-assessment focus on spoken language study.

ASSESSMENT

Assessment is based upon two externally assessed examinations and one internally assessed spoken language assessment.

WHAT NEXT

This course supports progression to college entry requirements and in some cases, may lead to opportunities to study A Level.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 10	20 th Century Literature Reading	Reading and Transactional / Pervasive Writing	Spoken language study
Year 11	Prose Writing	19 th & 20 th Century Non-Fiction	Exam revision

MATHS

ENTRY LEVEL 1, 2 AND 3

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 8S or above.

COURSE DESCRIPTION

This course will develop the key areas of mathematics, numbers, measure, geometry, algebra and statistics.

ASSESSMENT

Each unit has a test which is marked in Bradfields and is sent off for moderation by the board. There is also an investigation.

WHAT NEXT

Entry Level 3 can lead to GCSE.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 10	Reading & writing numbers, place value, Addition and Subtraction. Time o'clock, $\frac{1}{2}$ Past, shape patterns. Recognising 2D and 3D shapes. Collecting and presenting data in tally and bar graphs	Collecting and presenting data pictograms. Multiplication and division. Money - coin recognition naming 2D & 3D shapes	Addition of Money. Number patterns. Describing properties of 2D and 3D shapes. Analysing data. Collecting & presenting data inline graphs
Year 11	Multiplication using column method. Division using bus stop method. Time – 5 minute intervals, number patterns. Area & Perimeter. Odd and even numbers	Analysing Data in graphs charts & tables. Word problems relating to handling data. Calculating change. Recognising Angles	Add with carrying. Subtract with regrouping. Elapsed time. Measuring drawing and estimating Angles

MATHS

FUNCTIONAL SKILLS ENTRY LEVEL 1, 2 AND 3, LEVEL 1

ENTRY REQUIREMENTS

Students should currently be working between Bradfields Steps 7S to 18C.

COURSE DESCRIPTION

Functional Skills can be used as a standalone qualification or it can contribute towards GCSE and the Foundation Learning Tier. It is designed to be more practical in nature to enable students to apply their mathematical knowledge, skills and understanding to real life scenarios.

ASSESSMENT

Assessment at Entry Level is carried out internally by a qualified centre assessor and subsequently externally moderated. Assessment at Level 1 is externally moderated.

WHAT NEXT

Higher Functional Skills qualification or GCSE. It can also form part of a traineeship or apprenticeship.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 10	Functional Maths. Real life scenarios	Functional Maths. Real life scenarios	Functional Maths. Real life scenarios
Year 11	Functional Maths. Real life scenarios	Functional Maths. Real life scenarios	Functional Maths. Real life scenarios

All of the above focus on Number, Shape & Space. i.e. data handling

MATHS

LINEAR GCSE LEVEL 2

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 16S or above.

COURSE DESCRIPTION

The course develops the following key areas:

- Number
- Algebra
- 2D/3D shapes
- Measurement
- Angles
- Co-ordinates
- Area, perimeter, volume
- Geometry
- Averages
- Charts & Graphs
- Data collection & Handling

ASSESSMENT

Assessment is through written examinations which will be taken in the summer term of Year 11. Students working at Bradfields Steps Level 16S or above at the end of KS3 would be considered for this level, within the GCSE Foundation Tier.

WHAT NEXT

This qualification could lead to a Level 3 qualification.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 10	Number & Geometry	Measure Statistics	All aspects challenge current stage of development
Year 11	Number & Geometry	Measure Statistics	All aspects challenge current stage of development

SCIENCE TODAY

ENTRY PATHWAYS ENTRY LEVEL 2 AND 3

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 5S or above.

COURSE DESCRIPTION

Entry Pathways is a course which enables teachers to devise a learning programme to match learner's needs and abilities. It will enable students to:

- Understand the nature of science and its application to the environment and society
- Develop an interest and enthusiasm for science
- Become competent in observational, practical and problem-solving skills, both in the laboratory and in other learning environments
- Understand more of the relationships between data, evidence and explanations and their ability to evaluate scientific claims
- Apply their skills of communication in scientific contexts

ASSESSMENT

All Entry Pathways units are internally assessed and externally moderated. All criteria must be met for each unit to be accredited.

WHAT NEXT

Students can progress to BTEC Science in KS5.

Teachers will choose units suitable for the group and of particular interest, from the following

Food and Health	Working with Electrical Circuits
Science: Health and Safety	Renewable Energy
Making Useful Compounds	Chemical Products Used in the Home
Science and the Human Body	Science and our Universe
Variation and Adaptation	Science and the Plant World

COMPUTING

WJEC – IT USERS

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 7S or above.

COURSE DESCRIPTION

Unit levels: Entry 1, Entry 2, Entry 3, Level 1 which lead to (three sizes) of qualification. An Award, Certificate or Diploma.

There are 17 different units to choose from including office-based applications, Internet safety for IT users, improving productivity using IT. In addition, there are multimedia-based applications, including video software and audio software, which also complement the IT qualifications.

The ICT User course offers a flexible, inclusive route to achieve the skills needed for work. It is tailored to meet individual needs.

ASSESSMENT

It starts at Entry Level 1; additional units can be added in order to raise the level of the qualification. It is available in three sizes – Award, Certificate and Diploma, across these Levels – Entry Level 3, Level 1. There are no examinations for this course.

Assessment is entirely internal and the courses are flexible. Teachers can choose units which match, or can tailor the course by choosing units to meet specific candidate needs or interests.

WHAT NEXT

This can lead to a Level 2 or 3 ICT qualifications.

	Units students will study include
Year 10 & 11	Audio – making a production using audio software such as garage band/audio city WP – Using word processing software IT Fundamentals Using emails

COMPUTING

BTEC IT USERS ENTRY LEVEL 3, LEVEL 1

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 12S or above.

COURSE DESCRIPTION

There are 23 different units to choose from including office-based applications, IT security, and IT maintenance. In addition, there are multimedia-based applications, including video software and audio software, which also complement the IT qualifications.

The IT User course offers a flexible route to achieve the skills needed for work. It is tailored to meet individual needs.

ASSESSMENT

It starts at Entry Level 3; additional units can be added in order to raise the level of the qualification. It is available in three sizes – Award, Certificate and Diploma, across these Levels – Entry Level 3, Level 1. There are no examinations for this course.

BTEC IT User aims to support students in acquiring IT skills that will help them to work effectively and productively in future employment.

WHAT NEXT

This can lead to Level 2 or 3 ICT qualifications.

	Units students will study include
Year 10 & 11	Using word processing software Using imaging software Using PowerPoint software

COMPUTING

FUNCTIONAL SKILLS ENTRY LEVEL 1, 2 AND 3, LEVEL 1

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 7S or above.

COURSE DESCRIPTION

They have been created in response to employers' perceptions that many students are not achieving a sufficiently firm grounding in the basics. Functional Skills ICT at Entry Levels 1, 2 & 3 aims to ensure that each individual is:

- Confident and capable when using ICT systems and tools
- Able to find and select information
- Able to develop, present and communicate information in both life and work

Employability skills: The content gives students important employability skills. Excellent progression: Available from Entry 1 to Level 1, there are clear progression pathways for students, whatever their starting point.

ASSESSMENT

The assessment for Functional Skills ICT at Entry Levels 1, 2 & 3 is internally assessed. Edexcel Functional Skills in ICT at Entry Level comprises one core task that is internally assessed, verified and then externally verified. Level 1 is externally assessed.

WHAT NEXT

Functional Skills contributes points towards the new GCSE ICT. This course may also provide the basis for progression to Level 1 & 2 ICT courses. On rotation every 2 terms group changes.

	This is taught on rotation, the group changes every 2 terms
Year 10	General introduction to ICT and new software skills. Introduction to exam structure in preparation for Year 11.
Year 11	Complete activities for level working at, including poster, creation emails and spreadsheets. Tasks vary in difficulty based on level. At the end of the 2 terms, students sit examination.

RELIGIOUS STUDIES

ENTRY LEVEL 2 AND 3

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 6S or above.

COURSE DESCRIPTION

Students will study a number of units focusing on exploring a range of religions such as Christianity.

They are encouraged to reach their own moral judgements and express their personal views exploring ethical and moral issues in today's society. In addition they will learn to respect other people's beliefs and cultures.

ASSESSMENT

Students produce coursework which is assessed throughout the two years. There are no examinations.

WHAT NEXT

Entry Level Religious Studies could lead to GCSE Religious Studies.

	Students will study the following topics
Year 10 & 11	Festivals Persecution of People Religious and moral arguments to contentious issues Responses to conflict in world events Famous followers of religion Places of worship
	Programme One students will study the following topics
Year 10 & 11	Signs and symbols in religion Exploring a Christian infant baptism Life of Joseph

RELIGIOUS STUDIES

GCSE LEVEL 1 AND LEVEL 2

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 13S or above.

COURSE DESCRIPTION

This course will enhance students' personal, social and cultural development. They will explore historical and contemporary ethical issues and world events. They will develop their language skills both orally and in written form as well as develop their ability to formulate and articulate a strong argument.

ASSESSMENT

Students will sit exams at the end of the course.

WHAT NEXT

GCSE Religious Studies could lead to a Level 3 qualification at college.

	Students will study the following topics
Year 10 & 11	Religious Philosophical and Ethical Studies in the Modern World Study of a World Faith Study of Christianity

PHYSICAL EDUCATION

ENTRY LEVEL 2 AND 3

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 9S or above.

COURSE DESCRIPTION

Students are guided to select different activities from the following categories:

- Team Competitive Activities
- Gymnastics Activities
- Creative Activities Dance
- Individual or Partner Activities
- Frequent and Regular Physical Activities for Health, Fitness & Well-being
- Adventurous Activities

ASSESSMENT

Students are teacher assessed via observation and oral questioning and are required to:

- Demonstrate a sound knowledge and understanding of the chosen practical activities
- Perform a range of skills demonstrating the areas of planning, performing and evaluating
- Show a variety of skills and abilities, either alone, in pairs or in group situations
- Demonstrate an understanding of rules, laws and safety measures which govern each activity

Video/photographic evidence will be collected and an external moderator from the Exam Board will observe students "in action" during terms 4 or 5 of their second year of study.

WHAT NEXT

Further PE courses; for example: GCSE PE; BTEC Sports courses.

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Year 10	Trampolining Table Tennis	Archery Bowling	Cycling Athletics
Year 11	Fitness Circuits	Trampolining Game, basketball/hardball Archery	Athletics Outdoor Adventurous Activities

PSHCE & CITIZENSHIP

ENTRY LEVEL 1, 2 AND 3

ENTRY REQUIREMENTS

Students should currently be working at Bradfields Steps 7S or above.

COURSE DESCRIPTION

This course continues to develop students' skills and knowledge by studying the topics listed below.

Different modules may be selected as more appropriate for some students. Seven units have to be completed for the full Certificate.

ASSESSMENT

Assessment is through a portfolio of work and records of discussions. Supporting evidence is submitted for external moderation purposes. Students are entered for either Entry Level 1, 2 or 3.

WHAT NEXT

It is useful for future study in relation to Life Skills, Health and Social Care courses and for development in wider key skills qualifications in KS5.

	Students will study the following topics
Year 10 & 11	Drugs education Action planning Sex and relationships education Diversity Healthy living Personal finance Being a critical consumer Emotional well-being

LIFESKILLS

ENTRY REQUIREMENTS

Students may need to apply for bus passes. They may also need a small amount of money to develop financial skills in shops and cafes.

COURSE DESCRIPTION

Students will study topics listed below. They may also go on visits, where appropriate. These visits may be to local shops, cafes and libraries.

The purpose of the visits is to develop financial, personal and social skills.

Some trips will also be provided to support students in the development of travel training skills and as such will involve the use of public transport.

ASSESSMENT

WHAT NEXT

The skills developed are useful for future life, both within the workplace and in general life.

	Students will study the following topics
Year 10 & 11	First Aid Safety Skills Health and Safety in the Workplace General life skills such as social, financial and travel skills Healthy Living Learning to Learn Emotional Life Skills Health Lifestyle Social and Work Skills Body Confidence

WORK PLACE HAZARD AWARENESS

BRITISH SAFETY COUNCIL ENTRY LEVEL 3

ENTRY REQUIREMENTS

The ability to be observant and to try your best.

COURSE DESCRIPTION

The Work Place Hazard Awareness course is available at Entry Level 3 but differentiated to meet the needs of our students.

Topics include:

- Keeping Yourself Healthy and Safe at Work
- Hazards in the Workplace
- Safety Signs
- Personal Protective Equipment
- Fire Safety

This will be taught in PSHCE lessons.

ASSESSMENT

Portfolio of evidence (coursework).

WHAT NEXT

This is a vocational qualification valued by employers.

	Students will study the following topics
Year 10 & 11	Keeping Yourself Healthy and Safe at Work Hazards in the Workplace Safety Signs Personal Protective Equipment Fire Safety

BRADFIELDS STEPS

Bradfields Steps (BS)	Equivalencies		
	Levels	Pscale/NC	Level
1.1 to 1.9	P3i/P3ii	Entry Level	
2.1 to 2.9	P4		
3.1 to 3.9	P5		
4.1 to 4.9	P6		
5.1 to 5.9	P7		
6.1 to 6.9	P8		
7 S, P or C	1c		
8 S, P or C	1b		
9 S, P or C	1a		
10 S, P or C	2c		
11 S, P or C	2b		
12 S, P or C	2a		
13 S, P or C	3c		
14 S, P or C	3b		
15 S, P or C	3a		
16 S, P or C	4c	Level 1	1
17 S, P or C	4b		2
18 S, P or C	4a		3
19 S, P or C	5c	Level 2	4
20 S, P or C	5b		5
21 S, P or C	5a		6
22 S, P or C	6c		7
23 S, P or C	6b		8
24 S, P or C	6a		9
25 S, P or C	7c		
26 S, P or C	7b		
27 S, P or C	7a		
28 S, P or C	8c	Level 3	
29 S, P or C	8b		
30 S, P or C	8a		
31 S, P or C			
32 S, P or C			
33 S, P or C			
34 S, P or C			
35 S, P or C			
36 S, P or C			
37 S, P or C			
38 S, P or C			
39 S, P or C			

All pupils make excellent progress from the different starting points. Consequently, any differences between pupils' achievements and those of other pupils nationally are diminishing.

Pupils flourish because they are extremely well looked after in a nurturing and enabling environment.

Ofsted – March 2017

Leaders are eager for pupils to continually improve their academic and personal outcomes. They know that there is always more scope to include parents in their children's learning, and to continue to raise parents aspirations for their children.