

Southam College Curriculum

Our Vision

The Southam College Curriculum equips students for their lives today, and prepares them for the future. It promotes and develops the qualities of kindness, confidence and resilience, and empowers all students to be the best they can be.

Curriculum Aims

- To equip students with the knowledge, skills and understanding which enable them to understand the world they live in and participate actively and positively in wider society;
- To enable students to leave school with the academic qualifications which best support them to achieve their future aspirations;
- To promote a love of learning through a range of memorable experiences both within and outside of the curriculum;
- To instil in students the fundamental British values and global virtues of democracy, the rule of law, individual liberty and freedom, mutual respect and tolerance and acceptance of different faiths and beliefs.

Curriculum Structure

Our curriculum builds upon students' prior learning from Key Stage 2 into Key Stage 3, 4 and 5. Each subject area has carefully sequenced their curriculum so that students' skills and knowledge are acquired, enhanced, reviewed and retained. Regular assessment points allow student understanding to be checked and their progress reviewed, with opportunity to revisit topics if there are any gaps in knowledge, skills and understanding. Teachers use formative assessment to determine the extent to which students have met the curricular end points, with whole-school strategies including Revise in Five and FAR assessment embedded within all schemes of learning. Such strategies allow teachers to identify gaps in skills and knowledge, and to determine how successfully students are retaining knowledge. Teaching is adapted to address any gaps identified, and students are able to respond to personal actions to enable them to further develop their skills and/or knowledge. Summative assessment of curricular end points is also embedded within schemes of learning, and is used to inform future teaching. Where required, adjustments are made to students' learning journeys in order to ensure that curricular end points have been achieved.

Consistency in the delivery of the curriculum is enhanced by resources being available for all schemes of learning. This also reduces workload, particularly for ECTs and new staff.

However, we do not stifle creativity as staff are encouraged to adapt lessons to reflect each class' specific needs and when local, national or global events support students' learning. Staff who teach outside of their specialism are supported through scheduled CPD opportunities to engage in Curriculum Development and Implementation conversations with the leaders of their second subject, and with specialist staff within that subject area. This is in addition to the ongoing informal support subject specialists provide for staff teaching out of their area.

Parental guides are available at key transitional points in the curriculum, for parents of students going into years 7, 9 and 10, so parents can engage and support in their child's learning journey and develop an understanding of what their child is learning, the key skills they are acquiring and developing, and the ways in which they are assessed and can be supported.

English Bacalaureate

We encourage students to follow a curriculum pathway at Key Stage 4, which culminates in the achievement of the English Bacalaureate, as we believe that this empowers students to succeed in further education and in a wide range of contemporary careers.

Our curriculum is structured in order to ensure that all students, regardless of ability, are able to achieve the Ebacc. We actively encourage the uptake of Ebacc whilst recognising the importance of flexibility and choice in order to promote a lifelong love of learning. Therefore, the Ebacc programme of study is a recommendation and not a rigid requirement. This approach allows us to ensure that all students follow an appropriately broad and challenging curriculum.

COVID-19 Curriculum Changes 2021

During the period of remote learning our students continued to follow their curriculum as if they were in school, with minor adaptations. Adaptations were more prevalent in some of our practical subjects. Where adaptations were made in specific subjects, curriculum planning has been reviewed to ensure that students have not missed out on the learning of key skills, knowledge and understanding.

Our pastoral calendar included wellbeing registration activities which tutors held twice a week and which were planned by the Heads of House. We offered a range of virtual enrichment opportunities, e.g. to celebrate the end of our pastoral fortnight of "Don't stand by, stand up!", which focused on Anti-bullying and anti-discrimination, we took every year group to visit the Houses of Parliament and conducted a live tour and live Q&A with House staffers on politics, democracy, how laws are made and what it's like to work there. The re-opening of school saw the launch of our Behaviour Curriculum to address the loss of learning routines which was apparent on students' return.

Memorable Experiences

Our curriculum is enhanced by a range of memorable experiences within each subject area so that students develop a love of learning which helps them to be lifelong learners. It is also enhanced by a strong focus on providing social, moral, spiritual and cultural education for all learners across the curriculum, and underpinned by the values of diversity and equality.

Our SMSC and Global virtues provision is deliberately mapped, sequenced and planned across the taught curriculum in students' Character and Culture lessons and also aligned with our cultural capital calendar and weekly registration activities. To ensure that all students take part in memorable experiences, we have appointed a "Personal Development Co-ordinator" who is supported by a "Personal Development Administrator". These roles target students and identified groups to identify and remove any barriers to participating in extracurricular and enrichment opportunities. All students will receive a 'Personal Development Report' - alongside their academic report - at the end of this year in line with our values to document how they have developed. This will also capture what students participate in outside school to ensure we target those who would otherwise not benefit from enrichment activities. We are proud that our work in this area has been recognised by two consecutive SMSC Gold Awards and we currently Beacon Status as a centre of excellence for SMSC.

Curriculum Content Key Stage 3

a) Year 7 and Year 8

Students study the full range of National Curriculum Subjects in Year 7 and Year 8:

National Curriculum subjects studied by all Year 7 students (hours per fortnight in brackets):

- English (6)
- Maths (6)
- Science (6 – 2 each for Biology, Chemistry, Physics)
- History (3)
- Geography (3)
- Modern foreign languages (Two Languages out of Spanish, French, German, 6 – 3 of each language)
- Design and technology (4)
- Art (3)
- Music (2)
- Physical Education (4)
- Character and Culture (Incorporating RSE, citizenship and PSHE - 2)
- Computing (2)
- Philosophy and Ethics (Religion and World Views - 1)

National Curriculum subjects studied by all Year 8 students (hours per fortnight in brackets):

- English (7)
- Maths (6)
- Science (6 – 2 each for Biology, Chemistry, Physics)
- History (3)
- Geography (3)
- Modern foreign languages (One Language out of Spanish/French/German - 5)
- Design and technology (4)
- Art (3)
- Music (2)
- Physical Education (4)
- Character and Culture (incorporating RSE, citizenship and PSHE, 2)
- Computing (2)
- Philosophy and Ethics (RE) (1)

Subjects beyond the National Curriculum studied by all Year 7 & 8 students:

- Drama (2)

Adaptations in Year 8

- All students are able to select one of their two languages for in-depth study to increase fluency and uptake for EBacc (5)
- English curriculum time is increased to support reading through one library lesson a fortnight (7)

All National Curriculum subjects are carefully sequenced and planned to meet and, in places, exceed the requirements of the National Curriculum.

b) Year 9

In Year 9, all students will continue to study the vast majority of subjects of the National Curriculum, following a curriculum based around Core Subjects and options choices.

Core Subjects: studied by all Year 9 students (hours per fortnight in brackets):
<ul style="list-style-type: none">• English (6)• Maths (6)• Science (7 – 2 Biology, 3 Chemistry, 2 Physics) – an additional lesson has been allocated to Chemistry due to the larger amount of content covered• History (4)• Geography(4)• Modern Foreign Languages: one of Spanish, French or German (4)• Philosophy and Ethics (1)• Character and Culture (incorporating citizenship, RSE and online safety) (2)• Physical Education (4)

Students are also able to refine their curriculum through new experiences and options choices, as follows:

New Experience opportunities /Options Subjects: Year 9 students select 3 of these subjects	
<ul style="list-style-type: none">• Business Studies (4)• Health and Social Care (4)• Media (4)• Photography (4)• Graphics (4)• Textiles (4)• Resistant Materials (4)• Food (4)	<ul style="list-style-type: none">• Art (4)• Music (4)• Drama (4)• Spanish (4)• French (4)• German (4)• Sport (4)• Computer Science (4)• Information Technology (4)

Our Year 9 curriculum allows students to develop a love of learning and enhance the depth of their knowledge and understanding in the subject areas in which they are most passionate, whilst also allowing them to meet the requirements of the National Curriculum. We aim to ensure that students maintain a balance of subjects, while at the same time also begin to shape their education, so it more closely reflects their individual interests and abilities.

In addition to students studying EBacc subjects, the curriculum is designed so that students also have to study a creative subject. This ensures their curriculum draws from a wide range of fields, including the humanities, languages and subjects with a strong creative element, be it artistic, performance based or technological creativity. All students have the opportunity within their chosen subjects to use information technology in order to improve their capability within this field, and to use computers and/or other digital media creatively and to solve problems. This supports students to prepare for future study and the world of work, and ensures that a range of Computer Science and IT skills are covered until the end of Key Stage 4. We have mapped this provision across our curriculum and are satisfied that students receive the appropriate provision in this area.

Our Year 9 curriculum is designed to prepare students for the choices that they will make in the Key Stage 4 options process. While students are able to select subjects which they are interested in for GCSE, they do not undertake any GCSE assessment such as coursework and do not follow any specific GCSE specification. Instead, they conclude their Key Stage 3 learning journey fully equipped with the skills, knowledge, understanding and love of learning which enables them to be successful in their core and chosen subjects in Key Stage 4, and prepares all students for the completion of the English Baccalaureate. The Key Stage 3 National Curriculum requirements are met in Year 8, and are explored in even greater depth in Year 9 within students' chosen subjects. In addition, students are able to explore new experiences in subject areas outside of the National Curriculum, further broadening their curriculum experiences.

Key Stage 4

At Key Stage 4, we offer students a wide and varied curriculum which enables them to build upon the skills and knowledge which they have acquired in their education to this point. Our aim is to equip students with the ability to achieve the best range of academic qualifications to help them prepare for the next stages of their education or training and their future careers.

We offer students the opportunity to complete a range of qualifications with different types of assessment, and we assist students to choose pathways which best suit their skills and abilities. Our curriculum offer is challenging in its ambition for students to achieve the English Baccalaureate, whilst being flexible and supportive in the range of routes available to students.

In addition to this drive for academic success, there is a simultaneous focus on building the character of our students, enabling them through their non-examined subjects to understand the world around them, the beliefs and views of others, the importance of a healthy, active lifestyle and the skills and knowledge they will require as they enter adulthood.

Every student in KS4 receives 1:1 careers advice via regular appointments with Andy Hughes, our dedicated, full-time careers advisor who also leads the careers network across the trust's secondary schools. This is in addition to the careers programme which starts in Year 7 and includes guest speakers, College representation and mock interviews by local business representatives. Students are taught how to write a CV in Year 10 as part of our Character and Culture curriculum, complete one week of work experience and all KS4 and KS5 students access our annual Careers Fair– all of which covers a wide range of employability skills.

All students in Key Stage 4 study the following core subjects:

Core Subjects: studied by all Year 10 and 11 students (hours per fortnight in brackets)

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| <ul style="list-style-type: none">• English (Literature and Language) (8)• Mathematics (8)• Combined Science (9) or Separate Science (14)• Core P.E. (3)• Character and Culture (incorporating citizenship, RSHE, and employability and online safety) (1)• Philosophy and Ethics (1)• Geography OR History (5) |
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Students are also able to choose 3 options subjects:

Options Subjects: students in Year 10 and 11 select 3 of these subjects, usually from the 4 they studied in Year 9 (hours per fortnight in brackets)

All students study at least one MFL throughout Key Stage 3 with a strong recommendation to take up a language at Key Stage 4.

- | | |
|---|---|
| <ul style="list-style-type: none">• French (5)• German (5)• Spanish (5)• History (5)• Geography (5)• Art (5)• Business (BTEC and GCSE) (5)• Computer Science (5)• Drama (5)• Food (GCSE and L1/2 Hospitality & Catering) (5) | <ul style="list-style-type: none">• Graphics (5)• Health and Social Care (5)• Information Technology (5)• Media Studies (5)• Music (5)• Photography (5)• Resistant Materials (5)• Sport (BTEC and GCSE) (5)• Textiles (5) |
|---|---|

Students are advised to choose subjects that they have studied in Year 9, as the Year 9 curriculum provides the foundations for Key Stage 4. All students continue to use information technology in order to improve their capability within this field, and to use computers and/or other digital media creatively and to solve problems. In addition, we strongly recommend that students choose a Modern Foreign Language and we promote the study of the English Baccalaureate, as this enables students to understand the world they live in and participate actively and positively in wider society and in their future careers.

Options Process 2025-26

a) Year 7 choice for Year 8 2026-27

Students in Year 7 will select one of their two foreign languages to continue in greater depth the following year. Curriculum times moves from 3 lessons / fortnight to 5 lessons / fortnight, to increase confidence and fluency alike. This ensures students have the strongest possible foundations to complete the foreign language element of the EBacc and combats the national trend of low MFL uptake as we strongly believe that this is a vital skill for an increasingly globalised world.

b) Year 8 choices for Year 9 2026-27

Students in Year 8 will select their options for Year 9 study. These choices allow students to study in depth the subjects which they are most passionate about, whilst meeting the requirements of the National Curriculum and studying a broad range of subjects in different fields. Students are guided at this stage to select subjects which will allow them to achieve the English Baccalaureate at Key Stage 4. Students will all continue to study a subject with a strong creative element, be it artistic, performance based or technological creativity.

In addition to their Core subjects in Year 9, students will then choose one creative subject to pursue, in order to ensure that creativity and design remain a key part of their curriculum as they complete Key Stage 3 and prepare for the transition to Key Stage 4:

Creative/Design Subjects: all Year 9 students will study at least one

- Art
- Drama
- Food
- Graphics
- Media Studies
- Music
- Photography
- Resistant Materials
- Textiles

Students will then select two further options from the list below, with the freedom to choose the fields in which their passions lie. Guidance will be provided to ensure that students do not choose pathways in Year 9 which will limit their choices for Year 10 (for example if students select Art as their creative/design subject, they will be advised not to select Photography as a further option).

Further options: all Year 9 students will choose two subjects:

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|--|--|
| <ul style="list-style-type: none"> • Art • Business • Computer Science • Drama • Food • French • German • Graphics • Health & Social Care | <ul style="list-style-type: none"> • Information Technology • Media Studies • Music • Photography • Resistant Materials • Spanish • Sport • Textiles |
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c) Year 9 choices for Year 10 2026-27

In Year 9, students will select their GCSE subjects and pathways which they will begin to study in Year 10. The English Baccalaureate is at the heart of this process, so all students will study either History or Geography, and all students are also encouraged to study a Modern Foreign Language. They will then choose a further two subjects. These choices are usually from the subjects students have studied in Year 9, however students are permitted to select subjects they have not studied in Year 9. These are reviewed by Middle and Senior Leaders to ensure that it is in the student's best interests and they retain the breadth of their curriculum.

Options Subjects: all Year 10 students will choose two subjects:

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|---|---|
| <ul style="list-style-type: none"> • GCSE French • GCSE German • GCSE Spanish • GCSE Fine Art • GCSE Business • BTEC Business • GCSE Computer Science • GCSE Drama • GCSE Food & Nutrition • GCSE Geography • GCSE Design & Technology: Graphics • L1/2 Hospitality & Catering • BTEC Health & Social Care | <ul style="list-style-type: none"> • GCSE History • CNAT Information Technology • GCSE Media Studies • GCSE Music • GCSE Photography • GCSE Design & Technology: Resistant Materials • GCSE Physical Education • CNAT Sport Science • CNAT Sport Studies • GCSE Design & Technology: Textiles |
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Key Stage 5

The aim of our Key Stage 5 curriculum is to enable students to progress further with their education beyond GCSE and Level 2, to provide pathways to a range of future destinations and to equip them for their personal development with high quality academic and applied qualifications suitable to their abilities and aspirations.

The curriculum model includes over 30 separate subjects, many of which are new to students following GCSE, others which build on the same subjects a student may have followed since Y7. All students receive a bespoke advice and guidance interview to help them choose subjects which are most suitable for them, and option blocks are allocated 'on demand' to enable all possible pathways to be open at the point of initial choice.

Students are able to mix A levels and Applied General qualifications together, depending on their own academic suitability for the subjects and for their desired pathway. Within each subject, lessons are sequenced to link with students' prior knowledge and understanding at KS4 and to build on learning.

Alongside the subject curriculum, all students in Y12 join a 'society' to aid their personal development and wider skills. These societies are followed by Character Education in Y13 and a wide range of other extra-curricular opportunities outside of the societies programme. Whilst in school, students also receive guided silent study period with access to a learning mentor to guide their progress. To ensure the statutory provision of RE at KS5, all students take part in our annual "Day of Religious and Ethical Thinking" in addition to the registration programme.

Students who are enrolled on Level 3 courses without a 4 in GCSE Maths or English are provided taught lessons towards retaking these exams to meet the Level 2 pass standard. These lessons take place alongside the students' other 3 A Levels or BTEC Level 3 qualifications.

Students in Key Stage 5 select three subjects of study from below, with 10 hours of study per subject:

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| <ul style="list-style-type: none">• Fine Art• Graphics• Photography• Textiles• Drama• Biology• Business Studies• BTEC Level 3 Business• Chemistry• Computer Science• Criminology Level 3• English Language• English Literature• WJEC Level 3 Food Science & Nutrition• French• Geography• German• Level 3 AAQ BTEC National in Health & Social Care | <ul style="list-style-type: none">• History• Level 3 AAQ in Information Technology• Mathematics• Further Mathematics• Media Studies Level 3• Philosophy & Ethics• Physical Education• BTEC Level 3 Sport• Physics• Politics• Product Design: 3D design• Psychology• Level 3 AAQ in Applied Science• Sociology• Spanish |
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KS5 students also study (hours per fortnight in brackets)

Societies - Year 12 (2)

Character and Culture - Year 13 – incorporating citizenship, RSE, and employability and online safety (1)

Timetabled Silent Study (10)

Further Curriculum Information

a) SEND

Students with SEND are encouraged to follow the curriculum at Key Stage 3, 4 and 5 as set out above, except where advice from professionals suggests that an alternative pathway is in the best interests of the student, for example as outlined in a student's EHCP. This allows students with SEND to study a broad and engaging curriculum, and careful consideration regarding learning activities and the presentation and availability of resources is made within each subject to ensure that this is accessible to all students. Where students have specific needs, these are met at subject level by all staff.

We recognise that some students require additional support with their reading. To be able to intervene early and to assess progress in reading, all students are tested to establish their reading age at the start of year 7. Students who are significantly below age-related expectations follow the Fresh Start phonics-based curriculum. This is taught in small groups by trained English teachers alongside the English curriculum, allowing students to return to the mainstream curriculum when they have made sufficient progress. All year 7 students who are below their chronological reading age also participate in a weekly paired reading with sixth form students. Students in years 8, 9 and 10 who continue to need additional support with fluency and comprehension follow the Lexia reading intervention as part of their timetabled provision.

In Years 9, 10 and 11, a small number of students are offered the opportunity to study Core Support instead of one of their subject options. In doing so, they continue to study a broad range of subjects, retaining the opportunity of achieving the English Baccalaureate, while receiving additional teaching in English and Maths.

b) Literacy

Opportunities for developing reading, writing, speaking and listening skills are embedded within the curriculum at every key stage, and we aim to promote a love of learning amongst our students.

We recognise that the acquisition of vocabulary and command of its use are essential in enabling students to excel in each subject they study. Each subject curriculum plans for the active teaching of key vocabulary, and the sequencing ensures that a student's academic store of words is always expanding.

Silent Study is a fundamental learning tool across the curriculum. This dedicated quiet time in lessons is used to promote the importance of independent reading and, in relation, extended writing.

Students are provided with dedicated reading time every week within the registration programme ("Register & Read"), and the paired reading programme which is run by trained Sixth Formers provides opportunities for students in years 7 and 8 to develop their fluency and comprehension.

c) Computing

All students study Computing in Year 7 and 8, with opportunities to: develop their understanding of e-safety following their Key Stage 2 studies; design and build webpages; use binary; plan and develop their own game; plan, write and follow algorithms; present and analyse data; and use a wide range of software.

In Year 9 Computing and Information Technology are offered as option subjects, with all students given the opportunity to continue their studies in one of these two routes. In addition, students continue to develop their computing skills across the curriculum in order to enable them to progress to higher levels of study and/or a professional career in the field, with opportunities in a wide range of subjects to: use databases; develop word processing skills; develop web-based skills and internet awareness; think critically; plan and manage time; apply the structural or presentational features of specific genres; and create and evaluate products. These transferable skills are all relevant to the further study of computing and careers in this field, and are studied across the curriculum by all students in their Core and Option subjects.

Within compulsory Character and Culture lessons, all students are taught an Online Safety topic in Year 7 and Year 10, and there are standalone lessons throughout the 7 year Character and Culture curriculum. This is supplemented by the personal development programme within pastoral time, in which online safety is highlighted through assemblies, tutor time and whole-school safeguarding initiatives (e.g. Anti-bullying week and Safeguarding Awareness Week).

d) Diversity

We embrace and embed diversity in all parts of our curriculum and ensure classrooms are culturally connected places, designed to create cohesion and understanding and where students are made aware of difference and similarity, equity and respect.

Everyone is celebrated in every classroom. We promote acceptance, increase visibility, encourage the celebration of success and amplify stories of diverse people in all curriculum areas. The diversity of our curriculum has been mapped across every subject, with a focus on ensuring positive and visible representations of the groups that are protected under the Equalities Act 2010 – the protected characteristics of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity and we are proud that our work in this field was recognised by the Equalities Award – Silver.

e) Personal Development Curriculum

Each half-term, our registration programme visits one of the three strands of the statutory PSHE curriculum (Relationships, Health & Wellbeing and The Wider World) through the lens of one of our key values. This builds from Year 7 to Year 11 with a range of age-appropriate activities and resources that are centrally planned by subject specialists and include a focus on emotional literacy so that students learn to apply our core values in a wide range of scenarios. The PSHE strands continue in the KS5 registration programme which also educates students on key aspects of adult life after school (road safety, financial planning, active citizenship, consensual relationships etc).

All aspects of our curriculum are strengthened by a weekly ‘Register & Read’ slot to improve literacy and develop students’ vocabulary which draws on fiction and non-fiction texts.

	Mon	Tue	Wed	Thu	Fri
Year 7	Register & Read	House ASSEMBLY / Activity	Personal Development	C&C	Year Assembly
Year 8	Register & Read		Personal Development	Year Assembly	C&C
Year 9	Register & Read		Year Assembly	Personal Development	C&C
Year 10	Year Assembly		Personal Development	Register & Read	C&C
Year 11	Year Assembly		Personal Development	Revision	C&C

Over the year and within each half-term, we have strategically aligned PSHE strands, core values, weekly themes, daily quotes, awareness weeks, assemblies, House activities and a range of memorable experiences to deliver our vision of promoting and developing kindness, confidence and resilience so that our students learn how to be the best they can be.