

Curriculum Rationale

Our curriculum is designed to meet the needs of our students.

Due to every child being different and the national changes that are often introduced by The Department for Education there are adaptations made to our curriculum every year. Our curriculum is designed to ensure students have the best possible chance of success after leaving APHS, whatever they choose to do with their futures. It is designed to provide them with the qualifications and skills to provide them opportunities they may have never considered and the skills to be successful.

English

The English Language and Literature curricula are designed to develop students' ability to access the exam criteria for these pivotal areas of their secondary school learning.

Language develops pupils reading and writing; it aims to enable them to have learnt these skills which will then allow them to choose any future direction.

Literature is designed to allow pupils to engage with a range of texts from the 17th century up to the current date. The texts allow pupils to see how a range of subjects, including History, science and sociology combine under a single umbrella of Literature and allows them to see how their whole school knowledge helps them in this compulsory area of the curriculum.

Maths

To give people the confidence and skills required to access, apply and benefit from, how mathematics is used in society.

Science

To enable students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives.

MFL

The study of Languages prepares young people to participate in a changing world, in which work and other activities are increasingly carried out in languages other than English. Languages are used to communicate information responsibly and creatively, as well as to enable rapid access to ideas and experiences from a wide range of people, communities and cultures. Increased capability in the use of languages promotes initiative and independent learning and encourages diversity within society.

History

Is a process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

Geography

Is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build an understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. It emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships.

Religious Education

Offers opportunities to cultivate integrity. It integrates insights from other disciplines with their experiences and aspirations in the framework of spirituality. It nurtures a holistic vision of life and enhances cultural understanding. It encourages and equips students to critically assess different aspects of culture and to explore the deeper questions of the human condition. This allows them to more deeply appreciate its gifts and creatively transform its negative aspects. It also offers a focussed exploration of the moral challenges facing young people today.

Technology (graphics and Resistant Materials)

Through a variety of creative and practical activities, pupils should learn the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing, pupils will learn to use research to identify and understand user needs identify and solve their own design problems in a variety of situations. Students will use a variety of approaches to generate creative ideas using annotated sketches, detailed plans, 3-D modelling, presentations and computer-based tools. When making, they should select from and use specialist tools, techniques, processes, equipment and machinery precisely, selecting from a range of materials and components.

Business Studies

Business activity affects the daily lives of all societies as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Eventually, all students will encounter the world of business, whether they work in urban or rural areas. They must be prepared to engage in business activity with confidence and competence. Young people need to understand how business functions, the role it plays in our society, the opportunities it generates, the skills it requires, and the impact it can have on their own lives and on society, today and in the future.

PE

The PE curriculum is designed to develop the skills and techniques of students for a wide range of sports. Opportunities are provided to work cooperatively in teams to overcome problems and promote teamwork. Every teaching group in Key Stage 3 will undertake a unit on Swimming to develop their swimming capabilities due to the location of the school being close to the sea.

The Key Stage 3 curriculum also features a number of GCSE PE practical assessment activities to best prepare students to succeed and achieve well in GCSE PE at Key Stage 4.

Computer Science

Computing and IT has an immense impact in all our students lives, skills learnt within Computer Science and Information Technology curriculum provides our students with the abilities they will need in education, training, the world of work and even socially. In a rural location such as ours, these learnt skills are vital, so that they can reach out and achieve all of their potential in our modern technological world.

Food Technology

The Food and Catering curriculum at APHS is designed to allow students at both KS3 & KS4 to access a range of cooking skills and techniques, flavours and ingredients that they might take with them into their future lives. We include food from other cultures as well as a focus on traditional British cooking. During KS4 students may choose the subject with a view to a career in the Hospitality industry which is prevalent in this area. At present we have taken this very literally tailoring our Year course to meet the needs of the students and throughout the course make links with local business to consolidate learning.

Drama

Drama is a subject that is becoming increasingly valued by businesses, who feel that our young people lack the confidence in oracy, interviews, or the ability to present. Along with studying the craft of acting and theatre, extremely valuable transferrable skills are learnt, such as; recall, empathy, creativity, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. Along with this, students will touch upon the importance of directional and production skills. Overall, drama's aim and purpose is to enhance communication skills and to build tolerance of others; whether this be through simply working in the collaborative environment or thorough plays and topics which explore messages and issues in society.

Music

By the end of KS3 all students will understand, appreciate and thereby, respect music form a wide range of styles, genres and traditions. Students will be able to evaluate how music is constructed and identify differences and similarities in music across time and culture. They will be able to express themselves clearly and deliver creative responses through performing, composing and appraising.

All students will learn actively and participate fully in a curriculum that explores a wide variety of topics, enabling the development of musical skills and through the use of a variety of assessment methods, allows them to demonstrate their musical progress in different ways most suited to the musical language being explored.