



Seven Kings' Curriculum

Our intent is to ensure all our young people leave Seven Kings with agency over their lives, to be able to follow an ambitious Plan A to their next destination whether they leave at the end of KS4 or KS5. We believe there is no ceiling to achievement and that all students should not only follow the National Curriculum and the GCSE specification but go beyond e.g. through offering Mandarin in EYFS, through all learners sitting the short course in Religious Studies in Year 9 alongside and in their Learn 2 lesson, draw together their learning around metacognition and revision strategies, so they can test their understanding against the examined curriculum and experience success. We offer a broad, flexible options system of 17 subjects at KS4 and 19 subjects at KS5 to ensure all our young people receive a rich, high quality education. Such a well designed curriculum tackles disadvantage, ensures robust progress and allows our young people to access and be prepared for life beyond Seven Kings School.

Our curriculum is rooted in our commitment to grow the whole child, creating life-long learners who embrace opportunities and know how to create agency in their own lives, it is relevant and appropriate. It is anchored in our core principles of Friendship Excellence Opportunity. We have made a long-term commitment to prioritising the importance of the pedagogies of talk and reading at Seven Kings; this is underpinned by a moral purpose that all children deserve the opportunity to become effective communicators, cultivating participation and leadership and to have the skills to be ambitious about their futures, taking ownership of their futures and developing as critical thinkers, flexible and independent learners.

- o **Friendship:** Our curriculum creates safe-spaces where children are encouraged and enabled to find their voice, learn how to listen and talk with purpose and how to use talk to think, learn and apply their knowledge. They are taught to be aware of their language and its power, influence and impact and to challenge where talk is negative to another's development, to 'watch your language'.
- o **Excellence:** Our curriculum promotes scholarship, challenge and mastery through teaching a growing body of substantive knowledge which sparks higher order thinking, disciplinary literacy which pushes students to move beyond reading, writing, listening, and viewing solely for academic purposes, indeed mastery. High expectations and a rigorous commitment to AFL which permeates the curriculum growing reflective, evaluative and questioning learners, ensuring ambition for all and to check we are challenging all students in this aim as experts in the classroom. We model excellence in the classroom and have high expectations of our learners within and outside the classroom and beyond.
- o **Opportunity:** Our curriculum creates systematic and thoughtfully sequenced opportunities for students to grow their knowledge through reading high quality texts and a commitment to guiding and supporting reading throughout the curriculum and beyond, challenging through effectively differentiated questioning which drives progress for all and a balance between rigorous planning and knowing when to take the opportunities for learning that students generate every day, memorable learning. We take every opportunity to use our location to enrich our students' lives, empowering knowledge which enables them to compete with the very best through growing our learner's landscape so they are able to compete as global citizens.



Implementation

As an all-through school, our curriculum sequencing ensures in our primary phase the foundation of strong pedagogical principles. Skills and knowledge are taught discreetly in subject areas so that our children gain an understanding of each subject. This allows children to recall prior knowledge, embed current learning, building on schemas already developed in previous learning. We exploit our all throughness to allow our young people to have specialist opportunities early on in PE, Art, Languages, Music, DT, science and Computer Science.

Secondary phase draws upon our KS2 principles and becomes over time the bridge to Key Stage 4. The Key Stage 3 curriculum builds the fundamental foundational skills needed to learn effectively throughout life using the ongoing knowledge and scholarship to open doors to future learning. In order to build these foundational skills and grant students access to a knowledge rich curriculum, students are explicitly taught vocabulary and terminology throughout the curriculum and Key Stages.

AfL is the cornerstone of our pedagogy and we ensure, across the curriculum, that students understand the principles of feed-forward and the different methods of assessment that help to drive learning. This is supported by our Assessment For Progress (A4P), a method of reporting with AfL at its heart. We ensure that pupils are at the centre of their own assessment and that A4P and feed-forward enable self-reflection, self-regulation and grow pupils' abilities to manage and plan their own growth as learners and as people. As the Physically Disabled Designate school for Redbridge we know just how important a personalised approach is needed and that students need to compete to be their best and recognise there is no ceiling to achievement. Our curriculum sequencing enables our students to continuously reflect and build on their learning, we plan to ensure all our students know more, remember more and apply this learning across contexts and grow the self-regulatory skills to have agency over their learning and their lives.

Maths and Science begin their GCSE courses in Year 9 to embed key skills early and GCSEs start in the summer term of Year 9. Our Elevate programme allows our students, especially our more vulnerable students, to gain an insight into their new GCSE subjects during the summer term of Year 9 thus providing a heads up and a head start.

In Key Stage 4 students are offered a broad range of academic subjects at GCSE, they have to take a Humanities subject, either History, Geography, Sociology or RE and they are encouraged to continue with their language. Furthermore the Creative Arts and Technology subjects are all promoted to facilitate a broad and balanced curriculum. There are 17 options on offer to meet the needs of our cohort. Approximately 45% of our students take triple science in KS4.

We are committed to our students experiencing the world of work in preparation for life beyond Seven Kings. Each student in Year 10 has a week's work experience in the summer term to promote independence and awareness of the world of work. We offer enrichment to challenge and stimulate our young people and for them to understand and learn about the world in which they live, students can visit galleries, theatres and universities in the UK as well as Berlin, Iceland and Snowdonia, Science collaborates in a Japan and UK science exchange and the Art and DT departments run joint trips to Copenhagen, Barcelona and Amsterdam.



We are proud of the diverse curriculum that we offer students encompassing 19 A Level subjects. Students apply to study at Seven Kings 6th Form not only because of our legacy of results and the excellent teaching they receive, but also because of the Enrichment programme available to them. We facilitate numerous enrichment opportunities for students to develop their passion and scholarship. These span from student led Scholarship Societies to university taster lectures to MOOCs. We also have access to EtonX courses which support student’s articulacy - key for Oxbridge candidates. Popular enrichment opportunities include: In2Science; RIBA Architecture Summer School; Big Voice London; Pathways to Coding; SEO Scholars; Oxford Further Maths Day; Imperial Summer School; Law Work Experience, Primary and STEM ambassadors and Oxbridge Residential.

We also offer the AQA Extended Project Qualification (EPQ) where students conduct a project that is an independent, scholarly, in-depth exploration of a topic of specific interest to them - a perfect example of academic rigour and scholarship.

In its widest sense the curriculum is everything planned and unplanned that takes place under the aegis of the school. This policy is concerned with the framework for setting out the aims of a programme of education and understanding to be gained whilst a student is at Seven Kings School. We aim to translate the framework into a structure and our narrative, our skald, ensuring we are always evaluating what knowledge and understanding the students have gained against expectations under our motto Friendship Excellence Opportunity which directs all we do collectively at Seven Kings School.

Impact

The impact of our curriculum is assessed by considering:

- ★ External examination results
- ★ Exam meetings with all middle leaders and a formal review every 2 years of subject areas
- ★ The Learning Conversation
- ★ The participation of students in a variety of extra-curricular and enrichment activities
- ★ The retention of students from Year 6 into Year 7 and Year 11 into the Sixth Form
- ★ The numbers of students applying to join the School in Reception and Year 12
- ★ The proportion of students who are able to choose the courses they want to at GCSE and at A Level
- ★ The destinations of our leavers at Year 11 and Year 13.
- ★ Annual reviews of the PSHE and assembly programme

Data:

| Primary | | | | | | |
|-----------|----------|------|------|-----|----------|------|
| | Subjects | 2019 | 2023 | | Subjects | 2023 |
| Reception | GLD | 83% | 72% | KS2 | Reading | 79% |



| | | | | | | |
|--------------------------|-----------------|------------|---|--------------------------|-----------------|------------|
| Year 1 | Phonics | 88% | 81% | Expected Plus | Writing | 91% |
| KS1 Expected Plus | Reading | 87% | 79% | | Maths | 82% |
| | Writing | 81% | 76% | | GPS | 89% |
| | Maths | 85% | 79% | | Science | 91% |
| | GPS | - | - | | | |
| | Science | - | - | | | |
| | Combined | - | 73% | | Combined | 70% |
| KS1 Greater Depth | Reading | 32% | 33% | KS2 Greater Depth | Reading | 36% |
| | Writing | 22% | 23% | | Writing | 19% |
| | Maths | 32% | 30% | | Maths | 34% |
| | GPS | - | - | | GPS | 55% |
| | Combined | - | 13% | | Combined | 12% |
| Year 4 | MTC | - | 66% scored 25 90% scored 20+ | | | |

| GCSE | | | | | | | | | | | | |
|--------------|------------------------|------------------------|-------------|------------------------|------------------------|------------|------------------------|------------------------|-------------|------------------------|------------------------|-------------|
| | 2019 | | | TAG 2021 | | | 2022 | | | 2023 | | |
| | G5+ E&M | G4+ E&M | P8 | G5+ E&M | G4+ E&M | P8 | G5+ E&M | G4+ E&M | P8 | G5+ E&M | G4+ E&M | P8 |
| All | 79% | 88% | 0.8 | 85% | 93% | N/A | 75% | 81% | 0.64 | 77% | 88% | 0.98 |
| Boys | 78% | 88% | 0.75 | 83% | 93% | N/A | 66% | 72% | 0.4 | 78% | 89% | 1.01 |
| Girls | 81% | 89% | 0.83 | 88% | 93% | N/A | 84% | 91% | 0.92 | 77% | 88% | 0.94 |
| PPI | 60% | 80% | 0.47 | 81% | 90% | N/A | 67% | 72% | 0.19 | 64% | 79% | 0.46 |
| SEN | 18% | 50% | 0.23 | 27% | 47% | N/A | 45% | 53% | 0.43 | 39% | 64% | 0.37 |



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| Year 7 subjects | Hours per fortnight |
|--------------------------------------|------------------------|
| Maths - 5 doubles and 2 singles | 9 hours |
| English - 5 doubles | 7.5 hours |
| Science - 4 doubles | 6 hours |
| DT - 2 doubles and a single | 3 hours and 45 minutes |
| Language - 2 doubles and a single | 3 hours and 45 minutes |
| History - 2 doubles and a single | 3 hours and 45 minutes |
| PE - 2 double and a single | 3 hours and 45 minutes |
| Art - 1 double and a single | 2 hours and 15 minutes |
| Drama -1 double and a single | 2 hours and 15 minutes |
| Music - 1 double and a single | 2 hours and 15 minutes |
| CPSHE - 1 double and a single | 2 hours and 15 minutes |
| Geog- 1 double and a single | 2 hours and 15 minutes |
| RE- 1 double and a single | 2 hours and 15 minutes |
| Mandarin - 1 single | 45 minutes |
| CA -Oracy and PE rotation - 1 single | 45 minutes |

| Year 8 | M | Tu | W | Th | F | M | Tu | W | Th | F |
|------------------------|-----|---------|---------|---------|-----------|-------|---------|---------|---------|-----------|
| 1 8:45- 9:30 | PE | History | RE | English | Computing | CPSHE | Drama | Science | Music | DT |
| 2/3 9:30- 11:00 | Art | Science | Science | French | CPSHE | Drama | RE | French | Maths | English |
| 4/5 11:20- 12:50 | PE | Maths | Geog | Science | English | DT | Science | Maths | English | Computing |



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|---|------|----|---------|-------|----|--------|---------|-------|----------------|--------|
| 6/7 Tu/Th 1:40- 3:10 M/W/F 2:00- 3:30 | Geog | PE | History | Maths | DT | French | English | Music | English Art | French |
| 8 Tu/Th 3:10- 4:05 | | | | | | | | | | |

| Year 8 subjects | Hours per fortnight |
|-----------------------------------|---------------------|
| Maths - 4 doubles | 6 hours |
| English - 4 doubles and 2 single | 7 hours and 30 mins |
| Science - 4 double and a single | 6 hours and 45 mins |
| DT - 2 doubles and a single | 3 hours and 45 mins |
| Language - 4 doubles | 6 hours |
| Geog - 2 doubles | 3 hours |
| PE 2 doubles and 1 single | 3 hours and 45 mins |
| History - 1 double and a single | 2 hours and 15 mins |
| Art - 1 double and a single | 2 hours and 15 mins |
| Drama -1 double and a single | 2 hours and 15 mins |
| Music - 1 double and a single | 2 hours and 15 mins |
| CPSHE - 1 double and a single | 2 hours and 15 mins |
| RE- 1 double and a single | 2 hours and 15 mins |
| Computing - 1 double and a single | 2 hours and 15 mins |

| Year 9 | M | Tu | W | Th | F | M | Tu | W | Th | F |
|--------------------|---------|---------|---------|---------|---------|--------|---------|---------|---------|---------|
| 1 8:45-9:30 | L2 | History | RE | Art | Geog | CPSHE | Drama | Science | Music | DT |
| 2/3 9:30-11:00 | Art | Science | Science | French | CPSHE | Drama | RE | French | Maths | English |
| 4/5 11:20-12:50 | PE | Maths | Geog | Science | English | DT | Science | Maths | English | Geog |
| 6/7 | English | PE | History | Maths | DT | French | Eng | Music | History | French |



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|--|--|--|--|--|--|--|--|--|--|--|
| Tu/Th 1:40-3:10 M/W/F 2:00-3:30 | | | | | | | | | | |
| 8 Tu/Th 3:10-4:05 | | | | | | | | | | |

| Year 9 subjects | Hours per fortnight |
|----------------------------------|---------------------|
| Maths - 4 doubles | 6 hours |
| English - 5 doubles | 7.5 hours |
| Science - 4 double and a single | 6 hours and 45 mins |
| DT - 2 doubles and a single | 3 hours and 45 mins |
| Language - 4 doubles | 6 hours |
| History - 2 doubles and a single | 3 hours and 45 mins |
| Geog - 2 doubles and a single | 3 hours and 45 mins |
| PE- 2 doubles | 3 hours |
| Art - 1 double and a single | 2 hours and 15 mins |
| Drama -1 double and a single | 2 hours and 15 mins |
| Music - 1 double and a single | 2 hours and 15 mins |
| CPSHE - 1 double and a single | 2 hours and 15 mins |
| RE- 1 double and a single | 2 hours and 15 mins |
| L2 - one single | 45 minutes |

KS4

| Year 10/11 combined | M | Tu | W | Th | F | M | Tu | W | Th | F |
|---------------------|---------|----------|----------|----------|----------|----------|----------|----------|----------|---------|
| 1 8:45-9:30 | Maths | Option D | Option E | Option F | Science | Option F | English | Option D | Option C | PE |
| 2/3 9:30-11:00 | English | English | Option C | PE | Option E | English | Option F | Option E | Science | English |
| 4/5 11:20-12:50 | Science | Maths | Science | Option F | Maths | Science | Maths | Maths | Option D | Maths |



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|---|----------|----------|----------|----------|----------|----------|----------|---------|----------|---------|
| 6/7 Tu/Th 1:40-3:10 M/W/F 2:00-3:30 | Option E | Option C | Option D | Science | Option F | Option D | Option C | English | PE | Science |
| 8 Tu/Th 3:10-4:05 | | | | Option C | | | | | Option E | |

| Year 10 and 11 Combined Science student | Hours per fortnight |
|---|------------------------|
| Maths - 5 doubles 1 single | 8 hours and 15 minutes |
| English - 5 doubles 1 single | 8 hours and 15 minutes |
| PE - 2 doubles 1 single | 3 hours and 45 minutes |
| Science combined 6 doubles 1 single | 9 hours and 45 mins |
| Option C | 6 hours |
| Option D | 6 hours |
| Option E | 6 hours |
| Option F | 6 hours |

| Year 10/11 Triple | M | Tu | W | Th | F | M | Tu | W | Th | F |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------|----------------|----------------|
| 1 8:45-9:30 | Maths | Option D | Option E | Option F | Triple Science | Option F | English | Option D | Triple Science | PE |
| 2/3 9:30-11:00 | English | English | Triple Science | PE | Option E | English | Option F | Option E | Triple Science | English |
| 4/5 11:20-12:50 | Triple Science | Maths | Triple Science | Option F | Maths | Triple Science | Maths | Maths | Option D | Maths |
| 6/7 Tu/Th 1:40-3:10 M/W/F 2:00-3:30 | Option E | Triple Science | Option D | Triple Science | Option F | Option D | Triple Science | English | PE | Triple Science |
| 8 Tu/Th 3:10-4:05 | | | | Triple Science | | | | | Option E | |



| Year 10 and 11 triple Science student | Hours per fortnight |
|--|----------------------------|
| Maths - 5 doubles 1 single | 8 hours and 15 minutes |
| English - 5 doubles 1 single | 8 hours and 15 minutes |
| PE - 2 doubles 1 single | 3 hours and 45 minutes |
| Science Triple - 9 doubles 3 singles | 15 hours and 45 mins |
| Option D | 6 hours |
| Option E | 6 hours |
| Option F | 6 hours |

KS5

Year 12

| Year 12 student | Hours per fortnight |
|-----------------------------------|----------------------------|
| Subject 1 | 9 hours |
| Subject 2 | 9 hours |
| Subject 3 | 9 hours |
| Electives | 1 hour 30 minutes |
| Perspectives | 45 minutes |
| Optional - some students have EPQ | 1 hour and 30 minutes |

Note: Some students may have 4 subjects

Year 13

| Year 13 student | Hours per fortnight |
|-----------------------------------|----------------------------|
| Subject 1 | 10.5 hours |
| Subject 2 | 10.5 hours |
| Subject 3 | 10.5 hours |
| Optional - some students have EPQ | 1 hour and 30 minutes |

Note: Some students may have 4 subjects