

**Curriculum Overviews 2024-2025**  
**SPRING TERM**



KS3		KS4	
ENGLISH LANGUAGE	MATHEMATICS	ENGLISH LANGUAGE	MATHEMATICS
<p><u>Comprehension &amp; Reading Skills</u> Students continue to develop their comprehension, concentration and writing skills. . Students continue to study figurative language techniques, punctuation, vocabulary and reading. In depth study of The War Horse introduces themes of resilience, horror of war, and bond between animal and man. Progress is monitored thoroughly with quizzes, summative and formative assessment points and exit tickets of key learning concepts. The end of term assessment consolidates learning with a bespoke KS3 English Language Paper 2 exam where and when necessary.</p>	<p><u>Engaging students with all strands of Maths</u> Students sit a baseline assessment on arrival to Balance, which covers a mixture of the topics studied in HT3 and HT4. This ensures that work can be set with the right level of challenge. Strands covered include Number, Algebra, Geometry and Data. Topics within these include angle facts, ratio, standard form, volume, probability and linear graphs. Progress is monitored through exit tickets primarily, as well as summative assessments following 3/4 units. All content is based on the KS3 Maths Curriculum, with some KS2 concepts revisited to support success. Lessons regularly have extension tasks/additional objectives for students who show mastery in the main lesson objective.</p>	<p><u>Poetry</u> Students continue to develop English language techniques, analysing creative writing and figurative language devices in Poetry. Students learn objectives: A01 - read and respond to texts, A02 identify and discuss form, shape, and metre, A03 voice, language, inference and imagery and A04 vocabulary and word choice. through a range of poets and themes of 'Power and Conflict'. Exam practice and extract analysis deepen comprehension and analytical skills and. Students learn how to evidence using PEE paragraph techniques. Progress is monitored thoroughly with quizzes, summative and formative assessment points and exit tickets of key learning concepts.</p>	<p><u>GCSE Foundation Content</u> Students sit a baseline assessment on arrival to Balance, which covers a mixture of the topics studied in HT3 and HT4. This ensures that work can be set with the right level of challenge. Strands covered include Number, Algebra, Geometry and Data. Topics within these include angle facts, ratio, standard form, volume, probability and linear graphs. Progress is monitored through exit tickets primarily, as well as summative assessments following 3/4 units. All content is based on the KS4 Maths Curriculum and Foundation GCSE content, with exam questions used during independent practice. Lessons regularly have extension tasks/ additional objectives for students who show mastery in the main lesson objective.</p>
SCIENCE	PSHE	SCIENCE	PSHE
<p><u>Physics</u> Students start to learn new concepts in Physics with an in-depth investigation into energy; types of energy, energy pathways, energy transfer, and renewable energy, Other topics include electricity, voltage, circuits, voltage resistance and magnets. Progress is monitored thoroughly with quizzes, interim topic assessment points and exit tickets of key learning concepts.</p>	<p><u>Your place in the World</u> Students complete fifteen minutes of PSHE each morning with one complimentary drop down hour twice a half term. PSHE this first half term examines the wider world and topics this term include: Literacy, Resilience, Misandry &amp; Misogyny, Fertility rights, and British Values - governance. The second half of term enables students to link their hopes, dreams and experiences to the world today whilst educating about common dangers. Topics include: ambition, managing setbacks, LGBT history, determination, dangerous substances and gang culture.</p>	<p><u>Biology, applying knowledge</u> Students revisit learning from KS3 with extended knowledge and vocabulary. Topics covered in the first half-term include: the immune system, pathogens, medicines and vaccines, non-communicable and communicable diseases, data analysis, photosynthesis and diseases and developing drugs. Progress is monitored thoroughly with quizzes, interim topic assessment points, exam practice questions and exit tickets of key learning concepts. The end of term assessment consolidates learning with a bespoke combined science paper.</p>	<p><u>Your place in the World</u> Students complete fifteen minutes of PSHE each morning with one complimentary drop down hour twice a half term. PSHE this first half term examines the wider world and topics this term include: Literacy, Resilience, Misandry &amp; Misogyny, Fertility rights, and British Values - governance. The second half of term enables students to link their hopes, dreams and experiences to the world today whilst educating about common dangers. Topics include: ambition and careers, employability, LGBT history, determination, dangerous substances and gang culture.</p>

KS3 & KS4			
<p><b>INSPIRE - HISTORY</b> <u>Norman Conquest</u></p> <p>Students study the Norman Conquest through the viewpoint of Pontefract castle. During this topic students learn about English Heritage and the effects of this on their life in the local area. Students study weapons and armoury, village life and customs, the feudal system and Medieval torture. Alongside this, students' learning is enriched with educational visits to Pontefract castle dungeons, Leeds armouries and York dungeons to cement learning concepts. In addition, students develop a range of skills through 'create and make' sessions. During these lessons students learn to build a castle, a shield, a sword, cross-stich tapestry, and a torture mechanism. This topic will link to the 'Achieve Award' where students will complete their final presentation for the King's Trust.</p>	<p><b>INSPIRE - DoFE</b> <u>First Aid</u></p> <p>Utilising resources from the Duke of Edinburgh Bronze award in conjunction with St. John's ambulance students complete an in-depth 12-week study of first-aid.</p> <p>First half topics include: coping in an emergency, primary survey, resuscitation, minor injuries, bites and stings, and bone injuries. In the second half term students study 'burns and scalds, extremes of temperature, foreign objects, head injuries, airway emergencies, and chest pain. Students embed learning with practical tasks and demonstrations and the end of term assessment involves a triage scenario to apply learning with emergency first-aid scenarios.</p>	<p><b>INSPIRE- HISTORY</b> <u>Health and Disease</u></p> <p>Students will complete a study of diseases through time. Continuing from the Norman Conquest, students will study The Black Death and its impact on the feudal system. Other topics include The great plague, smallpox, treatments and advancements. Alongside this students will visit the Eyam Plague Museum and the Thackray Medical Museum. Students develop a range of skills through 'create and make' sessions. Practical learning involves creating homoeopathic remedies, sewing a herbal pomander pillow and making a Plague Doctor Mask.</p>	<p><b>INSPIRE - HISTORY</b> <u>World War 1</u></p> <p>Students complete a study of the rise of Hitler, and WW2. During this exploration they study Nazi policy, weaponry of terror, propaganda, Western Front and antisemitism. Alongside this students visit Eden Camp Museum. Students develop a range of skills through 'create and make' sessions. Practical learning involves sewing a Star of David, Protest banners, and ration books through the viewpoint of The Blitz.</p>
KS3 & KS4			
<p><b>KS3 INSPIRE RESILIENCE</b></p>	<p><b>KS3 &amp; KS4 MUSIC THERAPY</b></p>		<p><b>KS4 INSPIRE FURTHER EDUCATION &amp; VOCATIONAL</b></p>
<p><u>Wall Climbing</u></p> <p>Students attend a range of climbing facilities to test their resilience. During sessions they learn health and safety procedures and master levels of heights and difficulties. Students learn teamwork, tolerance and communication. The final session involves a team-building session at Ninja Warrior.</p>	<p>Students study the ukulele; its origins and Hawaiian culture, parts of the ukulele and notes of the strings. They will develop coordination and fine motor skills through learning to play chords, tabs and strums. Song studies will include pop music from the last decade, with songs they know and recognise. Levels of challenge are introduced and students have a mastery RAG assessment tracker to monitor their progress. Alongside this students will develop their knowledge of music theory and music language, learning to analyse and appreciate music through a range of listening activities.</p>		<p><u>Next Steps</u></p> <p>In partnership with local businesses our students will learn construction and hair and beauty vocational awards. This will feed into the King's Trust, student-led project-based learning with official accreditation and links to further education.</p>

	KS3 & KS4	
KS4 COURSEWORK	CULTURAL CAPITAL	KS3 KS4 Career Advisor
<p>Year 11 students have the opportunity to continue work towards options subjects as directed from their host schools. This is timetabled and directed if and when required.</p>	<p>Our curriculum is bursting with opportunities to promote cultural capital. Excursions and visits are scheduled within a four-week cycle and have cross-curricular links to promote worthwhile and meaningful experiences. The <i>Inspire Curriculum</i> combines thematic schemes of learning, with practical subjects such as Technology, Media, Art, and Music. There is a local, cultural focus, visiting English Heritage, National Trust, Art Galleries, Sculpture parks, Farms, NSPCC, NSPCA, Theatres, Landmarks and historical sites. These are central to the Balance Ethos; Resilience, Respect and Responsibility.</p>	<p>Students are encouraged to work towards vocational and academic qualifications with a bespoke and personalised service from our expert Career Advisor. This guidance encourages long-term aspirations with many students achieving grants for tools and equipment on completion of the King's Trust 'Achieve Award'. This opportunity is an essential stepping stone to reintegrate some of our most deprived and disengaged students back into society, with purpose and renewed self-efficacy.</p>
	<p style="text-align: center;"><b>EXIT TICKETS</b></p> <p>Metacognitive plenaries identify immediate learning and track pupil progress. Focussed questioning, examples, problem-solving and hypothetical theories are presented to consolidate key concepts and learning objectives. Each exit ticket builds a portfolio of evidence, revision cards, and key elements of topics for quick reference. Each exit ticket is attached to work, in folders and enables students to visualise success and engagement.</p>	