



# Curriculum Statement of Intent

DISCOVER

CREATE

THRIVE

ACHIEVE

## Ormiston Academies Trust Curriculum Definition

Our curriculum is aligned with those of our sponsor, Ormiston Academies Trust that:

- It is the 'totality of the experience of the child', extending between the ages of 11 and 16
- It includes both the formal timetabled curriculum and all the informal learning and development that occurs outside the timetable, including the development of children's personal, social and cultural capital.
- Our curriculum maps show how we move our children from a state where they have not acquired specific knowledge, skills, experience and dispositions, to a state where they have acquired these, as part of a learning journey.
- It involves a deliberate choice to select, from all the possible knowledge, skills, experiences and dispositions, those which we believe pupils should acquire. How our teachers are trained, the materials they use and how they deliver the learning is all part of the totality of the experience.
- It responds to well-designed assessment which tells us whether pupils have acquired what was intended.

## Mission Statement

At Cliff Park Ormiston academy we strive for Excellence Everyday– in big moments of academic achievement and extra-curricular success as well as in small moments of self-discovery, perseverance, respect and community.

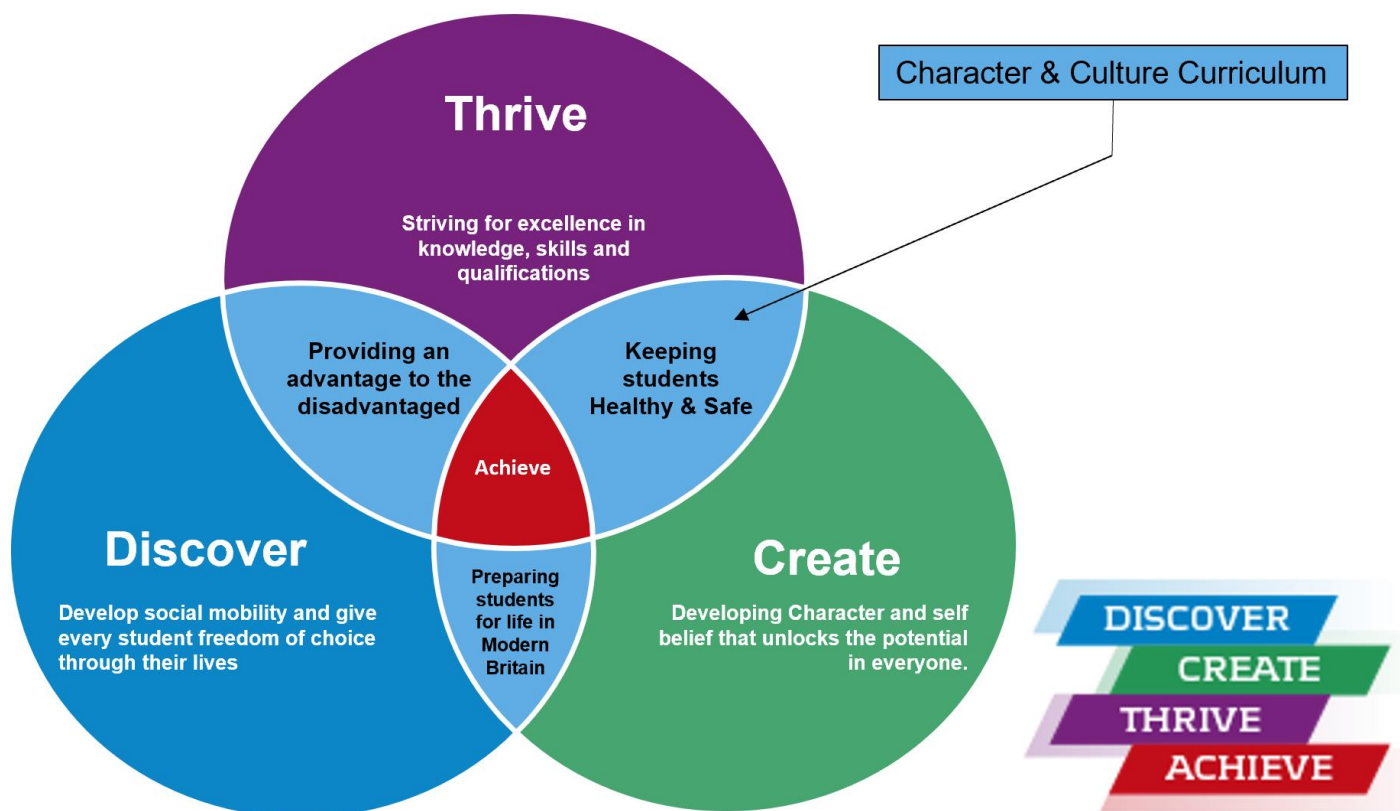
We are **RESTLESS**, and **RELENTLESS** in the pursuit of **EXCELLENCE** for every single Cliff Park Ormiston Academy Student **EVERYDAY**.

## Curriculum Aims

At Cliff Park Ormiston academy, we strive to prepare all students to become well-rounded, hardworking and courteous individuals who have the knowledge, skills and determination to meet the challenges they will face both now and in the future.

In partnership with families and our community, our aim is to provide relevant, personalised learning experiences for students, both inside and outside the classroom, that encourages them to value and respect each other, and become ambitious, resilient members of society.

This is demonstrated through our five curriculum strands : **Discover**, **Create**, **Thrive** and **Character & Culture Curriculum**



## Cliff Park Subject Rationale

Lessons are taught at Cliff Park Ormiston Academy over a two-week timetable. Subjects receive the following number of lessons each fortnight:

	Core Subjects			MFL	Humanities		Craft	Creative Arts		Computer Science	PE	PSHE	RE	TOTAL	TOTAL CORE
	English	Maths	Science		Geog	History		Art/DT	Drama						
Year 7	9	9	8	3	3	3	4	1	1	2	4	1	2	50	26
	18%	18%	16%	6%	6%	6%	8%	2%	2%	4%	8%	2%	4%	100%	52%
Year 8	9	9	8	3	3	3	4	1	1	2	4	1	2	50	26
	18%	18%	16%	6%	6%	6%	8%	2%	2%	4%	8%	2%	4%	100%	52%
Year 9	9	9	8	3	3	3	4	1	1	2	4	1	2	50	26
	18%	18%	16%	6%	6%	6%	8%	2%	2%	4%	8%	2%	4%	100%	52%

	English	Maths	Science	Op P	Op Q	Op R	Op S	PE	PSHE	RE	TOTAL	TOTAL CORE
Year 10	9	9	9	4	4	4	4	3	1	3	50	27
	18%	18%	18%	8%	8%	8%	8%	6%	2%	6%	100%	54%
Year 11	9	9	9	4	4	4	4	3	1	3	50	27
	18%	18%	18%	8%	8%	8%	8%	6%	2%	6%	100%	54%

Current option subjects offered at Cliff Park Ormiston Academy (Year 10)

Option P	Option Q	Option R	Option S
Art	CPLD	Computer Science	Art
Engineering	Engineering	French	CPLD
Geography	Geography	Geography	Engineering
Health and Social Care	History	History	Hospitality
History	Hospitality	Hospitality	Media Studies
Hospitality	iMedia	Sociology	Music
iMedia		Sport	Sport
Travel and Tourism			Travel and Tourism
			Triple Science

Core Aim	Strand	What does this mean?
<p style="text-align: center;"><b>Thrive</b></p> <p style="text-align: center;">Striving for excellence in knowledge, skills, and qualifications</p>	<p><b>Core Knowledge and Skills</b></p>	<p>Students develop knowledge that will become durable and transferable across the curriculum, so they develop cumulatively robust knowledge and skills for future learning and employment. We will:</p> <ul style="list-style-type: none"> <li>• Develop interconnected knowledge through a coherently sequenced curriculum.</li> <li>• Enable students to secure a strong foundation of core knowledge and skills through strategic engagement and regular retrieval practice.</li> <li>• Provide students regular opportunities for complex application.</li> </ul>
	<p><b>Cognitive Skills</b></p>	<p>Building the cognitive skills of students is an integral component of our curriculum to support our students in becoming independent and adaptable to new contexts. We will:</p> <ul style="list-style-type: none"> <li>• Develop students in securing their long-term memory of core knowledge.</li> <li>• Develop students' acquisition of metacognition skills so they can identify areas of strength and effectively take ownership of their areas of development across the curriculum.</li> <li>• Provide students with problem solving and develop reasoning proficiency so they can transfer skills effectively.</li> </ul>
	<p><b>Literacy and Numeracy</b></p>	<p>We are steadfast in our commitment to equipping every student with the vital literacy and numeracy skills needed to be successful in Key Stage 3 and 4, future learning and employment.</p> <p>Student's reading, writing, oracy and numeracy skills are strong and transferable not only to all areas of the curriculum, but to new contexts beyond the curriculum that will prepare them to be successful communicators in future learning or employment.</p>
	<p><b>Vocabulary</b></p>	<p>Students acquire new vocabulary through the explicit teaching of language in context and regular exposure, embedding it in long-term memory. Our curriculum will ensure all students develop their general vocabulary and use of subject-specific, professional and technical vocabulary expertly.</p>





Core Aim	Strand	What does this mean?
<b>Create</b>  Developing Character and self-belief that unlocks the potential in everyone	<b>Character &amp; Culture</b>	We are committed to ensuring that the personal development of our students is a core component of the academy and is embedded through all areas of our curriculum. Our Character and Culture curriculum: <ul style="list-style-type: none"> <li>• Develops students that are resilient to setbacks and take pride in their achievements.</li> <li>• Enables students to be well prepared to respect others and contribute as a 21st-century global citizen to wider society and life in Britain and beyond.</li> <li>• Provides students with a level of cultural capital (embodied) that ensures they can thrive in future learning and employment</li> </ul>
	<b>PSHE and Citizenship Curriculum</b>	The curriculum will provide reflective and stimulating opportunities for students to build character and personal mindfulness. We will: <ul style="list-style-type: none"> <li>• Develop what mental and physical wellness are and why these are important.</li> <li>• Enable student to judge whether they are well, what they can do if they become less well, and how to keep safe</li> <li>• Provide students with the skills to make choices by learning what is distinctive about themselves, in their character, interests, and abilities.</li> </ul>

Core Aim	Strand	What does this mean?
<b>Discover</b>  Develop social mobility and give every student freedom of choice through their lives	<b>Knowledge for opportunity</b>	The curriculum capitalises on wider opportunities that will enrich both learning and future pathways. <ul style="list-style-type: none"> <li>• The curriculum should teach pupils how to turn education into opportunity, including Careers Education Information, Advice and Guidance (CEIAG).</li> <li>• This includes making the most of learning time outside the formal timetable, making informed choices about which subjects to study, and understanding established pathways into education, careers and independence.</li> <li>• The curriculum exposes students to cultural capital (objective) opportunities that they would not otherwise have encountered</li> </ul>
	<b>Extended Learning</b>	Wherever possible, the curriculum is shared with parents, particularly the core knowledge and skills.  In designing the curriculum, opportunities to practise at home are part of the plan for retrieval practise, taking into account what support parents in different circumstances may need in order to be active contributors.

## English Department

We want students to broaden their horizons and widen their ambitions, challenging their own expectations of themselves and others. They will engage in ongoing discussions around the complex world of literature as an exploration of the complex world they are a part of. In giving students their academic voice as readers, writers and speakers we will empower them to respond to and challenge the voice of others and find their place in the world.

Core Aim	The Aims of the English Curriculum
<b>Thrive</b>	<p>In English, there is a chronological exploration of the literature canon that continues from Key Stage 2. The acquisition of key knowledge, concepts and skills are taught by laying foundational knowledge and are cumulative through a spiral curriculum.</p> <p>Students' cognitive skills are developed through retrieval tasks, weekly spellings and the use of fading scaffolding. Links across prior and future learning are explicitly made.</p> <p>Knowledge quizzes and granular assessments, as well as structured discussion and a focus on reading fluency help develop our understanding of where students are and what they need to develop further.</p> <p>The Department uses high challenge texts, including academic non-fiction, and adopts a 'read aloud' approach. All students in Years 7-9 have dedicated library lessons.</p> <p>The acquisition of key vocabulary is developed through our common slide and, where appropriate, include an etymology breakdown. Vocabulary is frontloaded, and pre-taught before reading complex texts.</p>
<b>Create</b>	<p>The Department encourage conversation and debate around the topics found within our non-fiction fluency lessons. Cultural texts from authors including Priestley, Dickens and Shakespeare provide opportunity for discussion and debate.</p> <p>The Department encourages drafting and redrafting, so that students accept and react positively to mistakes and misconceptions. Ambitious, canonical texts help develop cultural capital. An important part of the English curriculum is development of personal, creative writing, developing narrative and being able to write for a specific purpose and/or audience.</p>
<b>Discover</b>	<p>The Department models high expectations for all. There are opportunities for students to watch live streaming of Shakespearean works, as well as travelling to live performances.</p> <p>The Departments runs a debate club and has developed a group of student reporters.</p>

## Maths Department

Our aim is for all students to become confident problem solvers and have an awareness of Mathematics and its applications beyond the classroom. Almost all jobs require employees to be numerate and the skills learnt in Mathematics will help pupils in many areas of life. We want our learners to experience challenge, depth and variety within the curriculum and become mathematically confident.

Core Aim	The Aims of the Maths Curriculum
<b>Thrive</b>	<p>In Maths, the curriculum is built so previous skills taught will be applied in later topics. The curriculum follows the order of precedence in order to build maths mastery.</p> <p>As a Department, we use retrieval starters to ensure prior knowledge has been retained. Learning is chunked and we use a 'I do, we do, you do' approach, modelling how to work through example questions/problems and scaffolding students' own responses.</p> <p>Where appropriate, skills and problems are linked to real life. Exam style problem questions are used throughout all year groups in lesson and during end of topic tests.</p> <p>Live feedback is given during lessons to ensure key concepts are understood and to pick up on any misconceptions.</p> <p>The Department actively teaches students how to decode questions by teaching key language and encouraging students to use it when discussing/working through mathematical problems. The Department models how to 'write to explain effectively within the context of the subject.</p>
<b>Create</b>	<p>Much of the mathematical skills acquired within the subject are transferable into the real world. The Department, for example, aims to make students financially savvy, be able to identify 'best buys' and be able to use/create timetables and graphs effectively.</p> <p>The Department has developed an ambitious curriculum, focussing on 'teaching to the top'. As such, Higher topics are taught to all, with modelling and the discussion of misconceptions building students confidence and resilience. Students are encouraged to ask for peer support when requiring help rather than going straight to their teacher.</p>
<b>Discover</b>	<p>The Department always looks to draw links between mathematical concepts and their application within the real world. The Department offers a number of trips, including links with the UEA.</p>

## Science Department

Students learn science because it provides them with transferable academic, practical and analytical skills which can be used throughout life. It allows students to make informed decisions as well as opening doors to higher education and beyond.

Knowledge and content are delivered thematically which builds upon the main skills and principles within the main scientific disciplines at KS3. At KS4, students are taught through subject specialism in order to develop a wider appreciation of the knowledge, content and skills underpinning each scientific discipline.

Core Aim	The Aims of the Science Curriculum
<b>Thrive</b>	<p>In Science, the basic principles of cells, particles, forces and energy underpin a spiral curriculum. As topics are revisited, the Department builds upon concepts by approaching them in different ways. Every unit includes consolidation lessons, as well as assessed questions and low stake tests to ensure misconceptions are quickly identified and addressed.</p> <p>Working scientifically is a key driver, with each Key Stage class having an assessed practical each term. Working Scientifically (WS) skills are embedded across the curriculum. When problem solving, for example, students are given a hypothesis that may fail.</p> <p>WS units include extended writing. Students write up all of their experiments, including the development of methods and conclusions. Tests at both KS3 and 4 include extended writing tasks, focusing on how to use scientific language accurately.</p> <p>The Department teaches numeracy explicitly through, for example, how to use a calculator, measuring, number lines, conversions, calculating mean and drawing various graphs.</p>
<b>Create</b>	<p>Through WS skills, students learn that practicals and initial ideas do not always work. Students learn how to evaluate effectively in order to identify improvements and are always working as part of a team for practicals.</p> <p>The curriculum includes a 'Healthy Lifestyles' unit and covers topics including reproduction, contraception, vaccinations and genetics that are mapped against the PSHE curriculum.</p> <p>Students are encouraged to develop their own scientific ideas. The importance of women within science is highlighted and a trip specifically covering this area is run in partnership with the UEA.</p>
<b>Discover</b>	<p>The Department runs Triple Science for students who wish to develop a deeper understanding of each subject. CEIAG lessons are built into SoW to signpost career opportunities. We encourage participation in Science outside of the academy with links with the UEA and local colleges, including the 'Women in Science' programme.</p>



## History Department

Our aim is to help students build a balanced understanding of history, developing an understanding of British, European and World History, and exploring how these interact and have shaped modern society. Students will develop their ability to question, analyse and interpret evidence from the past which will then help them to independently navigate the modern world. Throughout their time at Cliff Park Ormiston Academy, pupils will build their understanding of the past, developing their conceptual understanding of the past, allowing them to recognise and make their own comparisons. History allows pupils to understand how their community developed and changed. Through examination of evidence, stories and the physical environment.

Core Aim	The Aims of the History Curriculum
<p><b>Thrive</b></p>	<p>In History, topics are taught in a chronological order through thematic studies of embedded periods of time. Topics range from the Norman conquest and Britain before 1066 through to the Tudor and Elizabethan times and onto more modern history, including World War One, Two and the Cold War.</p> <p>Knowledge is developed through enquiry with lesson objectives being posed as questions. Knowledge retrieval is developed through starters and assessments, whilst specific skills are mapped through SoL. Skills of analysis, for example, are developed through the teaching of PEEL paragraphs using modelling and scaffolding where appropriate, building students confidence in writing extended responses. Reading aloud and guided reading is encouraged with specific Tier 2 and 3 language explicitly taught.</p>
<p><b>Create</b></p>	<p>The curriculum explores many aspects of the PSHE and Citizenship curriculum. Through the Magna Carta, students learn about civil rights; through the teaching of the Holocaust students gain an understanding of human rights. Diversity is explored through the history of migration, Empire, slave trade and marginalised communities, including LGBTQ+</p> <p>Historical economic trends are explored through, for example, the topic of the Great Depression. Economics are also explored as factors of historical change and continuity.</p> <p>The curriculum develops students' knowledge of historical events and the rates of progress, developing a sense of who we are now. This is also developed through the study of normal people throughout history – not just Kings and Queens.</p> <p>Respect and Teamwork is taught through debate, enquiry tasks, whilst creativity is encouraged through the development of hypotheses, and opinions that are supported by evidence.</p>
<p><b>Discover</b></p>	<p>The Department runs a number of trips, including the Castke Museum Tour, Bridewell Museum and Battlefield trip. The Department activity includes employability skills within lessons.</p>

## Geography Department

Our aim is to developing geographers with a passion and thirst for knowledge in a rapidly evolving world. We aim to provide a contemporary mix of human, physical and environmental geography; promoting interest and awe through geographical skills, relevant exemplification (constructing reality) and engagement. Our goal is to develop geographers who can describe patterns, explain processes, assess impacts and evaluate success, preparing students for their next steps.

Core Aim	The Aims of the Geography Curriculum
<p><b>Thrive</b></p>	<p>The Geography curriculum has been sequenced to build on KS2 foundation knowledge and the development of the understanding of key geographical concepts of place, space and locational knowledge. We explore the local, national and global environment to develop an understanding of the world.</p> <p>Decision making activities, thinking hard tasks and critical thinking are included within each topic to develop and reflect on problem solving skills. We include retrieval tasks based on prior learning, regular knowledge and skills-based tests giving opportunities to reteach misunderstanding and opportunities to develop gaps in skills.</p> <p>Texts are read using principals of the Read Aloud programme with regular verbal checks of understanding of vocabulary and its context. Students are expected to write in full sentences and encouraged to extend written answers with opportunities for extended writing to apply knowledge. Subject specific vocab is introduced and recapped regularly throughout each topic. Academic vocabulary is developed through the teaching and practice of exam command word meaning so they can apply Tier 3 vocab effectively.</p>
<p><b>Create</b></p>	<p>The curriculum explores many aspects of the PSHE and Citizenship curriculum. In Year 7, students explore democracy through the exploration of governments. Gender equality is explored through development topics; Finance through decision making activities and Diversity through the exploration of different cultures, including Kenya &amp; India.</p> <p>Students are encouraged and expected to take pride in their presentation. Feedback tasks are included to reflect on and develop misunderstanding. Students are rewarded for engagement and effort and encouraged to congratulate and support their peers.</p> <p>In Geography lessons, teamwork activities are included to enable students to develop leadership and collaborative working.</p>
<p><b>Discover</b></p>	<p>Students are encouraged to watch BBC documentaries e.g. Green Planet &amp; Blue Planet. We run an Eco-Council for students wishing to join. We have a number of links with ENSFC and KS3 students take trips to both the local, costal area (costal erosion) and Norwich (population). Within lessons, real-life examples and photos are included as much as possible. Where appropriate, careers links are made in lessons, e.g. meteorologist when studying weather and climate.</p>

## Modern Foreign Languages Department

Our aim is to develop students' love of language and different cultures through the teaching of French, Mandarin and German. Through the development of reading, writing speaking and listening skills, students will gain an appreciation of what makes people from different countries and cultures both similar and unique.

Core Aim	The Aims of the MFL Curriculum
<b>Thrive</b>	<p>The Department develops students' acquisition of language by exploring the country's culture through different topics. Through these topics, core vocabulary is revisited through the four skills of reading, writing, speaking and listening. Speaking and listening skills, in particular, are used to build students' linguistic knowledge of phonetics, pronunciation and information (speak-reading). Skills are modelled, scaffolded and checked in order to highlight mistakes or misconceptions.</p> <p>The Department uses a number of strategies for developing students' vocabulary and grammar recall. These include chorus, songs, one-to-one, paired and group practice, and vocal tests.</p> <p>Students are taught to recognise and apply patterns, beginning with the recapping of number patterns.</p> <p>Literacy is embedded in all lessons due to the nature of the subject (grammar, vocabulary, structures) in all four skill areas and is built upon due to the spiral nature of the curriculum.</p>
<b>Create</b>	<p>Speaking and listening form an important part of the MFL curriculum and students are taught to become resilient learners through a 'try again' culture.</p> <p>By studying different languages, students are able to explore the differences and similarities between countries, gaining a global view of life. The introduction of Mandarin in particular encourages the exploration of different cultures.</p>
<b>Discover</b>	<p>Students are given the opportunity to experience language classes at the UEA and the French/Mandarin cultures are brought to life through emerging students in aspects of everyday life through, for example, works of art and food.</p>

## The Arts Faculty (Arts and Design, Music, Performing Arts)

Our aims is to encourage students' appreciation of human creativity and achievement whilst developing well rounded, creative individuals who can think outside the box and express themselves through their imagination and creativity.

Core Aim	The Aims of the Arts Curriculum
<b>Thrive</b>	<p>The Arts Faculty develops students' appreciation and understanding of art, drama and music through an 'arts rotation'. Students gain a knowledge of artistic styles and conventions whilst developing their own abilities. Students plan, develop and evaluate their work and work collaboratively.</p> <p>Skills are built upon through the Key Stage curriculum, preparing students for the demands of Level 2 course should they opt for them at the end of Year 9.</p> <p>Subjects specific terminology is taught explicitly and is used through discussion and assessment work.</p> <p>Group reading and performance is particularly central to Drama but is also present within Music and Art.</p>
<b>Create</b>	<p>Some projects are linked to PSHE themes, such as the Year 8 Protest Unit in Year 8, and students are exposed to different forms of art (in its many different forms) from across the world.</p> <p>Students are often encouraged to work as part of a team and are given the opportunity tot develop their knowledge, skills and creativity when producing their own art pieces.</p> <p>Health and Safety procedures and protocols are discussed when necessary. For example, how to use specific paints/dyes safely or how to create physical drama or dance moves safely.</p>
<b>Discover</b>	<p>The Arts Faculty give students opportunities to experience the arts through trips that include the Sainsbury Centre, the Time &amp; Tide Museum and Hippodrome Circus, as well as theatre trips.</p> <p>Students are given an opportunity to engage with artist workshops and display their own pieces of work.</p> <p>Students have long been involved in the Norwich 'GoGo' series and have the opportunity to get involved in theatre productions, either as an actor or as part of the stage management team.</p>

## The Food and Technology Department

Our aims is to develop students' practical skills whilst developing well rounded, creative individuals who can develop, produce and evaluate an idea or design.

Core Aim	The Aims of the Food and Technology Curriculum
<p><b>Thrive</b></p>	<p>In Years 7-9, students follow a sequence of short 'design &amp; make' experiences. The cumulative effect of which is to give students knowledge of material properties and shaping/joining/finishing skills in Engineering and baking/cooking skills within Hospitality. These prepare learners for Key Stage 4 where learning experiences follow the set specification of sequence. In all cases knowledge and skills are demonstrated by the production of a product and a knowledge based final test.</p> <p>Sequenced activities challenge students to apply knowledge of material, properties and shaping processes in Engineering.</p> <p>'Challenge activities' develop the students' abilities to solve engineering problems (similar to those in the exam) and Job cards reinforce the use of correct technical language.</p> <p>Maths is a fundamental element in both engineering and hospitality, be it the measurement of ingredients or the calculation of area and volume.</p> <p>Technical language is reinforced by use of knowledge organisers and frequent low stakes questioning.</p>
<p><b>Create</b></p>	<p>Students are encouraged to 'Do your best work, every time. Do not settle for second best'.</p> <p>Health and Safety with the cookery room and engineering workshop is taught explicitly, including the use of machinery and equipment. Students are taught to be safe and responsibly for both themselves and others.</p> <p>Student are encouraged to explore environmentally friendly choices for materials based upon 'product timeline' in engineering.</p> <p>Students are taught about the 'healthy living plate' in hospitality.</p>
<p><b>Discover</b></p>	<p>Students are exposed to the local industry within the Great Yarmouth, introducing students to apprenticeships and other post 16 opportunities in the area.</p> <p>The Department offers a number of trips and has an F24 Electric Racing Team that competes in regional, national and international competition.</p>



## Physical Education Department

Our aim is for students to develop physical skills and create positive habits for life and healthy lifestyle behaviours. Students at Cliff Park discover a range of physical activities, giving them confidence, building leadership skills and developing a positive relationship with sport and exercise.

Core Aim	The Aims of the PE Curriculum
<p><b>Thrive</b></p>	<p>The Department has developed an Interleafing Curriculum that outlines key knowledge and processes that each student should develop: Head (Leadership &amp; Assessment). Heart (Fitness &amp; Health) and Hands (Performance). This ensures there is a continuity and consistency in non-specific sports skills and helps develop students' understanding of rules, regulations, leadership qualities and healthy, active lifestyles.</p> <p>Throughout the PE curriculum, students engage with a variety of sports. Each unit develops students' understanding of the sport and ability to develop the skills required to take part effectively and safely.</p> <p>Key processes and concepts are revisited throughout the curriculum and their transferability across sports are highlighted.</p> <p>Students are often given coaching roles to enable discussions to take place regarding how peers can develop their skills within a sport. Student Leadership is also encouraged and students work as a team when planning, for example tactics, against the opposition.</p> <p>PE uses numeracy when keeping time and scores and measurement for sports field events such as long jump and javelin. Key terminology is taught when developing skills within a sport, building towards the knowledge required for Key Stage 4 Sport.</p>
<p><b>Create</b></p>	<p>Students learn the value of both winning and losing, developing resilience, and set ambitious, personalised targets for improvement.</p> <p>Leadership Skills are taught throughout units, as well as the importance of being a positive team member.</p> <p>Students are shown how to perform sport safely, including how to warm-up and how to warm-down.</p>
<p><b>Discover</b></p>	<p>The Department offers a number of trips. These include local competitions, links with the UEA, and international trips, such as skiing.</p> <p>Dedicating time is given to extra-curricular activities at lunchtime and after school, broadening the experiences of students by exposing them to sports that vary from table tennis to climbing.</p> <p>The Department has club links with North Walsham RFC, Lowestoft &amp; Yarmouth RFC and GY Athletics.</p>