



ORMISTON
SWB
ACADEMY

[OAT]
Ormiston Academies Trust

AN OAT ACADEMY

Curriculum Overview

GET IN TOUCH

Ormiston SWB Academy
Dudley Street
Bilston
WV14 0LN

Tel: 01902 493797

E-mail: enquiries@oswba.co.uk

Web: www.ormistonswbacademy.co.uk

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OUR CURRICULUM

Ormiston SWB Academy believes in delivering a curriculum that best suits the needs of our students. Our curriculums are developed by taking the National Curriculum and enhanced with our subject specific knowledge and skills to allow our students to be enriched, enthused and motivated. We want to inspire students to nurture a passion for learning both inside and outside the classroom.

At KS3 subjects should strive to make good quality cross curricular links to allow transfer of knowledge and skills. By the implementation of our conscious curriculum, we have started our journey in developing cross-curricular learning, which involves looking at and establishing patterns of information between different academic subjects.

We deliver enrichment lessons at all key stages, providing exciting activities that develop our students while covering essential life skills. This is supported with our CORE values and our CORE curriculum, to ensure when students leave Ormiston SWB Academy they become part of their community with integrity, self-confidence, and self-esteem. This will give our students the tools to make morally right choices in their life, become independent and try new things.

We offer a wide range of sporting opportunities making full use of our outstanding facilities which include exclusive use of the adjacent Bert Williams Sports Centre. We are keen for all students to have the some opportunity to participate in competitive sport.

We also offer a good range of musical opportunities. Inpidual music tuition is available to all students and is subsidised by the Academy.

Students choose to specialise in some subject areas at the end of Year 9. This then gives students 2 years to work towards the highest grades possible at GCSE.

Each year we may make changes to the offer as we personalise the curriculum to suit the strengths and needs of each unique year group.

Life Skills, including careers education and guidance, with Citizenship are delivered across the curriculum, during tutor time, Learning for Life Lesson, Enrichment Lessons and through extra-curricular activities

ART AND TEXTILES

At Ormiston SWB Academy the Art and Textiles department reflects a broad and inclusive rationale. Through our multi-disciplinary department, we have developed a curriculum that is full of specialisms ranging from Fine Arts (painting, drawing, sculpture) to Applied Arts (textiles, illustration and photography). These disciplines are built into our comprehensive curriculum, delivering challenge and developing our pupil's knowledge and skills.

Our Art and Textiles curriculum promotes creative risk and allows our pupils to explore the key factors that underpin the whole school values of Character, Organisation, Resilience and Excellence.

Within the Art and Textiles department our curriculum captures innovation, experimentation and debate. We have developed our schema around the three main foci areas: practical, theoretical and disciplinary knowledge.

Practical knowledge – Allows our pupils to explore multiple mediums and techniques: from graphite and charcoal observational drawing skills to 3-dimensional model making design. Experimenting with various limits and possibilities when producing creative outcomes to help develop our pupil's resilience.

Theoretical knowledge – The second domain of knowledge that we have embed into our curriculum is to allow our pupils to know about great artists, craft-makers and designers, both historical and contemporary. Developing a greater understanding of culture development through diverse projects.

Disciplinary knowledge – An integral part of our curriculum is to engage our pupils in discussions and debates. This allows pupils to explore various examples of what counts as Art and Design, questioning and understanding what makes the Arts valid. To understand how the creative industries are judged, valued and evaluated. This section of our curriculum further develops pupils' character and cultural capital.

Course Content

At Key Stage 3 students course content includes (but is not limited to);

- Becoming familiar with the fundamental visual elements in Art, using a range of techniques to record observations.
- Exploring key Art movements that have developed the Art and Design world.
- Discussing and analysing the creative work of others using the language of Art, Craft and Design.
- Record and documenting their own thoughts, ideas and opinions in relation to artwork produced.
- Developing knowledge of various cultures and religions art and design explorations, experimenting with traditional techniques.
- Exploring and experimenting with artistic techniques and processes, through drawing, painting, textiles and sculpture.

- Developing observational drawing skills and tonal application.
- Working on collaborative projects within the academy.
- Developing understanding of how literacy plays a part in illustrative work.
- Exploring Architecture structures and 3-dimensional design
- Exploring the creative industries (Graphic design, Illustration Art, Automotive Design, etc)

At Key Stage 4 students course content includes (but is not limited to);

- AO1** - Developing ideas through investigations, demonstrating critical understanding of sources.
- AO2** - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3** - Record ideas, observations and insights relevant to intentions as work progresses.
- AO4** - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Assessment in Art

Throughout all Key Stage 3 Art lessons at SWB students are assessed in a variety of ways: questioning, class discussions, group work, individual outcomes. Some key foci assessment points are;

- The use of a range of materials (both wet and dry)
- The experimentation of various techniques and processes
- To analyse and evaluate own practice and work of others
- To gain deeper understanding of Art, craft and design history (including periods, styles, movements)

Assessment in Key Stage 4 and 5 is carried out using the exam specification and marking criteria. Students are afforded the opportunity to enhance their outcomes with regular individual actionable feedback.

Extra-Curricular

The Art and Textiles department encourages pupils to take part in multiple extra-curriculum opportunities that occur throughout the school year.

- Participation in creative club.
- Various Art, Textiles and Photography competitions both internally and nationally.
- Participate in workshop opportunities to develop practical knowledge and skill.
- Creative opportunities with organised visits and external speakers.
- Trip opportunities to allow pupils to develop their own views and express judgements on Art.
- Life drawing from practicing artists and designers.
- Opportunity to take part in the end of year exhibition.

Further Education and Employment

Learning about the Arts enriches the experience of studying while at school as well as preparing our pupils for life after school. Our curriculum will equip students who wish to further their creative studies to become our creative future. Some of the creative industries that encourage self-expressions and creativity are: Illustration Artist, Architecture, Photographer, Graphic Designer, Dressmaker, Typographer, Film Maker, Fashion Designer, Animator, Tattoo Artist, Interior Designer, Teacher, and much more. These careers opportunities are both intellectually challenging and creativity demanding, opening up a world of possibilities.

For more information about Art at Ormiston SWB Academy please contact Miss E Dutton.

COMPUTER SCIENCE

Students will develop their computational thinking skills in breakdown complex problems, designing algorithms and developing computer programs that are robust. Pupils will explore the world of Networking and understand how information is shared and the dangers of being a part of a digital world in cyber security.

Pupils will grasp an understanding of computer architecture, exploring the roles of different computer components, the types of software they utilise and the format in which data can be represented.

Course Content

At Key Stage 3 students course content includes (but is not limited to);

- Digital literacy skills and understanding the range of ways to use technology safely
- Computer components understanding the components that make up computer systems
- Data representation – binary, hex and denary, binary addition and binary shift
- Use simple Boolean logic AND OR NOT
- Algorithms and computational thinking
- Computer programming using Python
- Mobile App Development
- Computer Networks with Cyber Security looking at ways computer communicate with each other
- Web design using HTML
- Understanding computing Laws & Ethics through robotics

At Key Stage 4 students course content includes (but is not limited to);

Unit 1 – Computer Systems

- System Architecture
- Storage and Memory
- Wired and Wireless Networks
- Network Topologies, Protocols and Layers
- System Security
- System Software
- Ethical, Legal, Cultural and Environmental Concerns

Unit 2 – Computational Thinking, Algorithms and Programming

- Algorithms
- Programming Techniques
- Producing Robust Programs
- Computational Logic
- Translators and Facilities of Languages
- Data Representation, Computational Thinking, Algorithms and Programming

At Key Stage 5 students course content includes (but is not limited to);

Unit 1 – Computer Systems

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

Unit 2 – Algorithms and Programming

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Unit 3 – Programming Project

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Assessment in Computer Science

At Key Stage 3 students will be assessed with knowledge tests throughout a topic to pick up and address any misconceptions that may arise. At the end of a topic, they will complete a final assessment on all areas of the topic and some assessments will be skill based.

At Key Stage 4 students will be assessed using GCSE exam style questions which are split into two different categories: Computer Systems and Computational Thinking, Algorithms and Programming. Each paper is 1 hour and 30 minutes long and out of 80 marks.

At Key Stage 5 students will be assessed using GCSE exam style questions which are split into three different categories: Computer Systems and Computational Thinking, Algorithms and Programming. Each paper is 2 hour and 30 minutes long and out of 140 marks each worth 40%. The final unit is a programming project out of 70 marks and is worth 20%.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities that occur throughout the Academy year;

- Bebras Computational Thinking Challenges
- Computing Live at Disneyland Paris
- Homework club & Intervention
- NEA support sessions

Further Education and Employment

There are a variety of Computer Science courses available at college and university, with career opportunities in; Cyber Security, Game-Development, Software Engineer, IT Technical Support, Computer Programming, Network Manager and many more...

For more information about Computer Science at Ormiston SWB Academy please contact Mr J Simkiss.

DESIGN & TECHNOLOGY/ HOSPITALITY & CATERING

At Ormiston SWB Academy our Design technology curriculum is aimed to deliver an inspiring and practical subject, that requires creativity and imagination.

Students will be challenged to design and make products that solve real and relevant problems.

Being able to cook is an essential life skill within our food technology curriculum students will be given the opportunity to cook and taste a range of sweet and savoury dishes.

Course Content

In Key Stage 3 students will have the opportunity to design, make and cook the following projects;

Design & Technology	Hospitality & Catering
• Creative animal desk tidy • Down hill toy race care • Multi-use desk organiser • Up hill car • Passive amplifier • Mock NEW that will give an insight into what will be expected at GCSE	• Tase the rainbow • Healthy habbits • Good food, good mood, colourful food • Nutritious and delicious • Eat bedtter, feel better • Diet and health • A health outside, starts from the inside • Food, folks and function

At Key Stage 4 Students will be introduced to NCFE Engineering this course includes the following:

External Exam : 40% / 80 Marks / 1 hour 30 minutes

- Content area 1 Engineering disciplines
- Content area 2 Applied science and mathematics in engineering
- Content area 3 Reading engineering drawings
- Content area 4 Properties, characteristics and selection of engineering materials
- Content area 5 Engineering tools, equipment and machines
- Content area 6 Hand-drawn engineering drawings
- Content area 7 Computer-aided design (CAD) engineering drawings
- Content area 8 Production planning techniques
- Content area 9 Applied processing skills and techniques

NEA: 60% / 120 Marks / 18 Hours (Plus 2 hours prep and research time)

- AO1 Recall knowledge and show understanding the emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
- AO2 Apply knowledge and understanding the emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
- AO3 Analyse and evaluate knowledge and understanding the emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
- AO4 Demonstrate and apply relevant technical skills, techniques and processes the emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, tools and techniques.
- AO5 Analyse and evaluate the demonstration of relevant technical skills, techniques and processes the emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector.

Assessment in Design & Technology/ Hospitality & Catering

At Key Stage 3 students are assessed regularly throughout each project focusing on practical work and the outcome of the finished product. During each project students will conduct mini assessments around theory that will be taught alongside the practical lessons.

At Key Stage 4 students' coursework will be internally moderated followed by external Moderation. The external exam will be externally moderated. For both coursework and examination preparation students will be assessed regularly with end of topic tests.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities that occur throughour the Academy year;

- CAD Club
- Scalextric Club
- KS4 intervetion sessions

Further Education and Employment

There are a variety of Design & Technology/Hospitality & Catering courses available at college and university. Students could also progress into employment or onto an apprenticeship.

The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the engineering industry through a variety of occupations that are available within the industry, such as in technical writing or technical sales, or as an engineer in one of the many different sectors across the industry, such as pharmaceuticals, aerospace or construction.

For more information about Design & Technology at Ormiston SWB Academy please contact Mr T Boswell.

ENGLISH

At Ormiston SWB Academy, our English curriculum is aimed at inspiring a love of reading and the written word where students can demonstrate a confident control of Standard English when analysing, crafting, and articulating their ideas.

Course Content

In Key Stage 3, students will have the opportunity to explore the following:

- Literary heritage texts such as Oliver Twist and Sherlock Holmes.
- Shakespeare's plays including Romeo and Juliet, The Tempest and A Midsummer Night's Dream .
- Modern novels such as Noughts and Crosses.
- A diverse range of poetry from different social, political and cultural backgrounds.
- Creative and transactional writing.

At Key Stage 4, students work towards two GCSEs: GCSE English Language and GCSE English Literature. The GCSE Language curriculum includes:

- Reading, exploring and responding to fiction texts.
- Writing a creative text to demonstrate narrative and description skills.

- Reading, analysing and comparing non-fiction texts from different time periods.
- Producing written texts to a specified audience, purpose and form that expresses clear perspectives.

The GCSE Literature curriculum explores a range of literature including:

- A Shakespeare play: Macbeth
- A 19th Century novel: A Christmas Carol
- A modern prose text: An Inspector Calls
- Power and Conflict Poetry
- Unseen Poetry

At Key Stage 5, students study A Level English Literature and will explore:

- Aspects of tragedy
- Elements of crime writing
- Critical theory.

Assessment in English

At Key Stage 3, students will be assessed regularly throughout the curriculum in their class including low stakes testing and more formal granular style assessments that gradually build to extended pieces of writing.

At Key Stage 4, students will be assessed using GCSE style questions. There is a non-exam

assessment of spoken language.

At Key Stage 5, students will sit two papers at the end of year 12 and at the end of year 13, they will sit a further two papers. There is also a non-exam assessment: theory and independent practice.

Extra-Curricular

The English department are proud to offer:

- Theatre trips and in school theatre and poetry performances
- Book and literacy clubs
- Reading and writing competitions
- Reading interventions and homework club
- Diversity club

Further Education and Employment

There are a variety of English Language and Literature courses available at college and university with career opportunities in: education, law, journalism, social media management, publishing and many more.

For more information regarding English at Ormiston SWB, please contact Miss H Guttridge.





GEOGRAPHY

Students will develop their ability to be a sustainable global citizen in an ever-changing world. They will do this by learning about different environments, countries, people, and cultures and understanding why places differ.

As well as theory, Geography incorporate fieldwork to allow students to apply knowledge to the real world, relevant careers education and links to our CORE curriculum.

Course Content

At Key Stage 3 students course content includes (but is not limited to);

- Physical environments including coastal and river landscapes.
- Tectonic hazards including volcanic eruptions and earthquakes.
- Urban areas and sustainability.
- Extreme weather.
- Dark tourism.
- Global power, conflict and ecosystems.

At Key Stage 4 students course content includes (but is not limited to);

- Resource management
- River and coastal landscapes
- Weather and climate
- Global development and changing cities
- Ecosystems

At Key Stage 5 students course content includes (but is not limited to);

- Globalisation.
- Migration and identity.
- Regenerating places.
- Superpowers.
- Coastal landscapes.
- Tectonic hazards.
- Water security.
- Carbon cycle.

In each key stage there will be the opportunity for fieldwork experiences and the exploration of different careers in geography.

Assessment in Geography

At Key Stage 3 students will be assessed with knowledge and skills tests, extended writing and other forms of assessment including presentations and project-based work.

At Key Stage 4 students will be assessed using GCSE style exam questions split into three sections, human, physical and skills (fieldwork and use of figures). Students will complete three 1 hour 30-minute papers to complete their final GCSE, one of which will be centred around fieldwork.

At Key Stage 5 students will be assessed using A-Level style exam questions as well as a piece of coursework. The breakdown of the A-Level final grade will be based on:

- Human exam: 30%
- Physical exam: 30%
- Synoptic paper: 20%
- Non-examined assessment (coursework): 20%

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Photo the world competition
- Fieldwork trips in Year 10 and 12

Further Education and Employment

There are a variety of Geography courses available at sixth form and university, with career opportunities in; education, meteorology geology, risk management, town planning, sustainability and many more...

For more information about Geography at Ormiston SWB Academy please contact Miss L Bytheway.

HEALTH AND SOCIAL CARE

About 3 million people in the UK work in health and social care. In healthcare, this includes jobs such as doctors, pharmacists, nurses, midwives, healthcare assistants and administrators, while social care roles include care assistants, social workers, occupational therapists and counsellors. Our students study topics and units that allow them to build a wealth of knowledge and understanding for further study and careers while developing a range of transferrable skills.

Course Content

At Key Stage 4 students will study three components;

- Component 1 Human Lifespan and Development - Assessment PSA.
- Component 2 Health and social care services and values - Assessment PSA.
- Component 3 Health and wellbeing Assessment - Exam.

At Key Stage 5 students will study;

- Human Lifespan Development- Assessment exam.
- Working in Health and Social Care – Assessment exam.
- Meeting Individual Care and Support Needs- Assessment coursework.

Optional Unit

- Supporting Individuals with Additional Needs- Assessment coursework.

Assessment in Health and Social Care

At Key Stage 4, students will be assessed through two Pearson set assignments which are marked by us but verified by the exam board. These take place in two windows, December and May deadlines. At the end of year 11 they will sit an exam.

At Key Stage 5, students will be assessed by undertaking exams and coursework. Exams take place in two windows, May and January. Students will have an opportunity to re-take should they need to.

Extra-Curricular

- External speakers

Further Education and Employment

A health and social care degree covers a range of areas and helps you develop skills to build a career in health, social care, education, charities, or public services

New career pathways are opening up in which employees are increasingly taking on new and demanding roles in environments that are continually changing.

For more information regarding Health and Social Care at Ormiston SWB, please contact Mrs N Rogers.



HISTORY

At SWB we believe that history education is more than just memorising dates and events; it's about fostering critical thinking skills, developing analytical minds, and nurturing responsible global citizens. Our history curriculum is designed to empower students to analyse, make informed judgements, and utilise evidence effectively.

Our history lessons delve into the complexities of historical narratives, teaching students to critically evaluate sources and recognise bias. Our curriculum emphasises the importance of evidence-based reasoning and encourages students to form well-supported arguments based on historical evidence.

Through the study of diverse historical perspectives and experiences, students develop a deeper appreciation for cultural diversity and learn to empathise with individuals from different backgrounds. Lessons explore the ethical implications of historical events, encouraging students to reflect on the lessons of the past and consider their roles as responsible citizens in a modern society.

Course Content

At Key Stage 3 students study a range of topics from the Norman invasion in the 11th

Century to the Civil War in England, resulting in a comprehensive understanding of the foundational history of these isles. Moving into Year 8 students study the Transatlantic Slave Trade and the British Empire, and the origin and impact of the First World War.

In Year 9 students study the Second World War in depth, the Holocaust, Immigration in Britain and The American Civil Rights period. All of this is underpinned by a strong commitment to the disciplinary skills required to be excellent historians – as described above.

At Key Stage 4 the curriculum is as follows:

- Weimar & Nazi Germany 1919-1939.
- The American West 1835-1895.
- Crime and Punishment & White Chapel 1000–present and Whitechapel, c1870–c1900.
- Elizabethan England, 1558-1588.

Assessment in History

At Key Stage 4 students will be assessed using GCSE style exam questions within lesson, but will ultimately sit their exams under the following Edexcel specification and papers:

- Paper 1: Thematic study and historic environment.
- (Crime and Punishment with Whitechapel

- 1hr 15 mins)
- Paper 2: Period study and British depth study.
- (American West & Elizabethan England 1hr 50 mins).
- Paper 3: Modern depth study
- (Weimar & Nazi Germany 1hr 20 mins)

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Visits to Dudley Castle and Whitechapel, London
- Holocaust Survivor Live Testimony
- Homework club and intervention
- Saturday school

Further Education and Employment

There are a variety of courses available at college and university, with career opportunities in; Education, Youth and Social working, Nursing (NHS), Journalism, Charity Sector, Civil Service, Prison workers and many more...

For more information about History at Ormiston

Students will develop their digital literacy including; E-safety, harms and cyber bullying skills in a forever evolving world of computers. Students will be taught how to stay safe online and what it means to be a cyber bully and how to fight against it. They will also learn the basics and the expert skills in a range of different software such as Augmented Reality and Game Development.

Pupils will grasp an understanding of the digital world in its creative, knowledge based, dangerous and its experimental form. Within the ICT curriculum pupils will become familiar with hardware and software they use in everyday life in school and the real-world.

Course Content

At Key Stage 3 students course content includes (but is not limited to);

- Digital literacy skills and understanding the range of ways to use technology safely
- Computer components understanding the components that make up computer systems
- Data representation – binary, hex and denary, binary addition and binary shift
- Use simple Boolean logic AND OR NOT
- Algorithms and computational thinking
- Computer programming using Python
- Mobile App Development
- Computer Networks with Cyber Security looking at ways computer communicate with each other
- Web design using HTML
- Understanding computing Laws & Ethics

At Key Stage 4 students course content includes (but is not limited to);

Data manipulation using spreadsheets:

- Design a spreadsheet solution
- Create a spreadsheet solution
- Test and evaluate the solution they have developed.

Using augmented reality to present information:

- Design an augmented reality application
- Create a augmented reality app using specialist software
- Test and review the application against specific requirements.

IT in the digital world:

- Investigate different design tools
- The need for human computer interfaces
- Cyber security
- The need for data and testing
- How digital devices communicate
- Devices that are part of the internet of everything.

At Key Stage 5 students course content includes (but is not limited to);

Unit 1 – Fundamentals of IT:

- Understand computer hardware
- Understand computer software
- Understand business IT systems
- Understand employability and communication skills used in an IT environment
- Understand ethical and operational issues and threats to computer systems.

Unit 2 – Global Information:

- Understand where information is held globally and how it is transmitted

- Understand the styles, classification and the management of global information
- Understand the use of global information and the benefits to individuals and organisations
- Understand the legal and regulatory framework governing the storage and use of global information
- Understand the process flow of information
- Understand the principles of information security

Unit 3 – Cyber Security:

- Understand what is meant by cyber security
- Understand the issues surrounding cyber security
- Understand measures used to protect against cyber security incidents
- Understand how to manage cyber security incidents

Unit 9 – Product Development:

- Understand the product development life cycle
- Be able to design products that meet identified client requirements
- Be able to implement and test products
- Be able to carry out acceptance testing with clients

Unit 17 – Internet of Everything:

- Understand what is meant by the IoE
- Be able to repurpose technologies to extend the scope of the IoE
- Be able to present concept ideas for repurposed developments

Assessment in IT

At KS3 students will be assessed with knowledge tests throughout a topic to pick up and address any misconceptions that may arise. At the end of a topic, they will complete a final assessment on all areas of the topic, some assessments will be skill based.

At KS4 students will complete the Cambridge National Level 2 in IT and will be assessed by three units:

- NEA - Data Manipulation Using Spreadsheets worth 60 marks (30%).
- NEA - Using Augmented Reality to Present Information worth 60 marks (30%)
- Exam – IT in the Digital World out of 70 marks the exam is 1 hour 30 minutes long and worth 40%

At KS5 students will complete the Cambridge Technical Level 3 in IT and will be assessed by five units:

- Unit 1 – Exam - Fundamentals of IT out of 80 marks, 1 hour and 30 minutes
- Unit 2 - Exam – Global Information out of 80 marks, 1 hour 30 minutes
- Unit 3 – Exam – Cyber Security out of 60 marks, 1 hour
- Unit 9 – NEA – Product Development, 60 hours
- Unit 17- NEA – Internet of Everything, 60 hours

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Bebras Computational Thinking Challenges
- Computing Live at Disneyland Paris
- Homework club & Intervention
- NEA support sessions

Further Education and Employment

There are a variety of ICT courses available at college and university, with career opportunities in; Cyber Security, Web-Development, Game-Development, Software Engineer, graphics Developer, Database Administrator, IT Technical Support and many more...

For more information about ICT at Ormiston SWB Academy please contact Mr J Simkiss.



LANGUAGES

From their first lesson, students are encouraged to use full sentences and accurate pronunciation to be able to communicate effectively and clearly. Students study a variety of topics which encourage them to think and speak about the world around them and develop their understanding of the different countries where the languages they are studying are spoken. This allows them to appreciate the differences between their own culture and that of other countries.

Course Content

- At Key Stage 3 students will study;
- All about me, where I live and my school
 - Free time and daily life
 - Food, lifestyles and holidays
 - Looking to the future

- At Key Stage 4 students will study;
- People and lifestyle
 - Identity, relationships and Healthy living
 - Education and work
 - Popular lifestyle and free-time activities
 - Customs, festivals and celebrations
 - Communication and the world around us
 - Travel and tourism
 - Media and technology
 - The environment and where people live

- At Key Stage 5 students will study;
- Modern and traditional values
 - Immigration, racism and integration
 - Artistic culture
 - Political life

Students will also study either a film and a text in the language they are studying. Finally, students will also undertake an individual research project around one of the themes, films or texts they have studied.

Assessment in Languages

At Key Stage 3, students will be assessed on their knowledge and application of the language through regular knowledge quizzes, extended written pieces and end-of-topic assessment across the four skills of listening, reading, writing and speaking.

At Key Stage 4, students will be assessed through regular knowledge quizzes, extended written pieces and in-class speaking tasks which will prepare them for their four GCSE papers. They will complete four exams at the end of year 11 in the skills of listening, reading, writing and speaking.

At Key Stage 5, students will have regular exam-style assessments and quizzes to ensure core knowledge is embedded. Students also sit two written papers and a spoken exam.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- OAT Language Leader award/Spelling Bee
- External speakers
- Trips to France or Spain

Further Education and Employment

Students can opt to study a language further or use their skills to learn a new language in further education. All jobs will make use of a foreign language, including, but not limited to the areas of foreign business and trade, interpretation/translating, teaching, marketing and travel and tourism and many more...

For more information about Languages at Ormiston SWB Academy please contact Mr A Smith.

MATHS

A good mathematics curriculum is well sequenced, enables pupils to progress and develop a love and confidence for maths. It enables pupils at all levels of attainment to practise to fluency, to reason and to think mathematically at every possible opportunity. The OSWBA Maths curriculum holds these principles at heart and aims to give pupils the best possible start mathematically across Key Stages 3, 4 and 5.

We have made specific decisions about the types of representations teachers should use, and particular methods that should be taught. By choosing particular representations (such as the number line and algebra tiles) and making their use regular, consistent and clear, we are giving pupils tools with which to think about an abstract subject but, importantly, allowing them the exposure and time to assimilate these structures and become competent with them. The curriculum prioritises critical knowledge and gradually builds understanding over time, interleaving concepts at every opportunity.

Course Content

At Key Stage 3 students work on the essentials of the content within the maths curriculum.

These include number and proportion, algebra, geometry and measure and statistics and probability. For instance, when they first meet angles facts in geometry and measure unit GM2, they work on them separately and start to combine them a little (e.g. with some simple parallel lines problems). Units gradually develop pupils' flexibility of knowledge by interweaving topics wherever appropriate and possible, and by helping pupils to work 'backwards and forwards' in a topic (e.g. the completion tables).

At Key Stage 4, students will revisit key areas of learning but in a more advanced way. They will, for instance in GM4, revisit angles facts through more complex problems rather than repetition of Key Stage 3.

Again, throughout Key Stage 4, units gradually develop pupils' flexibility of knowledge by interweaving topics wherever appropriate and possible, and by helping pupils to work 'backwards and forwards' in a topic (e.g. the completion tables).

At Key Stage 5 the Academy offer the following qualifications:

- A level Mathematics (Edexcel)
- CORE Maths (Edexcel)

Assessment in Maths

Key Stage 3 will be assessed every half term using skills checks and summative assessments designed in line with the OSWBA curriculum.

Key Stage 4 are also assessed throughout the year using skills checks and summative assessments similarly to KS3 but with GCSE style questioning and content. Key Stage 4 pupils are also formally assessed at the end of Year 11, where they will sit three papers: one non-calculator and two calculator papers at either higher or foundation tier.

Key Stage 5 in both A level and Core maths are again assessed throughout the year using skills checks and summative assessments similarly to Key Stage 3 and GCSE, however all assessments will contain A-level style questions.

A-level Maths

A-level maths pupils are formally assessed at the end of Year 13, where they will sit three papers: two Pure Mathematics papers and one Applied Mathematics paper, including Statistics and Mechanics.

Core Maths

Core Maths pupils are formally assessed at the end of Year 12, where they will sit two papers: one comprehension paper and one applications paper.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Weekly Maaths club
- National OAT Competitions and UK Maths Challenge
- Celebration of key Maths dates in year eg. Pi Day
- Maths Feast trip

Further Education and Employment

Pupils will need a range of mathematical knowledge, skills and qualifications for everyday life, further education and employment. As well as studying pure maths further, there are a number of courses that have high mathematical content, such as, accounting, sports and exercise science, business management, economics, human resources, psychology, sociology and motor sport engineering to name a few. These qualifications will then open doors to hundreds of careers and professions such as, teaching, product design, computer sciences, architecture, catering and food science, engineering, health care and public services.

For more information regarding Maths at Ormiston SWB, please contact Miss K Poynton.



MEDIA

Our Media curriculum aims to equip students with the skills to work in the creative industries, the fastest growing sector for employability. We aim to develop student's transferable skills in idea generation, teamwork, independence, and critical thinking through analysing and producing a range of media products which they engage in on a daily basis.

Course Content

At Key Stage 4, the content includes (but is not limited to):

- **Unit R093:** Creative iMedia in the media industry. This includes topics such as
- The media industry & factors influencing product design to appeal to a target audience.
- Pre-Production Planning
- Distribution considerations
- **Unit R094:** Visual identity and digital graphics enables students to learn how to develop visual identities for clients using industry standard software to create their own graphics.
- **Unit R098:** Visual imaging. This develops pupils' skills in generating original ideas to create photography and video sequences suitable for a set client brief.

At Key Stage 5, the content includes (but is not limited to):

- Create a variety of media products including an advertising campaign using digital imaging and video editing software
- Explore Media products and how they engage audiences within the industry.
- Explain how media companies operate (i.e. different parts of a company that contribute to wider production processes
- Create Pre-production and planning documents for media products.
- Explore Legal, ethical, and regulatory issues within the media industry

Assessment in Media

Assessment in Key Stage 4 and Key Stage 5 is carried out using the OCR specification and marking criteria. Coursework and exam units are completed during the course. Overall grading of Pass, Merit, Distinction & Distinction* will be awarded at either level 2 or 3.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Organised visits to local universities for workshops
- External speakers on topics including script writing and regulation in the media.
- Creative arts club
- Intervention and homework club

Further Education and Employment

There are a variety of Media courses available at college and university, with career opportunities and apprenticeships in; Photographer, Graphic Designer, Film Maker, Animator, social media manager, games designer, script writer, journalist, presenter, camera operator...

For more information about Media at Ormiston SWB Academy please contact Miss C Rolfe.



MUSIC

Music lessons at Ormiston SWB Academy support and encourage students to learn a wide range of different musical instruments, through both theory and practical sessions. Students are taught the basic elements of music, simple musical notation and a range of musical techniques from all around the world.

The music department has a diverse range of instruments available to students for use in and outside of lesson time. The Academy even has a fully resourced professional recording studio.

Course Content

At Key Stage 3 students course content includes (but is not limited to);

- The Elements of Music
- Rhythm
- Day & Night Music
- African Drumming
- Music for Mood & Effect

At Key Stage 4 students course content includes (but is not limited to);

- Solo Musical Performance
- Performing as a Musical Ensemble
- Exploring Music Products & Styles
- Composing Music
- Working in the Music Industry

Assessment in Music

In Music lessons, students are assessed in a variety of ways. This is to allow all students to reach their full potential, whether it be in the strand of performing, composing or evaluating.

Students will have 3 main assessment routes, these include;

- A practical diary – which evaluates their learning in each lesson.
- A final performance which shows their learning over time.
- An evaluation at the end of each topic or performance.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Audition for the Academy production.
- Perform in talent shows and showcases.
- Learn and play musical instrumental with specialist music teachers.
- Academy trips to see pantomimes and shows at the theatre.
- Join and perform in the Academy choir.

Further Education and Employment

There are a variety of music courses available at college and university, with career opportunities in; business and touring, performing, producing, recording, songwriting, and teaching.

For more information about Music at Ormiston SWB Academy please contact Mr G Kibby.

NUMERACY

Numeracy is a life skill which involves confidence and competence with numbers and measures. It is more than an ability to do basic arithmetic and requires an understanding of the number system, having a range of mathematical techniques as well as the ability to solve quantitative, spatial problems in different contexts. Numeracy also demands understanding of the ways data is gathered and presented.

Ormiston SWB Academy is committed to raising the standards of numeracy of all our students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of a full secondary curriculum, further education, employment, and adult life.

We believe the characteristics of a numerate student are the following:

- Confident and competent at performing calculations involving number.
- Can use a range of techniques to carry out computations mentally and on paper.
- Knows and understands number properties.
- Can explain methods and justify reasoning and conclusions, using correct mathematical terms.
- Can use calculators and other ICT

resources appropriately and effectively to solve mathematical problems and select from the display the number of figures appropriate to the context of the calculation.

- Can recognise and use mathematical skills and techniques in a variety of contexts.

It is vital that as the numeracy skills are taught, the applications are mentioned and as the applications are taught the skills are revisited." The transfer of numeracy skills is something that many pupils find difficult. It is essential to start from the basis that pupils realise it is the same skill that is being used; sometimes approaches in subjects differ so much that those basic connections are not made. By incorporating numeracy into our conscious curriculum planning and sequencing, subject areas are more aware of the underlying maths skills and approaches that go with the applications that they use to support pupils make these important connections.

Ormiston SWB Academy will promote numeracy throughout the curriculum in a consistent and efficient manner by:

- Raising standards of numeracy of pupils by enhancing the quality of our teaching of numeracy in all subjects.
- Beginning to 'consciously' embed

common teaching approaches to help link numeracy skills and support pupils transition between different classrooms and subjects.

- Implement appropriate procedures for the monitoring and evaluation of the delivery of numeracy throughout the school.
- Provide staff training where necessary and raise the profile of numeracy within the school and support best teaching practice.

Numeracy Intervention

Targeted intervention will be used after a detailed analysis of what support our pupils require to help support their progress and enable them to feel more confident in their classroom environments. This will also ensure they can catch up with their peers as quickly and effectively as possible to maximise access to the secondary curriculum. Teachers across the curriculum will be kept informed about which pupils are participating in numeracy intervention. Teachers will be familiar with the content numeracy intervention to ensure they can provide links into their subject area and give pupils opportunities to practice their skills.

For more information regarding Numeracy at Ormiston SWB, please contact Mrs A Jones.





PHILOSOPHY, RELIGION AND ETHICS (PRE)

PRE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

Students in PRE will develop skills in evaluation, critical thinking, debate and discussion as well as their writing skills when it comes to extended writing and forming a justified conclusion to an argument.

Course Content

At Key Stage 3 the curriculum includes:

- The 6 world religions and their belief about God and the afterlife.
- The teaching of Jesus, Guru Nanak and Buddha.
- Holy buildings.
- Exploration of the importance of prayer and pilgrimage.
- The misconceptions of religion.
- Activism and how faith has influenced this.
- Sanctity of Life.
- Practises in Judaism.
- The Holocaust and the impact on Jewish faith.
- Science VS religion.

At Key Stage 4 the curriculum includes:

- Sikh Beliefs.
- Sikh Practises.
- Christian Practices.
- Religion and Life.
- Relationship and Families.
- Crime and Punishment.
- The Existence of God.

At KS5 the curriculum includes:

- Philosophy.
- Ethics

Assessment in PRE

At Key Stage 3 students will be assessed with knowledge tests, extended writing, end of topic assessments.

At Key Stage 4 students will be assessed using GCSE style exam questions. This will be split into 2 papers, Paper 1: The study of religion and Paper 2: Thematic studies. Each of these papers will be 1 hour and 45 minutes.

At Key Stage 5 students will be assessed as an exam. Students will sit three exams with each exam component worth 120 marks, representing 33.3% of the total marks for A Level.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Spirited Arts competition
- Visits to Smethwick Gurdwara and Litchfield Cathedral
- Holocaust Survivor Live Testimony
- Talk from a Christian Priest about Crime, punishment, and reformation
- Homework club and intervention
- Saturday school

Further Education and Employment

There are a variety of PRE courses available at college and university, with career opportunities in; Education, Youth and Social working, Nursing (NHS), Journalism, Charity Sector, Civil Service, Prison workers and many more...

For more information about Media at Ormiston SWB Academy please contact Miss H Turner.

SCIENCE

Our curriculum is designed to create knowledgeable, scientifically literate and technologically capable problem solvers, by fostering a spirit of inquiry that nurtures students' curiosity of the scientific world. It will provide opportunities for students to apply their scientific skills and knowledge to contemporary issues, whilst making connections between scientific disciplines.

Course Content

At Key Stage 3, the content includes (but is not limited to):

- States of matter, atoms elements and compounds
- Separating mixtures
- Cells and body systems
- Energy and forces
- Earth and space
- Ecosystems
- Respiration and Health
- The periodic table and chemical reactions
- Electricity and magnetism

At Key Stage 4, students Edexcel GCSE course content includes (but not limited to):

- Chemical bonding and rates of reaction
- Electrolytic processes and obtaining metals
- Groups in the periodic table

- Motion, Forces and their effects
- Light and the EM spectrum
- Biological health, coordination and disease
- Plant structures and disease
- Electromagnetism
- Fuels and atmospheric science
- Ecosystems and material cycles

Separate Sciences are offered at GCSE, which cover this base knowledge in greater depth as well as additional content.

At Key Stage 5, students can study Biology and Chemistry OCR A-level course.

Assessment in Science

Throughout Key Stage 3 and Key Stage 4, students will be assessed with small knowledge tests in each topic to build up a holistic view of student progress. This will be reinforced with formal examinations at scheduled times of the academic year. In Key Stage 3 we have a synoptic approach regarding assessment content, where students are continuously required to retrieve previous knowledge, to aid the build in schema and long-term knowledge retention. This too naturally occurs in Key Stage 4 with the progression through

the year, as well as promotion of examination questions and techniques. At Key Stage 5, students will be undertaking OCR examined A-level assessments.

Extra-Curricular

The department encourages students to take part in multiple extra-curricular opportunities throughout the school year;

- Science club
- Intervention and homework club
- Extracurricular visits to events including Wolverhampton University and the NEC.

Further Education and Employment

There is a wealth of courses that Science can lead to including Medicine, Forensic Science, Biochemistry and Astrology to name a few. Career opportunities span from Medicine, Police force, education, sports, analytical science, veterinary practice, astrology and many more.

For more information regarding Science at Ormiston SWB, please contact Miss S Markland.

