

## Topic to subject specific lessons



### Context

The Key Stage 2 and 3 curriculum is taught through a topic approach. The topic title and foci are chosen and designed to cover many of the humanities, D.T. and RE objectives from the National Curriculum. Science topics are then linked (where possible) to the topic themes and literacy texts are chosen to link to the topic to ensure that reading is at the core of every topic.

*Examples of topics include:*

KS2: Into the woods, Kings and Queens

KS3 yrs 7/8: Secrets and Spies, Taking it to the extremes

KS3 yr 9: Own the change, Lights, camera, action!

**Underpinning every topic is the development of work behaviours and skills through FFF.**

### Why we use this approach

A topic approach **enthuses** and **inspires** our learners. It enables the learners to see the **links** and **connections** between subjects and helps them to put some **concepts into context**. Relating it to **real life** supports **retention and recall**, supporting transfer into different situations. A topic approach also enables the teacher to be **flexible** to learner needs and can focus on skills. The topic approach develops curiosity, supporting the route to becoming a life long learner.

### Moving to subject specific learning in Key Stage 4 and 5

In Key Stage 4 and 5, learners are taught a range of subject specific lessons, such as art, make (D.T.), business and enterprise, wider world, performing arts and media studies alongside subjects such as drive, home study and moving on. These subjects enable increased enrichment and in-depth discussion / learning in key areas that are relevant to our learners' lives.

These **non-accredited** subjects are **flexible**, enabling us to tailor the curriculum to the **learners needs**, ensuring they are **engaging** and **relevant**. Local and national issues, where relevant, are incorporated into these curricula ensuring the learners knowledge and skills are up to date. The subjects are chosen to enable **personal enrichment** and **skills development**, with an underlying focus on the **development of work behaviours and skills through the FFF**.

*Accreditation often places an emphasis on memorising facts and less focus on social – emotional learning skills which are fundamental for our learners' development and future. Without being tied to a syllabus and dedicated hours of study, we can be flexible, respond to learner need and interests, and continue to promote a curiosity and love of learning.*

By transitioning from a topic-based curriculum into subject-specific lessons we are able to maintain a broad breadth of curriculum, incorporating a key focus on English, Maths, PE, PSHE, IT and Science whilst also prioritising the development of work behaviours and skills.