



**Cambridge Street School**

Cambridge Street

Batley

West Yorkshire

WF17 5JH

01924527911

Admin@cambridgestreetschool.co.uk

# **CURRICULUM POLICY**

**Version: 8.0**

**Issued Date:** September 2023

**Next Review Date:** September 2024

**Approved By: Moulana Suleman Collector**

(Head Teacher)

Moulana Abdul Jabbar

( Chair of Governing Body)

## **Cambridge Street School Curriculum**

Cambridge Street School has high expectations for all students. We provide a broad and balanced curriculum which fulfils the requirements of the National Curriculum and enables students to realise their full potential.

### **Objectives:**

1. Students should become aware of their abilities and in doing so should develop them to their maximum potential.
2. Students should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. All students should be offered a curriculum that has breadth and depth. It must be tailored to each student and satisfy their requirements.
4. All students who leave Cambridge Street School should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. Students who leave Cambridge Street School should:
  - Be confident in their dealings with adults and peers.
  - Be able to develop good working relationships with others.
  - Have knowledge of a wide range of cultures and through this come to respect the rights and needs of others.
  - Be able to make good moral judgements.
  - Have developed a love of learning that will last for the rest of their lives.
  - Be adaptable enough to react to the needs of a fast changing world.

### **Curriculum Model:**

The present model is based on 25 periods a week timetable, with lesson time of 45 or 40 minutes each.

It is necessary for students at Cambridge Street School to be proficient in communication; this will be provided by English GCSE course. In addition, it is necessary to provide additional support to pupils who have a poor understanding of English and this will be developed as the needs arise.

## **English**

Oratory skills will also be encouraged through student assemblies and outer community projects and presentations, so students can improve their oratory skills and gain confidence of speaking in front of a group. Artistic expression is also encouraged through the writing and presentation of poetry and music as well as artistic workshops and drama performances.

English has a pre-eminent place in education and in society. A high-quality education in English will give students the opportunity to read a variety of increasingly challenging texts for information and for pleasure. Students will continue to develop their knowledge of, and skills in, writing so that they can write academically and imaginatively equally well. Students will also be taught to control their speaking consciously and to use standard English.

We want our students to display a good understanding and love for learning English; they will display this by:

- reading easily, fluently and with good understanding
- developing the habit of reading widely and often
- acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciating our rich and varied literary heritage here in the U.K.
- writing clearly, accurately and coherently, adapting their language and style for a range of different contexts, purposes and audiences
- using discussion in order to learn
- being confident in making formal presentations, demonstrating to others and participating in debate.

Drama will be incorporated into the English curriculum. It aims to unlock the use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated; it is a practical subject and an intellectual discipline. Through engagement in drama, students apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and responses to various projects. At Key Stage 3 the schemes of learning are designed using elements from the GCSE Drama & GCSE/BTEC Performing Arts curriculum, this allows students to experience exploration of plays & themes, historical and contemporary performance, creating their own performance and understanding how the creative industries work.

## **Maths**

Mathematics is essential to everyday life and is an important skill needed for all technology-based subjects as well as the sciences. The skills and knowledge gained in mathematics will be vital to our students in their adult life and needed so they can be confident when dealing with personal finance, as well as opening up numerous employment opportunities for them to explore.

We aim to develop a positive attitude towards maths and its applications. We strive to provide students with the knowledge of how to use and apply maths, and its potential to enrich wider aspects of their education.

Maths will be taught up to GCSE level.

We want our pupils to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

## **Science**

We aim to deliver a high-quality science curriculum, that will lead to providing the foundation for understanding the world through the different aspects of biology, chemistry and physics.

Science is constantly changing our lives and is vital to the Earth's sustainability, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

We encourage students to understand how science can be used to explain what is occurring, predict how objects and chemicals will behave and explain and analyse scientific causes. We aim to prepare our children for life in an increasingly scientific and technological world today and in the future. Help develop and extend our student's scientific concept of their world and to Build on their natural curiosity and developing a scientific approach to problems.

Science will be taught up to GCSE level.

## **History**

History helps 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, and how Britain has influenced and been influenced by other nations.

We aim to develop students' understanding of the chronology of the broader world in order for them to have a context of the modern-day world in which they live in today. Through the history lessons, we aim to teach students how to learn from the past to promote British values such as democracy and rule of law

History is taught to all students at Key Stage 3 following the National Curriculum. At key stage 3, pupils are taught the following topics:

Britain before 1066, the Norman Conquest, castles, religion in the Middle Ages, life in the Middle Ages, rulers, health and medicine, justice in Medieval Britain, wars of the Middle Ages and change over time, life in Tudor Britain, a world of discovery, Elizabeth I, the Stuarts, England at war, Cromwell's Commonwealth, the Restoration and change over time, from farming to factories, transport, an age of invention, industrial towns, the Slave Trade, Britain and France, the British in India, the fight for rights, the British in Ireland and change over time.

## **Citizenship**

Throughout the Citizenship curriculum, we want to continuously empower students with the knowledge, skills and understanding to make healthy and safe life choices, to develop positive relationships and respect diversity.

We aim to provide students with the knowledge, skills and understanding to prepare them to play a full and dynamic part in society, democracy, respecting different national, religious and ethnic identities. We want our students to be responsible and take account of their actions and how it can impact people around them.

The teaching of PSHCE is delivered through various strategies. Aspects of the citizenship curriculum, such as a broad knowledge of the public institutions and services in England and abroad and

understanding of different cultures and faiths, will be taught in lessons in school. Pupils will be taught about parliament and how laws are drafted and approved, how the democratic institutions function and the role of media and voluntary bodies, in lessons at Key Stage 3 and Key stage 4. Other aspects of the citizenship curriculum, such as distinguishing right from wrong; respect for the law; tolerance for, and respect for the rights of others and their cultures and faiths; accepting personal responsibility within their communities; are delivered through teaching within the Islamic education.

Citizenship will be taught up to GCSE level.

### **Religious studies**

Religious Studies is an important subject to promote the “spiritual, moral, cultural and mental development of all pupils”. Our principal aim is to enable pupils to understand the nature of religious beliefs and practices and the importance and influence of these in the lives of believers.

We seek to create an environment in which pupils learn to appreciate the faith and practices of others, to produce open-minded students who are aware of a variety of different cultures in the community that they live in and the religious practices in which they participate.

In today's world, where a city/town or even houses are made up of different religions and beliefs, we want our students to fit in with their own beliefs and practices as well as respecting all other faiths in a multicultural place.

Religious studies will be taught up to GCSE level.

### **Computing**

Skills in Computing and Information Communication Technology are taught through the teaching of the Information Technology course. This includes a proficiency in word processing, the use of spreadsheets and databases and an understanding of issues related to the use of Information Technology in society.

### **Urdu**

Urdu is a living language which, according to estimates, is spoken by close to 100 million people around the world.

We aim to provide our students with:

- An understanding of Urdu in a variety of contexts
- Knowledge of Urdu vocabulary and structures
- Transferable language learning skills
- The ability to communicate effectively in Urdu
- Awareness and understanding of countries and communities where Urdu is spoken

Urdu will be taught up to GCSE level.

### **Arabic**

Arabic is a language with a rich historic value and 1 of the main languages used in the middle east and north Africa.

Many Islamic scriptures including the Holy Quran is written in Arabic and plays a significant role in the lives of the 1.4 billion Muslim population of the world.

We aim to provide our students with:

- An understanding of Arabic in a variety of contexts

- Knowledge of Arabic vocabulary and structures
- Transferable language learning skills
- The ability to communicate effectively in Arabic
- Awareness and understanding of countries and communities where Arabic is spoken

Arabic will be taught up to KS3 level.

### **Geography**

Geography is the study of places, humans and physical processes which shape the landscapes and the people who live in them.

We aim to equip students with the knowledge and skills to be successful global citizens in today's ever-changing world. Through our lessons, we promote students to become critical and analytical thinkers in issues regarding the environment both locally and globally.

Through the study of geography, we want our students to think about their own impact on the world around us and how they can be a positive change in aid the sustainability of the Earth

Geography will be taught up to GSCE level.

### **Business studies**

Studying Business Studies will provide students with essential life skills and an introduction to the world of business, as well as highlighting possible career opportunities.

We aim to ensure that our students can go out into the world of work with the attributes necessary to be successful. We encourage our students to be entrepreneurial, independent learners, confident presenters and strong team players.

Through Business studies, students will understand business concepts, business terminology, business objectives and the impact of business on individuals and society.

Business studies will be taught from year 9 up to GSCE level.

### **Islamic studies**

Islamic studies will enable students to appreciate the core and origins of their Islamic identities, enriching them with a wider perspective of the world before them.

Through a careful analysis of the Prophet (Sallallahu Alayhi wa Sallam)'s Sirah (life journey) and those of the messengers prior, students will be given opportunities to reflect on and better acknowledge the efforts, contributions and sacrifices made for the sake of Islam.

Islamic lessons enrich students' perceptions of the world as they derive valuable guidance, inspiration and solace from the stories and incidents of the past.

Islamic studies will be taught up to GCSE level.

The physical well-being of pupils is encouraged through the physical education aspect of the school timetable. Pupils also develop an understanding of issues such as exercise and nutrition through the relevant aspects of the science course.

**Time allocations:**

<b>KS3</b>			
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
English Language	3	4	3
Mathematics	3	3	3
Science	3	4	4
PE	1	1	1
History	1	1	1
PSHCE	1	1	1
Religious Studies	2	1	1
Urdu	2	1	2
Art	1	1	1
Geography	2	2	2
Arabic	1	1	1
Business Studies			1
Islamic Studies	1	1	1
Library	1	1	1
IT	1	1	
SMSC Assembly	1	1	1
<b>Total</b>	<b>24</b>	<b>24</b>	<b>24</b>

<b>KS4</b>		
<b>Subject</b>	<b>Year 10 periods</b>	<b>Year 11 periods</b>
English Language	3	3
Mathematics	3	3
Science	4	3
PE	1	1
Geography	2	2
Citizenship & Careers	2	2
Religious Studies	1	1
Urdu	2	2
SMSC Assembly	1	1
Islamic Studies	1	2
Business Studies	2	2
<b>Total</b>	<b>22</b>	<b>22</b>

### **Key Stage 3:**

During Key Stage 3 the student will be prepared, academically and socially to enable them to achieve their potential during their GCSE years. We will develop skills of literacy, numeracy, analysis and evaluation to create learners who are independent and can approach their studies with creativity and originality.

### **Assessment**

Students are assessed through both classwork and formal assessments which are communicated to parents on three occasions throughout the year. This communication includes the grade or band achieved in the relevant assessment and the level of progress towards their milestone target or Minimum Expected Grade (MEG). There is an opportunity for all parents to meet with school teachers at Parents' Evenings over the course of the year as per the calendar. Additionally, a full written report will be given after every term.

Students are not limited to any one band. If based on the latest assessment information it is felt a student needs to move to match their needs then these changes will be facilitated. There are six formal assessment points within the year which allow for this.

Assessments will be carried out in the week before half term holidays. The dates for assessments for the academic year 2022-2023 are as follows :



	Week commencing
PC 1	23rd October 2023
PC 2	18 <sup>th</sup> December 2023
PC 3	5 <sup>th</sup> February 2024
PC 4	4 <sup>th</sup> March 2024
PC 5	20 <sup>th</sup> May 2024
PC 6	15 <sup>th</sup> July 2024

### **Islamic Education** (Also see *Alim and Hifz Curriculum Policies*)

As part of Islamic Education, we teach

1. Hifz (memorisation of the Quran)
2. Islamic Studies (including Arabic Language)

The main areas of Islamic Studies are:

<ul style="list-style-type: none"> <li>• Language (Arabic, Urdu)</li> <li>• Balagha (Eloquence)</li> <li>• Hadith</li> </ul>	<ul style="list-style-type: none"> <li>• Quran</li> <li>• Tajweed</li> </ul>	<ul style="list-style-type: none"> <li>• Fiqh</li> <li>• Aqaid</li> </ul>
--	--	---

### **Spiritual, Moral, Social and Cultural Development (SMSC):**

SMSC is promoted across the entire school curriculum and all aspects of school life. Our full SMSC policy sets out our vision and practice in ensuring that all students have the opportunity to develop an understanding of right and wrong.