



**West Oaks  
Curriculum  
Pathway:  
Reaching High  
2022**



## Reaching High Pathway

### Rationale

The Reaching High curriculum is designed to meet the needs of our learners in Key Stages 2, 3 and 4 who are working between the primary National Curriculum expectations of upper Year 1 up to Year 5 and 6. This is equivalent to B-Squared 'Progression Steps' levels 4-8.

Reaching Higher is an extension pathway within Reaching High for the small number of pupils who demonstrate a higher level of knowledge and understanding in one or two subjects. (around NC expectations for year 7 pupils).

The Reaching High pathway uses the National Curriculum as its basis - carefully adapted so that the subject matter is relevant and appropriate for each level and each key stage. Pupils are taught all subjects of the National Curriculum with the aim of challenging and inspiring them to achieve their very best. High quality resources and first-hand experience play a key part in bringing the curriculum to life.

Reaching High schemes of work are very carefully planned so as to ...

- ★ ensure pupils remember the content they have been taught and integrate this new knowledge into larger ideas through the showcase events at the end of each term.
- ★ provoke curiosity by giving pupils opportunities to share what they already know and pose questions about what they would like to learn next.
- ★ provide ample opportunities for pupils to share and celebrate their work.
- ★ provide opportunities for pupils to set themselves targets and review these regularly, considering what they can do to work towards achieving these.
- ★ create environments that allow pupils to reflect on what they have learnt, both academically and socially.
- ★ promote British Values and give pupils regular opportunities to discuss, debate and understand current British and world affairs, including politics, finances and safety in the wider community.

The framework for the Reaching High and the Reaching Higher Curriculum comes from the National Curriculum with reference to the learning objectives and resource materials from 'Cornerstones' amongst other well-established and respected sources.

Key principles are identified for each subject:

### **English:**

#### Reading

- ★ To promote a love for reading.
- ★ To be exposed to a large variety of texts, including those at and above pupils' reading level, from the past and present, fact, fiction and poetry
- ★ To be able to read confidently to a range of audiences.
- ★ To be able to apply phonic knowledge to spelling.

#### Speaking and listening:

- ★ To gain confidence and speak audibly in front of a range of different audiences.
- ★ To be able to show respect for others when speaking by listening and turn-taking during discussions and debates.
- ★ To present for a range of different purposes and use a range of styles.

Writing: (including spelling, punctuation and grammar)

- ★ To be able to use grammar effectively, taught from Year 1 - 6 in the National Curriculum, with purpose in writing, showing a clear understanding of the effects that these have on a reader.
- ★ To write clearly.
- ★ To write for a range of purposes.
- ★ To develop and use imagination in writing and speech.

**Maths:**

- ★ To develop an understanding of the important concepts and an ability to make connections within mathematics.
- ★ To learn and understand a broad range of skills in using and applying mathematics.
- ★ To develop fluency in performing written and mental calculations and mathematical techniques.
- ★ To know and understand a wide range of mathematical vocabulary.
- ★ To develop the ability to think independently and to persevere when faced with challenges, to recognise success and gain confidence from it
- ★ To work towards becoming fluent in the fundamentals of maths, including number, measurement and geometry and statistics.
- ★ To begin applying mathematical knowledge to enable problem solving, selecting the correct operation and using taught methods.
- ★ To become mathematical reasoners by developing critical thinking, evaluation and reflective abilities.

**Science:**

- ★ To foster a passion for science and its application in past, present and future technologies.
- ★ To develop an awareness and knowledge of the individual Sciences - Biology, Chemistry, Physics and use this knowledge to understand the world.
- ★ To develop the ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- ★ To develop an understanding of scientific inquiry and begin to apply this in practice, including showing an understanding of; comparative and fair testing, observing over time, pattern seeking, identifying, classifying and grouping and researching.
- ★ To develop the ability to undertake practical work in a variety of contexts, including fieldwork.
- ★ To begin to design and undertake scientific enquiries and evaluate these, considering how they could improve next time.
- ★ To use scientific vocabulary and use this in context.
- ★ To use scientific equipment correctly, confidently and appropriately.
- ★ To begin to address misconceptions, using discussion to rectify them and show a clear understanding.

**History:**

- ★ To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- ★ To develop pupils' use of key historical vocabulary.
- ★ To develop knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- ★ To inspire pupils' curiosity to know more about the past and increase their understanding of how and why people interpret the past in different ways.
- ★ To equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- ★ To help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- ★ To build historical critical thinkers using an enquiry-based approach.
- ★ To develop a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- ★ To develop the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

### **Geography:**

- ★ To inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- ★ To equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes - developing knowledge of where places are and what they are like
- ★ To promote a growing knowledge about the world and help pupils to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments - developing an understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- ★ To promote geographical knowledge, understanding and skills to then provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.
- ★ To develop an extensive base of geographical knowledge and vocabulary.
- ★ To develop an ability to reach clear conclusions and develop a reasoned argument to explain findings.
- ★ To understand highly developed and frequently utilised fieldwork and other geographical skills and techniques.

### **Music:**

'Music is a universal language that embodies one of the highest forms of creativity'.

Our music curriculum will...

- ★ engage and inspire pupils to develop a love of music and their talent as musicians, to increase their self-confidence, creativity and a sense of achievement.

As pupils progress, they will...

- ★ develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best of their ability.

Through this they will...

- ★ develop a rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composition and performance work.

- ★ develop a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- ★ develop good awareness and appreciation of different musical traditions and genres.
- ★ develop an understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- ★ develop the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- ★ enhance their passion for and commitment to a diverse range of musical activities.

### **Physical Education:**

Learning through our high-quality physical education curriculum will...

- ★ inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.
- ★ provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- ★ provide opportunities to take part in sport and other activities, build character and help to embed values such as fairness and respect.

*The PE curriculum will specifically:*

- ★ Promote enjoyment in physical activity.
- ★ Develop understanding of roles within a team.
- ★ Develop the skills to be a participant in team situations such as taking turns, cooperation, sharing, following rules, taking a lead.
- ★ Develop awareness of health and fitness.
- ★ Develop and enhance gross/fine motor skills.
- ★ Develop awareness of and the ability to move in a range of ways.
- ★ Develop and enhance shared experiences – learning how to play with others, tolerate proximity to others.
- ★ Experience the use of a range of equipment – touching, lifting, feeling, rolling.
- ★ Awareness of space – moving around school and into the hall.

### **Religious education**

We believe that RE is a subject that can be used to equip our young people with skills that are essential for adult life and lifelong learning. In line with the regional 'Beliefs and Belongings' syllabus, the lessons taught will develop pupils' understanding of religions and worldviews, exploring their commonality and diversity. We also intend to teach pupils how to respond with sensitivity to the questions and challenges that different views and cultures can present.

Through their study of RE, our young people will:

- gain a greater understanding of the identity and diversity of their local community.
- grow up to live and work as active, purposeful citizens of Leeds alongside people of all beliefs and cultures and be challenged to reflect on difficult questions such as the meaning and purpose of life.

### **Design Technology**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values

The DT curriculum will develop:

- ★ significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- ★ an excellent attitude to learning and independent working.

- ★ the ability to work constructively and productively with others.
- ★ the ability to carry out thorough research, developing initiative and questioning skills to be able to develop an exceptionally detailed knowledge of users' needs.
- ★ the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- ★ a thorough knowledge of which tools, equipment and materials to use to make their products.
- ★ the ability to apply mathematical knowledge.
- ★ the ability to manage risks exceptionally well to manufacture products safely and hygienically.
- ★ a passion for the subject and knowledge of up-to-date technological innovations in materials, products and systems.

### **Art and Design :**

Art, craft and design embody some of the highest forms of human creativity.

Learning through our high-quality art and design curriculum will:

- ★ engage, inspire and challenge pupils,
- ★ equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they will be able to...

- ★ think critically and develop a more rigorous understanding of art and design.
- ★ acquire knowledge as to how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.
- ★ use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- ★ communicate fluently in visual and tactile form.
- ★ develop the ability to draw confidently and adventurously from observation, memory and imagination.
- ★ develop Independence, initiative and originality which they can use to develop their creativity
- ★ develop the ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- ★ develop the ability to reflect on, analyse and critically evaluate their own work and that of others.

### **Personal, Social, Health and Economic Education (including Citizenship):**

Our citizenship education will equip our pupils with...

- ★ knowledge, skills and understanding to prepare them to play a full and active part in society.
- ★ citizenship education which fosters pupils' awareness and understanding of democracy, government and how laws are made and upheld.
- ★ the skills and knowledge to explore political and social issues critically,
- ★ the ability to weigh evidence, debate and make reasoned arguments.
- ★ preparation for pupils to take their place in society as responsible citizens.
- ★ the ability to manage money and make sound financial decisions.

The PSHE curriculum supports pupils to develop the following attributes and characteristics;

- ★ a willingness to try new things.
- ★ a desire to work hard.
- ★ to concentrate and pay attention.



- ★ to challenge themselves.
- ★ to imagine.
- ★ to seek to improve.
- ★ to try hard to understand others.
- ★ to not give up.

**Relationships and Sex Education (RSE):**

*Our RSE curriculum is based upon national guidance and the schemes of work published by the PSHE Association. All our schemes comply with the latest national requirements.*

The school curriculum aims to develop pupils' awareness and understanding in the following...

Attitudes and Values

- the importance of values and individual conscience and moral considerations.
- the value of family life, marriage, and stable and loving relationships for the nurture of children.
- the value of respect, love and care.
- explore, consider and understand moral dilemmas.
- develop critical thinking as part of decision-making.

Personal and Social skills

- manage emotions and relationships confidently and sensitively.
- develop self-respect and empathy for others.
- make choices based on an understanding of difference and with an absence of prejudice.
- develop an appreciation of the consequences of choices made.
- manage conflict.
- learn how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- understand physical development at appropriate stages.
- understand human sexuality, reproduction, sexual health, emotions and relationships.
- learn about contraception and the range of local and national sexual health advice, contraception and support services.
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- the avoidance of unplanned pregnancy.

**Computing:**

Our computing education will equip pupils to...

- ★ use computational thinking and creativity to understand the world.
- ★ understand the deep links with mathematics, science and design and technology, and provide insights into both natural and artificial systems.
- ★ understand the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.
- ★ become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology.
- ★ demonstrate their understanding that computers can be used to connect with others, be that through email, social media etc.
- ★ use computers/internet to connect and communicate with a large variety of audiences.

- ★ demonstrate ability to use computing programs, e.g. Internet, Excel... to research and collect a variety of data.

**Foreign Languages:**

Learning a foreign language provides an opportunity for pupils to communicate more effectively with others, whilst understanding what it means to be a global citizen.

Pupils have the opportunity to work upon the building blocks of Spanish such as: pronunciation, including phonics; writing, including grammatical features and phonics; reading; and learning to manipulate language.

These concepts will be taught through topics, whilst giving pupils the opportunity to revisit conversational language.

The language teaching will enable pupils to...

- ★ develop the confidence to speak with good intonation and pronunciation.
- ★ develop fluency in reading.
- ★ develop fluency in writing.
- ★ develop a strong awareness of the culture of the countries where the language is spoken.
- ★ progress towards using the language creatively and spontaneously.

**Organisation of learning**

**The Reaching High curriculum is delivered using a four-stage approach;**

**Engage, Develop, Innovate and Express.**

**Engage:**

This is implemented through inspiring entry experiences.

Memorable experiences take place in the first 2 weeks of each school term, to introduce a new topic. This is to provoke pupils' curiosity for the topic and engage pupils in their learning.

Pupils will have opportunities to explore their own interests in relation to a topic and to ask questions.

Memorable experiences will be multi-sensory days and will often include visits beyond school.

Each experience has a distinct motivator - a 'hook' - to begin the theme in the 'engage' week. This may be in the form of a video, letter, news flash, outside visit, a visitor to school, an experience area created within school, challenge to complete and so on.

**Develop:**

Through an engaging sequence of experiences in a lesson format, pupils develop a greater understanding of the theme. The tightly focused learner outcomes ensure that each pupil achieves at their own level.

**Innovate:**

An *innovate* week takes place in the penultimate week of each school term, providing pupils with creative opportunities to take the knowledge that they have gained during the 'develop' stage and apply this to a more pupil-led project (where possible) based on the current topic.

Class leaders provide pupils with interesting 'innovate boards' containing a range of challenges to work through. Pupils use these to consolidate and apply their knowledge. High quality



resources are provided and allow pupils to create, make, practise with a range of media to respond to the challenges.

The innovate stage is effective if each subject is encompassed by this stage i.e. if it is cross-curricular .

Discrete adult modelling and support is given throughout.

**Express:**

The culmination of the term's theme takes place through the whole school Express Week, showcasing everyone's learning, skills and knowledge.

An 'express week' takes place in the final week of each term. Pupils have opportunities to share their work in a range of different ways with others including; staff, peers, and parents. Here we celebrate, share, reflect and consider short-and long-term aspirations.

Pupils are given frequent opportunities for retrieval and practice, leading to fluency and mastery improving incrementally.

A wide variety of teaching methods are used including explanation, modelling, scaffolding with as much first-hand experience as possible.

Both school sites share the same themes with cross-site working taking place where it is meaningful, creating an ethos of collaboration and shared goals.

**Success indicators**

- Pupils will be seen to be enthused and inspired to learn through the richness of the learning experiences.
- Pupils will demonstrate improved levels of self-confidence and be increasingly willing to take their learning to greater depths and share it.
- Pupils will show progress through their increasingly detailed knowledge and understanding across the curriculum and begin to make links in between subjects.
- Pupils will show progress by demonstrating an increasing repertoire of skills in their subjects
- Progress will be evident within the assessment processes of B-Squared 'Progression Steps'
- Progress will be evident through the individualised targets emanating from the marking and feedback processes
- Some pupils in KS4 will demonstrate progress towards NOCN English and Mathematics functional skills qualifications