

# Curriculum Intents



**Blackburn Central**  
High School





# Digital Technology

Our Digital Technology curriculum is designed to provide high-quality online education which equips learners with the essential skills and knowledge necessary to thrive in an increasingly digital world. We emphasise the importance of digital literacy, ensuring learners as digital users can navigate, evaluate and create information across various digital platforms safely and ethically. We instil in our learners a strong sense of responsibility and awareness regarding their digital footprint, online safety and ethical considerations, preparing them to be conscientious users of technology.

Learners follow a curriculum that allows them to express their creativity through digital design and multimedia projects, fostering an environment of innovation. This prepares our learners to be confident in the use of digital technology in their everyday lives. Learners also have opportunity to become digital specialists through the principles of computer science: understanding data, programming, networking and the impact of computer science technology as it advances. Learners develop problem-solving skills and logical reasoning, preparing them to tackle complex challenges in diverse contexts. Using block-based programming in Scratch, and text-based programming in Python, there is a clear progression of skills ensuring learners build on prior learning to enable them to create programs, solve problems, and design innovative solutions.

We employ a variety of teaching methods, including direct instruction, independent projects, and problem-based learning. This caters to different learning styles and promotes student engagement. We integrate learning with cross-curricular projects, allowing learners to apply their skills in real-world contexts, such as using data analysis in business or digital presentations in geography.

We implement formative and summative assessments systematically, providing live feedback to learners, which informs future teaching and helps identify areas for improvement.



## Digital Technology continued...

By creating a curriculum that follows the strands of digital literacy, information technology and computer science from the national curriculum, all learners have access to a wide career choice. We expose our learners to various career pathways within both digital technology and business industries. Our aim is to inspire and prepare them for future employment in a rapidly evolving job market.

In years 7, 8 and 9 learners present an online portfolio of their learning. Parents/carers have access to the learner's curriculum journey and this can be used to inform learners further study in year 10.

At BCHS, learners can opt to gain a qualification in Cambridge Nationals Enterprise and Marketing and Pearson Edexcel GCSE Computer Science. In both qualifications, learners demonstrate high levels of engagement, enjoyment, and motivation as well as a strong interest in pursuing further studies in this field.

Our Enterprise and Marketing qualification will prepare learners for further study in Level 3 and/or A level related subjects. An aspiration for many young people is to be self-employed and start their own business and the course has engaging content, with practical learning, allowing learners to develop their business acumen and enterprising skills.



# Drama

Our curriculum is firmly built on supplying a broad and ambitious Drama curriculum, rich in skills and knowledge to immerse students in a range of styles.

We aim to encourage students to become confident, independent and critical thinkers, who will be able to create original work and appreciate professional and non-professional repertoire.

The curriculum aims to expand our pupils' knowledge and cultural experiences of the world whilst developing their social, presentational and oracy skills to develop well rounded students.

We have a firm philosophy founded on preparing the minds of young people to cope with the outside world as well as educating students about theatre and its history. We aim to ignite a love and passion for drama, in order to open up a career in the performance and theatre industry.



# DT & Engineering

The KS3 and KS4 DT and Engineering curriculum is delivered through the OCR Engineering Design Specification. The Engineering curriculum is built on developing skills and applying the principles of design and make skills.

Pupils will learn crucial engineering design and sketching skills using a range of drawings, Computer Aided Design and Computer Aided Manufacture to simulate working prototypes.

Throughout the time in school the engineering department aims to encourage independent learning through practical and theory participation. The learners will be understanding the sustainable opportunities when designing and creating products and the impact these choices make on the environment around them.

Learners will be taught iterative thinking, materials, impact of design on outcomes and encourage critical thinking through collaboration and problem solving.

The aim of the engineering curriculum is to foster a culture of independence and collaborative working to enable them to have the necessary skills for the future.



# English

We believe that English underpins all subjects taught. We are at the forefront of driving literacy standards forward, which ultimately enables pupils to access texts across all subjects. We aim to develop pupils' vocabulary, their emotional literacy and their understanding of the world outside the classroom through ambitious, inspiring literature.

Reading comprehension will be supported by embedding opportunities to access a range of texts, across a range of authors and times regularly. An interleaved curriculum will support pupils who attain below functional reading ages. A bespoke reading intervention has been designed and will be used to target these pupils to support their reading attainment.

Given that KS2 and GCSE standards have risen, we have designed a curriculum that reflects and supports this learning and achievement journey. A three week assessment cycle inspires self-reflection and self-assessment skills that develops pupil autonomy; it is of paramount importance that the transition between KS2 and KS3 is smooth and expectations are maintained. It is key that the resilience, independence and stamina that is embedded at KS2 is preserved at KS3.

Our KS3 curriculum and schemes of work are designed to support and mirror our KS4 curriculum. We are passionate about preparing our pupils fully for the demands of GCSE examinations, so that they feel happy, comfortable and confident in themselves and their abilities. By creating opportunities for KS3 pupils to learn about the social, cultural and historical contexts of GCSE literature texts, in preparation for the GCSE specification, pupils feel confident in handling a variety of texts from a variety of authors, poets and playwrights. We want to empower our KS3 pupils and ensure that they approach literature with assertiveness and self-assurance.

Our curriculum also bridges the gap from KS2 and KS3. We have ensured that schemes of work reflect GCSE assessment objectives that are not taught at KS2. We have created opportunities for pupils to learn, practise and command the skills needed to analyse the Writer's craft. By providing a multitude of opportunities, across a multitude of texts and writers, pupils develop their confidence in handling a variety of language choices, techniques, structures and forms.



## English continued...

The English literature and language GCSE courses assess a wide range of competences across a breadth of texts. We have designed our curriculum in a way that pupils have access to a wide variety of texts in order to prepare them for the literature specification, but also for the unseen elements of the language course. By interleaving literature and language skills equally across both key stages, we are able to provide the best opportunities to play to pupils' strengths and to create opportunities for all.

We aim to create opportunities to develop culturally and acquire knowledge of the best that has been thought and written. Therefore, reading is at the heart of our curriculum because it encourages learners to read fluently and write effectively. By spending time reading a range of texts we create opportunities to develop critical understanding, contextual understanding, emotional literacy, vocabulary, spelling, grammar, confident control of Standard English, subject terminology and linguistic conventions. Across the curriculum we have placed importance of non-fiction reading and writing, in order to ensure that skills for work, life and further education are prioritised. Furthermore, our curriculum is diverse and inclusive: By streamlining texts for GCSE literature, we have selected texts that purposefully highlight economic, religious, cultural and gender politics.

Our curriculum is designed to instil self-confidence in pupils, create a love of reading, a love of other cultures, belief systems, equality and their own humanity. Pupils have the opportunity to develop their independent reading in Reading Plus. Library sessions and bespoke reading interventions support readers who are not yet functional.

The English department is always seeking opportunities to develop pupils' understanding of the world, whilst supporting their knowledge and skills. Cultural Capital opportunities happen frequently across all years: from theatre trips, using a range of digital platforms, visits from authors to celebrating literary heritage days – to name a few.



## Fine Art

We aim for the art curriculum to be accessible for all students through challenge and differentiation. The course ensures knowledge, understanding and skills progress overtime. The curriculum is designed to capture the imagination of all pupils, developing creative thinkers, who can take risks and confidently explore their own ideas and work independently.

Art and Design cements a secure understanding of the impact art has upon our cultures, society and history. We instil an appreciation of the aesthetics found within the natural and man-made environment, challenging individuals to recognise beauty in the unlikeliest of places.

We aim for the art curriculum to promote respect and understanding of different cultures and social diversity, within school and the wider community. We aim for the curriculum to allow pupils to engage with the various creative vocations and job opportunities that an art based education has to offer.



# Food

We aim to develop a passion for cooking in all pupils, while equipping them with the knowledge and understanding of nutritional value in a wide variety of food types.

We aim to build essential life skills required to cook well balanced, affordable, healthy meals, ensuring pupils grow to be confident when cooking, making informed life-long choices about food in order to feed themselves and others affordably and nutritiously.

We aim to develop critical thinkers who are confident, reflective and independent workers who can follow recipes and develop creative flair when creating their own dishes. Fostering a passion and appreciation for food from a wide variety of countries opens opportunities for pursuing the many career paths involving food, cooking and the hospitality industry.



# Geography

At BCHS our intent for the Geography curriculum is to promote a curiosity about the world from our students. The curriculum is designed to enable our students to be confident in understanding but also confident in being willing to ask questions about the world around them.

The intent is to provide our KS3 students with a broad diet of the subject at Key Stage 3, which will equip them with knowledge about diverse places, people and resources in natural and human environments, together with a deep understanding of the Earth's physical and human processes.

As pupils progress into KS4, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Global issues such as climate change and sustainability are embedded within the curriculum and ensure that students leave BCHS with an awareness of the issues currently threatening our planet. The curriculum promotes and encourages students to take responsibility for their own actions and to contribute their vision for a sustainable future.



# History

At BCHS our history curriculum follows a chronological approach to topics which cover a wide breadth of history, while also stopping at certain significant points to dive deeper into the material. The curriculum aims to develop an understanding of fundamental historical concepts which are weaved throughout the topics covered, including the importance of individuals, inequality, the power of propaganda and the struggle for power.

The intent of the history curriculum is to encourage students to develop a curiosity about the past, to unpick the stories and explore what life was like for people all over the world. This will also encourage students to draw links between the past and the present, understand why events are happening now and be able to understand things from the perspective of different groups of people. In history our intention is to give students a platform to express and justify their opinion, develop an understanding of how opinions can differ and become accepting of people's views and beliefs.

History teaches fundamental British values, about the rule of law, democracy, tolerance and the dangers of intolerance. Students develop their understanding of protest, democratic systems and social mobility which will aid them when studying the past and also the present.

As we progress into KS4, students develop their knowledge further and gain a deeper understanding of class structures, protest and power struggles through British history, European conflicts and the outbreak of the Second World War and the social history of modern America.

The history curriculum is aspirational and promotes high level communication, oracy and analytical thinking. When students leave BCHS we aim that they will have developed the ability to think critically about the past and question the validity of information, consider ideas of propaganda and bias and be able to use these skills to form their own opinions, which they will be able to express eloquently and justify.



# Mathematics

The ultimate goal of the mathematics curriculum is to equip students with the mathematical knowledge, skills and confidence they need to succeed in their future academic and professional endeavours, as well as to appreciate the beauty and power of mathematics.

Our curriculum aims to develop students' fluency in mathematical fundamentals, their ability to reason mathematically and their capacity to solve problems. We aim to build confidence, independence and a positive attitude towards mathematics, ultimately preparing students for future academic and real-world challenges.

The curriculum demonstrates the relevance of mathematics to everyday life and various careers and students should be able to apply their mathematical knowledge and skills to real-world situations. The early KS3 curriculum has a significant focus on a number of topics as we believe confidence with numbers is at the heart of success in maths and is the first step in competency in the curriculum as whole.

We believe in teaching for mastery and knowledge is revisited again and again to reinforce and ensure fluency and depth. Where appropriate, "Concrete, Pictorial, Abstract" is used to aid understanding. Problem solving and reasoning is also a focus throughout the curriculum, building life skills and competence.

Students should develop a deep understanding of mathematical concepts and be able to recall and apply this knowledge accurately and rapidly through varied and frequent practice. They should be able to select and use appropriate calculation strategies to solve increasingly complex problems.

Students should be able to follow a line of inquiry, make conjectures or proofs using appropriate mathematical language. They should be able to explain their thinking and justify their solutions. Students should be able to apply their mathematical knowledge to solve a variety of routine and non-routine problems, including breaking down complex problems into simpler steps. They should develop resilience, resourcefulness and the ability to persevere in seeking solutions.



# Modern Foreign Languages

We believe that learning languages should foster pupils' curiosity and deepen their understanding of the world. We encourage and inspire our pupils through quality teaching, which broadens their awareness of life in other countries and communities. All the staff in the department have spent time living and working abroad, thus we are able to provide real life context in our lessons. It also serves to enrich pupils' use of their mother tongue through comparison of the language and culture of another country.

The curriculum develops an in-depth knowledge and understanding of Spanish or Urdu, linking different activities through the four main skills areas: listening, reading, speaking and writing. We plan for progression and regularly revisit content and skills to build on existing knowledge. We are ambitious in our curriculum, in that from the outset, we teach grammar, phonics and vocabulary; using the correct terminology and we make explicit links to English grammatical structures.

Differentiation, especially for SEND, enables all pupils to reach their potential and we include intervention sessions for pupils to catch up or improve their work. All pupils are stretched and challenged, by studying topics that require higher order thinking skills such as the environment and global issues.

Pupils have many opportunities to revisit and act on feedback from the teacher to enable them to make continual progress. We focus on developing skills in literacy, numeracy, communication and problem solving, whilst supporting pupils to develop social skills, enabling them to grow into confident, valued members of the community.

Language is taught contextually within the units and pupils are encouraged to communicate in the target language. We use a range of authentic materials to promote relevance to the subject including a variety of texts and films that help to enrich pupils' cultural capital. British values are promoted through intercultural awareness projects, and school trips.



# Music

In the music department we aim to ensure the curriculum is to develop the musician within all pupils' regardless of their musical starting point or ability level.

Over the course of pupils' music education at BCHS we aim to give pupils the skills and knowledge to be able to:

- Perform music on their chosen instrument or vocally.
- Read a variety of musical scores including: standard notation, tablature, chord diagrams and graphic scores.
- Listen to and appreciate music with increased understanding of musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.

Our core vision is to instil a lifelong love of music within pupils, with the hope they continue to engage in musical activities either at higher education or for social enjoyment.



# Physical Education

The PE curriculum at BCHS enables all pupils to enjoy and succeed through taking part in physical activity. They are given opportunities to develop competence in a wide range of skills and to develop their ability to use tactics, strategies and compositional ideas to perform successfully.

Alongside developing skills our focus is on building resilient, independent pupils who understand the benefits of being physical activity and how it can have a positive impact on their mental health and well-being.

Through our core curriculum we also promote British Values by highlighting the importance of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs as part of everything we do.

We aim to develop performers who think about what they are doing, analyse the situation and make decisions effectively. Our performers are independent and able to reflect on their own and others' performances and find ways to improve them.

Our performers contribute every lesson, showcasing their ability to convey thoughts and ideas through oral and written responses. These responses and interpretations allow them to progress towards the 'competent performers' we see at key stage four.

Performers will have confidence to take part in different physical activities and learn about the value of healthy, active lifestyles and be able to explain this to others. Supporting students well-being post pandemic has been the highest priority, placing physical activity at the heart of all lessons.

The curriculum helps pupils develop personally and socially giving opportunity to work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Throughout their PE journey pupils take on different roles in competitive and non-competitive situations including performing, leading, coaching and officiating, enabling pupils to showcase their talents in many formats.



## PSHE & RSE

Personal Social Health Education (PSHE), including Relationships Sex Education (RSE), is at the heart of our school values and ethos and runs throughout all that we do.

At BCHS we study PSHE and RSE so that our students can become healthy, independent, safe and responsible members of our society. We want our children to be able to demonstrate respect and tolerance and be prepared to face and manage the challenges and opportunities of an ever-changing modern Britain.

The aim of PSHE and RSE lessons is to help our children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues they will come across as they grow up and mature into young adults. We provide opportunities to learn about rights and responsibilities and to appreciate what it means to be part of a diverse community.

PSHE and RSE allows our children to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain.

PSHE and RSE promote personal development by helping pupils to develop confidence, resilience and self-esteem and to identify and manage risk, make informed choices and understand what influences their decisions.

The main themes studied in PSHE and RSE are health and wellbeing, relationships and living in the wider world. Through these themes we aim to equip our children to live healthy, safe, productive, capable, responsible and balanced lives.



# Religious Education

The RE curriculum has been thoughtfully designed to reflect the rich culture and diversity of our modern society. The aim is to foster a deep understanding of diverse beliefs, values, and traditions, both religious and non-religious, within the UK and globally. We want to develop students' ability to think critically, reflect spiritually and engage respectfully with the world around them.

Pupils are given the opportunity to explore topical, philosophical and theological themes throughout their school journey. In Year 7, for example, the unit Religion and Me allows pupils to see themselves reflected in the beliefs and values of their community, fostering a sense of belonging and identity.

Our curriculum promotes high expectations and academic challenge. Pupils develop the art of written debate and critical thinking, with skills embedded and interleaved across all key stages. In Year 9, the Philosophy and Ethics unit encourages pupils to investigate complex moral issues, link ethical theory to real-world contexts, and refine their oracy through structured verbal debates. These experiences prepare pupils for life in an ever evolving world of work and citizenship.

Through a broad and balanced curriculum, students explore key philosophical, ethical, and theological questions. They are encouraged to articulate their own views while appreciating the perspectives of others. This supports their personal development and prepares them to be thoughtful, informed citizens in a pluralistic society.

Throughout the curriculum, pupils study a wide range of religions and worldviews, developing their social, moral, and cultural awareness. We enrich classroom learning by incorporating current affairs, media, and local community issues, helping pupils connect their studies to the world around them. Pupils are encouraged to express their views, ask meaningful questions, and engage in respectful dialogue within a safe and inclusive environment.



## Religious Education continued...

Where possible, we offer opportunities for pupils to gain first-hand insight into religious and cultural practices. This may include visits to places of worship such as synagogues, gurdwaras, mosques and churches, or institutions such as courts and universities. When visits are not feasible, we provide alternative experiences such as guest speakers, virtual tours, and interactive workshops to ensure pupils still benefit from authentic engagement with faith and belief.

We also work closely with local charities such as Nightsafe and Al-Imdaad, integrating their work into our lessons to help pupils understand the importance of community support and social responsibility. These partnerships enhance pupils' understanding of compassion, justice, and ethical action within their own context.

Assessment is ongoing and responsive. Teachers use pedagogical research to identify and address learning gaps, with retrieval practice and recall embedded across all schemes of work. Pupils regularly engage in peer and self-assessment, using constructive feedback to improve their work. Our approach ensures that all pupils are supported to make progress and feel confident in their RE knowledge and skills.

Our curriculum is inclusive and academically rigorous, supporting students of all backgrounds to succeed. It promotes curiosity, empathy, and respect - values that are essential for life in modern Britain and beyond.



# Science

Our science curriculum is designed to inspire curiosity, foster critical thinking, and equip students with the skills and knowledge needed to understand and engage with the world around them. Through a carefully structured 5-year spiral curriculum, students revisit key concepts with increasing depth and complexity. We aim to prepare students for real-life challenges by embedding science in everyday contexts. From understanding climate change and health to exploring engineering and technology, students learn how science impacts their lives and future careers.

Lessons are enriched with practical applications to make learning relevant and meaningful. Numeracy is a cornerstone of scientific understanding. Our curriculum integrates mathematical skills across all topics, including, Data analysis and interpretation, graphs, calculations, units and conversions.

Students develop confidence in using numbers to support scientific arguments and make informed decisions. We nurture students' ability to think and work like scientists. Across all years, they engage in planning and conducting investigations, making predictions and forming hypotheses, collecting, presenting and evaluating data, drawing conclusions and reflecting on reliability and validity. These skills are embedded through hands-on experiments, collaborative projects, and inquiry-based learning.

Our spiral curriculum revisits core themes each year builds on prior knowledge, deepening understanding and introducing new contexts and applications. This approach ensures that all students, regardless of starting point, can progress and achieve.



# Textiles

Our aim is to develop pupils who clearly and confidently demonstrate individuality, originality and unique creative expression.

We aim to ensure our curriculum is accessible to all pupils, developing their ability and confidence to be independent learners, creative designers and critical and reflective thinkers with enquiring minds.

Students should develop a love of art, textiles, craft and design, with an appreciation of historical and contemporary artists, craft makers and designers.

The textiles curriculum aims to develop students who are confident in taking risks and who learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.

We aim to equip students with an awareness of the different roles and work practices evident in the production of textiles, art, craft and design in the creative and cultural industries, allowing students to pursue and develop a career in this field.