

# Scheme of Work (KS3 & KS4)

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| Organisation: | Elevated Minds CIC |
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| Created by:   | Staff Team         |
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## 1.0 Overarching Curriculum Intent (KS3-KS4)

Our curriculum is **unashamedly ambitious** for every pupil. Its primary intent is to empower pupils to discover and build upon their unique strengths, preparing them for a successful, independent, and fulfilling life post-16.

- **In KS3 (Years 7-9):** The focus is on **Discovery & Identity**. We use the DDP to help pupils understand *how* they learn, Identity their "superpowers," and build a solid foundation of core knowledge and self-regulation.
- **In KS4 (Years 10-11):** The focus shifts to **Accreditation & Employability**. The DDP becomes the strategic tool for navigating qualifications, managing pressure, and building a concrete pathway to college, apprenticeships, or work.

We achieve this by embedding the DDP through all teaching, using our **Southwark** location as an "extended classroom," and explicitly teaching **financial literacy, digital literacy**, and independence skills at every stage.

## 2.0 The DDP Golden Thread (Implementation)

- **2.1 The DDP in KS3 (Self-Discovery & Goal setting):** The DDP is co-created with the pupil. It is a tool for self-discovery and goal setting. Behaviour is understood as communication, and challenges are reframed as DDP goals.
- **2.2 The DDP in KS4 (Strategic Action & Post-16 Planning):** The DDP becomes a strategic action plan. It is directly linked to accreditation pathways (e.g., "How will my 'superpower' in logic help me revise for my Maths GCSE?"). It is the central document for **Careers Guidance (Gatsby Benchmarks)** and post-16 planning, giving pupils ownership of their transition.
- **2.3 Reframing Behaviour as DDP Goals:** We view behaviour as communication. All staff are trained to see behaviour as a DDP goal (e.g., "I am learning to self-regulate" rather than "I am disruptive"). This links directly to in-house therapeutic support.

## 3.0 Key Stage 3 (Years 7-9): Discovery & Identity

### 3.1 KS3 Thematic Structure

The KS3 curriculum is hung on three year-long themes, broken down into termly focuses to allow for deep, cross-curricular work.

- **Year 7 Theme: Identity** (Who am I?)
- **Year 8 Theme: Community** (Where do I fit in?)
- **Year 9 Theme: Enterprise** (What can I build?)

| Term          | Theme                           | Core Question                                |
|---------------|---------------------------------|--|
| <b>Autumn</b> | <b>Identity &amp; Strengths</b> | Who am I? What are my "superpowers"?         |
| <b>Spring</b> | <b>Community &amp; Culture</b>  | Where do I live? How does my community work? |
| <b>Summer</b> | <b>Enterprise &amp; Futures</b> | What can I create? What is my next step?     |

### 3.2 KS3 Subject-by-Subject Breakdown

- **3.2.1 The "Identity" Project (PSHE & Behaviour Support):**
  - **Autumn (Identity):** Pupils explore their own personalities, interests, and strengths. They co-create the first version of their DDP, supported by the *Autism a Superpower* philosophy.
  - **Spring (Community):** Pupils map their local Southwark community (Borough Market, Tate Modern). Explores rights, responsibilities, and their role in the school community.
  - **Summer (Enterprise):** Introduction to personal finance ("What is value?"). Pupils plan a "passion project" for their final DDP Showcase.
- **3.2.2 Core Subjects (English, Maths, Science):**
  - **English:** Uses pupil interests (e.g., gaming, music) as texts for analysis. Autumn focuses on autobiographical writing. Spring explores London in literature (Dickens, Shakespeare's Globe). Summer focuses on persuasive language for enterprise.
  - **Maths:** Focus on practical, real-world application. Autumn uses data ("My 24 Hours"). Spring uses Southwark maps (scale, time) and census data. Summer is dedicated to budgeting and profit/loss for the "Enterprise" project.
  - **Science:** Hands-on practical. Autumn focuses on biology ("Ourselves"). Spring is environmental science in Southwark (e.g., surveying biodiversity in Burgess Park). Summer is the "science of" an enterprise idea (e.g., chemistry of baking).

- **3.2.3 Foundation & Enrichment (Art/DT, Performing Arts, PE, Information Technology):**
  - **Art / DT:** A primary vehicle for non-verbal expression. Autumn focuses on "superpower" self-portraits. Spring involves Southwark-inspired Street art. Summer is product design and prototyping for the enterprise.
  - **Performing Arts:** Provides a structured and creative pathway for pupils to explore identity, communication, and confidence. It supports the wider DDP focus on self-expression, self-regulation, and understanding personal strengths. The curriculum is delivered through two strands – Drama and Music.
  - **PE:** Focus on personal bests and resilience. Autumn sets personal fitness goals. Spring uses local Southwark leisure facilities. Summer involves leadership skills (e.g., planning a sports event).
  - **Information Technology (NEW):** A key "superpower" subject.
    - **DDP Link:** Leverages logical and creative "superpowers" to build tangible skills.
    - **Autumn (Identity):** Focus on **Online Safety** and **Digital Identity**. This links directly to the Identity Project and KCSIE requirements.
    - **Spring (Community):** How technology connects communities. Using digital mapping and research tools to explore Southwark.
    - **Summer (Enterprise):** Using IT to build their enterprise (e.g., logo design, a simple website, a promotional video).

## 4.0 Key Stage 4 (Years 10-11): Accreditation & Employability

### 4.1 KS4 Thematic Structure

The KS4 curriculum transitions to a clear two-year focus on accreditation and real-world application.

- **Year 10 Theme: Employability** (What is my role in the world?)
- **Year 11 Theme: Independence** (What is my next step?)

### 4.2 KS4 Subject-by-Subject Breakdown

- **4.2.1 The "Identity" Project (Careers, PSHE & Wellbeing):**
  - **Year 10 (Employability):** Pupils use their DDP to research careers, write CVs, and practice interviews. All pupils undertake a meaningful

work experience placement with a local Southwark business. Focus on "workplace professionalism."

- **Year 11 (Independence):** Focus is on **transition**. The project scaffolds the post-16 application process. The DDP is used for personal statements. Explicitly teaches DDP-led strategies for managing exam stress.
- **4.2.2 Core Subjects (GCSEs & Functional Skills):**
  - **English (Language & Literature):** The DDP identifies *how* a pupil will tackle accreditation (e.g., "My strength in 'seeing patterns' will be used to analyse unseen poetry"). Focus on exam technique.
  - **Maths (GCSE & Functional Skills):** The DDP provides personalised pathways (GCSE, Entry Level, Functional Skills) to ensure a relevant qualification for all. Content is clearly linked to the "maths you need" for payslips and budgets.
  - **Science (GCSE, BTEC, or Entry Level):** Delivers the chosen accreditation pathway, linking concepts to real-world applications (health, industry). Practical assessments support pupils with kinesthetic strengths.
- **4.2.3 Foundation & Enrichment (Accreditation & Employability, Information Technology):**
  - **Art / DT / Creative Media:** Pupils build a professional portfolio (BTEC, Arts Award, or GCSE) linked to DDP strengths. This is a tangible asset for college/job applications, with links to Southwark's creative hubs.
  - **Performing Arts: Drama** – Pupils learn to manage rehearsal schedules, analyse scripts, and evaluate their own performances. Key employability competencies. **Music** – Pupils build a portfolio of recorded tracks, engineered sessions, or performance videos that can be used for college or apprenticeship applications. These practical achievements are explicitly linked to each pupil's DDP goals.
  - **PE / Sport:** Offers accreditation (e.g., Sports Leaders Award) and focuses on "lifelong habits" for health and stress management, using local facilities.
  - **Information Technology:**
    - **DDP Link:** Provides a clear accreditation pathway (e.g., BTEC, Functional Skills) that builds on pupil "superpowers."
    - **Year 10 (Employability):** Focus on IT as a tool for the workplace. Building a digital portfolio. Using IT to support their work experience placement.

- **Year 11 (Independence):** Advanced digital literacy. Using assistive technology to support their learning in other subjects. Creating IT-based solutions for their post-16 transition.

## 5.0 Cross-Curricular Strands (KS3-KS4)

### 5.1 Financial Literacy: A 5-Year Plan

This is explicitly taught and tracked through both key stages.

- **KS3 (Discovery & Enterprise):**
  - **Y7:** Understanding "value," "wants vs. needs," basic saving.
  - **Y8:** Introduction to budgeting (e.g., "Budgeting for a day out in London").
  - **Y9:** Practical application via the "Summer Enterprise" project (profit/loss).
- **KS4 (Independence & Employability):**
  - **Y10:** Understanding **payslips** (Tax, NI), bank accounts, and the economics of work experience (e.g., travel costs).
  - **Y11:** Focus on "Post-16 Finance." Understanding **debt** (student loans vs. credit cards), apprenticeship wages, and budgeting for independent living.

### 5.2 Southwark: Our Extended Classroom & Cultural Capital

Our location is a key asset. We use Southwark to provide rich, real-world context and cultural capital.

- **Examples:** Using the Tate Modern and Globe for English/Art; Borough Market for Enterprise/Maths; Burgess Park for Science; local businesses for Work Experience; local history for project work.

### 5.3 Digital Literacy & Online Safety (KCSIE 2025) (NEW)

This is a whole-school responsibility, not just an IT lesson. It is a "golden thread" embedded in all subjects, particularly the "Identity Project."

- **KCSIE Focus:** We will explicitly teach all pupils, in an age-appropriate way, about:
  - **Online Safety:** Risks of grooming, cyberbullying, and sharing explicit images.
  - **Critical Thinking:** Identifying misinformation, disinformation, and online influence.

- **Emerging Risks (AI):** Understanding the risks of AI-generated content (e.g., "deepfakes") and interactions with AI chatbots.
- **Digital Wellbeing:** Managing screen time and understanding the impact of social media on mental health.

## 6.0 Assessment & Impact (Ofsted-Ready)

This 5-year model provides a powerful narrative of pupil progress.

- **6.1 Assessment Tools:** The "Living DDP" (from its creation in Y7 to its use as a Y11 transition document) and **KS3 DDP Showcases** (holistic presentations).
- **6.2 Measuring Impact:**
  - **Academic Progress (KS4):** The formal qualifications and accreditations achieved by *every* pupil.
  - **Personal Progress (KS4):** The pupil's ability to **articulate their own strengths, challenges, and goals** using their DDP in interviews and applications.
  - **Post-16 Destinations:** Our primary metric. We track the percentage of pupils who successfully transition to and sustain a positive post-16 placement (college, apprenticeship, or work) that aligns with their DDP.
  - **Behavioural Impact:** A demonstrable 5-year reduction in incidents and increase in engagement, showing pupils have learned the self-regulation and professional skills for adult life.

## Approval Sign-Off

| Name                 | Position                 | Signature   | Date           |
|----------------------|--------------------------|---|----------------|
| D. Sinclair-McCollin | Head Teacher<br>Director |  | 29 August 2025 |