

<b>Curriculum core purpose. Intent</b>	<b>Year: 9 Citizenship</b>	
<p>How does this curriculum fit into the OBHS Curriculum Specification? <i>This focuses on Money Management and the wider world.</i></p> <p>How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning. <i>Students from KS2/3 will have looked at saving, earning, planning and budgeting.</i></p> <p>How does this curriculum respond to local and national agendas (e.g. SMSC and BV). <i>It follows the Norfolk Agreed Syllabus and looks at real-life skills in preparation for the world of work and home management.</i></p>		
<b>Content-Knowledge and Skills.</b>	<b>Subject specific pedagogy</b>	<b>Resources and support</b>
<p>Succinctly summarise the subject content and skills which students will study. <i>Bank/building society accounts, credit/debit cards, risks of borrowing money and basic accounting for the home.</i></p>	<p>Describe the subject-specific pedagogical approaches which are used. <i>Tasks are designed to encourage students to consider the different ways to manage their own money. Students look at the different options available now and once they reach 18. They also weigh up the risks and benefits of borrowing and lending.</i></p> <p><i>Students are required to demonstrate knowledge and understanding, application and analysis.</i></p>	<p>How is the curriculum resourced to make sure it is personalised to the needs of learners? <i>Smart questioning is implemented by teaching staff using Blooms Taxonomy to encourage higher order thinking skills. Differentiated worksheets, information sheets and images are used to support and encourage learning.</i></p>
<b>Feedback, assessment and progress.</b>		<b>Habits</b>
<p>How are students assessed? How does this demonstrate progress? <i>Assessments are formative and are both inclusive of subject specific knowledge and skills e.g. describe, explain, discuss, evaluate, create.</i></p> <p>How do children receive feedback on their learning? <i>Verbal feedback during circulation and whole class discussions. Written feedback and NS on formative assessments, Success criteria and peer/ self marking.</i></p> <p>How is feedback used to inform planning/ SoL? <i>In-class AFL used to adapt duration focus and discussion based tasks. Scaffolding, 3 levels of challenge with personal choice, stretch and challenge in addition to the core. Differentiated task sheets for HAPs and LAPs.</i></p>		<p>Here you might consider the minimum skills you would want students to have developed through the learning tasks and pedagogy in your subject lessons over the course of this year.</p> <p><i>Creativity – looking for resolutions for real-life situations, through different approaches.</i></p> <p><i>Resilience – overcoming practical money issues.</i></p> <p><i>Collaboration – participate actively in group discussions, develop active listening skills and working together to find practical solutions for real-life issues.</i></p>

## OBHS Curriculum Specification

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Specification	Criteria	How will we know?	How is this delivered
Have high success rates	Qualification	Progress data	Quality first teaching
Efficient	Cost effective	Sustainable	Control parameters
Diverse and rich	Breadth and depth	Experiential	Mixed delivery and content. Enriched with learning outside of the classroom
Fit for the 21c	Competencies framework	Habits of Minds, functional and life skills,	Thematic and specialist curricula delivery
Engaging and responsive to individuals	Personalised	Entitlement of access	Pathways and active choice
Prepare students with the skills for their next step	Relevant and reflective of the needs of local community	Progression into education and employment	‘Tapestry curriculum’