



Curriculum Intent and Rationale at Chessington School

At Chessington School we follow a broad and balanced curriculum which encompasses but also goes beyond the National Curriculum. At key stage three our students experience the national curriculum but also have the opportunity to have discrete Drama and Citizenship lessons, helping them build confidence for later life. At key stage four we offer a rich selection of vocational courses, including Media Studies, Business Studies, Catering, Child Development and Music. The school's vision is modelled in our curriculum, where we believe in everyone being valued, everyday being an opportunity and every moment should be focused on success. Our routines and relationships, for example the way in which we consistently manage behaviour, also forms a part of our curriculum. We believe that our students deserve a curriculum that enables social equity, promotes aspiration and enables social mobility. We want our students:

- to be knowledge rich
- to be independent, resilient and articulate
- to fulfil their potential

Our ambitious programme for education at Chessington School is a knowledge-based curriculum, empowering students to develop an understanding and appreciation of the subjects they study. Our curriculum is therefore carefully designed by our subject specialists within the school and across our Multi Academy Trust to challenge our students, to ensure learning is at the heart of our lessons and to enable our students to meet and exceed their Chessington Target Grades (CTGs) so all students have the opportunity for a better future, whether that be in further education, employment or training. We have four tiers of curriculum planning that shape how we deliver our curriculum at Chessington School:

1. Tier 1 - Road Map of overall topics studied from years 7 - 12.
2. Tier 2 - Topic information with assessment focus for years 7 - 12
3. Tier 3 - Week by week planning breakdown
4. Tier 4 - Schemes of Work for each topic

Our curriculum aims are to develop strong academic outcomes through: HL

1. A foundational knowledge base sequenced using our tiered curriculum and then interleaved in each lesson.
2. Subjects offering extra-curricular opportunities for students to develop cultural capital and appreciation of subjects beyond examination content
3. Students having guidance and support to develop an understanding of what it takes to be an ambitious member of our community.



Moreover, we firmly believe that to fully enhance the life chances of our students, our curriculum must actively promote the acquisition of a broad and academic vocabulary and depth of understanding. Put simply, **we believe that knowing more words makes you smarter**, and our curriculum is very intent on ensuring this becomes a reality for all of our students.

Implementation

In order to deliver the aims of our curriculum we ensure all students in Key Stage Three study 4/5 lessons of English, Maths and Science per week, 2/3 lessons of Humanities, Spanish/ French, 2 lessons of DT & PE and 1 lesson per week of Art, Drama, Citizenship, Religious Studies and Music. We pay careful attention to the sequence of when knowledge is taught and subject leaders work actively to review this aspect very regularly so that our students are well placed to access GCSE exams and content. This is underpinned by:

- Using memory recall quizzes regularly to interleave knowledge
- Using planned and targeted questioning in lessons
- Adapting and scaffolding content so that it is accessible to every student
- Every topic studied has been planned to ensure that students are challenged and supported where needed, building their learning confidence and resilience
- Nurturing our students so they understand they are ready to learn and education improves their life chances
- A focus on language development and oracy

We believe it is our responsibility to develop strong literacy and numeracy skills for all of our students given their context. As a modestly sized secondary school we work hard to offer a broad and balanced curriculum model. We believe in offering subjects that allow a wide range of pathways and progression for our students in the future towards success in employment or further education and training. These subjects include:

- English Language
- English Literature
- Mathematics
- Combined Science
- Biology
- Chemistry
- Physics
- Computing
- History
- Geography
- Spanish
- French
- Citizenship
- Religious Studies



- Media Studies
- Art and Design
- Child Development
- DT (Textiles & Resistant Materials)
- Business Studies
- Physical Education (both GCSE & Vocational)
- Sport (Vocational)
- Music (both GCSE & Vocational)
- Hospitality and Catering
- Drama
- Personal Development and Wellbeing
- Guided reading
- Numeracy

Throughout our ambitious curriculum we have strength in the core. A larger than normal share of curriculum time is allocated to English and Maths throughout Key Stage 3 and 4 to recognise the importance of success and progress in these key subjects. There is a real breadth of courses and range of levels across the curriculum, addressing the needs of all groups of students giving them the knowledge, and cultural capital they need to succeed in life. Our curriculum has a very strong traditional academic offer balanced with specific vocational and alternative courses, such as Media Studies, Music Technology and Drama. The academic offer also includes the EBACC subjects, such as History and Spanish and take up for this is increasing every year. We expect all subjects to offer enrichment activities and experiences to ensure that pupils have the opportunity to boost students' confidence and provide them with new skills and abilities.

Key Stage 3 is three years with Key Stage 4 two years.

KEY STAGE 3

At Key Stage 3 the school offers a broad and balanced curriculum, with students studying a core EBacc offer of Maths, English, Science, Languages, Geography, History and Computer Science alongside PE, Music, Design & Technology, Art, Drama, RS and Citizenship.

There is extensive provision and, where needed, intervention through years 7, 8 and 9 for the development of core numeracy and literacy skills, particularly in reading, writing, speaking and listening.

Pupils are set according to ability in Maths, English & Science providing opportunity to target support for less able students and ensure stretch and challenge for the more able. Students are in mixed ability groupings in Languages and Humanities from Year 7.



Curriculum Allocation 22/23

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	4	4	4	5	5
Guided Reading	1	1			
Maths	4	4	4	5	5
Numeracy	1				
Science	4	4	5	6	6
Geography	2	2	2	3 periods per week for each option subject	3 periods per week for each option subject
History	2	2	2		
MFL	2	3	3		
Art	1	1	1		
Music	1	1	1		
Drama	1	1	1		
Religious Studies (RS curriculum taught up to Yr 11)	1	1	1		
Citizenship	1	1	1		
Computer Science (ICT curriculum taught up to Year 11)	1	1	1		
PE	2	2	2		
Technology	2	2	2		