



# **One In A Million Free School**

## **Curriculum Rationale**

### **2025/26**

All One In A Million Free School Policies have been devised to ensure that:

- OIAMFS core values are at the heart of all we do: compassion, honesty, integrity and excellence
- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve or exceed their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self disciplined and confident
- All students will understand how to make a positive contribution to our community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.

Approved by: Full Governing Body; Jane Hobbs, Principal

Last reviewed: August 2025

Next review: August 2026

## **Curriculum and Subjects**

As an inclusive secondary school, we aim to ensure that each individual student unlocks their potential and achieves their academic targets or exceeds them. Our curriculum is a key lever in achieving this mission. The curriculum is designed to give all of our students the knowledge, understanding and skills they need to succeed in the opportunities, responsibilities and experiences they will face in later life. We believe that every student is unique and valued. We aim to develop a deep sense of self-worth and ambition in all our students, in line with our core values of compassion, honesty, integrity and excellence.

Our curriculum has been designed to be broad and balanced, taking into account students' starting points and end goals. Our curriculum follows a three-year Key Stage 3 National Curriculum experience and a two-year Key Stage 4. This provides students with a sound grounding as well as providing time to develop in preparation for rigorous GCSE examinations. We believe this curriculum design builds resilience and broadens experience. At key stage 4, students specialise through the options process. All students follow the core curriculum comprising English, Maths, Science, PE, Religious Studies and PSHCE. Students can choose from three pathways; an academic pathway, including the Ebacc subjects (History, Geography and French) as well as other traditional academic subjects such as Triple Science, Art and Design, Music and Computer Science, a vocational pathway, including the option to study Health and Social Care, Enterprise and Marketing, Hospitality & Catering, Creative iMedia and Sport-Science for example, and a bespoke pathway, designed to support students with significant barriers to learning. Guidance around which pathway to choose is based upon each student's prior attainment at Key Stage 2, progress to date and next steps plans and ambitions.

## **Outcomes and Progression**

Our curriculum supports progression to post-16 education, apprenticeships and/or employment with training. This is in line with our school motto of: *Enjoying today, preparing for tomorrow*. Our curriculum also supports students who aspire to higher education, by providing a solid foundation of learning and progress at Key Stage 3 and 4, supporting their ambition and enabling them to access their next steps. Our careers programme links with local and national businesses and students meet with a range of employers through our "Words for Work" programme and events such as Bradford Manufacturing Week and our Careers Fair. Our Careers Coordinator advises on careers provision across each key stage, in line with the Gatsby benchmarks. We continue to forge closer links with local post 16 providers and the Local Enterprise Partnership to ensure our students receive the best advice and guidance possible.

Our extra-curricular provision is designed to enrich students' experience. This is in line with our holistic learning experience, which seeks to support the development of soft skills such as character, communication skills, team working, resilience and independence. We are continually developing our student leadership programme, seeking to develop confidence and other life skills. This programme includes: Head Girl and Head Boy; Prefects; Representatives on the Student Council; House Captains and Vice Captains; Values Champions; Mental Health Ambassadors and Anti-bullying Ambassadors. We value our student voice and the role they play as stakeholders within the school.

The school also continues to develop the Connected Curriculum in line with the Trust's vision following three themes: Sport, the Arts, and Enterprise. This curriculum enables students to: attain additional knowledge, understanding and skills; adds to students' cultural and social capital and further prepares them for their next steps.

## **Ambitious and Accessible**

Our curriculum is ambitious and accessible to all students regardless of their background, starting point, special educational need or disability (SEND). It is designed to be inclusive and provide a broad, rich

and deep learning experience for all of our students. It is flexible enough to be tailored to the needs of specific students who need additional support.

The curriculum promotes equality of opportunity and challenges discrimination with particular regard to the protected characteristics as outlined by the Equalities Act 2010. The 'protected characteristics' are: age (which is not applicable with regard to our students), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation.

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. At One In A Million Free School, we are committed to supporting and developing our teachers so that they continue to develop their skills to make adaptations and reasonable adjustments to support students with SEND.

## **Curriculum Design**

Curriculum mapping by Heads of Department, Heads of Faculty and Subject Leads creates schemes of learning which build and sequence knowledge, understanding and skills across each key stage. Careful planning provides meaningful opportunities for the development and mastery of core skills and key knowledge so that students are able to access the curriculum fully and successfully. Data Informed Practice is a key element of Teaching and Learning at One In A Million Free School. The learning and progress of our students across our curriculum is evaluated using formative and summative assessment. Marking and feedback is targeted and focused on celebrating learning and progress, whilst highlighting areas for improvement which are addressed regularly.

Impact data including, attainment and progress data, Learning Walk analysis, Work Scrutiny information and Student Voice, is collated, analysed and evaluated by the Senior Leadership Team and Curriculum Leaders to measure the success of curriculum intent and implementation, informing curriculum change and development over time.

## **Curriculum Mapping**

Curriculum Road Maps and Curriculum Overviews are published on the school's website, detailing what students are learning each term in each year group. The Curriculum Overview provides detail of what is being taught and learnt in lessons and how the knowledge, understanding and skills will be assessed. The Curriculum Road Maps provide a more visual approach that details the sequential learning journey across a year for each subject for our students.

Each student will be given a Knowledge Organiser for every unit/topic they study in each subject. The Knowledge Organiser summarises the key information for each unit/topic and is a useful revision resource. Each student will also receive a Progress Ladder for every unit/topic they study in most subjects. The Progress Ladder allows the teacher to highlight what each student's strengths are (in other words, what they know and can remember) and what their areas for development are (or, what they don't know or can't remember...yet). Both of these documents will be glued into exercise books or found in student portfolios.

We believe that literacy is a gateway into the curriculum so time is given to decoding keywords, reading aloud pieces of carefully chosen subject text and asking questions about the text to comprehend the meaning. To support disciplinary literacy across the school, each subject will explicitly teach subject specific terminology in every lesson. Students will record keywords and key terms in subject glossaries inside their books. These keywords will be pre-taught in lessons before they are encountered.

## Curriculum Overview

At One In A Million Free School, we follow a 3-year Key Stage 3 (Years 7, 8 & 9) and then a 2-year Key Stage 4 (Years 10 & 11). Students then have the opportunity to opt and specialise at the end of Y9 in the humanities and open basket subjects taking these to the end of Y11.

In Years 7 & 8 students follow a core curriculum of English, Mathematics and Science. They also study History, Geography, MFL (French) and a wide range of creative and technical subjects. In addition, students study Ethics, Philosophy and Citizenship (including Religious Studies) and core PE. In Year 9, students will receive an extra intervention lesson of English and Maths. The allocated amount of time is shown in the table below (one week timetable):

<b>KS3 Curriculum Hours</b>		
<b>Subject</b>	<b>Year 7 and 8</b>	<b>Year 9</b>
English	4	4
Mathematics	4	4
Science	3	4
Geography	2	2
History	2	2
French	2	
EPC (Ethics Philosophy & Citizenship)	1	1
Computing	1	1
Art	1	1
Reading	1	1
Music/Drama	1	1
Technology (Food Tech')	1	1
Physical Education	2	2
Intervention (Maths/English)		1
<b>Total number of hours per week</b>	<b>25</b>	<b>25</b>

At the end of Year 9, students choose option subjects that they will study in key stage 4 and certificate by the end of Year 11. In current Year 10, students are studying either History or Geography.

We offer a wide range of both subjects and qualifications which will cater for all needs from creative and technical qualifications to more academic and health related courses. We design our curriculum around each individual child, and it is, therefore, a bespoke curriculum. We work with students and parents/carers to ensure their choices will best match their enjoyment and potential in each case. Students will follow a course that best suits their abilities and could include GCSEs, Cambridge National/Technical certificates. The full list of options and time allocation for Key Stage 4 are in the table below:

<b>KS4 Curriculum Hours</b>			
<b>Key Stage 4 (Y10)</b>		<b>Key Stage 4 (Y11)</b>	
English	5	English	5

Maths	5	Maths	5
Science	4	Science	5
History or Geography	3	Physical Education	1
EPC (Ethics Philosophy & Citizenship)	1	Intervention (Maths/English)	1
Physical Education	1		
Students choose three from the following option subjects:			
Art Creative iMedia Enterprise & Marketing Health & Social Care Hospitality & Catering MFL (Spanish) Music Religious Studies Sport Science	3 x 2 = 6	Art Creative iMedia Computer Science Enterprise & Marketing Geography Health & Social Care History Hospitality & Catering Media Studies MFL (Spanish) Music Religious Studies Sport Science	3 x 3 = 9
<b>Total (per week)</b>	<b>25</b>	<b>Total (per week)</b>	<b>26</b>

### What Parents/Carers can do to help

The curriculum documents are designed to support communication with parents/carers. They provide information about what their child will be learning and studying. We encourage parents/carers to have meaningful conversations at home about what is being learnt at school and how students can progress. Parents/carers are asked to support their child with their homework (as detailed in the Home School Agreement, found in the student planner), be it either online homework (Sparx Maths, Bedrock Learning) or written homework. Students can also access free websites such as BBC Bitesize, Seneca etc. for revision purposes. In KS4 options, students will be given or have the opportunity to purchase a revision guide.

## **Subject Overviews:**

### **Mathematics**

We believe that all students have the ability to do maths. We aim towards nurturing our students to become able mathematicians, independent learners and confident individuals by unlocking and enhancing their mathematical intelligence. We have developed our curriculum around the acquisition of three key principles; deep conceptual understanding, use of correct mathematical language and clear communication and finally development of mathematical thinking and reasoning. Our intention is that by the end of Year 9 all students will have secured these three skills.

At the heart of developing these key principles is problem solving. By using the Mastery Approach, all students within a year group learn the same content at the same time, this way they have longer to focus on each topic. Our aim is to present our students with optimal conditions to learn through problem solving and to develop lifelong transferable skills.

Our curriculum is circular and sequenced in such a way that provides opportunities for students to revisit previously learned ideas, embed and deepen their learning and truly understand the connected and coherent nature of maths by making the links between previously learnt ideas and new content.

We regularly provide detailed written and verbal feedback and we allow students to review and improve their class work. Progress is determined by the understanding of key mathematical concepts and the ability to solve mathematical problems within a scenario, whereby students can apply the skills they have learned.

### **Key Stage 3**

We believe that all students should have the opportunity to excel in maths. Students are initially grouped according to their KS2 SATs results, so that the Maths teaching team can focus teaching and learning on the needs of each student. This approach develops students' confidence in their mathematical knowledge, understanding and skills.

The Mathematical content is grouped under 6 areas of:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Key content includes:

Number: Rounding and estimating, the four operations, fractions, decimals and percentages, indices, standard form, prime factor decomposition.

Algebra: Forming, simplifying, expanding, factorising expressions and solving linear equations, drawing linear graphs, drawing graphs of quadratic functions, interpreting and plotting real-life graphs, representing inequalities on number lines, solving simple inequalities, rearranging formulae, Ratio, Proportion, Rates of Change: Simplifying ratios, sharing quantities into a given ratio, solving problems with ratio, direct and inverse proportion.

Geometry and Measures: Angles and polygons, transformations, area and perimeter of 2D and 3D shapes, 2D representations of 3D shapes, Volume of cubes, cuboids, prisms and cylinders, Pythagoras's Theorem, trigonometry.

Probability: Probability experiments, expected outcomes, theoretical probability, calculating probabilities of single and combined events, sample space diagrams

Statistics: Collecting and presenting data using tables and graphs, analysing data using averages and range, comparing two distributions, use of statistical diagrams.

## **Key Stage 4**

Students studying for their GCSE examinations in Year 10 and Year 11, will further develop their skills in these 6 main areas.

The GCSE qualification (EdExcel) consists of three equally-weighted written examination papers at either Foundation or Higher tier. Paper 1 is a non-calculator assessment. A calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. The qualification will be graded and certificated on a scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Foundation tier allows grading from 1 to 5. Higher tier allows grading from 4 to 9.

### **English Language and Literature**

At One In A Million Free School, the English department works to ensure that all students are prepared for their next destination, whether that be employment, an apprenticeship or further education. To that end we plan our curriculum strategically so that each student gains confidence in reading, writing and speaking in a variety of contexts and for a wide range of purposes.

Students are encouraged to reflect on how they learn so that they develop resilience and independence. A variety of recall tasks in every lesson ensures that key knowledge is retained and built upon, and a focus on weekly vocabulary lists helps students to develop reading comprehension across their studies, as well as fluency in their self-expression. Each student is also provided a dictionary as part of their equipment, supporting them in becoming self-sufficient in their learning and their progress in all subjects.

## **Key Stage 3**

Students will develop their literacy through:

Reading: Students will use a variety of reading strategies to understand and respond to literature, enabling them to develop culturally, intellectually and emotionally. They will study a range of texts including:

- Fiction: stories, play scripts, novels, and poetry from other cultures
- Non-fiction: reports, articles, advertisements, autobiographies and biographies, diary entries and web-based texts
- Bedrock Learning: weekly sessions will be used to promote reading progress, comprehension and reading for pleasure in preparation for GCSE examinations

Writing: Students will use a variety of techniques to write fluently and accurately, using appropriate tone and language for a range of audiences and purposes, including:

- First and third person narrative – story writing and autobiographical writing
- Descriptive writing
- Writing to explain, inform, argue and persuade
- Letters, speeches and articles

Oracy:

- All students are expected to participate fully in paired, group and class discussions
- Students will understand the differences between spoken and written English, including register, tone and standard English
- Drama performances encourage self-expression and confidence
- Debating, reading aloud, and making presentations develop verbal fluency

Each unit of study includes a mid- and end-of-unit assessment, as well as ongoing formative assessments. Teaching staff provide frequent verbal and written feedback which identifies

key strengths and areas for development, helping teachers to identify and address misconceptions, so that students make robust progress and understand how to reach or surpass their targets.

With an increasing emphasis on SPAG (Spelling, Punctuation, Accuracy and Grammar) in GCSE across several subjects, it is important to address spelling, punctuation and grammar in Key Stage 3 through explicit teaching and assessment of students' work. We believe that the ability to write in a clear and accurate manner is essential to ensure our young people can confidently progress through their futures.

#### **Key Stage 4**

In Key Stage 4, language, reading and writing tasks are interwoven into the curriculum to ensure that all students are explicitly taught the skills needed for GCSE and beyond.

Students will write a variety of fiction and non-fiction texts including descriptive and narrative texts and letters, speeches and articles. Students will also be able to analyse the writer's craft and intentions through analysis of language and structural techniques, characterisation and treatment of themes and motifs.

Spoken Language is also a vital component of the current GCSE model, and we coach our students to present and speak to their group of peers about a topic that they are passionate about. All students will be individually formally assessed at the end of Year 10 and their grade will be included on their GCSE certificates.

All students will sit two GCSE qualifications (WJEC) in English language and two in English literature, requiring them to analyse texts, showing a perceptive understanding of the authors' methods, techniques and viewpoints. The language papers also require students to create fluent original texts in both fiction and transactional writing.

#### **Science**

Science at OIAMFS aims to ensure that all students:

- Develop scientific knowledge and conceptual understanding by studying units of biology, chemistry and physics
- Develop understanding of the processes and methods of science through practical and investigative learning that help them to answer scientific questions about the world around them
- Students will become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The science department is committed to providing students with opportunities to complete practical learning and to engage in science through the application of relatable and exciting contexts.

#### **Key Stage 3**

At the start of year 7, students sit a baseline assessment covering key skills and knowledge based on an initial unit of work that focuses on Science practical skills and the Primary National Curriculum. This allows for early intervention to be put in place to ensure that all students can successfully access the Key Stage 3 curriculum. In Science, the five-year (Key Stage 3 and Key Stage 4) programme of study is planned so that core knowledge is mastered and then built up and re-visited in later units to reinforce learning and increase understanding of key topics.

At KS3, our students learn about the following topics:

Introduction to Science, Particle Model, Cells, Human Reproduction, Plant Reproduction, Digestion, Forces, Elements and Atoms, Acids & Alkalis, Energy Costs, Digestion, Interdependence, Separating Mixtures, Universe and Gravity, Sound, Speed and Contact Forces, Pressure, Light, Earth Structure, Voltage and Current, Climate, Breathing, Work and Energy Transfers, Metals and Non-Metals, Chemical Energy, Evolution, Respiration, Wave Properties and Wave Effects, and Movement.

These topics provide the foundation for Key Stage 4.

Key Stage 4 (Combined Science AQA Trilogy)

AQA is the most widely used exam board across the UK and therefore gives access to the largest amount of revision and teaching resources for both our students and staff. This allows students time to come to grips with an ever-expanding subject content and develop important exam skills. Students are taught discrete topics which are explicitly taught as Biology, Chemistry and Physics. Learning is chunked into 2-3 week, where students cover a short unit of learning, followed by a consolidation activity and then a short formative assessment.

The assessments for Combined Science are as follows:

6 x written exam: 1 hour 15 minutes each (Foundation and Higher Tier), 70 marks = 16.7% of GCSE.

Each of these assessments are split into 3 assessment objectives:

40% AO1: Recall of science knowledge

40% AO2: Application of science knowledge

20% AO3: Data handling, interpretation and representation

### **Physical Education (PE)**

The vision of the OIAMFS PE Department is to instil a love of learning for physical activity and reach their full potential within the subject.

At OIAM we use the three pillars of progress approach when designing and delivering the core and connected curriculum. At KS3 students will develop the knowledge, understanding and skills required to be effective in a range of activities, coupled with developing healthy lifestyle habits.

The three pillars that are delivered at KS3 are;

**Motor competencies.** Throughout each scheme of learning, students will be given the opportunity to develop their physical literacy skills. Students will increase their knowledge of movements which will become increasingly more complex and sport specific as they move through the key stage.

**Rules, strategies and tactics.** Throughout this pillar, students will develop their cognitive processes. Students will be taught how to move intelligently as well as competently. They will be explicitly taught the rules, tactics and strategies involved in different types of sports. This is linked closely to motor competence; students can only be successful if they can perform the necessary movements.

**Healthy participation.** Students will have the opportunity to make connections between their knowledge of health and how it applies to physical activity. Students will begin to understand the broader aspects of physical activity, allowing them to make informed choices about their own participation outside of school.

Throughout the curriculum students will learn to work effectively as part of a team, collaborating with others to achieve shared goals, which can help to strengthen their relationships with peers and enhance their self-esteem. Whilst also encouraging them to develop a sense of responsibility for their own efforts and performance.

At Key Stage 4, all our students continue to study Physical Education, as part of the curriculum.

#### **Key Stage 4 Core PE (non – examined)**

The curriculum in Years 10-11 is aimed at the continuation of improving health and wellbeing during activity, encouraging students to pursue active and healthy lifestyles. The emphasis is on participation and enjoyment to promote a prolonged interest in physical activity.

Year 10 - Students will understand how sport and physical activity can be an important tool to developing their leadership skills. Schemes of work including 'Fulfilling Potential', 'Effective Teams', 'Self-reflection' and 'Attitudes and Behaviours' will support students to understand their own leadership qualities and experience what makes an effective leader.

Year 11 - Students will gain a deeper understanding of what it means to have good health and wellbeing and will explore different ways to keep active as they leave school. Through 'Active for Life', students will embed their understanding of the importance of physical activity and the many benefits associated to allow students to remain active for the rest of their lives.

#### **Key Stage 4 - Sports Science (Option Choice)**

OCR Cambridge National Level 1/2 Sports Science - This course helps students appreciate how sport science underpins sport at all levels. It offers students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles.

Year 1

Unit R181 - Applying the principles of training: fitness and how it affects skill performance (internally assessed assignments),

Unit R183 - Nutrition and sports performance (internally assessed assignments).

Year 2

Unit R180 - Reducing the risk of sports injuries (1 hour examination)

#### **Religious Studies (RS)**

Living in a multi-faith society in the 21st century requires young people to be religiously literate and hold informed conversations about religion and life. The Religious Studies (RS) department teaches a high-quality curriculum which develops students' understanding of the different impacts that religion and belief have on individuals and communities. The RS curriculum supports students' spiritual, moral, social and cultural development through high quality lessons involving critical thinking, critical analysis and discussion of a range of philosophical, theological and ethical topics. The long-term vision of the department is to prepare students at One In A Million Free School for the opportunities, responsibilities and experiences in the future. RS encourages our students to make well-informed choices in the future and have a respect for all faiths and secular beliefs within our ever-growing multi-cultural and multi-faith city of Bradford and the UK.

RS provides the opportunity to learn about and learn from the major world faiths and secular belief systems by allowing students to draw on their own experiences and compare them to those of others from different backgrounds. The subject explores the beliefs held by others, while considering the similarities and differences that make our world so diverse. In RS, students develop their empathetic understanding and have the space to discuss challenging moral and philosophical issues in local, national and global contexts while promoting respect for all. The curriculum provides a deeper focused study of religion, worldviews and complex issues, yet ensures that the complexity is made accessible to our students at OIAMFS.

### Key Stage 3

At Key Stage 3, our Year 7, Year 8 and Year 9 students will be following an adapted version of the 'Believing and Belonging' curriculum, aligned to the *The Agreed Syllabus for Religious Education in West Yorkshire, Second Edition (2021)*

[https://bso.bradford.gov.uk/userfiles/file/RE%20Syllabus\\_Believing%20and%20Belonging%202021\\_online\(1\).pdf](https://bso.bradford.gov.uk/userfiles/file/RE%20Syllabus_Believing%20and%20Belonging%202021_online(1).pdf)

Our students will examine the key beliefs and practices of all six major world religions (Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism) over the three years of Key Stage 3. The students' learning is arranged through six broad pathways (The nature of Religion and Belief, Expressing Belief, A Good Life, Personal Journey, Influence and Authority and The Big Picture). Each unit will focus on a key question of beliefs, faiths and meaning for each religion (such as, *What is religion? What do Muslims believe about a good life? Does religion promote or prevent equality?*) As well as learning about the major world religions, philosophy and ethics are investigated within the RS curriculum to ensure students understand the full diversity of belief systems and their influence on believers. Knowledge, understanding and skills are assessed with an end of unit assessment.

	Nature of Religion and Belief	Expressing Beliefs	A Good Life	Personal Journey	Influence and Authority	The Big Picture
<b>Key Stage 3</b> Students can:	Understand that religion is a worldwide phenomenon. They explain why in some ways each religion/worldview is quite different while in other ways there are close connections between some of them. They understand that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.	Show how people communicate complex ideas using many media. They account for the fact that people have different opinions about whether the arts have a place within religion. Suggest interpretations of selected expressions of faith and belief.	Explain why people have different opinions about what it means to live a good life. Compare guidance for living found in different religions/worldviews and can show how different consequences can follow from different moral decisions.	Compare experiences that people have had, which they thought of as 'mystical', 'religious', 'spiritual' or 'peak' experiences. They compare different meanings for 'spirituality' and different opinions about its importance in people's lives.	Compare the influence of religions/worldviews in different contexts; individual, local, national and global. Demonstrate understanding of the influence of one or two religions/worldviews in different places and at different times.	Compare the view of the universe in contrasting grand narratives. They are able to explain the difference between scientific and traditional narratives and that there are different views on whether these can be compatible. Are able to explain that there are different ways of understanding the claims of religious texts.

Source: *Believing and Belonging: RE Agreed Syllabus 2024-2029 (p.53)*

### Key Stage 4

At Key Stage 4, all our students continue to study Religious Studies, as part of the curriculum.

#### Key Stage 4 Core RE (non – examined)

Religion and beliefs inform our values and are reflected in what we say and how we behave. At One In A Million Free School, the Core Religious Education (RE) curriculum helps to develop an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. It also contributes to students' personal development and to community cohesion by promoting mutual respect and tolerance in a diverse society. The curriculum will offer opportunities for personal reflection and spiritual development. Core RE is therefore integrated and learnt through part of the PSHE curriculum, assemblies, guest speakers and drop-down days.

## **Key Stage 4 (Option Choice)**

In Key Stage 4 the curriculum allows us to build on the core knowledge taught in Key Stage 3, allowing students to extend their skills and powerful knowledge that will support them in achieving success in their RS Option Choice. At Key Stage 4, students will be following the EdExcel Religious Studies GCSE specification from Year 10 in 2025-2026. Across the two-year course, students will be able to demonstrate knowledge and understanding of religion and beliefs, and analyse and evaluate aspects of religion and belief, including their significance and influence. Students will demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending on denomination. RE provides a space to again answer the “big questions”, which encourage students to think critically and evaluate sources of wisdom. Students will be able to articulate justified opinions on ethical issues, giving personal, religious and non-religious views.

## **MFL (French)**

The vision of our MFL curriculum is to ignite a passion for language learning. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. Our aim is to broaden pupils’ horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Our teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and develop an appreciation of a range of writing in the language studied.

Students should develop a competency that is both broad and deep in the skills of listening, speaking, reading and writing based on a sound foundation of core grammar, vocabulary and phonics. They should also be able to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Critical learning, high frequency language and key communicative functions are revisited receptively and productively many times as we progress through the curriculum. For example, when learning how to describe activities done on a past holiday in French, we need to revisit previous teaching on how to conjugate the verbs ‘avoir and être’. Our ultimate goal with our pupils is to develop their ability to be self-efficacious and to create the optimal conditions for learner success.

We aspire to expose our students to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. Our Modern Languages curriculum will give pupils the opportunity to:

- use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions
- develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns
- work towards becoming a fluent and spontaneous speaker of the foreign language

## **History**

History is the study of people; in particular their motives, actions and responses. History is therefore vital in helping students to position themselves in society, by encouraging them to reflect and begin to understand their identity, their choices and their role as an effective global citizen. We aim to foster a genuine interest in History, both as an academic discipline (with students choosing to take GCSE History as an optional subject) and as a means by which our students can understand and participate in the world around them. The goal of our curriculum is to develop students as independent learners and critical, reflective thinkers. The knowledge and skills taught in History enables our students to develop an awareness of why people, events and developments have been valued as historically significant and why different interpretations have been constructed about them.

The content covered in our curriculum gives students the opportunity to explore issues at a local, national and international level from the Middle Ages right up to the twenty-first century. Careful sequencing gives students a broad understanding of the chronological developments of British history, as well as being able to make links to other societies, cultures and world events. This range of history offers opportunities to explore different peoples' perspectives on issues and events.

Understanding key concepts within History, such as significance, causation and consequence, engages and allows our students to be able to ask questions, analyse information and convey their views in a considered way. These skills are honed and developed progressively through the curriculum to create students who are confident in articulating informed views, both in written and verbal communication.

### **Key Stage 3**

At KS3, History is taught through the process of inquiry, focused on a series of key questions, which lead students to make informed evidence-based judgements. We encourage students to ask their own questions so that as good historians, students understand that they must support arguments with evidence which is subject to scrutiny and interpretation. At KS3, students appreciate the skills needed to be a historian by understanding how to communicate their learning from historical sources of evidence and reach an evidence-based judgement. Our students learn how to structure accurate and clear historical explanations to reach their own judgements. They recognise that there is often no one right answer to historical questions and appreciate that their own judgements and the judgements of others (including historians) are matters of interpretation. The Key Stage 3 History curriculum will develop all of these skills through the learning of historical topics aligned to the National Curriculum.

Throughout Key Stage 3, our students are introduced to the skills necessary for success in History as an option GCSE subject.

### **Key Stage 4 (Option Choice)**

At Key Stage 4 students study carefully selected topics which build upon the knowledge and understanding developed at Key Stage 3. Students study specific key events, periods and societies in local, British, and wider world context (including the wider diversity of human experience). For example, our GCSE students will study *The American West*; *Medicine in Britain (from 1250 to the present day)*, *Surgery on the British Western Front (1914–18)*; *Weimar and Nazi Germany (1918–39)* and *Elizabethan England (1558-1588)*.

As well as studying a knowledge rich curriculum, our students will learn the appropriate skills to ensure that they can successfully engage in historical enquiry, develop the ability to ask relevant questions about the past, investigate issues critically, and make valid historical claims by using a range of sources in their historical context. The curriculum will also teach our students to organise and communicate their historical knowledge and understanding in different ways to reach substantiated conclusions.

### **Geography**

All of our students will learn key geographical principles and concepts about the changing human and physical world, and how the two interact so they can apply them in a variety of familiar and unfamiliar contexts. The study of geography develops the cultural capital of our students by helping them to understand the world around them. Our curriculum challenges our students to develop a critical understanding of our World and how they interact within that world. Students learn that politics causes change; how globalisation changes the way we live; how their lives are different to those living in countries at varying levels of development. Students therefore develop a genuine appreciation of both social and economic difference and similarity across the globe.

Geography can open the minds of the students of Bradford by showing them the wider world. It can inspire future generations to be the change they want to see in the world. In our increasingly multicultural city, it is vital for our students to develop cultural understanding so as to promote community cohesion. Contextual geography is taught on a local, national and global scale which enables students to make links between their place in Bradford as well as the World.

### **Key Stage 3**

Year 7 begins with building on (or in some cases) re-teaching the geography skills taught at Key Stage 2 to ensure that all students have the necessary solid foundations upon which geographical knowledge can be built. Human geography and physical geography topics are interspersed regularly to encourage student engagement and the ability to make synoptic links which are vital for future study. For example, in Year 7, students will learn about ecosystems, natural resources and the continent of Africa. In Year 8, we will study rivers, development, and about the continents of Europe and Asia. This enables students to begin to appreciate how the two disciplines (human geography and physical geography) interact with each other. Students receive a broad curriculum at Key Stage 3 providing them with a solid foundation for future study.

### **Key Stage 4 (Option Choice)**

GCSE Geography is a challenging and enjoyable course that draws on the knowledge, understanding and geographical skills gained at Key Stage 3. Our students will gain an insight into the world around them and beyond their classroom, exploring case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries. Similar to Key Stage 3, human geography and physical geography topics are interspersed regularly. Our Y10 and Y11 students will therefore learn about contrasting but interrelated topics such as, natural hazards, physical landscapes, urban issues and resource management. Geography fieldwork is an essential opportunity for our students to learn about geography in a different way, explore new and different locations and become real life geographers. Fieldwork visits take place in Year 10 and Year 11 to various locations including York City Centre, Hornsea and Flamborough Head. During our fieldtrips, our students will learn geographical enquiry skills, how to effectively collect and analyse data and further develop their practical geographical skills.

### **Food Technology / Hospitality and Catering**

Being able to cook a nutritious meal is an essential life skill. At One In A Million Free School, we are committed to supporting students in gaining these necessary culinary skills so that they are equipped to adopt a healthy lifestyle and cook meals from scratch to feed themselves and others and make effective life choices in the future. As a school we are very much aware and proud of the fact that many family members of our students, train and work in the catering sector. We therefore understand the importance and value of this qualification in our community.

Our curriculum allows all of our students to develop a love of cooking, as well as learning how to eat healthily, by understanding the principles and value of nutritional and healthy eating. Students will develop crucial life skills of understanding how to shop and cook within financial means. The curriculum is carefully designed and sequenced to that each student develops the essential knowledge needed to allow our students to succeed in practical lessons. In lessons, students will practice using a range of cooking techniques, offering them the chance to refine and demonstrate their food preparation and cooking skills. Recipes are chosen, with different levels of demand and challenge, showcasing various cuisines and cultures from around the world. By studying Hospitality and Catering, students are encouraged to seek healthier options regarding their own nutrition, and that of others. They also begin to understand the environmental impacts of the foods we consume.

Success in our Food Technology course will ideally enhance students' employability in the catering industry, contributing to both their personal development and future economic well-being. As well as this, the course will provide our students with essential knowledge and transferable skills to improve their learning in other subjects. This skills include, leadership, organisation, resilience, initiative and communication. All of which are extremely attractive in the modern workplace.

### **Key Stage 3 (Food Technology)**

All students in Year 7, 8 and 9 will study this course. The school supports any students or families that require ingredients for their lessons. Students will cook and bake various meals and foods throughout Key Stage 3. These include pasta, pizza, apple crumble, patatas bravas, brownies, curries and breads. As well as cooking and enjoying consuming the meals and foods, students develop skills of evaluation and identifying areas for improvement. This ensures that all students have developed the skills and knowledge to achieve success in the GCSE course if they wish.

### **Key Stage 4 (Option Choice – Hospitality and Catering)**

In Year 10 and 11, students who are passionate about this subject can continue their studies by selecting this subject as one of their GCSE options. The qualification in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing students with a core depth of knowledge and a range of specialist and general skills (such as, operation of the kitchen, front of house duties, health and safety, and food allergies). The Hospitality and Catering GCSE course consists of an 80-minute written exam and a 12 - hour assessment in Year 11, which includes planning 2 chosen dishes accompaniments and completing portfolios.

### **Art**

Thinking skills are essential for all learners. Creating and encountering art both provide opportunities for complex thinking. In our Art curriculum, we aim to promote creative curiosity and artistic confidence through exposure to practical skills and strong knowledge of the subject. By following a cohesive programme of study, our students learn the importance of personal engagement with art, craft and design work. The practice and exploration of skills and processes enables students to become confident with the metacognitive demands of this subject. For example, at the end of each project, students produce a plan of action to execute a personal final piece of artwork based on previous artistic findings. Students continually revisit relevant skills and key knowledge and build upon them each year, tackling increasingly challenging concepts. As each step in their learning journey develops, it incorporates a deeper understanding of prior experience. Risk taking is also encouraged and students are taught how to manage unpredictable outcomes that require thorough understanding and the ability to think practically to overcome obstacles. Student progress is documented through sketchbooks and the execution of personal pieces of art, craft and design work. In the classroom, we encourage conversations, discussions and critical thinking about students' own work and about the work of others. This embeds and extends our students' understanding of artistic concepts and principles whilst enriching their vocabulary.

As a school, we value the unique nature of art, craft and design and how it facilitates each student's ability to:

- Think creatively
- Develop critical thinking skills
- Develop problem solving skills
- Demonstrate resilience in order to achieve success
- Learn how to express themselves and develop original and purposeful ideas
- Enhance their fine motor skills

- Develop hand eye co-ordination skills
- Develop greater visual literacy and emotional intelligence.

Through our curriculum design, exploring a range of art, craft and design approaches, we endeavour to create opportunities to broaden our students' understanding of the world they inhabit locally, nationally, and globally across different cultures, places and times. We explore concepts and perspectives the students have never encountered as well as those to which they feel they can make an immediate connection to encourage our students to grow on a personal, social and cultural level. We build on the Cultural Capital of our students by providing them with a means to engage with and understand the world around them and their relationship with it. We seek to enrol in initiatives led by Arts organisations, facilitate artist workshops (we have recently hosted an Artist in Residence originally from Nigeria) and plan gallery visits (E.g., Cartwright Hall in Lister Park, Bradford).

### **Key Stage 3**

At OIAMFS, students have an art lesson every week in Key Stage Three. Lessons are structured to enable students to produce personal responses to each project brief set. Students are given a copy of the project sheet which outlines the project brief, lists provide a set of learning questions and states which assessment objective each question is linked to.

By answering each of the learning questions students will:

- Use a range of techniques to record their observations and insights in sketchbooks as a basis for exploring their ideas
- Experience a range of techniques working in 2D and 3D.
- Increase their proficiency in the handling of different materials. (These could include 2D media such as pen, pencil, oil pastels and ink and 3D media such as card construction, papier mache and clay.)
- Develop their visual literacy through the theoretical understanding and use of the formal elements in both art and design work.
- Analyse and evaluate their own work, and that of others, in order to develop their own ideas and create a more original, personal response to the project brief set.
- Understand the history of art, craft, design and architecture by identifying where pieces of art "fit" into the timeline of "Art", from ancient times up to the present day, furthering students' knowledge and understanding of major historical events and inventions which have influenced the development of major art and design styles, movements and periods.

### **Key Stage 4 (Option Choice)**

Students who are passionate about Art, Design and Craft work, are creatively inquisitive and/or want to continue developing their understanding of the visual world can continue their studies in KS4 by opting to take Art GCSE. We also recommend that any student who has a realistic desire to pursue a career in the Arts or Design and Media industries should choose GCSE Art.

In the GCSE Fine Art course, students will develop and refine the knowledge and skills learnt in Key Stage 3 by working more independently. They will have opportunities to combine materials and techniques to find new and more original ways of working in both two and three dimensions. Our students will be encouraged and supported to follow their own lines of enquiry and imagination in order to develop and produce more original and personal work. GCSE students are encouraged to regularly take their sketchbooks home to extend their work, especially during weekends and holidays. Resources and materials to support this work can be borrowed and taken home. The course has two components: a Personal Portfolio and an Externally Set Assignment.

### **Music**

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. At OIAMFS we have a high-quality music education which brings our school community together through singing,

ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. Music is a universal language that embodies one of the highest forms of creativity. Our curriculum engages and inspires our students to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. As students progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### **Key Stage 3 Music**

Key Stage 3 continues the journey towards building a universal foundation of musical understanding. By the end of Key Stage 3 (Year 9), pupils will have:

- gained an aural knowledge of some of the great musical output of human civilisation
- engaged with creative processes through improvisation and composition
- built an understanding of how musical elements work and discussed how these interact with subjective and objective models of musical meaning
- developed knowledge of a wider range of notes and improved their fluency in music notation.

### **Key Stage 4 Music - GCSE Music (Eduqas)**

GCSE music involves written, analytical, practical and social/personal skills such as: independent learning, team working, performance and presentation skills, listening, confidence and self-esteem, creativity and self-expression.

### **Course Overview**

The course consists of two units of coursework; performing and composing (60% of course) and a listening exam on appraising (40% of course).

In the Appraising part of the course students will study the following:

- **Musical Forms and Devices.** During this unit, students will study music of the Western Classical tradition. Students will learn about the key features of the Baroque, Classical and Romantic periods, as well as learning about musical structures and devices.
- **Music for Ensemble.** During this unit, students will study sonority (timbre) and musical texture, through listening to examples of chamber music, musical theatre, jazz and blues.
- **Film Music.** During this unit, students will develop an understanding of film music including the use of timbre and dynamics.
- **Popular Music.** During this unit, students will develop an understanding of pop, rock, bhangra, and fusion music. Students will study 'Africa' by Toto in detail. This is a 'set work' on which students will be required to answer questions in their appraising exam during year 11.

Students will have 1-2 Performance lessons each week in which students will develop their core skills on their chosen instrument/voice. Students will be required to record a solo and ensemble performance during year 11, so throughout year 10 performance opportunities will be given regularly in preparation for this. Composition lessons will take place throughout the year. During year 10, students will submit a composition based on a brief set by themselves, which can be in any musical style. During year 11, students will submit a composition based on a brief set by Eduqas. An example of a brief could be: Compose some music for a film scene in which there is a car chase.

### **ICT and Computing**

As a Free School, One In A Million has always sought to use the most state-of-the-art ICT. This includes ensuring all students have access to either an iPad or a Chromebook. In addition, we have a computer suite that houses laptops and all classrooms have Whiteboards. There is WIFI access throughout the school.

### **Key Stage 3**

To make sure our students have ICT skills fit for the 21st century, we aim to ensure that our student can:

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures or functions
- Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

This last point is really important to us. We understand that using technology is both a privilege in that it aids learning and communication but also a responsibility as the inappropriate use of technology can not only be hurtful but, in some cases, illegal. With that in mind our ICT and computing courses comply with our rigorous safeguarding and child protection policies.

Students in Key Stage 3 study the following topics:

Year 7: E-Safety, Networks-Hardware and Software, Spreadsheet Modelling, Web Design, Computational thinking using sequencing and iteration through Flowol and Scratch Programming.

Year 8: E-safety and Social engineering, Data Representation, Graphic Manipulation, Textual programming and Animation.

Year 9: E-safety and Cyber security, Python programming, Interactive Multimedia project consisting of - Game creation, promoting game by producing media publications and project management skills.

### **Key Stage 4 (Option Choices)**

#### **Creative iMedia (OCR)**

This qualification will assess student's creative media skills through their practical use. They will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The qualifications will encourage independence, creativity and awareness of the digital media sector. Completing this qualification will introduce the foundations for further study or a wide range of job roles within the media industry.

In Year 10, students will be taught one full unit on Visual Identity and Digital Graphics. In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Students will also start the second unit: Interactive Digital Media. Where students develop their knowledge and understanding about where and why different interactive multimedia products are used and what features are needed for a given purpose. They learn how to interpret a client brief, and how to use time frames, deadlines and preparation techniques as part of the planning and creation process.

Within Year 11 the course is based around completing the Interactive Digital Media unit and then exam preparation for their external assessment unit based on Creative iMedia in the Media Industry. In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

### **Enterprise and Marketing (OCR)**

At Key Stage 4, students can choose to study Enterprise and Marketing. This course helps students to develop applied knowledge and practical skills in Enterprise and Marketing and is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in Enterprise, Marketing or Business. The course is broken down into three units; Enterprise and Marketing Concepts, Design a Business Proposal Market and Pitch a Business Proposal.

In the Enterprise and Marketing Concepts unit, students will learn how market research gives an entrepreneur an insight into the wants and needs of their customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding the target market's needs, students will learn how the marketing mix elements must be carefully blended to enhance business performance. They will examine each element individually and explore the decisions that an entrepreneur needs to make. They will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which students will learn about so that they can understand how to obtain timely and appropriate guidance.

In the Design a Business Proposal unit, students will learn how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas.

To help decide on the final design, students will gain feedback and then assess the strengths and weaknesses of their initial ideas. They will complete financial calculations to determine whether the proposal is likely to make a profit. They will use the evidence generated to decide whether they think that the new product is likely to be financially viable.

On completion of this unit, students will have gained some of the essential skills and knowledge needed if they want to start a business, but also the transferable skills of creativity, self-assessment, providing and receiving feedback, research and evaluation. The skills and knowledge developed from this unit will also be transferable to further learning in and when completing the Market and Pitch a Business Proposal.

In the Market and Pitch a Business Proposal unit, students will learn how to design a brand which will make their product stand out in the market, before creating a promotional campaign to get the brand noticed by customers. Their promotional campaign will include choosing different methods of promotion which they think are most suitable for their target customers. They will then need to create a presentation to pitch to an audience. To help prepare for this, they will first practise in front of their peers, asking them to review the presentation and feedback ways to improve it. They will also need to offer feedback to others in the group about their pitches. After delivering their professional pitch to an audience, they will reflect on their pitching skills, brand, promotional campaign and the likely success of the product. On completion of this unit, students will have gained some of the essential skills and knowledge needed to start a business. They will also have gained the transferable skills of creativity, self-assessment, providing and receiving feedback, communication and evaluation.

### **Health and Social Care (OCR)**

As a school we are very much aware and proud of the fact that many family members of our students' train and work in the health and social care sector. We therefore understand the importance and value of this qualification in our community. The curriculum explores the fundamental principles of Health and Social Care settings and is an excellent starting point for students who want to work in these fields and has a direct progression into Post 16 Courses. By studying Health and Social Care, our students will understand and apply the key aspects the effect of health and social care settings has on individuals, including investigating the rights of individuals, person centred values, effective communication and how people are protected by these services. The course will also develop learning and practical skills that can be applied to real-life contexts and work situations. Students are encouraged to think creatively, innovatively, analytically, logically and critically. Our aim is that the course develops independence and confidence in using these skills, that would be relevant to the health and social care sector and more widely.

Success in our Health and Social Care course will ideally enhance students' employability, contributing to both their personal development and future economic well-being. As well as this, the course will provide our students with essential knowledge and transferable skills to improve their learning in other subjects. This skills include, effective communication skills evaluation, planning, presentation, delivery and research skills. All of which are extremely attractive in the modern workplace.

This GCSE encompasses two units of coursework and one unit which is exam based, to ensure the qualification is robust and as demanding as a GCSE. In Year 10, students study *Supporting individuals through life events*, where students will learn about growth and development through life stages. They will also research different *Health promotion campaigns*, as well as creating and presenting their own campaign. In Year 11, students learn about the *Principles of care in health and social care settings*, looking at the key topics that are important when caring for and protecting people in health and social care services.

### **EPC (Ethics Philosophy & Citizenship)**

At OIAMFS, the whole school vision is to raise the aspirations of all students, despite the social and economic barriers some may face. The most significant way to do this is by offering a high-quality EPC curriculum, which allows students to hold informed conversations about the world, within a safe environment. This discussion contributes not only to students' personal development (spiritual, moral, social and cultural) but also to community cohesion. An effective EPC education can also lead to good behaviour and the safety of all students, both in and outside of school.

The three main aims of the EPC curriculum are:

- To teach a broad and rich curriculum which develops students' understanding of the different impacts that health and wellbeing, relationships and living in the wider world have on individuals and communities
- To support students' spiritual, moral, social and cultural development in an emotionally safe and secure environment
- To prepare students at OIAMFS for the opportunities, responsibilities and experiences in the future