



ARENA
ACADEMY

Curriculum Intention Statements

Collaboration Opportunity Respect Excellence

DELIVERING A **CORE** EDUCATION



Subjects

English
Mathematics
Art
Business Studies
Religious Education
Food Science
French
Geography
Health & Social Care
Science: Biology,
Chemistry & Physics

History
Computer Science
Design Technology
Sports Studies
Performing Arts
Psychology
DIT
GCSE PE
Photography
Sociology
Personal Development

English

At Arena Academy, the English Department has an irrevocable belief that every student can, and will, succeed. We work hard to impart the importance of English skills with the aim of embedding, not only a thirst for success and a love of our subject, but the importance of the skills they develop as facilitating to their post-16 and lifelong choices. The high expectations we have of all our students demonstrates our dedication to their success and, as an innovative department, we are reflective and supportive in our own practices to foster an environment conducive to collaboration and improvement. In English, students will discover the **human experience through studying a variety of non-fiction and fiction texts. We will ignite a sense of awe and wonder by learning about those who have and continue to inspire us; learning about their place, identity and experiences.** We pride ourselves in fostering inclusive learning environments where contentious and sensitive issues can be explored freely, enabling students to not only be more culturally aware, but, importantly, self-aware too.

Our determination to develop **conceptual knowledge of our curriculum allows students to gain a clear understanding of how English was, how English is today and to consider what English will become in the future.** This development of knowledge with the embedding of key skills required for this subject will allow students to gain **autonomy in critical reading and a passion and flair for the creativity of the written and spoken form.**

Ultimately, our ethos is to nurture the growth of our students; **developing their verbal, cognitive and written skillset, whilst instilling within them a passion for literature that will remain for years to come.**

Mathematics

Following a creative curriculum, we have a desire for students to foster a love of Maths, in particular problem solving as they continue to have a lifelong love of the different aspects of the subject. Our purpose is to develop the knowledge hooks of our curriculum that allow students to gain a clear and deeper understanding of Maths in today's society and consider the importance of Maths in the future. This development of knowledge with the embedding of key skills required for the subject will allow students to gain autonomy in critical thinking and conceptual understanding in all forms of Maths.

Here at Arena, we believe that Maths needs to encompass the whole child and therefore opportunities are provided to learn outside of the classroom. Students are encouraged to make mistakes as part of their learning journey building resilience and independence while applying key concepts and skills. It is vital that students have a readiness for the world of work and are confident to reason and problem solve through their learning in Maths.

Art

The Art curriculum aims to develop a **broad practical skill set** which will enable students to express themselves and realise their ideas effectively. In addition, students will explore how **visual language is used to communicate** and a **critical understanding of sources** will enable students to **understand and the world** around them.

Art and design allows students to work with **independence** and to **make creative decisions** about how to progress their work. Students learn to **be resilient** and **reflective** through the exploration of new techniques and subject matter.

The Art curriculum explores **varied historical and contemporary sources** to provide a comprehensive knowledge of Art and to engage students with **diverse visual styles**.

Business Studies

The **GCSE Business** curriculum at **Arena Academy** is thoughtfully designed to provide students with a comprehensive understanding of foundational business concepts. Our approach is centered on cultivating critical thinking, nurturing an entrepreneurial mindset, and bridging theoretical knowledge with practical applications. Emphasizing ethical considerations, effective communication, and proficient problem-solving skills, our curriculum equips students for both academic pursuits and future professional endeavor. Assessment methodologies are transparent and supportive, aligned with our commitment to individualized student growth. Our overarching goal is to develop confident, knowledgeable, and ethically aware contributors to the global business community. Positioned as a preparatory platform for advanced studies and successful careers, our program aims to impart the skills necessary for success in an ever-evolving business landscape.

At **Arena**, we take pride in our role in molding capable, innovative, and socially responsible future business leaders.

Computer Science

The ***Computer Science*** curriculum here at ***Arena Academy*** is designed with the explicit intention of nurturing computational thinking, thereby endowing students with advanced proficiency in logical reasoning, algorithmic acumen, and the principles of abstraction. Our mission is to craft individuals into digital experts, emphasizing the pivotal role of computer science education as the gateway to unlocking profound digital literacy. This educational program guides students not merely in navigation but in the mastery of the ever-evolving digital terrain, underscored by critical acumen and responsible expertise. Beyond mere coding, our students are envisioned as ethical architects who play a vital role in shaping the future. The curriculum is strategically structured to instill a deep sense of responsibility, accentuating ethical computing practices, digital ethics, and a heightened consciousness regarding the societal implications of their digital creations. The curriculum is designed to prepare students not only with technical skills but also with a mindset that aligns with the demands of the contemporary world.

Digital IT

Arena Academy's vision for Digital Information Technology (DIT) is centered on providing learners with a robust foundation of technical knowledge and skills in vocational contexts throughout Key Stage 4. The DIT award emphasizes data management, interpretation, presentation, and protection, complementing traditional GCSEs and expanding learners' understanding of diverse progression options. Through our curriculum, we strive to cultivate students' digital thinking and creativity, empowering them to break down complex problems and devise efficient solutions. We are dedicated to instilling a deep understanding of computational theory and emerging technologies while offering hands-on experience in practical programming to bring their ideas to fruition. As a result, our students graduate as digitally literate individuals well-prepared to navigate and excel in an ever-evolving technological landscape. The overarching curriculum intent is to furnish students with transferable skills essential for success in our technologically driven world.

Food Studies (Preparation & Nutrition)

In Key stage 3, students are encouraged to follow the eatwell guide and to understand the benefits of healthy eating. Students will develop their practical skills using a range of different methods to prepare, cook and serve food. Our curriculum is designed to help prepare students for the wider world on leaving school, to be able to cater for themselves and their families. Additionally, students will be encouraged to choose sustainable ingredients and to understand the importance of food provenance and the impact of food production on the environment.

In Key stage 4, students will build on this grounding to develop a secure knowledge of the function and properties of ingredients and the associated nutritional value of food . They will demonstrate their knowledge through completion of two assignments, including written and practical challenges.

The course culminates with opportunity to create a range of dishes within a practical exam, and a written exam paper to test knowledge and understanding.

Religious Education

To provide thought provoking and challenging questions about the meaning and purpose of life, issues of right and wrong and life in the modern world. Students are also equipped with the skills to respond to local and national issues with balance and expertise.

French

Foreign languages have a vital and indispensable role to play in the provision of a broad and balanced curriculum. Igniting students' curiosity and love of other cultures and equipping them with the tools to express their own ideas in another language is a precious opportunity, to be highly valued by all. The MFL curriculum at Arena Academy is intended to open doors and open minds by encouraging students to discover and develop an appreciation of other languages and cultures whilst deepening their understanding of their own. The curriculum provides a solid basis for students to learn a love of and curiosity for foreign languages, developing both the breadth and depth of their knowledge which will enable them to both understand and communicate effectively with someone from a different linguistic background.

Currently, there is a huge demand for suitably qualified linguists, as clearly stated in the British Council's recent report Languages For The Future: "All should recognise that the UK's language deficit remains a threat to our overall international competitiveness, influence and standing in the world, as well as to our citizens' ability to play a meaningful role in the global economy in an increasingly networked world". Enabling students to thrive and succeed in a truly globalised world, therefore, remains one of the key contributions of foreign languages to the school curriculum.

Geography

In Geography, students will gain a coherent understanding of the human and physical geography of the world.

As students begin to understand our role as global citizens in an interconnected world, we will seek to inspire their curiosity and develop their knowledge further whilst learning about Britain's historical Geography and the wider world.

Geography at Our Arena seeks to develop their geographical knowledge through local studies of Birmingham and the rest of the UK, to in depth studies of China, Africa and the Middle East with specific case study examples within each section.

Geography at Our Arena also develops key skills in our students including hands-on fieldwork skills as well as increasing our students' graphical and numerical skills through data presentation. We are proud to say that Geography at Arena will address misconceptions and challenge stereotypes, promoting vital character development through empathetic investigations of key country enquiries.

Science

At Arena we aim to develop an understanding of the world around us through Biology, Chemistry and Physics and its connection to our shared prosperity.

To motivate our children to see the value of an inquisitive mind using the nature, application, and implication of scientific process.

Finally, to embed a culture of aspiration to unlock the doors to success.

History

The curriculum in History at Arena Academy is designed to be broad, covering a range of periods, as well as engaging and intellectually stimulating. It has been designed to be ambitious whilst still meeting the needs of all students. In History we aim to develop future historians, developing their skills for future learning and enjoyment.

As a department, we aim to provide students with opportunities of core knowledge which ensure students remember the content in the long-term, as well as integrating broader, hinterland knowledge, ensuring progress and successful outcomes for all.

The curriculum is designed to instill confidence in students to debate and discuss their knowledge, feedback in a way that is progressive, as well as nurture the disciplinary knowledge required in History, all whilst fostering a passion for the subject.

Elements of our curriculum have been tailored to our students to ensure that their own culture, traditions and history is covered, allowing others to learn and develop their own understanding of the world around them. It is also designed to introduce students to experiences they might not have available to them such as trips to historically relevant sites.

Ultimately within the History department we aim to help students become confident learners and developed young adults who are prepared to lead, make informed decisions and communicate effectively. Our History students will be able to reflect and adapt and become critical independent thinkers.

Design Technology

Design and Technology (D&T) is an inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world. Cultural capital and British values are explored across the key stages by appreciation of the work of others locally, nationally and occasionally internationally, each subject SOW identifies and relates to real contextual challenges focusing upon ethics, people, communities or businesses. Design and Technology builds on the skills and knowledge pupils have already learnt at primary school together with base line testing and transition work staff are well informed of the pupils starting point as they commence KS3. The DT curriculum is collaboratively and coherently planned and sequenced across Years 7-9 to ensure that pupils build on all aspects of prior learning that stretches and challenges regardless of starting point. Retrieval and repetition are features of pupils learning and understanding as each annual rotation builds upon prior knowledge and expertise as we develop the 4 areas of mastery namely: designing, making, evaluating and technical knowledge. The design technology curriculum covers all aspects of the national curriculum.

Design Technology progression builds upon procedural knowledge and skills therefore offering year on year incremental challenge. As pupils progress through Key Stage 3, they are given the opportunity to focus on specific areas of the subject such as Product Design, Food Technology, Electronics & Systems, Textiles and Graphics. Pupils follow a rotation of work in 4 subject disciplines each year from years 7 to 9 looking at different contextual challenges. Pupils work in mixed ability groups in years 7 - 9. All teachers are aware of any disadvantaged pupils on the DT department tracking sheets and class lists on Aspire 5 and pupil premium, all teachers are reminded of their responsibility to ensure that any obstacles to learning are removed. The department supports the needs of all pupils regardless of any potential barriers as we believe in 'success for all' and are wholly inclusive. Close tracking of all pupil's progress continues to be an intrinsic part of our monitoring and assessment in DT to ensure all pupils progress is regularly reviewed and intervened/supported where appropriate. At GCSE students follow an advance study of technical knowledge and skills, product design and can even channel their coursework through architecture, bridge design or world changing sustainability should they so wish.

The GCSE is split into 50/50 coursework and exam. Our curriculum offer is routinely reviewed and updated to ensure we remain current and ambitious to all pupils. Reading is promoted in each classroom with an area devoted to subject specific learning. Reading features in all units of work as topical themed news articles raising the profile of the subject whilst developing thinking skills.

The DT curriculum reflects the local (Birmingham) context by addressing potential gaps in pupils' knowledge and skills, thereby ensuring they can contribute to requirements at local businesses such as JCB & Jaguar - Land Rover(JLR). We have high academic/vocational/ technical ambition for all pupils.

Sports Studies

Cambridge National Sport Studies at Arena Academy will encourage students to delve further into their own skills within specific sports and focus on the application of these to real life practical sport situations. Students will develop their leadership and enhance their abilities to evaluate the skills required. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to explore sport in the media.

GCSE Physical Education

The GCSE Physical Education (AQA) option at Arena Academy intends to offer students the opportunity to explore PE within both the practical element (40%) and the theory elements of Physical Education (60%). The aim is to give students an insight into health and fitness, the factors affecting sporting performance and the social and cultural factors affecting participation through sport and PE. The course will allow students to reflect upon their strengths and developments within sports they are interested in and provide an opportunity to link theory to their own personal sporting interests.

Theoretical topics that students will study include:

Anatomy and Physiology, Movement Analysis, Physical Training, Sport Psychology, Socio-cultural Issues, Health, Fitness and Well-being and using Data

These topics will expand the knowledge that students have surrounding sports and fitness and develop a greater understanding of the science linked to physical education.

The range of sports for assessment at GCSE level such as netball, trampolining, handball, football and athletics will look to further develop students practical skills and performance to a competitive level. This is in the hope that they develop a greater love for a variety of sport and progress their fitness levels for life-long participation in physical activities.

Health and Social Care

Health and Social Care will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being.

Cambridge Nationals in Health and Social Care will equip learners with sound specialist knowledge and skills for everyday use. They will also challenge all learners, including high attaining learners, by introducing them to demanding material and skills; encouraging independence and creativity; providing tasks that engage with the most taxing aspects of the National Curriculum (including Values of Care and the current legislation requirements and the importance of softer skills such as communication skills to ensure individuals right to independence and dignity).

The hands-on approach that will be required for both teaching and learning will chime appropriately with the way young people use new technology and will underpin a highly valid approach to the assessment of their skills as is borne by what teachers tell us.

Sociology

The premise of GCSE Sociology is to develop the students 'sociological imagination' and for them to understand the social world and our behaviour in it so that they will be able to have a rich understanding of the context of their lives, communities and their futures.

Personal Development

Through Personal Development we aim to help our students foster lifelong aspirations, goals and values and to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

From making informed decisions about alcohol to succeeding in their first job, Personal Development Education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face.

This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success.