

# Curriculum Guide 2020/2021

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A young boy with short dark hair is sliding down a wooden slide. He is wearing a dark jacket with light-colored sleeves and is smiling broadly. The background is a solid purple color, and the entire image has a purple overlay.

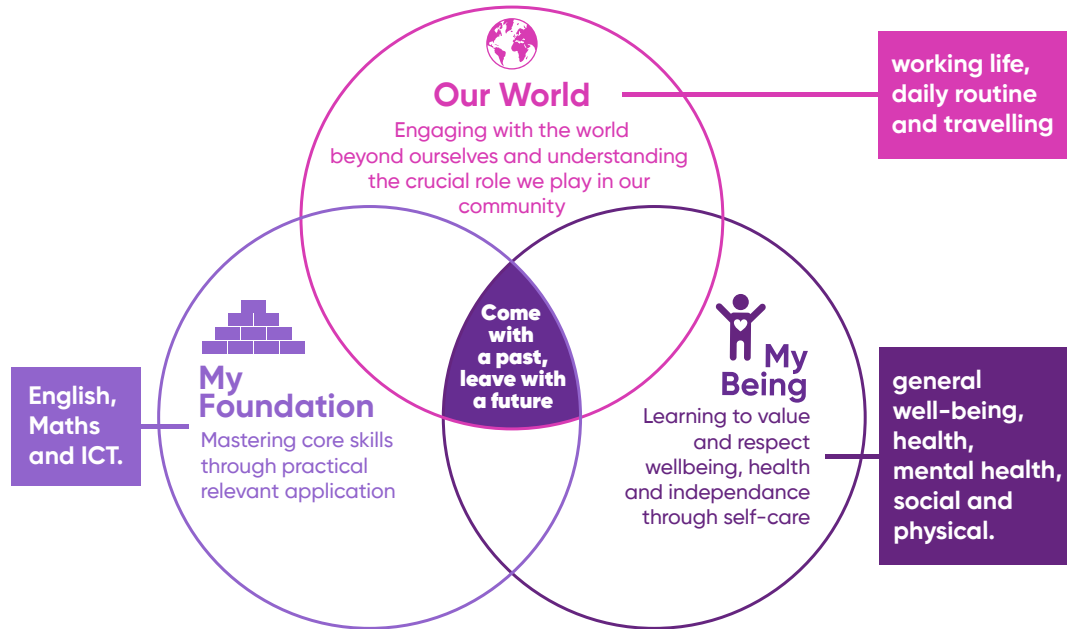
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# Come with a past, leave with a future

Ian Mikardo High School is a specialist academy pioneering the way in which our society approaches the education of our most vulnerable young people. We put the individual at the centre of what we do, adapting our curriculum according to their social, emotional and educational needs. We are widely respected as leaders in SEN and trauma-informed practice, and are passionate about continually evolving to empower each and every one of our students.



# Our Curriculum At A Glance



**Equipping learners with social, emotional and educational skills to live fulfilled lives at home, at work, and within the community.**





# The core tenets of our curriculum

## **Putting the individual first**

The flexibility and breadth of our curriculum allows every student to excel according to what inspires and motivates them. The strictures of a mainstream education have proved alienating and ill-suited to the specialist needs of our students. At IMHS, we believe in adventuring beyond the conventions of the classroom, opening up the wider world along the way. We strike a balance between formal class-based learning and practical exercises away from desks. We revel in the opportunity to be creative, innovative, and imaginative. Preparing our students to live independently as healthy, happy, fulfilled adults is the driving force behind all that we do.

## **Three key areas**

Our curriculum comprises three areas: My Foundation, My Being, and Our World. Each area is designed to develop analytical, social, and practical skills. Each area offers the opportunity to work towards qualifications. Each area addresses an essential aspect of an individual's existence, both in relation to themselves and to the wider community. No area is entirely discreet; we combine them in thoughtfully devised projects that allow students to work together whilst continuing to work on the areas and interests best suited to them.

## **Intensive support and equal opportunity**

Our student to staff ratio ensures that we work closely with individuals, adapting our educational strategy accordingly and setting attainable goals. We are able to offer flexible access to one-to-one support, and constantly review our practices, implementing changes of tack and fresh ideas when necessary.

Each area has a leader who oversees their area's core elements and co-ordinates with the other area leaders to make sure that the different aspects of learning complement one another, providing students with a well-rounded education. Our intensive support is crucial for building trust and confidence, without which building a solid foundation for their future would not be possible.

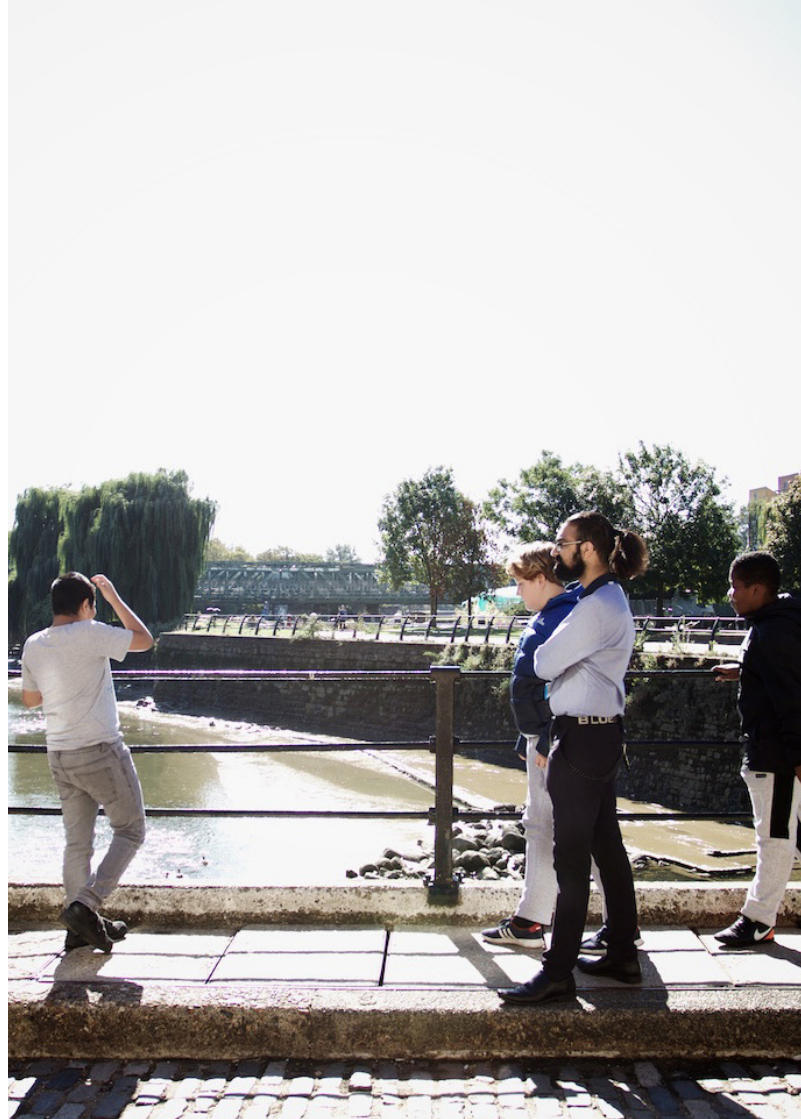
### **A holistic education**

The curriculum at Ian Mikardo is a 'Needs Based, Skills Focused and Learner Centred' model, focused on the development of skills and personal attributes that combine to equip learners with the social, emotional and educational skills to live fulfilled lives at home, in the workplace and within the community.

Our curricular approach is based on the principles of Bronfenbrenner's 'Bio-ecological Model of Child Development'. The model describes human development as a transactional process through which growth is influenced by interactions with various aspects and 'spheres' of the environment. Bronfenbrenner's model encourages us to consider how the interaction between the individual and their environment shapes and moulds perceptions, attitudes and aspirations, as they progress through the developmental phases of their lives.

### **Needs Based**

Our students have a range of complex needs that can adversely impact learning and act as barriers to experiencing a purposeful, quality education. At IMHS, a 'needs analysis' is undertaken each term to identify issues that are pertinent to specific learning groups, allowing education staff to consider teaching and learning strategies that will be most beneficial, impactful and responsive to the needs of their learners. It may be that one particular group has a high percentage of students with attention difficulties. Our 'needs analysis' approach identifies this and allows teaching staff to respond, perhaps through different approaches to the timing and sequencing of tasks and consideration of the activities presented to support learning.





### Curricular Themes

Each term, our curriculum has a specific 'Umbrella Theme', underpinned by a 'Skills Focus'. This means that through the course of the six school terms, the learning will be permeated and infused with ideas, issues and themes that prepare students for being part of the wider world:

Our 'Umbrella Themes' include:



Each subject area contextualises learning for our students using themes to demonstrate the application of learning in ways that are relevant to the individual's experience, the community, country and our planet. The content of the learning in each subject area continues to be linked to the national curriculum, however, our students are encouraged and guided to understand how this links to their wider experience of and potential contribution to the world beyond school. Each term's learning is underpinned by a particular 'skills focus', through which there are opportunities for the acquisition and development of skills essential for learning.



Our 'Umbrella Themes' include:



The concentrated nature of our skills focus areas helps students to develop confidence in each of these essential areas, and gives them ample opportunity to practice the skills that will enable further education and successful employment. At IMHS we understand that learning and communication skills are symphonic; our wide range of learning strategies speak to this. We believe that it is highly beneficial to teach skills for life-long learning both conspicuously, and also as constituent parts of the broader learning experience.








# Department Areas

My Foundation, My Being, and Our World combine to empower our students to take control of their future. They engage individuals creatively, and equip them with the confidence and practical skills for a happy and healthy life.

Our careers programme is embedded as part of our Sixth Form curriculum, ensuring that working towards a career takes central stage and is not an after-thought.

Entries for qualifications centre on the individual and what represents the highest achievement for them. For some students this will be Entry Level or Functional Skills with the aspiration for obtaining GCSE's through further learning; for others this may be GCSE in year 11. At IMHS, we seek to challenge our learners to attain to their highest level; this is reflected in the breadth of qualification opportunities made available.

A photograph of a classroom scene, tinted in a dark purple/blue color. A male teacher with curly hair is leaning over a table, looking at a student's work. Three students are seated around the table, focused on their papers and writing with pens. The background shows a bulletin board with various papers pinned to it.

In this area, students have the opportunity to gain a range of qualifications. These include: Entry Level, Functional Skills, GCSE and further standalone qualifications such as the Edexcel Award for Number and Measure.

# My Foundation

# English



## **Entry Level 1 – 3 – OCR:**

Entry Level certificates are an accessible qualification and suit students with a range of level and ability. They consist entirely of internally-assessed tasks and tests. The activities and assessments are graded by the class teacher and they are delivered in the usual classroom environment.

This option is often best for students with gaps in learning who have experienced difficulties with attendance and engagement (prior to beginning their journey at IMHS).

Alternatively, the Entry Level courses are suitable for students as a preparatory course in year 9, or as a stepping stone from KS3 and KS4 learning. The Entry Level qualifications can be taught can be taught across any timespan and often supplement preparation for Functional Skills and GCSE preparations.

The Entry Level Certificate in English encourages learners to read fluently and write effectively. At Entry Level, learners will develop the skills to read and understand non-fiction and literary texts. They will be able to demonstrate an appropriate control of Standard English and to write grammatically correct sentences. Learners will also develop confidence in using spoken language to communicate and to effectively participate in group activities.

## **Edexcel Functional Skills Level 1 & 2:**

This qualification is available through the 'on-screen' platform and allows for assessment to take place through the course of the year. Students can be entered for examination when they are ready rather than at specified times, allowing individuals to take the exam at any time during the academic year.

Functional Skills qualifications in Maths & English are stepping stones to higher level courses at FE institutions and are very valuable in terms of supporting students to progress towards college and/or apprenticeships and employment. The examinations focus on the practical aspects of the subject and help to equip students with the skills required to access the world of work and further learning.

## **GCSE English Language - Edexcel**

The GCSE in English Language course helps students 'develop the skills required to read fluently and critically in a wide variety of high-quality literary and non-fiction genres, and to use written and spoken English accurately and effectively in different styles and contexts'.

This is a challenging course that is taught over the two years of KS4 and available for students with a good capacity for learning in this subject area.

# Maths

## Entry Level 1 – 3 – OCR:

Entry Level certificates are an accessible qualification and suit students with a range of level and ability. They consist entirely of internally-assessed tasks and tests. The activities and assessments are graded by the class teacher and they are delivered in the usual classroom environment.

This option is often best for students with gaps in learning who have experienced difficulties with attendance and engagement (prior to beginning their journey at IMHS).

Alternatively, the Entry Level courses are delivered for students as a preparatory course in year 9, or as a stepping stone from KS3 and KS4 learning. The Entry Level qualifications can be taught across any timespan and often supplement preparation for Functional Skills and GCSE preparations. This qualification supports those learners who may not be ready to start GCSE (9–1) Mathematics, but who would benefit from reinforcing their basic mathematics skills.

OCR's Entry Level Certificate in Mathematics will encourage learners to develop knowledge, skills and understanding of fundamental mathematical methods and concepts. They will acquire, select and apply mathematical techniques to solve problems; be able to reason mathematically, make deductions and inferences and draw conclusions. They will be able to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Edexcel Functional Skills Level 1 & 2:

As with the English qualification, opportunities to gain FS Maths are offered through the 'on-screen' platform, which allows for assessment to take place through the course of the year. Students

can be entered for examination when they are ready rather than at specified times, allowing individuals to take the exam at any time during the academic year.

The Pearson Edexcel Functional Skills Qualifications in Mathematics at Level 1 & Level 2 are for learners who want to develop understanding and skills in mathematics. The qualifications give learners the opportunity to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and apply mathematical thinking to solve simple problems in familiar situations.

Many colleges and workplaces recognise and value this qualification, which acts as a foundation for building and applying further skills required for success in the world of learning and employment.

## GCSE Maths – OCR:

The GCSE Mathematics course encourages students to develop a positive attitude towards the subject and recognise the importance of maths in daily life. Students build on a sound base of conceptual understanding to apply mathematical techniques in a variety of relatable and relevant contexts.

Some students may not be ready to access learning at this level by the end of year 11; it is our aspiration, however, that all students will have the opportunity to sit this important examination, secure in the knowledge that they have opportunities to attain accreditation from different examination avenues.



# ICT

## **Information and communications technology:**

Students at IMHS engage with a number of computer based, ICT and software learning activities and have the opportunity to complete the Edexcel onscreen functional skills examination in ICT.





In this area, students have the opportunity to gain qualifications in Physical Education, Health & Fitness, Food & Nutrition, Hair & Beauty, and 'Preparation for Working Life'.

# My Being

# Food & Nutrition

## **Food & Nutrition – BTEC Level 1 Award in Home Cooking Skills:**

Food & Nutrition sessions offer the opportunity to achieve accreditation in Home Cooking Skills, offered at level 1 & 2. KS4 students learn how to select and prepare ingredients for a recipe; use cooking skills when following a recipe; demonstrate food safety and hygiene throughout the preparation and cooking process; how to reflect on the value of gaining cooking skills and identify ways to pass on information about home cooking. Students are encouraged to taste and prepare foods from across the globe, which allows for a greater experience and appreciation of cultural diversity.

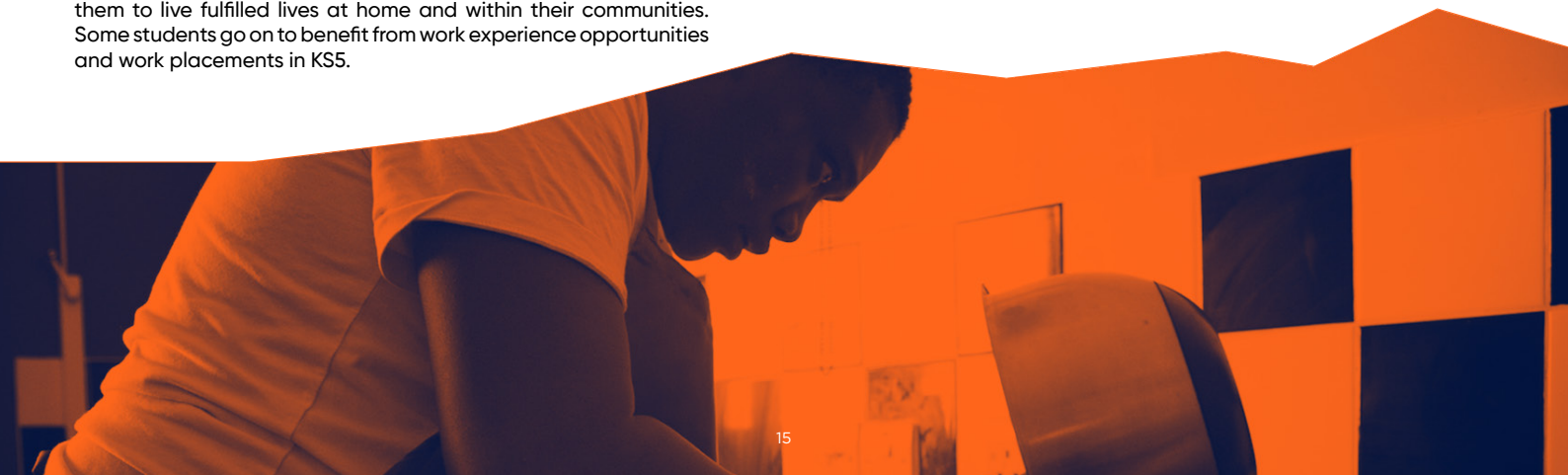
Home Cooking Skills and Food & Nutrition sessions across the key stages equip our students with independent living skills, helping them to live fulfilled lives at home and within their communities. Some students go on to benefit from work experience opportunities and work placements in KS5.

# Hair & Beauty

## **Salon Skills – BTEC:**

Students at IMHS have the opportunity to study for a Level 1 BTEC qualifications in Introduction to Hair and Beauty. The qualification is designed to help learners understand aspects of the hair and beauty industry and to cover some of the knowledge and practical skills required to work successfully within it.

The subject allows students to learn and practice a variety of social skills in an environment in which positive and appropriate touch, respect, empathy and caring for others is supported and encouraged. The subject area helps to dispel some of the gender stereotypes that persist and allow students to explore and develop their skills in a supportive and creative environment.





# Health & Fitness

As part of the PE curriculum, students at IMHS participate in a varied and extensive programme of activity. This includes regular trips to the gym, swimming at the London Aquatics Centre, canoeing, sporting tournaments and various other activities that promote and encourage healthy and active living.

# Preparation for Working Life

Preparation for Working Life – AQA:

This inter-disciplinary course covers aspects of careers, health, personal safety, employment opportunities, applying for jobs and personal finance. Preparation for Working Life is a practical course in which students learn skills such as how and where to find employment opportunities, how to apply for jobs and courses, and how to prepare for an interview.

Elements of the course map on to programmes of study at Key Stage 4 for Citizenship and PSHE, such as personal and economic well-being and financial capability. This course was discontinued from Summer 2019, however suitable alternatives are currently being considered by the subject leader.







In this area, students have the opportunity to gain qualifications in Science, Humanities, Art, and Music.

# Our World

# Science

## Entry Level 1 – 3 – OCR:

The Entry Level Science course is designed to meet the needs of those learners in KS4 for whom courses leading to a GCSE (9–1) examination do not represent a realistic or appropriate goal. The OCR specification is used as the basis of an independent course for those learners identified as unlikely to be entered for GCSE (9–1). The course is sometimes started prior to KS4 as a preparatory measure for students entering into KS4.

OCR's Entry Level Certificate in Science provides a basic understanding of the physical, chemical and biological world. Scientific is vital to world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

## GCSE Science Gateway Course – OCR:

The OCR Gateway Science Course helps students to understand the questions that science can answer. On this course, they will unpack scientific concepts and investigate their familiar applications through active learning. The course has an emphasis on getting more involved in the learning process through a variety of interesting activities and experiences; identifying links to scientific ideas and their implications for society; and giving the opportunity to develop scientific explanations and theories.

Assessment is flexible, and can take place either at the end of the year or at key points during the course when a student's understanding is at its best. This puts our educators in greater control of the outcomes, while making it easier to manage re-sits.

## Science – ASDAN Course:

The Science Short Course, developed in association with the Centre for Science Education, accredits up to 60 hours of science studies and activities. It is designed to support learners working towards science GCSEs, while feeding their curiosity about the subject. Learners develop their personal and employability skills – as well as their scientific knowledge and understanding.

This course is most suitable for students who are in Sixth Form and wishing to move into STEM based employment.



# Humanities

## **Religious Studies Short Course – OCR:**

The Short Course in Religious Studies encourages learners to develop knowledge, understanding and skills to engage in debate and discussion about life in our modern pluralistic society, including an understanding of non-religious beliefs.

Students are encouraged to debate and discuss a variety of ethical questions and to develop critical approaches for understanding historic and contemporary models of thinking and philosophy. This course and subject area supports the progress of students towards living fulfilling lives within the home and community and place of work.

# Art

## **Technical Award in Art and Design Level 1 – 2 – NCFE:**

The NCFE Art & Design Award introduces students to art and design. It includes a vocational and project-based element. This qualification will appeal to learners who wish to progress onto further study. It is similar to the Entry Level qualifications described above.

## **GCSE Art – AQA:**

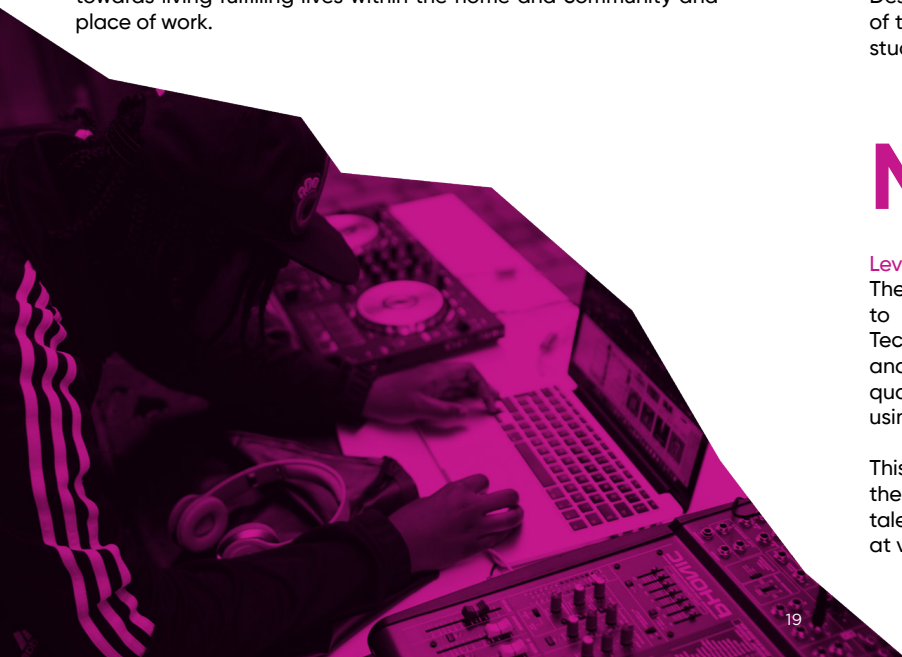
The Art GCSE qualification features a wide range of titles including Art, Craft and Design, Fine Art, Graphic Communication, Textile Design, Three-dimensional Design, and Photography. The flexibility of this course means teachers can tailor the focus according to a student's interests and strengths.

# Music

## **Level 1 course in Music Technology – NCFE:**

The Level 1 Technical Award in Music Technology supports learners to develop skills, knowledge and understanding of the Music Technology industry. It is suitable for learners who are motivated and challenged by learning through hands-on experiences. The qualification helps students gain practical skills in creating music using technology.

This area of the school curriculum allows the students to explore their creativity in a way that encourages them to display their talents, building confidence and resilience through performances at various times of the year.



# Further Information

For more information follow the links below:

## English

### Entry Level 1 – 3 – OCR:

<https://www.ocr.org.uk/qualifications/entry-level/english-r393-from-2016/>

### Edexcel Functional Skills Level 1 & 2:

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/About.html>

### GCSE English Language – Edexcel

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html>

## Maths

### Entry Level 1 – 3 – OCR:

<https://www.ocr.org.uk/Images/313156-specification-entry-level-mathematics-r449.pdf>

### Edexcel Functional Skills Level 1 & 2:

<https://qualifications.pearson.com/content/dam/pdf/Functional-skills/Mathematics/2019/specification-and-sample-assessments/pearson-edexcel-functional-skills-in-maths-spec-l1-l2.pdf>

### GCSE Maths – OCR:

<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/>

## ICT

[https://qualifications.pearson.com/content/dam/pdf/Functional-skills/ICT/2010/Specification-and-sample-assessments/9781446928462\\_FS\\_ICT\\_L12\\_Issue\\_2.pdf](https://qualifications.pearson.com/content/dam/pdf/Functional-skills/ICT/2010/Specification-and-sample-assessments/9781446928462_FS_ICT_L12_Issue_2.pdf)

## Physical Education

### Sports Leadership Award – Level 1 & 2:

<https://www.sportsleaders.org/>

## Food & Nutrition

### Food & Nutrition – BTEC Level 1 Award in Home Cooking Skills:

<https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills.html>

## Hair & Beauty

### Salon Skills – BTEC:

<https://qualifications.pearson.com/en/qualifications/btec-entry-level-level-1-and-level-1-introductory/introduction-to-hair-and-beauty-l1.html>

## Preparation for Working Life

### Preparation for Working Life – AQA:

<https://www.aqa.org.uk/subjects/work-and-life-skills/aqa-certificate/preparation-for-working-life-short-course-4800>

## Science

### Entry Level 1 – 3 – OCR:

[www.ocr.org.uk/qualifications/entry-level/science-r483-from-2016/](http://www.ocr.org.uk/qualifications/entry-level/science-r483-from-2016/)

### GCSE Science Gateway Course – OCR:

<https://www.ocr.org.uk/qualifications/gcse/gateway-science-suite-science-b-j261-from-2012/>

## Humanities

### Religious Studies Short Course – OCR:

<https://www.ocr.org.uk/Images/240624-specification-accredited-gcse-religious-studies>

## Art

### Technical Award in Art and Design Level 1 – 2 – NCFE:

<https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-art-design-4589>

### GCSE Art – AQA:

[aqa.org.uk/art-and-design](http://aqa.org.uk/art-and-design)

## Music

### Level 1 course in Music Technology – NCFE:

[www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-1-technical-award-in-music-technology](http://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-1-technical-award-in-music-technology)



A purple-tinted photograph of a wooden play structure. A boy with glasses is standing on an upper platform, looking down. Another child is crouching on a lower platform, facing away from the camera. The structure is made of thick wooden beams and slats, set against a backdrop of trees.

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