

Curriculum Explanation



ASPIRATIONS

This document is designed to explain the curriculum Aspirations Academies are generally working towards.
Each Aspirations Academy develops its own curriculum, based on these common principles, which is explained on each academy website.

Curriculum Outline:

Each Aspirations Academy aims to develop a curriculum which achieves the Trust's vision:

'Our vision is for an authentic education for the 21st century for children from the age of 2 to 18. We want all students to achieve high levels of success in a broad range of examinations at a variety of ages, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world'.

The curriculum of each academy also aims to **reflect the local community and the particular needs of its students**. The curriculum structure and aims are driven by:

- The Early Years curriculum requirements, and the National Curriculum in Key Stages 1, 2, 3 and 4.
- Trust wide KS2 and KS3 curriculum development, the 'No Limits: Education for success in the 21st century',
- The EBacc GCSE academic programme at KS4
- The Aspirations Employability Diploma (Aspirations ED.) programme at Post-16 level

The curriculum outline developed by each academy reflects the knowledge and skills, and the local social and employment context that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. The curriculum will help to powerfully address social disadvantage.

Aspirations Curriculum Statement

What we are trying to achieve in Aspirations Academies:

Our vision is fully outlined on the previous page.

Central to the philosophy of the curriculum delivered in our academies is that it should provide an authentic education for the world today. This requires the curriculum to allow for the development of the knowledge, skills and qualifications required for success in the world today. Children in Aspirations Academies learn in a challenging, engaging and supportive environment.

Aspirations has a duty to prepare our young people for success in this future world. This is being done through developing an approach to teaching and learning in which:

- All students achieve at least expected academic progress and high levels of attainment in national qualifications
- All students acquire knowledge to be remembered and constantly built upon cumulatively from Early Years to the Sixth Form to deepen their understanding
- All students develop high level 21st century skills
- All students enter skilled employment or higher levels of study
- All students develop high levels of self-worth and self-confidence
- Learning is challenging and engaging
- Learning is highly relevant to the world today and in the future

Aspirations Academies share a common philosophy, with each Academy operating as an individual school, serving the local area, meeting the needs of its pupils and reflecting the leadership style of the Principal. However, Aspirations Academies have a distinctive approach to education and so there are a number of elements which are expected to feature in each academy:

•The Three Guiding Principles:

- Self-worth
- Engagement
- Purpose

These are the basis of the Aspirations Trust. If people feel good about themselves they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams.

- The **Nine Core Principles** are a clear feature in every element of the academy:
 - High Expectations - Being the very best you can be in your school and community
 - Opportunity - Matching your interests with activities that will help you to leave school well-rounded and confident
 - Challenge - Making your learning exciting and relevant to the real world
 - Talent Development - Enhancing your natural strengths and abilities so you thrive in school and beyond
 - Innovation and Enterprise - Supporting your creativity by encouraging you to ask 'Why?' and 'Why not?'
 - Makers and Creators - Being a creator, not just a consumer, of technology in our digital world
 - Global - Having the cultural awareness needed to communicate in our interconnected world
 - Employability - Equipping you with the skills and abilities you'll need to excel in our ever-changing world
 - With Big Dreams and Hard Work, Anything is Possible - Aspirations means to dream about the future while being inspired in the present to reach those dreams.
- All Academies have **Employability and Future Skills** are the centrepiece to their educational provision:
 - Resilience
 - Cross-cultural competency
 - Communication
 - Collaboration
 - Creative and adaptive thinking
 - Cognitive load management
 - Sense-making
 - Media literacy
 - Entrepreneurialism
 - Transdisciplinarity
 - Productivity and accountability

The Aspirations Curriculum

The curriculum in each of our academies has three elements:

1. **Intent:** A framework for setting out the aims of a programme of education, including the knowledge, understanding and skills to be gained at each stage.
2. **Implementation:** Translating the framework over time into a structure and narrative, within an institutional context
3. **Impact:** Evaluating what knowledge, understanding and skills pupils have gained against expectations.

The Aspirations Academies Trust (Aspirations) expects the curriculum in each academy to adhere to the above three elements, ensuring progression in each subject area, and to additionally value the development of the 11 identified future skills. Aspirations recognise that, as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened.

The curriculum in each academy

THE INTENT

- A. Development of knowledge:** Progress in knowing more and remembering more. The future requires the acquisition and application of a wide range of knowledge.
- B. The ability to apply knowledge:** Progress in knowledge being applied in more challenging, relevant and more engaging ways.
- C. The acquisition of future skills:** In order to translate knowledge into actions for success.

THE IMPLEMENTATION

- Full National Curriculum coverage and exams syllabi coverage, with sequenced acquisition and application of knowledge.
- Teaching and learning delivered through a range of approaches:
 - Single discipline subjects
 - Applied Transdiscipline Learning (ATL) assignments
 - Performance: PE, Music, Drama and Dance
 - Assessment, Presentation and Personal Education (APP) weeks.
 - Innovation and Development weeks
 - Cultural capital activities
 - Aspirations Centre of Excellence for Industrial Liaison (ACEIL) - post 16 only

THE IMPACT

- Evidence of students work
- Expected academic progress and high levels of attainment in national qualifications
- The range of high level 21st century skills developed by students
- The percentage of students entering skilled employment or higher levels of study
- The percentage of learning that is challenging and engaging
- The extent to which students are acquiring the knowledge, remembering the knowledge, and are able to apply the knowledge in different contexts and domains in line with the curriculum plan.

Intent:

Aspirations Academies curriculum aims are to develop a high quality curriculum carefully designed to:

- 1. Ensure a broad curriculum coverage*
- 2. Develop a knowledge rich curriculum*
- 3. Ensure that knowledge acquisition is enhanced through being effectively applied to real-life situations and problems*
- 4. Widen knowledge acquisition through single discipline and transdiscipline learning*
- 5. Ensure all learning is challenging and engaging*
- 6. Develop transferable future skills through the the application of knowledge into actions for success.*
- 7. Ensure high rates of progress for all pupils.*
- 8. Promote teacher planning that is integral to the success of the curriculum and also manageable.*

The intent of the Aspirations curriculum is to achieve the above aims. Primarily, Aspirations aim to ensure high rates of pupil progress. Progress in:

- A. Development of knowledge:** Progress in knowing more and remembering more, in other words making changes to pupils long-term memories. The future requires the acquisition and application of a wide range of knowledge.
- B. The ability to apply knowledge:** Progress in knowledge being applied in more challenging, relevant and more engaging ways.
- C. The acquisition of future skills:** In order to translate knowledge into actions for success.

A. The importance of developing a focus on knowledge to help improve the rate of progress

Students from a wide range of backgrounds naturally arrive in school with different levels of knowledge acquisition, hence a well-rounded, knowledge-specific curriculum is required to overcome inequality of opportunity. This knowledge-rich curriculum requires careful consideration of the sequence of knowledge so that it is pedagogically coherent and reflects the specific ideas and language in each discipline being taught. It emphasises knowledge to be remembered and constantly built upon, not merely encountered and fleetingly experienced. This systematic and cumulative knowledge includes:.

- Knowledge of vocabulary (and literacy in general)
- Knowledge of events, people and places..
- Knowledge of ideas and concepts drawn from subjects.
- Knowledge of procedures.
- Knowledge of interconnected webs of concepts (or 'schemata').

The importance of knowledge acquisition for progress has been highlighted by HMCI:

*'Twelve years of education should give children a lot more than a disposition to learn and some ill-defined skills. Yet the evidence from the first stage of our research this year is that **the focus on substance**, on **the knowledge that we want young people to acquire**, is often lost..... If their entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'*

Aspirations understand the need for a deep, layered approach to knowledge acquisition in which all age related expected knowledge is carefully mapped out, delivered, monitored and applied. Aspirations recognise that students suffer in the following ways when they do not have the knowledge they need:

- Knowledge deficits accumulate when layered on top of one another in a curriculum sequence.
- This accumulation of dysfluency (gaps) limits and may even prevent acquisition of complex skills that depends on their prior knowledge.
- This problem is called 'cumulative dysfluency'.

Each new learning experience in single subject or transdiscipline sessions in Aspirations Academies should involve a focus on three questions:

- What do students already know?
- What do students need to know?
- Where can this new knowledge be found or learnt?

Using this approach it allows teachers to measure student progress in their knowledge acquisition and development.

B. The importance of applying knowledge in increasingly more challenging, relevant and more engaging ways.

Students naturally compartmentalise what they learn according to the specific context in which that learning occurred. This makes it difficult for students who haven't fully mastered the material to:

1. Recognise when they have applicable knowledge that they could use in the current situation.
2. Recall and apply that knowledge accurately and appropriately.

To help students appreciate that their knowledge and skills can be effectively applied in multiple contexts, this needs to be a conscious part of the teaching process. Situations and issues need to be used for students to draw on the knowledge and skills they have already learned, and then identify it and apply it to the issue or situation.

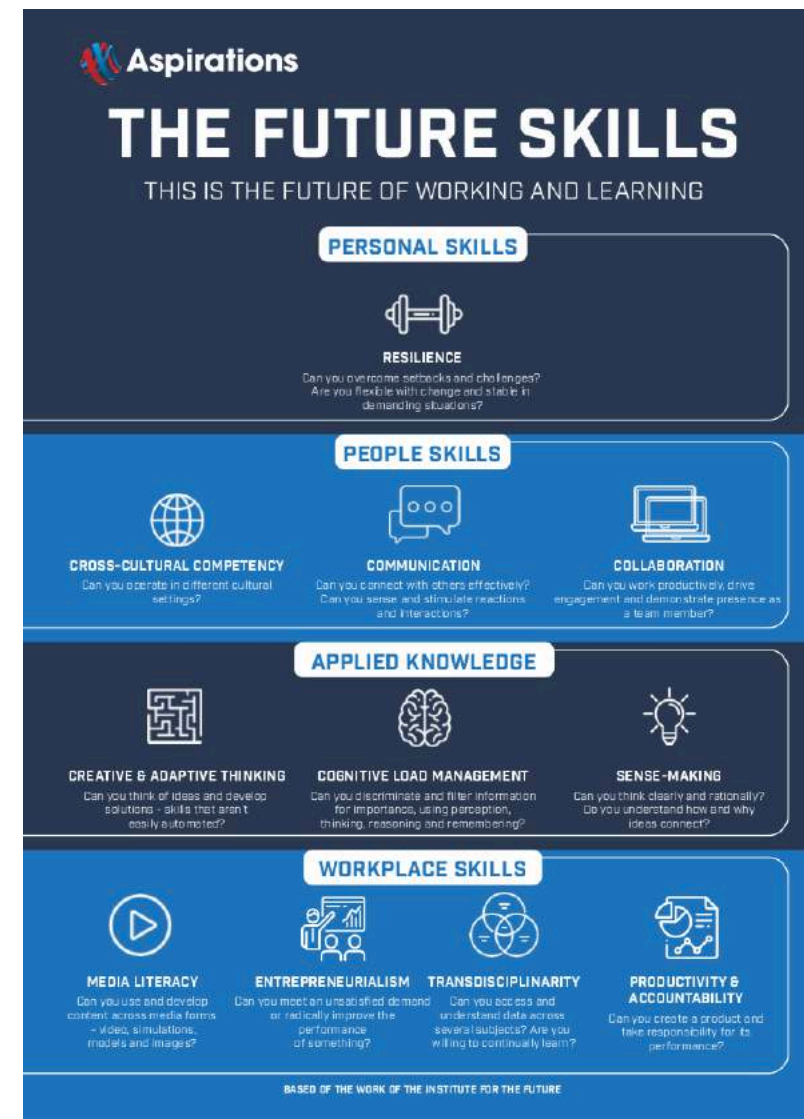
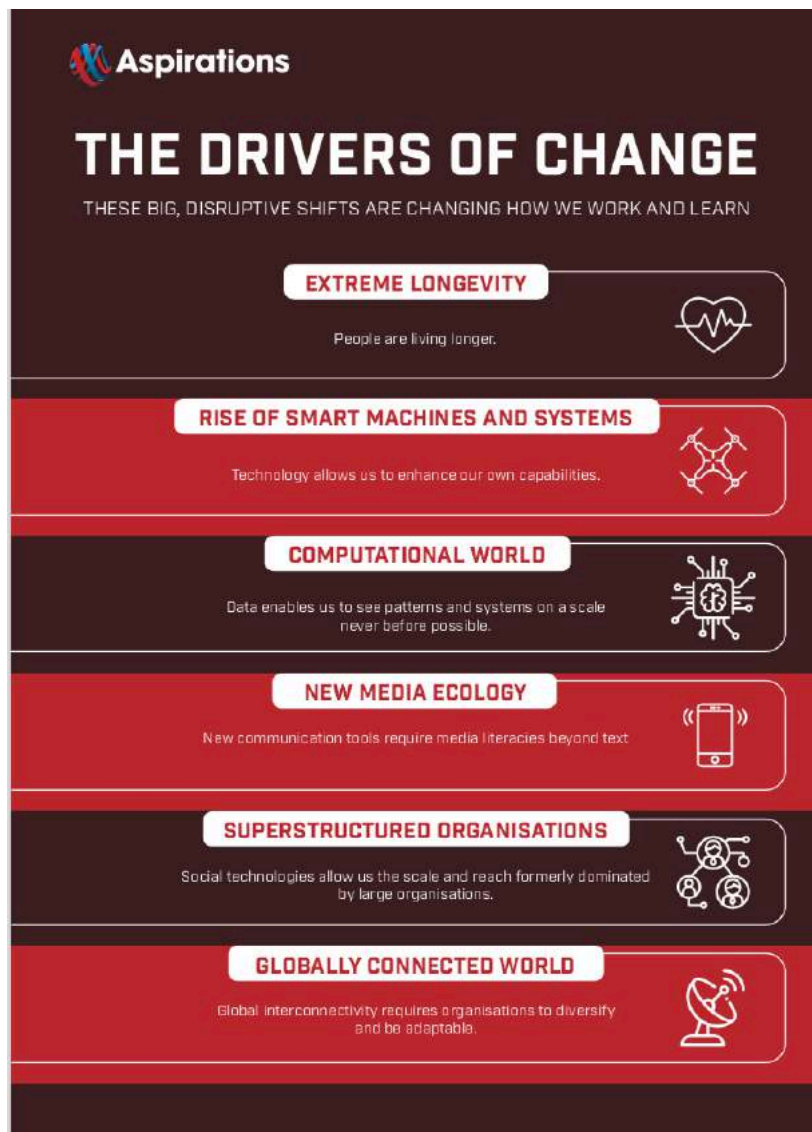
"This "Transfer" of knowledge and skills is a cognitive practice whereby a learner's mastery of knowledge or skills in one context enables them to apply that knowledge or skill in a different context. Because transfer signals that a learner's comprehension allows them to recognise how their knowledge can be relevant and to apply it effectively outside original learning conditions, transfer is often considered a hallmark of true learning. (Barnett & Ceci, 2002) Learning theory suggests that a variety of teaching strategies can help students reach the intellectual maturity to transfer their knowledge, including practice with conceptual understanding, comparative scenarios, and clear road maps for learning." (NRC, 2000).

Aspirations work extensively with local and national employers to provide real life experiences of the world of work for students whilst at the same time providing real-life issues and problems for students to apply their knowledge and skills. These experiences are embedded throughout the curriculum particularly in the Applied Trans-discipline Learning assignments.

C. The importance of the acquisition of 21st century skills

'Deloitte recently analysed 350 careers and found that the numbers of jobs available in 160 of them is declining. A PWC report has suggested that more than a third of jobs in the UK are at high risk of automation by the early 2030's. The computer giant Dell survey saw business leaders predicting that 85% of the jobs students today will be doing in the 2030's do not yet exist. So what subjects should our children be learning at primary school, GCSE and university, if they go to university at all? To face up to the wildly uncertain future our children will need not just academic qualifications but above all emotional and mental flexibility and resilience.' The Telegraph 28/7/18

There are a range of 'Drivers of change' which are influencing the way we work and learn, alongside the 'Future skills' which are the future of working and learning:



To be successful in the future, individuals will need to demonstrate foresight in navigating a rapidly shifting landscape in the shape and nature of organisations in the workplace and the skills they require. People will be called upon to continually reassess and develop the skills they need, alongside the acquisition and application of a wide range of knowledge. Workers in the future will need to be adaptable lifelong learners.

Implementation and delivery of the curriculum

Across each Key Stage the acquisition and application of knowledge is coherent and sequenced across relevant year groups.

Up to the age of 5 years old:

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. Children are mostly taught through games and play. The areas of learning covered are: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world; expressive arts and design.

The Key Stage 1 curriculum (Years 1 - 2)

All Aspirations Academies follow the requirements of the National Curriculum.

The Key Stage 2 curriculum (Years 3 - 6) and the KS3 curriculum (Years 7 - 9):

- All Aspirations Academies follow the requirements of the National Curriculum.
- In September 2019/20 the Aspirations 'No limits: Education for success in the 21st century' curriculum was introduced into Years 4 and 7 - This has taken 2 years of trust wide planning.
- In September 2020/21 the intention is to use the 'No Limits' curriculum across all of KS2 and KS3. Students study a broad range of subjects, fully covering the national curriculum, taught as both single disciplines and through transdiscipline assignments. The KS2 and 3 curriculum also promote a wellness curriculum, develops future skills, promotes employability preparation and develops cultural capital.

The Key Stage 4 curriculum (Years 10 and 11):

At the heart of the key stage 4 curriculum is a strong academic core. The KS4 curriculum expects the majority of students to work towards the EBacc range of qualifications at GCSE. Students also have the opportunity to follow BTEC programmes and all National Curriculum requirements. The KS4 curriculum also promotes a wellness curriculum, develops future skills, promotes employability preparation and develops cultural capital.

The Key Stage 5 curriculum (Years 12 and 13):

The current post 16 students have, for several years, followed a curriculum where the majority of students follow 3 or 4 A levels or equivalent, and all students spend 4 hours per week working with real employers on real projects, this is now called the Aspirations Employability Diploma.

In September 2020/21 the intention is for all Year 12 students to follow three A levels or equivalent plus the Aspirations Employability Diploma for 4 hours a week. Some students also follow the EPQ in Year 13.

An Explanation of the No Limits Key Stage 2 + 3 Curriculum

Between 2017 and 2019 at least one teacher from each Aspirations Academy, primary and secondary teachers, worked in a curriculum development group to initially produce the 'Challenge and Engagement lesson planning toolkit' based on the student engagement model (see next page).

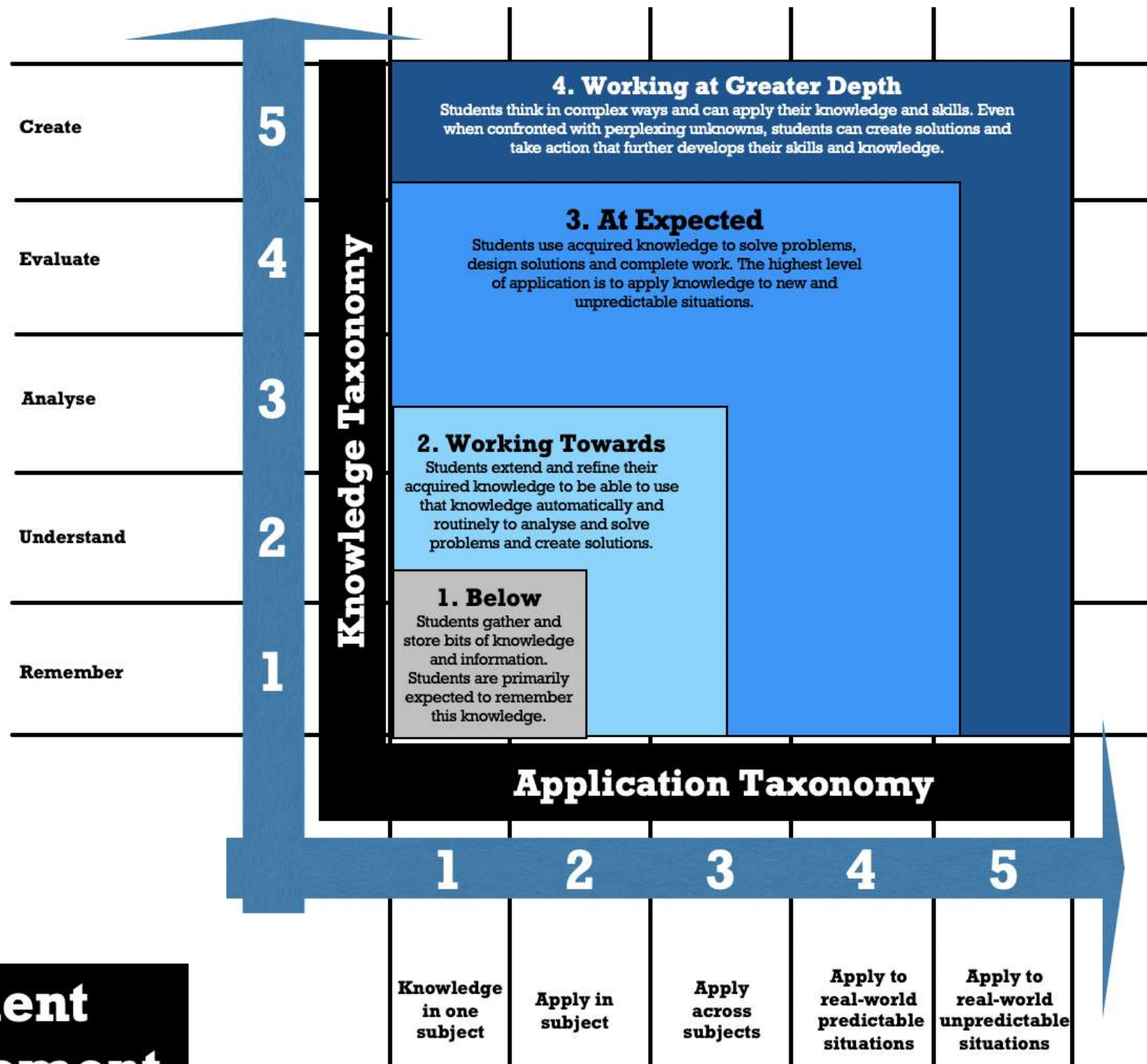
This group then developed the 'No Limits: Curriculum for success in the 21st century'. This is an approach to learning where the acquisition of knowledge is central to the curriculum, along with the application of this knowledge and the development of future skills.

In September 2019 the new curriculum was introduced into Years 4 and 7. From September 2020, following a thorough review of the impact of the new curriculum, the 'No Limits' curriculum will be introduced into all of KS2 and also into Year 8. In the Year 9 curriculum, although part of the KS3 curriculum as a whole, all learning will be through single discipline learning in order to prepare students for single discipline learning in KS4.

The 'No limits' curriculum covers the whole of KS2 and KS3 and involves several different approaches to learning. Central to the teaching and learning is the 'driving question' and co-planning by teachers.

Knowledge Taxonomy

A continuum of knowledge describing the increasingly complex ways in which we think



Student Engagement Model

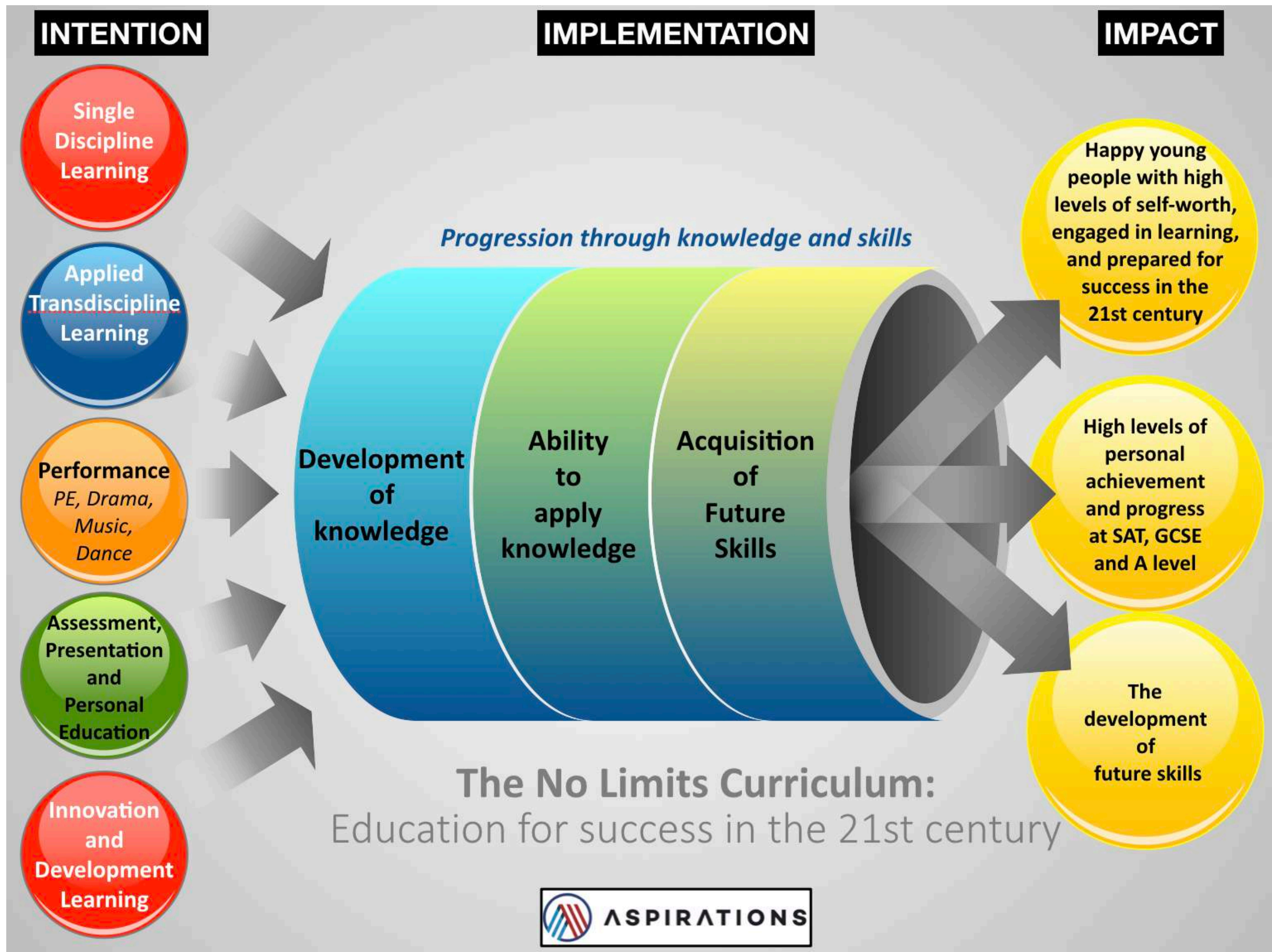
Application Taxonomy

A continuum of methods of putting knowledge to use

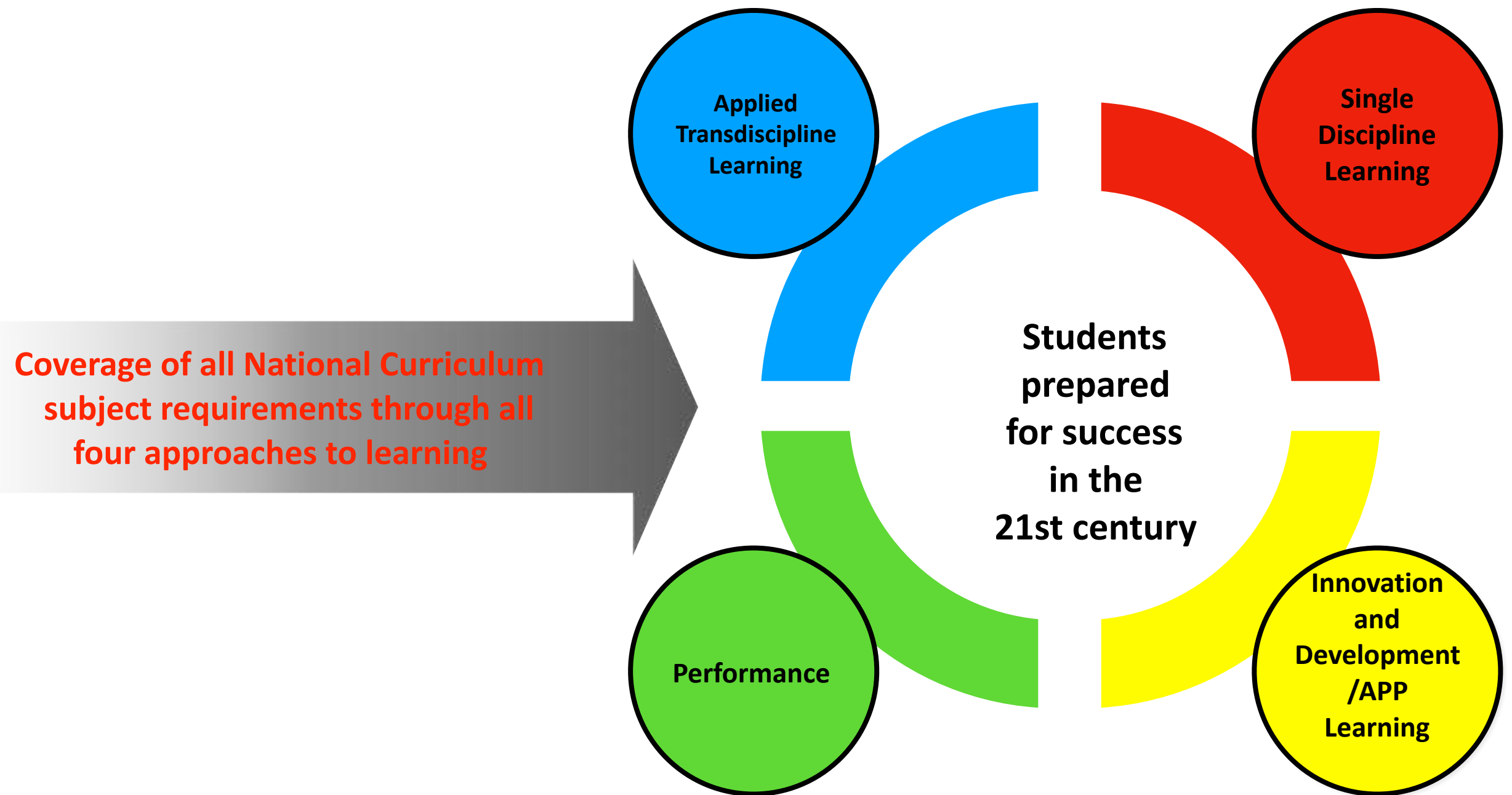
Challenge and Engagement toolkit

This diagram provided the starting point for the teacher lesson planning and engagement toolkit developed by the Trust curriculum development group in 2017. The ultimate aim is to encourage learning at greater depth through the application of knowledge to a range of situations

The No Limits Curriculum KS2 + KS3



The approach to student learning through the KS2 and KS3 'No Limits' curriculum



The importance of the 'Driving Question' and teacher questioning

Across both the single discipline learning and the trans discipline learning the No Limits curriculum prefers the use of a driving question. This is essential in the trans discipline assignments.

The driving question (DQ) provides the purpose of the learning for students and teachers. It sets the context for the assignment or lesson and links to the content standards. The DQ should be clear, provocative, open-ended, challenging and linked to the core of what teachers want students to learn. A good driving question meets the following criteria:

- *Engaging for students.* It is understandable and interesting to students, and it provokes further questions and focuses their inquiry process;
- *Open-ended.* There are several possible answers/solutions, and it cannot simply be Googled;
- *Aligned with learning goals.* To answer it, students will need to learn and apply the targeted content knowledge and skills.

Each assignment/new lesson topic should also start with teachers investigating three questions with their students:

- What do students already know?
- What do students need to know?
- Where can this new knowledge be found or learnt?

Using this approach it allows teachers to measure student progress in their knowledge acquisition and development. Teacher questioning needs to be highly skilled to make this session effective.

Why we are developing the 'No Limits' curriculum:

- To broaden and ensure full National Curriculum coverage which is fully sequenced
- To provide opportunities to develop cultural capital
- To improve the transition between KS2 and KS3:
 - Improved Teaching + Learning in Year 7 + 8 following the primary approach to transdiscipline learning
 - Greater continuity of learning
 - Greater sense of belonging - fewer teachers for each student in Year 7
 - Less fragmentation of the curriculum - less student movement in Year 7.
- To ensure greater student engagement and challenge
- To achieve higher levels of progress and improved academic results
- To develop appropriately high levels of 21st century future skills and to help reduce the skills gap in industry
- To ensure greater teacher satisfaction and reduced workload - all planning conducted in the working week
- To possibly make it easier to recruit teachers
- To ensure greater depth of knowledge is developed
- To ensure greater application of knowledge is developed
- To ensure compliance with employability/careers expectations
- To ensure greater compliance with new Ofsted framework

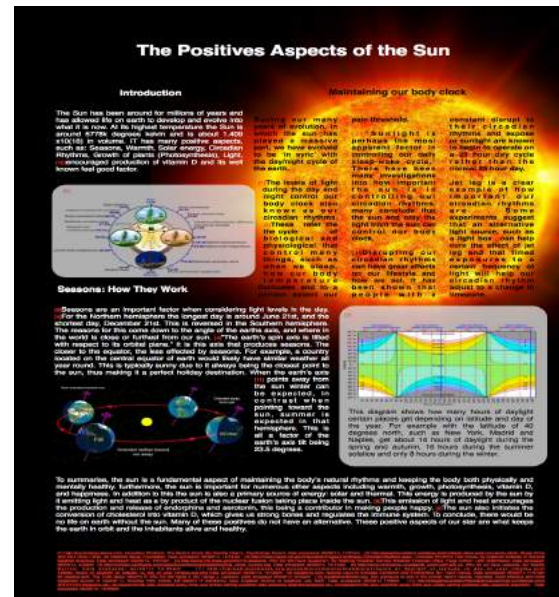
The 'No Limits: Education for success in the 21st century' Curriculum Principles

- **The curriculum is knowledge rich.** All students will acquire knowledge to be remembered and constantly built upon to deepen their understanding. The learning of knowledge is consistently layered, sequenced and revisited.
- **All students receive a broad curriculum.**
- A significant amount of learning involves the **application of knowledge** to an increasingly complex range of contexts, as well as to real world issues, situations, problems and employment
- **All students within the academy follow the same curriculum**
- The transition between Key Stages 2 and 3 is carefully planned to ensure curriculum and subject transition, cohesion of learning styles and an awareness of the importance of creating a sense of worth and belonging in the learning process.
- All learning develops the 11 essential future skills.
- All learning is structured primarily around two main approaches:
 - Applied Trans-discipline Learning: Learning across multiple subject disciplines
 - Single-discipline Learning: Learning in a single subject discipline is designed to inform the APPLIED work
- All learning is challenging and engaging resulting in high levels of progress and attainment.
- All learning is authentic to the needs of the 21st century world.
- Literacy is a consistent element throughout all areas of the curriculum. This is enhanced with an appropriate text, fiction or non-fiction, linked with each transdiscipline assignment.
- The curriculum is embedded with careers development and employability experiences centred on the Gatsby Trust Benchmarks.
- The Wellness curriculum is an important element running throughout the curriculum.
- All finished products produced by the students are high quality or are not acceptable.
- Teachers plan in teams using the No Limits curriculum planning toolkit
- The aim is for all teacher planning to be conducted during the working day

How teaching and learning is delivered in KS2 + 3

Applied Transdiscipline Assignments

Transdisciplinary investigative assignments that result in the production and public exhibition of a high quality product as a result of multiple drafts and critique.



Single Discipline Learning

Teaching designed to develop student expertise and core subject knowledge and skills through carefully planned, responsive teaching and learning.

Assessment, Presentation and Personal Development Weeks (APP)

Full weeks given over to assessment of subject knowledge, presentation of assignments and personal development learning



Performance

Theatre, music or physical fitness projects culminating in a public performance



Innovation and Development Weeks

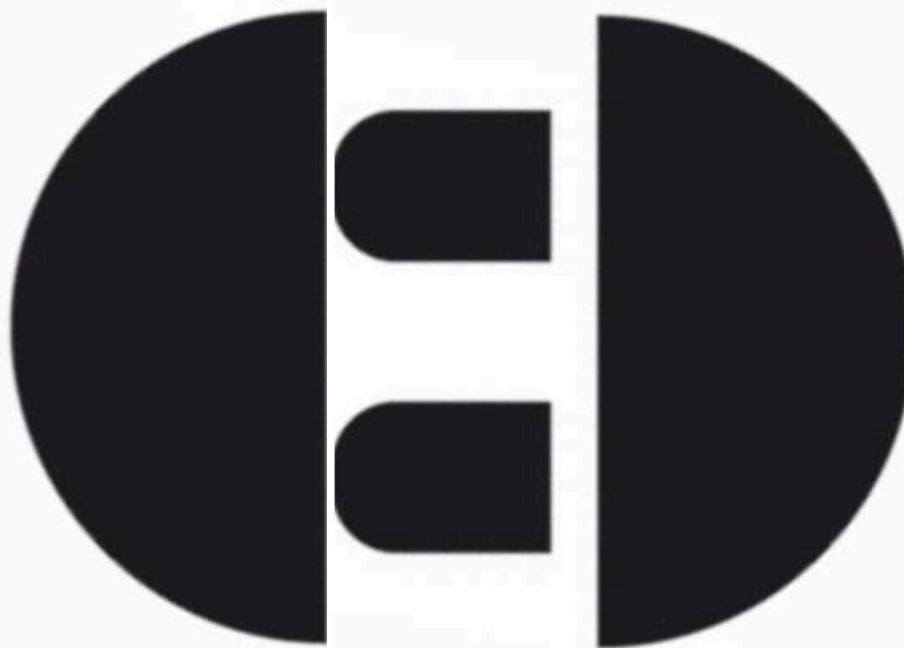
Student-led activities or workshops focused on a topic of interest or relevance.

Knowledge
Acquisition and
Development

Knowledge
Application

Single Discipline Learning

Transdiscipline Learning



Transdisciplinary learning requires students to find answers to questions and is best practice for today's fast growing and ever-changing world. We need to ensure that we are preparing our students to solve real world problems and allowing them to authentically create and build their own ideas.

This transdisciplinary approach promotes depth of understanding as well as competency in the skills needed to succeed in our dynamically changing world. It encourages an educational approach with no limits, no barriers to learning.

The structure of the KS2 curriculum

Each academy curriculum is slightly different reflecting the local community and needs of pupils, however, the general principles outlined here are followed.

Students are taught the full curriculum through several different learning approaches.

- Single discipline subjects
- Transdiscipline assignments
- Assessment, Presentation and Personal Education (APP) Weeks
- Innovation and Development weeks

All National Curriculum subjects and content are taught through a mixture of these learning approaches

The wellness curriculum and future skills run through all learning experiences and all subjects

The Applied Transdiscipline assignments always include aspects of the English curriculum being taught as single subjects - this knowledge is applied to real world situations in the assignments.

Cultural capital is a central part of the curriculum

All ATL assignments have a fiction or non-fiction book associated with it which all students read.

Teacher planning time for assignments is in the working week

An example of the week in Aspirations Academies in KS2 - 25 ppw model for non-APP weeks

Subject	English	Maths	Applied Trans-Discipline Assignments (Science, History, Geography, Computing, Design Technology, Citizenship)	Creative Curriculum/ single subjects (Science, MFL, Music, Art and Design)	PE
Periods per week	5	5	8	5	2

A typical KS2 academic year learning outline

		A typical KS2 academic year learning outline															
Core learning lessons 17 ppw	2 weeks	4 week	1 week	APP week	5 week	APP week	1 week	4 weeks	APP week	1 week	4 week	APP week	1 week	4 week	APP week	5 week	2 weeks
	Lessons	Lessons	Lessons		Lessons		Lessons	Lessons		Lessons	Lessons		Lessons	Lessons		Lessons	
Assignment teaching 8 ppw	Belonging (PSHEE)	Assignment 1	Music		Assignment 2		Celebrations (RE)	Assignment 3		Perfor mance	Assignment 4		Mini- project	Assignment 5		Assignment 6	Innovation and Development Weeks (Transdisipline involves workshops, visits and competitions and E, M, Sc further development sessions)

The structure of the KS3 curriculum

Students are taught the full curriculum through several different learning approaches.

- Single discipline subjects
- Transdiscipline assignments
- Assessment, Presentation and Personal Education (APP) Weeks
- Innovation and Development weeks

All National Curriculum subjects and content are taught through a mixture of these learning approaches

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Teacher planning time for assignments is in the working week

Innovation and Development weeks provide the opportunity and time for support for students needing additional Maths and English support, as well as for events such as 'History' days or robotic competitions (Computer Science), food fairs, etc

Typical Year 7 or 8 week timetable 25 ppw (for non-APP weeks)								
Single discipline Learning								Transdiscipline learning
Subject	Science	English	Maths	A+D/Design Technology/ Food/Creator space carousel	MFL	PE and performance 2 ppw PE Dance/Music/Drama carousel for 1 ppw	Geography and History	Applied Trans-Discipline Assignments
Periods per week	4	3 Plus extensive English in assignments	3	2	2	3	2	6

A typical Assessment, Presentation and Personal Education Week (APP) - Every 6 weeks, 5 weeks in total				
Day 1	Day 2	Day 3	Day 4	Day 5
Subject Assessments	Assignments presentations and exhibitions	PSCHEE/Citizenship/RE	Performance (A day of drama, music or dance - performing or learning)	Personal Development (A range of personal development programmes from British values, to cookery, to robotics, to personal finance, to innovation)

		The Year 7 + 8 academic year learning outline										
Core learning lessons 19 ppw	1 week (Year 7 only)	6 week learning block		APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	4 week learning block Year 8/ 3 week learning block Year 7
Assignment teaching 6 ppw	Induction week	Assignment 1 and 2 (Year 7)			Assignment 3 (Year 7)		Assignment 4 (Year 7)		Assignment 5 (Year 7)		Assignment 6 (Year 7)	Innovation and Development Weeks (Transdisipline involves workshops, visits and competitions and E, M, Sc further development sessions)
		3 weeks	3 weeks		6 weeks		6 weeks		6 weeks		6 weeks	
		Assignment 1 (Year 8)			Assignment 2 (Year 8)		Assignment 3 (Year 8)		Assignment 4 (Year 8)		Assignment 5 (Year 8)	
		(6 weeks)			6 weeks		6 weeks		6 weeks		6 weeks	

The No Limits curriculum in Year 9 from 2020/21 - suggested subject content and coverage

- The curriculum is taught through the regular timetable and the 5 APP weeks. There is full National Curriculum coverage and more. Subject criteria are delivered mostly through single discipline learning.
- The wellness curriculum and future skills run through all learning experiences and all subjects
- The 'Quest for Success' programme is a preparation for employment and further education programme delivers through the APP weeks and during the innovation week
- Computing is taught across all subjects and through the Digital Schoolhouse E-games competition
- PSHEE/Citizenship/RE are taught in the APP weeks
- The majority of NC subjects receive a significant amount of single discipline learning time over the full three years of the KS3 curriculum

Typical Timetable week 25 ppw									
Single discipline Learning									
Subject	Science	English	Maths	A+D	Design Technology including food	PE	Performance carousel (Music/Dance/Drama)	MFL	Geography and History
ppw	4	5	5	2	2	2	1	2	2

The Year 9 academic year learning outline											
6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	6 week learning block	APP week	3 week learning block	Innovation week
											Transdisipline - involves workshops, visits and competitions

Curriculum coverage

- There are four main areas where all NC subjects are covered. To ensure full coverage each academy maintains an overview similar to this diagram. Each subject is also mapped out against the subject attainment targets on subject coverage sheets (see later)

KS3 No Limits Curriculum coverage (The following subjects are covered and the NC learning objectives mapped and sequenced across the Key Stages - see separate curriculum mapping document)												
Subject		Year 7				Year 8				Year 9		
		Delivered through Core Learning (Single disciplines)	Delivered through Applied Trans-discipline Assignments	Delivered in APP weeks	Delivered in tutor time/assembly, etc	Delivered through Core Learning (Single disciplines)	Delivered through Applied Trans-discipline Assignments	Delivered in APP weeks	Delivered in tutor time/assembly, etc	Delivered through Core Learning (Single disciplines)	Delivered in APP weeks	Delivered in tutor time/assembly, etc
Maths	Develop fluency		Elements				Elements					
	Reason mathematically		Elements				Elements					
	Solve problems		Elements				Elements					
English	Reading		Elements				Elements					
	Writing		Elements	Elements			Elements	Elements			Elements	
	Grammar and vocabulary		Elements				Elements					
	Spoken English		Elements	Elements	Elements		Elements	Elements	Elements		Elements	Elements
Science			Elements				Elements					
Geography												
History												
MFL												
A+D												
Design Technology including cooking												
Music												
Citizenship/PSHEE/ (Including sex and relationship education)												
RE												
Computing		Cross-curriculum				Cross-curriculum				Cross-curriculum		
PE and Dance												
Wellness (not NC requirement)		Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum
Drama (not NC requirement)												
Future skills		Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum	Cross-curriculum
Employability			Elements	Elements	Elements		Elements	Elements	Elements		Elements	Elements
Cultural capital			Cross-curriculum	Cross-curriculum	Cross-curriculum		Cross-curriculum	Cross-curriculum	Cross-curriculum		Cross-curriculum	Cross-curriculum

Example Delivery Map: Geography KS3 learning objectives - The sequencing and coverage of each objective across the key stage
(Key: SS = Single subject learning; A1 = ATL assignment 1; APP = APP weeks; IW = Innovation and Development weeks)

Example Delivery Map: Geography KS3 learning objectives - The sequencing and coverage of each objective across the key stage
(Key: SS = Single subject learning; A1 = ATL assignment 1; APP = APP weeks; IW = Innovation and Development weeks)

[illegible]

Expected National Curriculum Coverage

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ³		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

3.6 All schools are also required to teach religious education at all key stages.
Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

This is the expected curriculum coverage to be planned:

KS1 + 2

Compulsory [national curriculum](#) subjects at primary school are:

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- Physical education (PE), including swimming
- Computing
- Ancient and modern foreign languages (at key stage 2)

Schools must provide [religious education \(RE\)](#) but parents can ask for their children to be taken out of the whole lesson or part of it. Schools often also teach:

- personal, social and health education (PSHE)
- citizenship
- modern foreign languages (at key stage 1)

KS3

Compulsory [national curriculum](#) subjects are:

- English
- Maths
- Science
- History
- Geography
- Modern foreign languages
- Design and technology/Art and design
- Music
- Physical education
- Citizenship
- Computing

Schools must provide [religious education \(RE\) and sex education](#) from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

KS4

During key stage 4 most pupils work towards national qualifications - usually GCSEs.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- Maths
- Science

Foundation subjects are:

- Computing
- Physical education
- Citizenship

Schools must also offer at least one subject from each of these areas:

- Arts
- Design and technology
- Humanities
- Modern foreign languages

They must also provide [religious education \(RE\) and sex education](#) at key stage 4.

Examples of Applied Transdiscipline Learning (ATL) assignments

The following pages provide an insight into the nature of the assignments being taught across Aspirations academies.

In KS2 the examples shown are simply those used in the planning process as each academy has developed its own assignments.

In KS3 all academies are following broadly the same topic, although they will be adapted to reflect local needs and context in each academy

Year 3 ATL Assignments 2020/21 Draft example.

Assignments vary in length but operate for 8 ppw.

The following are very broad areas and each academy decides its own assignments

Assignment	1	2	3	4	5	6
Topic	Village or Town?	Creating Christmas	Who were they? Stone Age	Ancient Egypt - plants and medicine	Waterways of Oxfordshire	Leadership and responsibility
Driving Question	How should our towns and villages be developed sustainably?	How can we design, market and create an appealing product?	How can we prove that the Stone Age had a positive impact on how we live today?	What impact did Ancient Egypt have on modern-day medicine?	Should we respect our waterways?	How will you make your game appeal to others?
Final Product	Letter/emails and visit from local councillor with recommendations from the pupils	Create a sellable product	Create a Stone Age menu, tool and home. Compare and contrast to today	Video - image, music and voice over Year 5 to teach Year 3 how to use the media	School-wide safety campaign with a presentation to KS1 about the Banbury canal and how to stay safe when near Year 6 will present to Year 3 about how to stay safe around water (Jnr Citizens learning)	Design a game with prizes for the leadership event
Associated reading book	A Moon Girl Stole My Friend Rebecca Patterson Book 1	#Goldilocks Jeanne Willis (picture book on internet safety)	Dragonsitter Josh Lacey	The Time Travelling Cat and the Egyptian Goddess Julia Jarman	The Dragonsitter's Island Josh Lacey	Dragonsitter Detective Josh Lacey

Year 4 ATL Assignments 2020/21 Draft example.

Assignments vary in length but operate for 8 ppw.

The following are very broad areas and each academy decides its own assignments

Assignment	1	2	3	4	5	6
Topic	Europe and tourism	Roman Britain	Music	Biology and the environment	Marketing and manufacturing	Shakespeare
Driving Question	How can we, as tour guides, promote a trip to our chosen European destination?	How can we prove that the Romans and Greeks have had a positive impact on life in Britain?	How can we put on the greatest rock band Banbury has ever seen?	How would you survive and thrive in a hostile environment?	How can we, as advertisers, persuade someone to buy our chocolate bar?	How can we bring Shakespeare's world to life in our school?
Final Product	Pupils will develop a tourism brochure to a European destination. Presentation to another year group with a vote on the most persuasive.	Pupils will prepare a speech and a poster that will be presented in a live debate	Pupils will create a diorama with working circuits and a microbit to control lighting and sound.	Pupils will create a survival guide for a challenging environment (e.g. Mountain, Rainforest, Desert)	Pupils will design, make and evaluate own chocolate bar, packaging and advert.	Pupils will perform an adaptation of a Shakespearean play
Associated reading book	GRK Josh Lacey	Time Travelling Cat and the Roman Eagle Julia Jarman	Rebecca Patterson 'A robot girl ruined my sleepover' Book 2	Josh Lacey 'Hope Jones Saves the World	Josh Lacey Hope Jones Will Not Eat Meat (book 2, Jan 2021)	Time Travelling Cat and the Tudor Treasure Julia Jarman

Year 5 ATL Assignments 2020/21 Draft example.

Assignments vary in length but operate for 8 ppw.

The following are very broad areas and each academy decides its own assignments

Assignment	1	2	3	4	5	6	7
Topic	Geography and place	Queen Victoria	Christmas and marketing	Viking Britain	Environment	War	Product design
Driving Question	How can we decide where in the world we should live and work in future?	How could we prove that Queen Victoria's reign had a positive impact on the nation?	How can we design, market and create an appealing Christmas decoration?	What if Lindisfarne had been more heavily defended?	How can we, as environmentalists, prove our planet is worth saving?	How can we, as historians, show that the field gun was the start of modern warfare.	How can we, as entrepreneurs, create a product that is environmentally friendly.
Final Product	Green screen presentation to people who have experience of living abroad.	A presentation showing what they believe was the most important aspect of this reign.	Create a sellable product including packaging and marketing for a Banbury store.	Live presentation for the opening of a new Viking exhibition at the museum.	You Tube video persuading the world that our planet needs saving.	Museum exhibit. (Banbury museum to come and judge most informative exhibit)	A product to sell at the enterprise event.
Associated reading book	The Last Zoo – Sam Gayton	Time Travelling Cat and Great Victorian Stink – Julia Jarman	???	Hope Jones Saves the World – Josh Lacey	Hope Jones Will Not Eat Meat – Josh Lacey		The Last Zoo – Sam Gayton

Year 6 ATL Assignments 2020/21 Draft example.

Assignments vary in length but operate for 8 ppw.

The following are very broad areas and each academy decides its own assignments

Assignment	1	2	3	4	5	6
Topic	Americas/Geography	Kings and Queens	WW2	Biology	Biology	Product design
Driving Question	How can we, as a newly formed travel company, promote tourism to a country in North / South America?	How can we, as historians, prove whether Mary I or Elizabeth I had a more successful reign?	How can we document what life was like for children in WW2?	How can we, as scientists, develop the uses of microorganisms in the future?	How can we demonstrate how our bodies work?	How can we, as entrepreneurs, persuade our target customers to buy our product / service?
Final Product	Pupils will develop a web page, acting as a travel company. Presentation to 'web / travel specialist' to vote for most persuasive.	Pupils will sit a live debate with a local historian present	Children to create a documentary showing how life was different for children in WW2	Pupils will present all of their knowledge in a whole school science fair	?	?
Associated reading book	GRK and the Hot Dog Trail – Josh Lacey	Treason – Berlie Doherty/ Tudor Treasure Julia Jarman	Billy's Blitz – Barbara Mitchell Hill	Lightning Mary – Anthea Simmonds	Cry of the Wolf – Melvin Burgess	???

Year 7 ATL Assignments 2020/21 Draft. Each assignment lasts for 6 weeks x 6 ppw = 36 hours (Except 1 and 2 which last for 3 weeks each x 6ppw = 18 hours)

ATL (Main subjects)	Demos Kratos History, Maths & English (PSHCE)	Life, Love and loss Biology, Chemistry and English	Computer Science	Shakespeare Re-designed History, English, Drama and Media Studies	Tomorrow's World Physics, Computer Science, Maths, Art & Design	Sport of the Day Biology, Geography, History, Wellbeing, PE
Driving question	How can we, as Year 7 students, propose a change to improve our school?	How do we, as Year 7 students, gauge what is essential to life?	Assignment is being developed by Digital Schoolhouse	How can we, as Year 7 students in the 21 st century, imagine key themes of Shakespeare's work in a different era?	How have technological advances changed the life of a Year 7 student in the UK and what does the future hold?	How can we, as Year 7 students, create and design a new sport that is inclusive and enjoyed by the next Year 7 cohort?
Launch Event	Opening to assignment by showing real meaningful debate in action (edited clips of Prime Minister's Questions on Brexit). Students will then take part in a series of mini-debates	Lab work conducting a variety of experiments		Demonstration to show the vastness of the universe Make a model of the solar system (plasticine)	Watch short video clips of the first moon landing in 1969, BBC's Tomorrow's World programme with a feature about the first widescreen televisions and touch screens (1991) and coverage of the iconic Steve Jobs keynote launching the first iPhone in 2007	Students to be presented with the opportunity to visit a famous sporting arena or will listen to a local/national athlete.
Final Product	Each group records a vlog campaigning for an improvement to the school or local community.	Collection of self-written literature and essays.		Film, composed of different recorded scenes, to be shown to an audience of parents, students and local residents.	Research, design and prototype a product for the future which solves a real-life everyday problem	New sport/game, complete with set of rules and competition organised for new Year 6 pupils, as part of their transition to secondary school.
Science curriculum links		Forces Chemical reactions Respiratory system		Electronics	Electricity	Disease
English curriculum links	Greek Myths	Poetry Out of the Blue Manhunt Dulce Decorum	Analyse That Non- Fiction	Romeo and Juliet	Analyse That/Frankenstein	Frankenstein
Associated reading book	Sally Nicholls 'Things a bright girl can do'	Chinglish' Sue Cheung ***	Evernight' Ross MacKenzie ***	Sam Gaytn – The Last Zoo better, or His Royal Whiskers	?	Crossover' Kwame Alexander***

Year 8 ATL Assignments 2020/21 Draft. Each assignment lasts for 6 weeks x 6 ppw = 36 hours

ATL (Main subjects)	Global Culture History, Geography, PSHE	Music Music, History, DT	Computer Science	Space Science, Geography, DT	Food Science, Geography, Food Tech, MFL	Health Science, History, Art
Driving question	<p>How can we, as year 8 students, use globalisation to our advantage?</p> <p>How has the world become globalised today?</p> <p>What is the future for Britain in a globalised world?</p>	<p>How can we, as year 8 musicians, create an instrument of the future and perform it?</p> <p>How can we, as year 8 musicians, compose a sound /fashion item to reflect key moments in history/our society?</p>	Assignment is being developed by Digital Schoolhouse	How can, we as year 8 scientists, create a colony in space that can be inhabited in the next 50 years?	<p>How can we, as year 8 students, create a global restaurant of the future?</p> <p>Food that changed the world?</p>	How can we, as year 8 students, prevent the spread of the next pandemic?
Launch Event	<ul style="list-style-type: none"> • Week of different menus in canteen • World fair - set up hall of cultures • Immersion in different languages • Language quiz • Make a class map of cultures 	<ul style="list-style-type: none"> • Music performance by talented staff and pupils • Mini concert • Vote for a favourite song to be played at the beginning of the assembly/concert. 		<p>Demonstration to show the vastness of the universe</p> <p>Make a model of the solar system (plasticine)</p>	Make links with food companies - guest speaker	Invite a doctor from the NHS
Final Product	Dissertation answering the driving question	Performance/design of instrument Fashion performance Exhibition of work		Model presentation of colony	?	Campaign to prevent the spread of a disease
Science curriculum links				Earth's Resources Energy Ecosystems Space physics??	Health and nutrition/ respiration	Disease
English curriculum links	A Monster Calls	Through the Artist's Lens/ A Monster Calls	A View From a Bridge	Exploring tragedy through Shakespeare extracts	Apocalyptic Writing War Poetry	A View From a Bridge
Associated reading book	All Fall Down – Sally Nicholls	Monsters – Sharon Dogar	I' Ada - Julia Gray book about Ada Lovelace	Encounters – Jason Wallace	?	War Girls OR The Silent Stars Go By – Sally Nicholls

ATL Assignment Planning Grid for KS2: This document was produced by the Trust Curriculum Development group as part of the 'challenge and engagement teacher lesson planning toolkit'. This developed into a slightly larger planning grid for KS3

The Planning Grid				
Learning Scenario (Question/hook/real-life link):				
Learning outcome (What is the key outcome you are trying to achieve?):				
Curriculum Coverage (main learning aims):				
Required Resources:				
Sequencing (Can be in any order but cover all elements in knowledge and application taxonomies):				
Number and length of learning sessions:				
Knowledge Taxonomy <i>A continuum of knowledge describing the increasingly complex ways in which we think</i>	Questions to ask (Questions teachers ask to shape the learning)	Tasks	Assessment (What are the expected outcomes?)	Application Taxonomy <i>A continuum of methods of putting knowledge to use</i>
Create				Apply to real-world unpredictable situations
Evaluate				Apply to real-world situations
Analyse				Apply in a wider context
Understand				Apply in one specific area
Remember				Knowledge in one specific area
Cross curricular coverage (e.g. subjects linked, SMSC, skills coverage, etc)				

ASPIRATIONS
PRESENTS

SHAKESPEARE RE-DESIGNED



DESCRIPTION

STUDENTS WILL RESEARCH, DESIGN, ACT, RECORD AND EDIT A KEY SCENE FROM "ROMEO AND JULIET." STUDENTS WILL DELIVER THEIR SECTIONS OF THE PLAY AGAINST CONTEXTUAL BACKGROUND OF A DIFFERENT ERA, AND PREVIOUSLY STUDIED IN HISTORY.

START DATE	LENGTH	EXHIBITION
09/12/19	6 WEEKS	3/02/20


SUBJECTS COVERED	PRODUCTS	FUTURE SKILLS
ENGLISH: Analysis of literature HISTORY: Significance, cause and consequence of WW1 BIOLOGY: Human reproduction	Film composed of different recorded scenes PUBLIC AUDIENCE/ PARTNERS Local theatre companies, actors and authors	Communication, media literacy, productivity and accountability. Creative and adaptive thinking. Cognitive load management

THE DRIVING QUESTION: HOW CAN WE, AS YEAR 7 STUDENTS IN THE 21ST CENTURY, IMAGINE KEY THEMES OF SHAKESPEARE'S WORK IN A DIFFERENT ERA?

ASPIRATIONS
PRESENTS

TOMORROW'S WORLD

AND THE NEXT DAY



DESCRIPTION

ALL STUDENTS WILL LEARN BASIC SKILLS OF CODING, WEBSITE BUILDING, 3D MODELLING AND DIGITAL ESAFETY. STUDENTS WILL LEARN HOW TECHNOLOGY HAS CHANGED PEOPLE'S DAILY LIVES, SPECIFICALLY OVER THE LAST 50 YEARS. (1969 - FIRST MOON LANDING), INCLUDING THE POWER GENERATING IT (ELECTRICITY). HOW WILL THE INCREASED USE OF TECHNOLOGY AND SOCIAL MEDIA IN THE FUTURE CHANGE SOCIETY? WITHIN SMALL GROUPS, STUDENTS WILL COLLABORATIVELY RESEARCH, DESIGN AND PRODUCE PROTOTYPES OF A PRODUCT FOR THE FUTURE WHICH SOLVES A REAL-LIFE EVERYDAY PROBLEM (WITH THE AIM OF HAVING IT DEVELOPED OR MANUFACTURED).

START DATE	LENGTH	EXHIBITION
02/03/20	6 WEEKS	27/04/20

SUBJECTS COVERED	PRODUCTS	FUTURE SKILLS
PHYSICS (ELECTRICITY): Computer Science (what is a computer? Hardware/Software, networks, E-safety, coding, website building, 3D modelling) MATHS (FORMULAE) ART & DESIGN (3D MODELLING)	A Dragons' Den-style pitch with a set of designs and a business plan for the launch of the product PUBLIC AUDIENCE/ PARTNERS Local businesses and technology companies	Communication, collaboration, creative and adaptive thinking, entrepreneurialism, transdisciplinarity, productivity and accountability.

THE DRIVING QUESTION: HOW HAVE TECHNOLOGICAL ADVANCES CHANGED THE LIFE OF A YEAR 7 STUDENT IN THE UK AND WHAT DOES THE FUTURE HOLD?

POSTERS

Each assignment has a poster produced for display around the academy. This is to ensure all students and teachers, even those not involved in the assignment delivery, know what the focus is for the next number of weeks. Here are two examples.

The Aspirations Employability Diploma (Aspirations Ed)

Post 16 Curriculum

In all Aspirations Academies with post-16 students, all Year 12 students follow the Aspirations Employability Diploma which involves the study 3 or 4 A levels (or equivalent) plus 4 ppw working with real companies on 4 real projects

Our vision is for all post-16 students to experience an authentic education for the 21st century. We want all students to achieve high levels of success in a broad range of examinations, whilst at the same time equipping them with the knowledge and skills required to play an active and successful role in today's highly competitive, fast-changing world.

Aspirations ED is a programme designed to help post-16 students prepare for employment and success in a fast changing world. The aim is to develop the future skills required by employers today and in the future. Students will work on real-life assignments alongside real employers. The programme is focussed on the individual development of each student.

This is a totally unique programme as it involves students not only developing their individual future skills, but also working with real employers on real world problems, enabling them to understand and experience the nature of work in the 21st century.

General Outline

- The Aspirations Employability Diploma involves students working in teams of 4 or 5 alongside employees on live projects.
- In Year 12 students follow three practice projects for 4 hours a week, each over six weeks, relating to employment in health and medicine, education, and engineering/technology.
- They will then choose a final project in enterprise.
- Students will then spend two weeks preparing for their individual VIVA.
 - Student teams compete against each other in order to develop resilience.
 - Students need to react to change in requirements/as a result of feedback.
 - Students must deliver a high quality final presentation/exhibition/project pack

25 ppw model					
Subject	A level/BTEC 1	A level/BTEC 2	A level/BTEC 3	Supported Private Study and/or A level 4	Project time
Periods per week	4	4	4	9	4

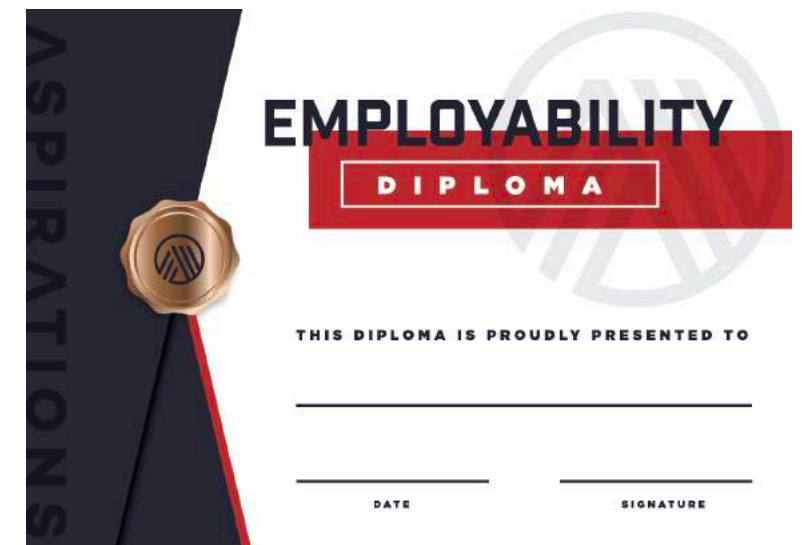
OUTCOMES

At the end of Year 12 students will:

- have developed an employability portfolio to show examples of their development to use in UCAS and employment interviews
- prepare an individual VIVA to present in front of a group of employers
- receive an Aspirations Employability Diploma (validated by over 100 companies) at Gold, Silver or Bronze level based on the VIVA presentation. The Aspirations Employability Diploma means that the student has 'achieved professional awareness and employment ready competencies' and relate to the quality, depth and cogency of the VIVA presentation.
- be able to use their Aspirations ED experiences to follow the EPQ in Year 13 and/or redevelop the VIVA to improve their diploma level.
- have a better understanding of the world of work and the nature of jobs available in a range of industries

What is the value of the Aspirations Employability Diploma?

- The diploma is validated by over 100 employer sectors in the UK. These employers all regard it as an excellent measure of individual employability and personal skills development and employment readiness.
- Following the VIVA students are awarded a bronze, silver, or gold diploma. In each academy one platinum award is made each year.
- Students use their diploma in employment or university applications.



The general format:

All students follow the Aspirations ED programme in Year 12 for 4 periods a week, generally taught in two hour blocks.

- September Year 12: 6 week induction including:
 - Students understanding what we are doing and why
 - Understanding the world of work
 - Analysing themselves and their professional profile
 - Understanding the future skills
 - Why Applied Transdiscipline Learning is important
 - Working on a mini group trial project
- Three practice projects working in groups of 4 or 5. All students follow each of these projects. There will be three projects operating at any one time. These will involve:
 - Each 6 weeks long
 - Three projects one based on health and medicine, one on education, and one on engineering/technology
 - The basic theme will be trust-wide but each academy will relate it to local employers. In each project there will be a specific employer driven real world issue to solve alongside employers

PLANNING THE PROJECTS

- Planning each assignment involves:
 - Setting the scene
 - Input through talks and workshops by industry related local employers
 - A driving question
 - What do they already know? What do they need to know? Where are they going to find areas to research further information.
 - An employer driven real world issue mini project
 - The final outcome: Group presentation, group end product, individual project report.
- The structure of each project will be roughly:
 - 1 week introduction/workshops
 - 1 week group research and development of ideas
 - 2/3 week mini project with employers
 - 1 week preparation of end product/presentation /report
- The final pinnacle project will ideally follow the enterprise project. This project will follow the same format as the other projects. Following the presentation of this project the best project in each academy, across all four projects, will take part in the national Aspirations ED final.
- Throughout the year, and within the project work, students will be mentored and maintain a portfolio of evidence.
- At the end of the final pinnacle project students will prepare an individual VIVA based on their development of future skills and their readiness for employment/university using the evidence they have developed over the year. Their VIVA will focus either on one of the three employability areas or a more general approach, The VIVA will be in front of a group of employers and be measured against future skills criteria. Students will receive an Aspirations Employability diploma, validated by over 100 companies, at bronze, silver or gold level (if the VIVA is not up to bronze standard then failure is a possibility).
- In Year 13 students can apply their Aspirations ED work to an EPQ if they choose, and/or they can redo their VIVA to achieve a higher level diploma.

Practice Project 1: Advanced Manufacturing/Engineering Project

The Future of Work Project Description

Automation, artificial intelligence, digital platforms, evolving technology and disruptive innovations are changing the fundamental nature of work, particularly in advanced manufacturing. Acknowledging and understanding these shifts helps policy makers, business leaders and workers make informed decisions when planning for the future.

Work was once synonymous with craftsmanship, the creation of products. The industrial revolution changed this perception of work to the practices of manufacturing, a repeatable collection of tasks to produce things faster and cheaper than the craftsman. In today's cognitive revolution, work is being redefined as human-machine collaboration, shifting the mindset from task completion to problem-solving. The division of labor between people and machines increasingly shifts toward machines for repetitive and routine tasks, potentially disrupting up to half of today's jobs in the coming years. While the jobs of the future will be more machine-powered and data-driven, human skills in areas of problem-solving, communication, data interpretation and design will be in greater demand.

In this performance task, students will research careers in Advanced Manufacturing to explore the diverse pathways for these high-paying jobs and understand the impact of globalisation on local economies. Then teams will collaborate to develop a real-world business plan for a viable product, process or service that leverages automation and meets the needs of or solves a problem/issue. The project will leverage design thinking and include a focus on the Future Skills.

Each Academy will link up with one or more local industries to solve any issues they might have.

Practice Project 2: Health and Medicine Project

Project outline: Healthcare in Our Community: Creating a Community Clinic

Holistic healthcare and access to healthcare is a big issue in Britain today. Many Britains do not have the care they need to stay healthy. Through this performance tasks, students will engage in sustained inquiry to understand the healthcare system, who has access, who needs access, and specifically, what are the health needs of their own community. Students will use their research to further define the problem locally and propose a plan for a community clinic (or other resource e.g., campaign, health fair) that meets the holistic needs of their community.

Students will interview health providers and community members to determine the most productive way to recruit the health industry staff to serve the community. Students will determine the local healthcare needs, e.g., full-time doctors, nurse practitioners, physician assistants, urgent care, preventative medicine, holistic, physical therapy, etc. Students will plan out the most effective way to build/create/design community resources to meet the health and medical needs of residents, particularly the underserved.

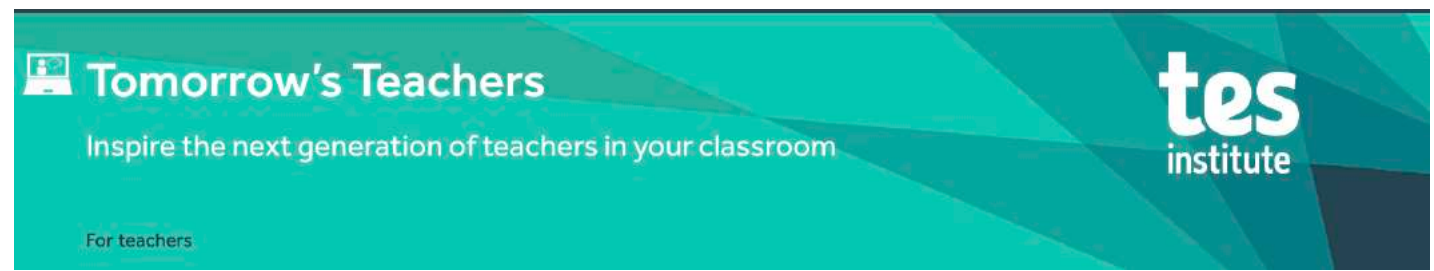
This project creates opportunities for students to engage in long-term inquiry, exercise voice and choice, develop community connections and empathy, and solve an authentic problem while learning more about the healthcare field and related professions.

The ultimate product will be a proposal to relevant authentic audiences (town council, local healthcare representatives, etc.) for a clinic or other resource or approach that will meet the healthcare needs of the community and actually creating the clinic/resource. Overall, students are working to improve community access to holistic healthcare.

Potential partners include doctors, healthcare professionals, and social workers.

Each Academy will link up with the NHS to work on this idea.

Practice Project 3: Tomorrow's Teachers



Project outline:

Tomorrow's Teachers is a new, free course from Tes, which will help you spot the next generation of teachers in your classroom.

Have you seen pupils with a natural aptitude for teaching? Do you have students with a passion for helping their peers learn and understand, who could be amazing teachers one day? This programme aims to take advantage of the unique insight you hold, to spot and develop talented homegrown teachers.

Tomorrow's Teachers will support you to create a pathway through which current students can gain relevant skills and experience, with the goal of helping them choose teaching as a career. In this process, Tes will be the facilitator, providing you with the resources and support you need to deliver the programme and create opportunities for the students involved.

This six part course, totalling 12 hours of teaching time, is ready to deliver – it has detailed session outlines, powerpoint presentations, video content, student booklets and evaluation tools.

The programme also gives support and guidance around keeping those students engaged with teaching throughout their university studies, and on a clear pathway to a rewarding career.

How is the course delivered?

We have all the content you need to deliver the course, but it's up to you how you do it. There are 12 hours of teaching time in total and you can choose to deliver the course over one year, in a few days, or any period in between – it's completely up to you. Some schools have expressed an interest in running the course as part of an enhancement or work experience programme - which we think is a great idea.

Modules

- Introduction: Inspiring the Next Generation
- Building Enthusiasm
- Becoming a Teacher
- Working with Learners
- Teaching a Lesson
- Creativity in the Classroom
- Next Steps
- Reviewing and Reflecting

Final Pinnacle Project

Thinking out of the Box (Innovation and Entrepreneurship) Project

Project outline: How can we use the design process to develop innovative solutions to real-world problems and market products?

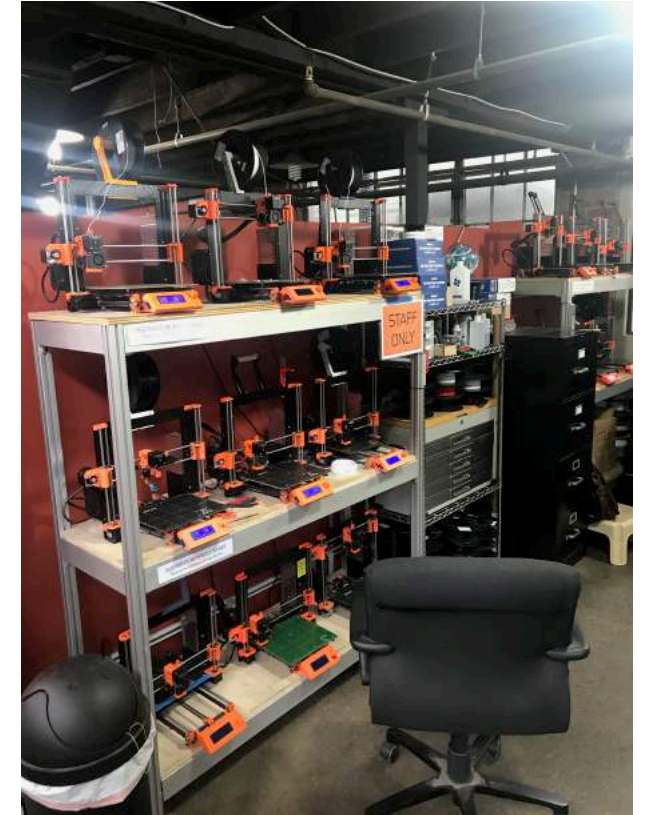
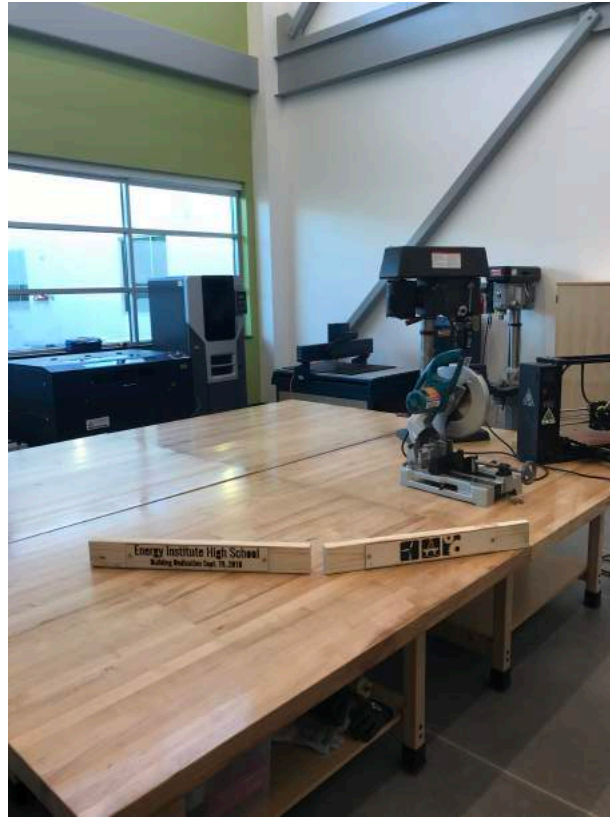
Setting up a Food truck

This project encourages innovation and helps students to lead entrepreneurial projects. Students use the design process to develop innovative solutions to real-world problems and market products for the culinary and hospitality industry. Through the performance tasks, students investigate innovations, conduct research on entrepreneurs from diverse backgrounds, and develop ideas and plans for a food truck based on a defined audience and target market. While designing the food truck, students are also introduced to workplace safety and explore its application in the design of their food trucks. Students utilise the engineering design process, project planning and management techniques to complete the performance task with a team.

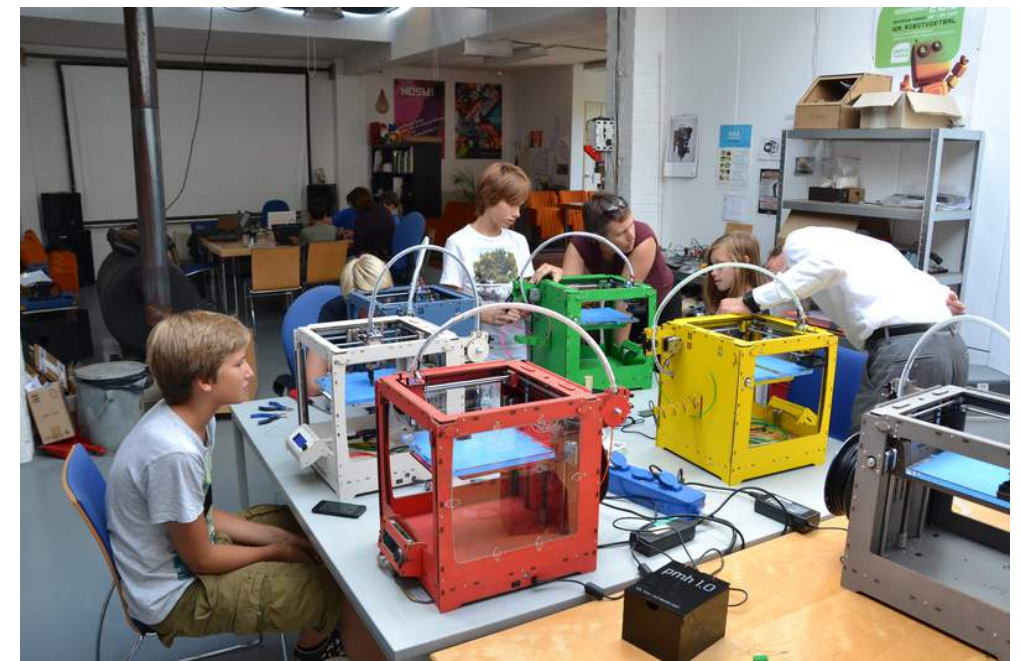
Potential partners include local start-ups, food truck operators/restauranters, etc.

Each academy will link up with local entrepreneurs on this project.

CREATOR SPACE



In 2019/20 Aspirations started to set up a creator space in each primary and secondary academy. These are designed to support the KS2 and KS3 curriculum. It will take several years to fully equip these spaces.



What is a Creator Space?

In general, the term refers to a room or space dedicated to hands-on activities that support academic learning and promote experimentation, collaboration, and a can-do mindset.

In a Creator space the intention is for students to work collaboratively using creative solutions to explore areas in **science, technology, engineering and maths**. One of the goals of the Creator Space is to instil the creator mindset in students through creative experiences while simultaneously building 21st-century skills.

What resources are in a Creator Space?

The intention is to create slightly different Creator Spaces in primary and secondary academies, with the secondary academy also being available to local primary academies. This room needs to be well-managed and maintained.

Another important feature is that the room needs to be big enough for any on-going assignment models/designed to be stored before presentation. There also needs to be plenty of storage space for equipment and materials, alongside sinks, ventilation and vacuum cleaners.

Equipment general to both types of Creator Space:

- Outfitted with a full range of tools:
- Craft supplies

Primary Creator Space equipment:

- Lego wall
- Computers and coding software

Secondary Creator Space equipment:

- 3-D printers
- Laser cutters
- Computers with computer-aided design (CAD) software
- Coding software
- Robotics equipment
- Sewing machines
- Digital audio-visual equipment
- Microcontroller kits
- VR and coding exploration, equipped with headsets, etc.