



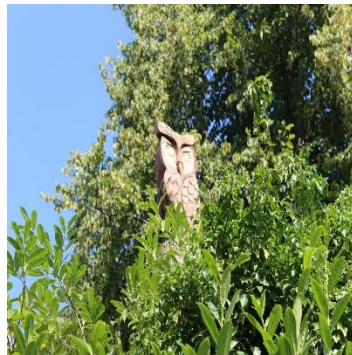
HILL HOUSE SCHOOL CURRICULUM 2020

"The curriculum supports pupils extremely well, it helps them to develop highly relevant knowledge, skills and attributes to enhance their future lives." OFSTED JAN 2020



Curriculum Intent, Implementation and Impact Intent

- At Hill House School we have developed an ambitious and meaningful curriculum that ensures our students are able to engage in a broad and rich experience that is appropriate to their needs and prepares them academically, socially and emotionally for the opportunities for their next steps into adult life. Our curriculum is designed with the intention of promoting in our students a love for learning. It is designed so that the students will be able to follow a wide range of subjects in Key Stage 3 & 4 (including the full range of national curriculum subjects). In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop their independence and vocational skills**
- Our curriculum enables our students to learn and develop new skills and knowledge that builds on what has been taught before and takes into account their individual needs and understanding.
- Whilst our curriculum promotes subject specific learning we believe that all subjects should and do contribute to the development of skills and competencies in Literacy/Communication, Numeracy, Personal, Social and Health education.





CURRICULUM INTENT, IMPLEMENTATION & IMPACT

Intent/ Aims of the Curriculum

- We want to offer our students a broad and balanced curriculum ;
- So that they develop a love of learning by providing opportunities to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum
- To become confident, independent learners that encounter, engage and explore
- And develop a range of skills towards independence to best equip them to be able to live in modern Britain
- A curriculum that supports the students to Communicate needs, make choices, make decisions and choose options that other people act on and respect
- Increase learner's awareness, understanding and respect of their environment and of the world
- A curriculum that Promotes self-esteem and self-advocacy through the use of a range of systems of supported advocacy and to develop an awareness of self and sensitivity to others
- A curriculum that celebrates and shares success and achievement
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student's **access to the community and engagement in society**
- In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop** their **independence and vocational skills**





Implementation

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, core and foundation subjects are given designated timeslots in the timetable
- The post 16 curriculum continues to build on the core skills of Literacy and Numeracy which along with PSHE continue to have dedicated time in the college timetable. The college also provides the students with an opportunity to develop their Life and Living Skills, an understanding of the world of work and work related learning all preparation for next steps into adulthood.
- The Individual subjects are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in each subject is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in the **core subjects**.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award.
- Our post 16 students are given opportunities to experience the world of work and work related learning both on and off the school campus.
- Our curriculum is underpinned by Positive Behaviour Approaches and celebrates the progress made by the students on their learning journeys. Our curriculum approach takes into consideration the needs of the whole student and is delivered with the support of our Multi-Disciplinary Team and incorporates a wide range Sensory, Communication, personal emotional and social Strategies which are all built into the learning.



Impact

- The Impact of our curriculum approach can be measured in
Increased access to education for our students
- Increased access to the community and participation in co-
curricular activities
- The students meeting and Exceeding their EHCP Outcomes and
targets
- Our Yearly progress Data - our students consistently meet or
exceed expectations
- Our students are able to discover and explore new interests
- Our students develop their communication skills – building on their
self-esteem, confidence and a range of Positive Mental Health
Outcomes
- Our students are equipped with the appropriate knowledge and
skills to be able to take the next steps beyond Hill House School
and into Adulthood
- We have happy students who have enjoy their learning journeys
and challenges



Hill House Curriculum Offer

The Hill House School and College Curriculum offers a holistic approach where learning takes place across the waking day. The morning education lessons start at 9.00am – 12.00 and the afternoon education lessons start at 1.30pm – 3.45pm. This provides a minimum of 24 hours a week across the key stages. Learning continues to take place over the lunch time period as there are opportunities for the students to practice their communication, life and leisure skills. The education day also extends into the evenings where after school clubs take place. Education takes place for 41 weeks of the year.

The curriculum is broad and balanced, reflects British values and is based on the National Curriculum Framework. Individual subjects are adapted to take account of the needs and starting points of our learners and tasks and activities are differentiated to enable all to make progress. Throughout the age range, practical skills such as cooking, caring for the home and self-care are taught alongside, and through, the academic subjects. The curriculum takes into account the student's age, ability, aptitudes and needs and is sufficiently detailed to guide and support teaching and learning

Students have opportunities for gaining accreditation for their work in all areas of the curriculum

At Hill House students study the following subjects / study programmes in each Key Stage;

	Key Stage 3	Key Stage 4	Key Stage 5/Sixth Form
Core Subjects			
English	✓	✓	✓
Mathematics	✓	✓	✓
Science	✓	✓	-
Foundation Subjects			
Art & Design	✓	✓	✓
DT	✓	✓	-
Geography	✓	✓	-
History	✓	✓	-
Music	✓	✓	✓
Physical Education (PE)	✓	✓	✓
Community	✓	✓	✓
Computing	✓	✓	✓
Modern Foreign Languages	✓	✓	✓
Other statutory subjects			
RE	✓	✓	-
PSHE/RSE/Citizenship	✓	✓	✓
Careers	✓	✓	✓
Denotes Thematic Learning Subject			



English, Literacy and Communication

English has a pre-eminent place in education and society we intend to develop our student's abilities to communicate to the best of their abilities in order to express their ideas and emotions through their reading, speaking and listening whether verbally or via the use of augmented communication strategies. We recognise that all the skills of language are essential to participating fully as a member of society. The central aim therefore of our curriculum is to develop these skills in our students.

Key Stage 3 "My world of words"

Key Stage 4 "Our World and Preparing for Adulthood "

Intent/Aims

- We want to offer our students a broad and balanced curriculum in English;
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student's **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **to the best that has been thought and said**
- In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop** their **independence and vocational skills**



Course Content KS3 "My world of words"

English KS3	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Sensory Narrative: Creating an Interest	I See, I Hear, I want: Text Structure and Vocabulary	Fiction: A Midsummer Night's Dream – Using Drama to Understand Shakespeare	Non-fiction: Following a Recipe / Making Lists	My Story: Diaries and Personal Writing
Year 2	Sensory Narrative: Creating an Interest	Our Gifts and Talents	Fiction: Pre 1914 - Fairy Tales, Verse and Poetry	Non-fiction: Hobbies and Interests	Stories From Around The World
Year 3	Sensory Narrative: Creating an Interest	Dictionaries and Vocabulary	Fiction: Shakespeare	Non-fiction: Instructions Around the House	My story: Letters and Formal Writing

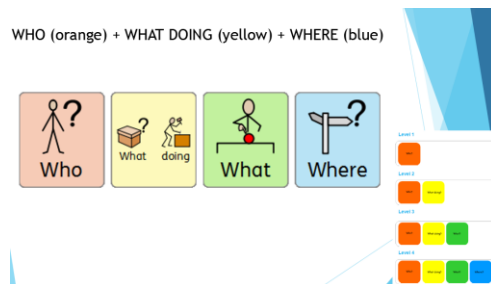
Course Content KS4 "Our World and Preparing for Adulthood "

English KS4	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1 Our Experience of the World	Weather and Clothes	Places: River, Sea and Forest	Leisure Activities: The Great Outdoors	Shakespeare: The Tempest	Writing Stories and Creating Narratives
Year 2 Life Skills / Preparing for Adulthood	Travel and Shopping	Jobs and Careers	Animals and Pets	Around the House	Food



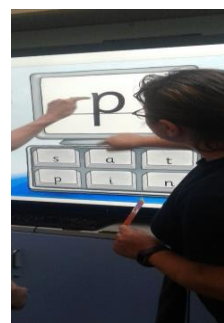
Implementation/Assessment

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, core and foundation subjects are given designated timeslots in the timetable
- The Individual subjects are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in each subject is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. – for the minority of students who are beginning to work beyond these assessment descriptors there is an assessment framework based upon the AQA Step up programme for English.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in the **core subjects**.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award.
- Positive Behaviour Approaches
- Sensory and Communication Strategies including Autism specific approaches PECS, “Attention Autism”, TEACCH approaches and Colourful Semantics
- Specific English Intervention .AQA, PHONICS and the reading programmes based upon the Oxford Reading Tree.
- Read Write Inc, Clicker 6 and “writing without tears”



Impact / Skills and Knowledge

- Increased access to education, engagement with the curriculum
- Increased access to the community and engagement in society
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
- Yearly progress Data - students meeting or exceeding expectations
- Finding and exploring new interests
- Development of communication skills - Positive Mental Health Outcomes
- External Accreditation AQA awards English and Communication



Mathematics – Numeracy for Life

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems

We recognise that a high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We therefore Aim for our students to become **fluent** in the basic fundamentals of mathematics and to be able to **reason mathematically** by following a line of enquiry, we also aim to develop our students abilities to be able to **solve problems** by applying their mathematics to a variety of routine and non-routine problems.

Key Stage 3&4 “Step by Step, Rung by Rung”

Intent/Aims

- We want to offer our students a broad and balanced curriculum in Mathematics in order to;
- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop measuring skills in a range of contexts;
- To understand the importance of mathematics in everyday life; and its links with other areas of the curriculum
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student’s **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **to the best that has been thought and said** in mathematics’
- In the sixth form we offer a distinct curriculum for our older students and this will provide a progression from the lower school into a more grown up environment where students will **develop** their **independence and vocational skills**
- It will support the students with their next steps and **their preparation for adulthood**



Course Content KS3 "Step by Step"

Math's KS3	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	2D Shape: Properties of Triangles, areas of shapes and perimeters	Scale Diagrams / Maps / Co-ordinates	Place Value	Measure	Money (1): Recognising and Identifying Coins
Year 2	Money (2): Using and Applying	Patterns	Symmetry / Rotation / Reflection	3D Shapes	Ratios / Fractions / Percentage / Approximation
Year 3	Number Symbols	Inverse Operations and Integer Powers	Tables / Charts / Diagrams / Graphs	Time (1): Seasons / Months / Days	Time (2): Order of the Day / Sequencing

Course Content KS4 "Rung by Rung"

Math's KS4	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Shape (2D)	Patterns	Number (1)	Number (2)	Money
Year 2	Shape (3D)	Measures	Data	Time	Position



Implementation/Assessment

We offer a holistic approach where learning takes place across the waking day

In KS3 and 4, Mathematics is given designated timeslots in the timetable

The Math's topics are taken from the National Curriculum and are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.

The progress of students in each subject is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. For the minority of students who are beginning to work beyond these assessment descriptors there is an assessment framework based upon the AQA Entry Level Math's programme.

Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in the **three areas of Mathematics**.

Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.

Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award which contain numeracy components.

Positive Behaviour Approaches underpin the Math's curriculum

Sensory and Communication Strategies including Autism specific approaches PECS, "Attention Autism" and TEACCH approaches

Development of Numeracy is supported by the student's engagement in activities in the community



Impact/ Skills and Knowledge

- Increased access to education, engagement with the curriculum
- Knowledge of number and value
- Transferable life skills
- Understanding of time and space
- Increased access to the community and engagement in society
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
- Yearly progress Data - students meeting or exceeding expectations
- Finding and exploring new interests
- Development of communication skills - Positive Mental Health Outcomes
- External Accreditation AQA awards in Numeracy and Mathematics
- Preparation for Adulthood students are able to apply their knowledge of and skills with mathematics to a variety of routine and non-routine problems.



PSHE/RSE

We aim to deliver **localised** PSHE/RSE programme to reflect the needs of our students, we expect our PSHE/RSE education programme to equip our students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We recognise that drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle are important elements of our PSHE curriculum.

We believe that our PSHE curriculum should support the development of our students understanding of their own and others feelings and emotions focusing on our students '**personal development**'. **This focus will support the students to develop Positive Behaviours and Attitudes which will then enable our students to make the successful transition into adulthood.**

Key Stage 3 “Understanding my world”

Key Stage 4 “Having fun and keeping safe”

Intent/Aims

- We want to offer our students a rich broad and balanced PSHE/RSE curriculum that is delivered at a level which is able to meet their needs;
- Our PSHE/RSE supports our students to understand what is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and **wellbeing**
- How to manage risks to physical and emotional health and **wellbeing**
- It helps our students to learn to keep physically and emotionally safe
- It supports our students to be able to recognise and understand how they are feeling
- It helps our students to manage change, including puberty, transition and loss
- This provides our students with the self-care and life skills which helps them to build their **cultural capital** so that they are prepared for life now and also for their next steps
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes** this is especially true when considering the **Social and Emotional and Communication and Interaction Outcomes** for our students.
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils. Our PSHE/RSE curriculum provides opportunities for the students to develop their levels acceptance, tolerance and empathy.
- Our PSHE/RSE curriculum promotes knowledge and understanding of healthy choices, lifestyles and diets
- Our PSHE/RSE Curriculum intends to provide our students with an understanding of **how to recognise risk and know where to go for help when they need it.**
- The PSHE/RSE curriculum promotes positive behavior and communication and encourages the student to express their views and feelings.
- It is a curriculum that supports our student’s **access to the community and engagement in society**

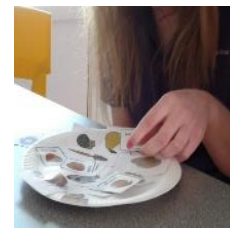


Course Content KS3 "Understanding My World"

PSHE KS3	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – My Changing Body	Relationships – Maintaining Respectful Relationships	Staying Safe – Cyberbullying	Law and Rights – Equality	PSHE – Making Choices and Democracy
Year 2	Health and Wellbeing – Healthy Eating	Relationships – Happiness	Staying Safe – Making Decisions and Finding Support	Law and Rights – Bullying	PSHE – Equality and Diversity
Year 3	Health and Wellbeing – Exercise and Physical Activity	Relationships – Boundaries and Conflict Management	Staying Safe – Giving and Withdrawing Consent	Law and Rights – Medication, Legal and Illegal Drugs	PSHE – My School and Helping Others

Course Content KS4 "Having fun and Staying Safe"

PSHE KS4	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – Keeping Our Bodies Healthy	Relationships – Tolerance and Kindness	Staying Safe – Managing Feelings	Law and Rights – Radicalisation and Criminal Behaviour	PSHE – Environmental and Global Issues
Year 2	Health and Wellbeing – Exercise and Anxiety	Relationships – Prejudice and Peer Pressure	Staying Safe – Making Decisions Online	Law and Rights – Bullying	PSHE – Fundraising and charity



Implementation/Assessment

- We offer a holistic approach where learning takes place across the waking day this is especially true for PSHE
- In KS3, 4 and 5, PSHE/RSE IS given designated timeslots in the timetable
- The Individual topics have been chosen because of and have been adapted to take into account o the needs and starting points of our learners. The tasks and activities are differentiated to enable all to make progress.
- The progress of students in PSHE/RSE is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with. PSHE/RSE also supports the students to achieve their termly EHCP targets in their IEPs and progress towards these targets is also reviewed in the termly EHCP outcomes meetings.
- We recognise that PSHE/RSE runs through our whole curriculum so we do not lose opportunities to capture progress towards PSHE/RSE targets in all the different subjects.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in PSHE/RSE.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our students external Accreditations in PSHE/RSE, AQA unit awards at entry and Pre entry Level and in the sixth form students have begun to access the OCR life and living skills award which also incorporates elements of our PSHE/RSE programme.
- The delivery of PSHE/RSE is supported by the use of Sensory and Communication Strategies including TEACCH, Attention Autism, Augmented communication, PECS.
- The delivery of PSHE/RSE is supported by extensive access to and opportunities within the community, developing life skills, helping the students to understand risk, being able to generalize learnt principles across a range of contexts.



Impact/ Skills and Knowledge

- Increased access to education and levels of engagement
- Giving the student a voice and the positive impact upon self-esteem.
- Reduction in risk taking behaviours - Increase in our students abilities to recognise risk
- Developing positive habits and life skills generalizing these skills outside of education time
- Developing a sense of Identity
- Increased access to the community learning how to interact and behave positively beyond school
- Meeting and Exceeding EHCP Outcomes (Communication and Interaction – Social and Emotional)
- Development of communication skills - Positive Mental Health Outcomes
- Yearly progress Data - students meeting or exceeding our expectations
- Finding and exploring new interests

Physical Education

It is our aim to provide a high quality physical education curriculum which enables the students to develop their abilities and to succeed in sport and other physically demanding activities. We aim to promote our students confidence in engaging in sport and to promote their health and fitness and continue to develop their gross and fine motor skills.

Our PE curriculum supports our aim to encourage the students to lead healthy active lives

It is also our aim through the PE curriculum to build the students' self-esteem, their ability to participate with adults and peers and to enable the students to develop a sense of the values of fairness and respect.

Key Stage 3/4 "Get Up, Get Active"

Intent/Aims

- We want to offer our students a broad and balanced PE curriculum;
- For them to develop competence and be able to achieve their personal best in a broad range of physical activities
- So that they are physically active for sustained periods of time
- For our students to engage in a range of sports and physical activities
- So that they learn to lead healthy, active lives
- The PE curriculum provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood and in recognizing the importance of keeping fit and active in adult life.
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**, most especially in relation to their **Physical and Sensory Outcomes** and also their **Social, Emotional and Mental Health Outcomes**
- It will provide our students with **memorable and enjoyable learning experiences**, offering them a range of activities led by internal and external providers. This will encourage the student's interest in and participation and engagement with physical activity.
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils. (**Fairness, Independence, Respect, participation and turn taking with peers, following rules and engagement with public institutions – e.g. local recreation centres, Southampton FC etc.**)
- It is a curriculum that supports our student's **access to the community and engagement in society**
- It will enable our students to develop their technique and performance across a range of physical activities.



Course Content KS3 "Get Up, Get Active"

Key Stage 3 PE	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Athletics: High, Far and Fast!	Gymnastics: It's Partner Time!	Dance: I Feel Like Dancing!	Outdoor and Adventurous Activities: Let's Get Together!	Team and Individual games: Striking and Fielding
Year 2	Athletics: Skill Zones	Team and Individual Games: Net and Wall Games	Dance: Roll up, roll up to the big top!	Outdoor and Adventurous Activities: Follow it, find it!	Team and Individual Games: Dodging and Scoring!
Year 3	Gymnastics: Jump Down, turn around	Dance: Dance with Me	Team and Individual Games: Shuttle Sport	Outdoor and Adventurous: Striking and Fielding	Team and Individual Games: Invasion Games

Course Content KS4 "Get Up, Get Active"

PE	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Athletics	Dance: Composing and Performing Dance	Gymnastics: Getting There Together!	Team and Individual Games: Invasion Games	Outdoor and Adventurous Activities: Walk the Walk!
Year 2	Individual: Yogacise	Gymnastics: Balance	Dance: Dancing to music!	Team Games	Outdoor and Adventure Play



Implementation/Assessment

- We offer a holistic approach where physical education is encouraged and learning takes place across the waking day
- In KS3,4 and 5, PE IS given designated timeslots in the timetable
- The Individual activities are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in PE is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level and in PE.
- Positive Behaviour Approaches – The PE curriculum encourages the use of Positive behavior approaches
- Sensory and Communication Strategies – The PE curriculum is delivered using a wide range of augmented communication strategies.
- The PE curriculum is supported by a range of activities both on and off site which encourage participation and engagement with Physical Education e.g. ;
 - Swimming
 - Climbing
 - Yoga
 - Saints Ability (Football)
 - Sports for Champions
 - Sports Day
 - Pedall
 - Use of Outdoor Equipment
 - National Walking Day
 - Fishing at Southlands
 - Flamenco
- We recognise the strong links between the encouragement of living a healthy lifestyle and physical activity and this is linked to the work undertaken in PSHE.



Impact/ Knowledge and Skills

- Increased access to education and physical activity
- Increased access to the community and public institutions
- Meeting and Exceeding EHCP Outcomes especially in relation to **Physical and Sensory Outcomes** and also their **Social, Emotional and Mental Health Outcomes**
- Yearly progress Data - students meeting or exceeding expectations in PE
- Finding and exploring new interests – Southampton FC Saints Ability programme has encouraged participation in football, many of our students will not have participated in organised football coaching, Calshott Climbing Club, Pedall, Swimming etc.
- Development of communication skills - Positive Mental Health Outcomes



Thematic Learning

Incorporating the Humanities, Music, Art and Design and Technology

We believe that the students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time, place, and disciplines. The Thematic approach combines the subjects of History, Geography, Music, Art and Design Technology. This approach increases the student's interest and supports them to make connections with their work.

We believe that the thematic breaks down concepts and facts to more closely resemble how life is experienced outside of school. The thematic approach should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The units should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. The themes explored should inspire pupils' curiosity to know more about the past and give them some understanding of their place in time. The units are designed in a way to help the students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We also believe that the thematic curriculum equips the students with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We will ensure that the thematic curriculum draws upon the student's interests and makes the vital connections from the real world and life experiences.

Key Stage 3/4 "A Journey through Time"

Intent/Aims

- We want to offer our students a broad and balanced curriculum in Thematic Learning;
- Enables an experience of music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Students will be encouraged to learn to sing and to use their voices, to create music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to express themselves musically to the best of their interest and ability
- The students will be encouraged to understand and explore how music is created, produced and communicated
- The students will be supported to begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Students will explore and begin to understand the processes that give rise to key natural and human geographical features of the world
- They will be encouraged to communicate their geographical understanding in a variety of ways,
- Students will be given lots of opportunities to produce creative work, exploring their ideas and recording their experiences
- They will engage with and enjoy drawing, painting, sculpture and other art, craft and design techniques
- The students will learn about great artists, craft makers and designers
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a curriculum that supports our student's **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **"to the best that has been thought and said"** in the arts, culture and humanities.



Course Content

Key Stage 3 “A Journey through Time”

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	British History before 1066 – The Iron Age	Place Knowledge: Making Connections – My School’s Locality	Stormin’ Normans: Development of Church, State and Society in Medieval Britain 1066-1509	Human and Physical Geography: Water and Rivers	The First Colony in America and First Contact With India: The Development of Church, State and Society in Britain 1509-1745
Art	Art and Crafts: 3D Art	Media: Art / Photography – Say Cheese!	Painting	Natural Objects and Materials: Art, Nature and Imaging	Sculpture: I Can Build With Clay
Music	Notations: Notation	Improvise and Compose: Creating and Recording Sounds	Musical Devices: Sound Effects	Listen: Natural Environment	Musical Devices: Working With Stringed Instruments
D&T	Textiles: Sewing	Electronic Systems: Light it Up! (How to Make a Torch)	Cooking and Nutrition: Bake-off!	Design and Make: Tell Me a Story – Story Books	Own Design: Money, Money, Money – Money Containers

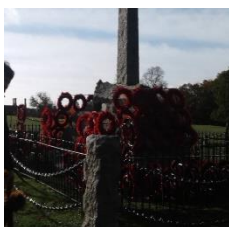
YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	Geographical Skills and Fieldwork: Making Connections	Britain’s Transatlantic Slave Trade: Its Effects and its Eventual Abolition	Human and Physical Geography: Extreme Weather	Let Them Eat Cake! Ideas, Political Power, Industry and Empire – French Revolution	Locational Knowledge: Environment – Transport and Journeys
Art	Architectural Art: A Sense of Place	Print Making: Making a Mark	Art and craft: Let’s Get Crafty	Drawing: 2D Art	Textiles: Recycling and Reusing
Music	Play and Perform: Tempo	Play and Perform: Rhythm	Improvise and Compose: Combining Sounds	Play and Perform: Using the Keyboard	Musical Devices / Technology: Creating Own Musical Instrument
D&T	Technical Knowledge: Get to the Other Side - Bridges	Materials: Making a Bag	Electronic Systems: Beep! Alarms	Cooking and Nutrition: Biscuit Booklet	Materials: Joseph’s Coat

YEAR 3	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	Women's Suffrage: Challenges for Britain, Europe and the Wider World 1901 to the Present Day	Human and Physical Geography: World Climates – Hot and Cold Climates	The Holocaust: Challenges for Britain, Europe and the Wider World	Place Knowledge: Brazil	Where I Live: A Local History Study
Art	Collage: Piece it Together	Multi-cultural Art: Get Ready to Discover Art From Around the World	Historical: Great Artists	Design Techniques: Art Book Assessment	Sculpture: Models – Build Me!
Music	Listen: Pitch	Listen: Identifying Sounds	Play and Perform: Sensory Music	Listen: Music that Makes Us Feel Good	Musical History: Music Through the Ages
D&T	Electronic Systems: Lighting it Up	Evaluate: A Roof Over Your Head (Shelters)	Design and Make: It's a Picture! (Photo Frames)	Design and Make: Moving Monster	Design and Make: Pop-up Cards

Key Stage 4 "The Journey Continues"

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	The Vikings	Place Knowledge: Homes	Life in the Tudor Times	Human and Physical Geography: The Seaside	The Industrial Revolution
Art	Textiles: Lumpy, Bumpy, Scratchy, Smooth	Sculpture: Sensory / Outdoor Sculptures	Historical Art: Folk Art	Design Techniques: Shape, Space and Form	Art and Craft: Come Craft With Me
Music	Listen: The Vikings	Musical Devices: Music and Television – Sound Effects	Play and Perform: Instruments - Duration	Musical History: Composers	Play and Perform: Orchestra
D&T	Materials: Bird Feeders (Viking Longboat)	Design: Compartment Lunchbox	Design and Make: Give a Gift (Tudor pomanders)	Food and Nutrition: It's Smoothie Time	Design: Make a battery-controlled buggy

YEAR 2	Term 1	Term 2	Term 3	Term 4	Term 5
Humanities	Locational Knowledge: National Parks – The New Forest	World War II	Human and Physical Geography: Weather Around the World	The Civil Rights Movement in America	Locational Knowledge: World Foods and Culture
Art	Print Making: Stamp It	Drawing: Line and Tone	Design Techniques: Weaving Over and Under	Digital Media: Computer Art – Click and Create	Cultural Art: Multicultural Art
Music	Notation: Notation and Group Work	Improvise and Compose: Class Songs	Play and Perform: Winter	Musical Devices: Sound Sources	Listen: Contrasting Cultures
D&T	Design and Make: What Can You Learn From a Textile Tree?	Industrial: I can Use the Vac Moulder	Materials: Make a Kite	Own Design: How to Store Your Favourite Things	Food and Nutrition: Healthy Snacks



Implementation/Assessment

- We offer a holistic approach where learning takes place across the waking day;
- In KS3 and 4, Thematic Learning is given its own dedicated timetabled periods during the week
- The Themes and topics are adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The students' progress with the thematic units will be celebrated in their Learning Journeys
- The progress of students in thematic learning is broken down into small steps – "I Can" statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are in engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations AQA unit awards at entry and Pre entry Level
- Positive Behaviour Approaches are the foundation for our delivery of the thematic curriculum.
- Sensory and Communication Strategies including Autism specific approaches PECS, "Attention Autism", TEACCH approaches and Colourful Semantics are all used in the delivery of the Thematic units
- Community visits and our exploration of the world around us supports our thematic approach with visits to the New Forest National Park, local places of interest, castles, museums, historical sites and areas of outstanding natural beauty.



Impact / Skills and Knowledge

- Increased access to education, engagement with the curriculum
- Increased access to the community and engagement in society
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
 - Yearly progress Data - students meeting or exceeding expectations
 - Finding and exploring new interests
- Development of communication skills - Positive Mental Health Outcomes
 - External Accreditation AQA awards.



Science

A high-quality science education provides the foundations for understanding the world

Science has changed our lives and is vital to the world's future prosperity, and our students will be taught the essential aspects of the knowledge, methods, processes and uses of science.

We will encourage our students to develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Intent/ Aims

- We want to offer our students a broad and balanced curriculum in Science;
- For our students to develop scientific knowledge and conceptual understanding
- For them to develop understanding of the nature, processes and methods of science
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables the students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils.
- It is a science curriculum that supports our student's **access to the community and engagement in society**
- It allows opportunities for our students to have exposure **to the best that has been thought and said** in the world of science and scientific discovery
- For them to have some understanding of the uses and implications of science, today and for the future



Course Content KS3 – KS4 “From Small to Big”

KS3 Science	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	The Senses	Exploring Materials	Electricity	The Body	Grouping Materials
Year 2	Forces	Body Changes and Reproduction	Changing Materials: Physical Changes	Light	Animals and Plants
Year 3	Separating Materials	Sound	The Environment	Changing Materials: Chemical Changes	The Earth and Beyond

KS4 Science	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Materials and their Properties: Metals	Physical Processes: Forces	Life Processes: Humans as Organisms	Materials and their Properties: Mixing and Separating	Physical Processes: Electricity and Magnetism
Year 2	Life Processes: Human Reproduction	Materials and their Properties: Heating and Cooling	Physical Processes: Energy	Life Processes: Maintenance of Life	Materials and their Properties: Chemical Changes

Implementation /Assessment

- We offer a holistic approach where learning takes place across the waking day
- In KS3 and 4, science is given designated timeslots in the timetable
- The science curriculum has been adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- The progress of students in science is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in science.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.
- Accreditation - we offer our student external Accreditations in Science AQA unit awards at entry and Pre entry Level.
- Positive Behavior Approaches are the bedrock of our approach and delivery of the science curriculum.
- The science curriculum is supported by a range of co –curricular activities both on and off site throughout the school year.



Impact / Skills and Knowledge

- Increased access to education, engagement with the science curriculum
- Increased access to the community and engagement in society
- Sense of fun and fascination for the natural world and how it works
- Meeting and Exceeding EHCP Outcomes – Cognition and Learning - Communication and Interaction
- Yearly progress Data - students meeting or exceeding expectations
- Finding and exploring new interests , developing an understanding of the world around us
- Development of communication skills - Positive Mental Health Outcomes
- External Accreditation AQA awards in Science



HILL HOUSE SCHOOL 6TH FORM CURRICULUM 2020



“The Sixth Form provides a highly effective transition for students as they move from the lower school towards leaving the school.....The relevant qualifications that students gain give them vital currency when exploring options for their future.” OFSTED January 2020



At Hill House we offer a distinct sixth form curriculum for our older students. This provides a progression from the lower school into a more grown up environment where students are supported to develop their independence and vocational skills even further.

Hill House Sixth Form Pathways Study Programme

Throughout the education week students travel through three main pathways;

1. Core Academic

2. Passport to Adulthood - Life Skills, Careers & Work Related Learning and Community

3. Aesthetic appreciation - Arts and Humanities

Students work in small groups and are supported to transition to different locations to take part in structured activities. These include spending time in two college bases, working in our sixth form common room and spending time in a variety of work based learning environments in the community

Working within smaller groups enables students to practise their independence and allows tutors to plan and deliver a more individualised study programme

Aims

- To support our students in making a successful transition from adolescence into adulthood.
- To provide an engaging curriculum that further enables personalised learning opportunities and allows our students to both consolidate and broaden their skills.

- We want to offer our students a broad and balanced Sixth form curriculum that provides our students with the knowledge and skills which help them to build their **cultural capital** and to prepare them for adulthood
- To ensure readiness for independent living, further education and/or supported employment.
- To support students in becoming active members of their communities both now and in the future, who participate and make a positive contribution.
- Our College curriculum enables the students to make the small steps of progress in order to realise their **EHCP outcomes** this is especially true when considering the **Social and Emotional and Communication and Interaction Outcomes** for our students.
- It will continue to provide our students with memorable and enjoyable learning experiences
- It promotes our students knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development** of our pupils. Our 6th Form curriculum provides opportunities for the students to develop their levels acceptance, tolerance and empathy.
- Our 6th Form curriculum promotes knowledge and understanding of keeping safe, healthy choices, lifestyles and diets

Implementation

- All 6th form students access learning at an appropriate level, within small teaching groups and with well-informed multi-disciplinary support.
- The 6th Form curriculum has been adapted to take into account of the needs and starting points of our learners and the tasks and activities are differentiated to enable all to make progress.
- We take a holistic approach to preparing our young people for adulthood, and key life skills are embedded within our curriculum and daily routines, where learning takes place across the waking day and across the college and homes.
- Students work in small groups and are supported to transition to different locations to take part in structured activities. These include spending time in two college bases, working in our sixth form common room and spending time in a variety of work based learning environments in the community
- Working within smaller groups enables students to practise their independence and allows tutors to plan and deliver a more individualised study programme
- The key core curriculum subjects of Literacy, Numeracy and PSHE/RSE continue to be given designated timeslots in the timetable.
- The students in the 6th Form will continue to have access to appropriate and quality education around relationships and sex as part of their PSHE curriculum offer.
- The progress of students in the core curriculum subjects is broken down into small steps –“I Can” statements based upon the P level descriptors and adapted to suit the needs of our students and to reflect the curriculum they are engaged with.
- Students are set targets broadly in line with the historic progression guidance and the students are expected to make the equivalent to a **level of progress** across the school year in the core subjects.
- Through the “Passport to Adulthood” pathway our young people follow personalised study-programmes suited to their individual needs, interests and future aspirations
- The passport to Adulthood pathway is assessed via accreditation in AQA Unit Awards and OCR Life and Living Skills certification.
- Our 6th form students continue a rich, broad and balance curriculum through a programme of arts and humanities as part of their weekly timetable experience.
- Teaching and Learning is monitored via regular learning walks, formal and informal observation and termly internal and external moderation.



Throughout the education week students travel through three main pathways;

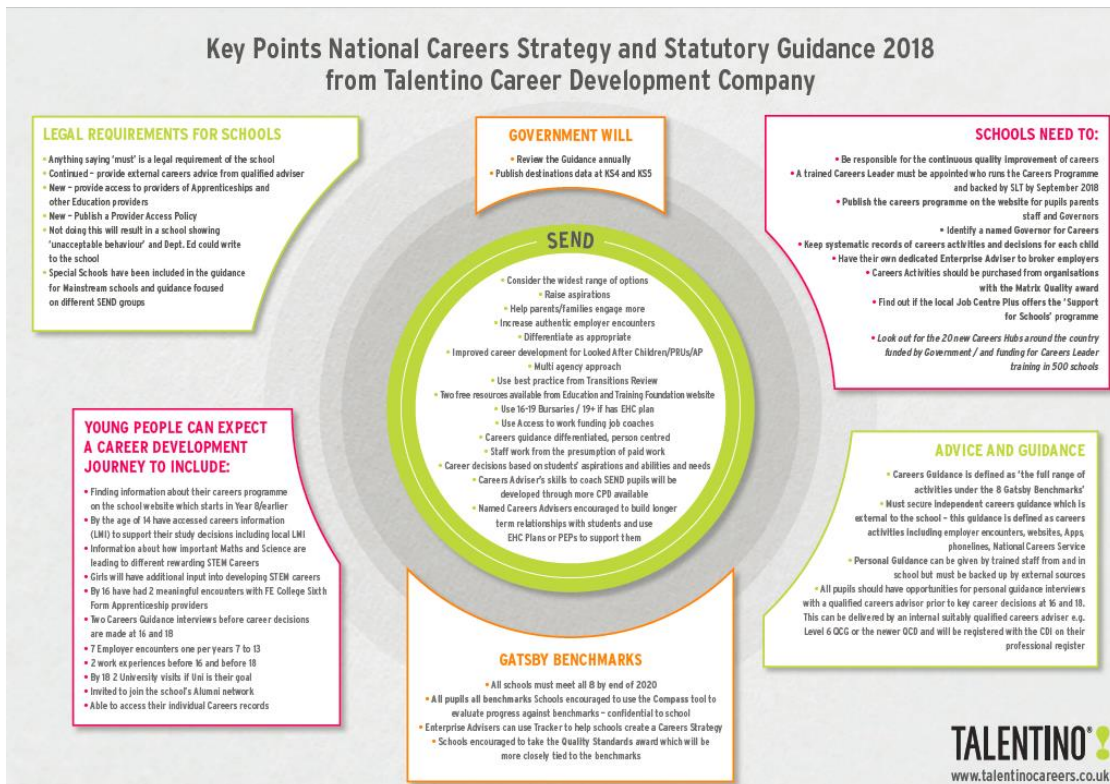
Golden Threads	Core Curriculum (Academic)	Passport to Adulthood	Aesthetic appreciation - Arts and Humanities
SMSC	Assessed via Classroom Monitor	Assessed via Accreditation – OCR/AQA & IEP	Evidence in Learning Journeys and impact upon IEP achievement
	Literacy & Communication Reading Writing Speaking and Listening	Preparation for adulthood & Life skills	An appropriate and varied experience of the world around them – history, geography culture and religion. Music and the arts (including external productions/ off site activities)
EHCP Outcomes	Numeracy Number SSM Using and Applying	IT and staying safe with technology	
British Values		Work experience and work related learning	
“The best that Has been thought and said”	PSHE/ RSE	Enjoying and experiencing the community	
Preparation for Adulthood & Cultural Capitol		Keeping fit and Healthy (PE / explicit programme of Physical Activities)	

The National Careers Strategy – Hill House School

The National Careers Strategy is the government’s plan for raising the quality of careers provision. At Hill House we are working with Talentino, a Matrix accredited external career development company affiliated to the professional body ‘The Career Development Institute’ and specialising in the career development of young people with SEND. Our education staff at Hill House have been trained by Talentino to deliver the careers programme – ‘*Careers at Every Level*’ – which includes classroom / college based career coaching, work experience, employer engagement, employability skills development and business enterprise

All students at Hill House have the opportunity to develop their skills, knowledge and understanding through access to our careers programme. There are many benefits and there are a range of potential career outcomes for our students including; improving work related skills for supported living, supported volunteering and the possibility of supported employment in some cases

Please see below the key points from the National Careers Strategy;



TALENTINO
www.talentinocareers.co.uk

The teaching of careers enables our students to understand, experience and interact with the world of work. The curriculum offers opportunities to learn about rights and responsibilities and working together as well as exploring a variety of jobs and tasks on site at Hill House

We teach our students about how to get ready for work and the tools that might be needed in order to complete a task. The curriculum also offers a variety of options for work experience in the wider community with links to local businesses and projects. The curriculum also offers opportunities for students to be involved in mini-enterprise projects at the school

Sixth Form students take part in a range of careers based lessons across the week where they have the opportunity to learn about the world of work. Students have also had the opportunity to work collaboratively on a mini – enterprise based project. Previous work has included; planning and implementing a lemonade stall and small café and designing and producing items to sell at an event for parents and visitors

In addition, we offer an annual careers week where all students at the school have the opportunity to learn about and experience the world of work. Local companies and organisations visit the school to run workshops and students also have the chance the visit groups out in the community

Careers education and awareness is also promoted through individually planned work experience. This takes into consideration personal preference and strengths and is often planned as a result of direct consultation with a student. Work experience is planned either on or off site but with the aim for all students to experience some kind of off - site work experience at some point during their time at Hill House School. On site there are opportunities for students to make a contribution to the whole school by being responsible for collecting recycling, working in the allotment or helping out in our café.

Off-site students work at the local village shop and at a local charity shop. Students also have the opportunity to take part in work experience at a local secondary school's walled garden where they can learn skills in horticultural care, animal care and team work.

We also have a link with our local sixth form college and students from Hill House have the opportunity to work at their Skills Centre where they can learn skills in marine engineering, brick laying and plumbing, carpentry and upholstery

Each sixth form student works towards a careers passport / careers development plan which they can take with them into adult life. The passport is made up of key skills that the students work towards through their careers work. Each student's progress is tracked against a set of outcomes that may come from the Talentino programme or from the OCR and AQA unit awards. Alongside this, evidence of work, photographs, video and student feedback are also used to evaluate what each student has learnt

Students at Hill House learn key skills through the careers study programme which they have the opportunity to generalise and practise in real life situations in the community. Students will then hopefully take these skills with them into adult life and from our destination information we are able to track the impact of our interventions

Students have the opportunity to work towards a form of accreditation from both the OCR life and Living Skills and AQA (Assessment and Qualifications Alliance) which provides recognition for achievements. Students also have the opportunity to work towards QCF Laser awards

At Hill House we involve parents in our careers education by keeping them up to date with events and progress via a regular newsletter sent from the sixth form lead. Parents make a contribution by attending events such as the Christmas sale.



The Hill House curriculum is realistic yet progressive. It is user-friendly to enable teachers to adapt, modify and personalise within their planning

Students also have the opportunity to access the community and skills of accessing amenities, developing leisure interests, shopping and outdoor pursuits are taught throughout the age range. In the sixth form, particular emphasis is placed on life skills, developing independence, work-related learning/ vocational skills, careers and skills for life

Each teacher has a curriculum responsibility. The teacher has an oversight of progress across the school in their curriculum area. They contribute to writing schemes of work and updating existing schemes, support other teachers to resource, implement and assess their assigned area, audits resources, oversees one of the specialist classrooms, keep up to date with current National initiatives, attend training based on their curriculum areas. Teachers also contribute to the SEF and the School Development Plan.

Teachers are also involved in moderation and monitoring in their curriculum area. This may include; evaluation of activities, observations, discussions with teachers and students, work sampling, student shadowing, questionnaires and learning walks, monitoring action plans can then be set up. Teachers are also involved in the external moderation of work

Each curriculum area has a budget and the co-ordinator is also responsible for overseeing the planning of this

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Head.

Head of Hill House;

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November 2020

Review Date: November 2021