



IGNITE CURRICULUM INTENT

To offer a bespoke flexible and accessible curriculum depending upon the attainment of the students which is reviewed each year to align with the specific needs of the students. It is sensitive to the needs and circumstances of those students with learning and cognition difficulties with an inclusive pedagogy. Ignite is a strength based curriculum which is focussed on everyone getting what they need to succeed, it is not everyone having the same. Ignite is designed to develop, enable and strengthen thinking skills and problem solving strategies and to improve confidence, motivation, build resilience and increase self-help skills within an empathetic supportive environment. Personal development is at its core. Each years curriculum plan is sequenced to build knowledge and is bespoke and based on the needs of the students.

The Y7, Y8 and Y9 Ignite students do not attend the following lessons with their peers over two weeks French 4, Geography 3, History 3, RE/RSE 1, PSHE 1 this amounts to 13 lessons. They participate with their peers in practical subjects with specialist teachers in which they do well. They have maths, science and English with specialist teachers. They have additional literacy and numeracy with a specialist KS2 teacher in order to build their basic number and literacy skills using reciprocal reader techniques, Read Write Inc - Fresh Start and Numicon, the aim is to fill the gaps in their learning and knowledge deficits to enable students to access the learning in other lessons. The Y7 Ignite students also have Outside Classroom lessons to build their self-esteem, resilience, confidence, social skills and emotional literacy. The humanities subjects are taught by the SENCO, there is coherence between the Ignite humanities and the mainstream humanities curriculum so that students can transition to mainstream from Ignite. The current Y11 Ignite students completed the Princess Trust Bronze award in Year 10. We have reduced the number of teachers who teach the students and reduced the number of classrooms in which they are taught this helps to reduce anxiety, build confidence and allow for closer collaboration between the teachers of Ignite students.

We strip away the irrelevant and focus on the important and relevant prioritising learning for the students with the most complex needs. To teach well it is not enough to know the content I want them to know, we need to respond to questions, make links and ignite interest.

Students are included in the Ignite classes following screening tests, analysis of prior data, information from Primary Schools, analysis of current attainment, discussion with their teachers, Heads of Department and Heads of Year. The Ignite students attainment whilst they are in the Ignite class is analysed and following discussions with Heads of Department, Heads of Year, Learning Mentors and their Ignite teachers the students may transition from the Ignite class.

Y7 Y8 Y9	LITERACY 4/2wks RR	Use phonic knowledge and blending skills to read fluently and confidently tackle reading unfamiliar words; understand and discuss what is read, identifying explicit and implicit information from a variety of genres of texts to confidently access the KS3 and wider curriculum. Use phonic knowledge and skills to transcribe ideas and confidently attempt to use a wide range of vocabulary and sentence structures; write in grammatically correct sentences using a range of punctuation accurately effectively.
	NUMERACY 4/2wks RR	Use numeracy knowledge and skills to confidently access KS3 mathematics curriculum and the wider curriculum where there are links.
	HUMANITIES/FRENCH/RSE Y7 2/2wks PB Y8 5/2wks PB Y9 5/2wks T5&T6 PB	To equip students to understand, explore and participate in the wider world in and out of the classroom. Focus on processes that create the landscapes, issues that affect people and sustainable solutions for the future. Challenge and explore questions of identity, respect for the views of others in a diverse community. Encourage the development of attributes to keep healthy, safe and prepare life and work. Linking life today and life in the past.
Y7	OUTSIDE CLASSROOM LEARNING Y7 3/2wks RR	To communicate effectively. To lead others. To organise themselves and others. To be resilient. To be kind and respectful. To take the initiative. (Character Education)
Y9	BTEC VOC STUDIES 5/2wks PB	The course is an introduction and preparation for KS 4 and option choices using the structure of the BTEC Vocational Studies course. The aim is to reduce anxieties, to build confidence, resilience and knowledge of future possible KS4 courses and progression routes. Supporting students through improving IT skills, typing skills, use of reading pens and problem solving.
Y10	BTEC VOC STUDIES 5/2wks DC 1/2wks PB	Focus on achieving a qualification and accreditation to build confidence, preparation for post 16 options to decrease anxieties about what happens when they leave the Academy at the end of Y11. Supporting students through improving IT skills, typing skills, use of reading pens and problem solving.
Y11	LIFE SKILLS 6/2wks JB &EW	To develop a range of employability skills, communication and social skills, decision making, interview skills, effective communication, interpreting communication. To ensure that students have an understanding of employment pathways, understand the range of options at Post 16 and have applied for relevant courses, apprenticeships, employment. Preparing for adulthood and independence. Developing and using revision techniques and practicing typing skills and using reading pens.

Y7	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (5 wks)	Summer 2 (7wks)
LIT	Read Write Inc Fresh Start 1-2	Read Write Inc Fresh Start 3-4	Read Write Inc Fresh Start 5-6	Read Write Inc Fresh Start 7-8	Read Write Inc Fresh Start 9-10	Read Write Inc Fresh Start 11
NUM	Number & place value		Addition & subtraction	Multiplication & division	Fractions, Decimals & Percentages	
HUMS/Fr/RSE	Oceans, continents and countries. European countries.	Introduction to geography. Types of geography, global climate change. Map Skills. OS Map Symbols. Four-figure grid references. OS Map Contours. Scale and Distance. Eco systems and rain forest	Chronology, reliability and questioning. Were the Saxon years the dark ages? What did the Romans do for us? Who were the Anglo Saxons? The Conquest. Life in Norman England.	The Norman Conquest. Life in Norman England. Medieval events. The Tudors.	Living in the wider world. Aspirations, self-esteem, wants and needs. Racism, keeping safe online, being ethical. Relationships, family and friends. Identity and safety.	Puberty, emotional wellbeing and health. Healthy Living and responsible choices. Energy drinks, dangers of smoking, what are drugs and the classes of drugs.
OUTSIDE CLASSROOM LEARNING	Indoor Climbing Award		Dry Slope Skiing Award		Cycling and Bike maintenance Award	



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Y8	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (5 wks)	Summer 2 (7wks)
LIT	Read Write Inc Fresh Start 12-13	Read Write Inc Fresh Start 14-15	Read Write Inc Fresh Start 16-17	Read Write Inc Fresh Start 18-19	Read Write Inc Fresh Start 20-21	Read Write Inc Fresh Start 22
NUM	Number & place value		Addition & subtraction	Multiplication & division	Fractions, Decimals & Percentages	
HUMS/Fr/RSA	Oceans, continents and countries. European countries	Our warming planet. Global warming, climate change, social economic effects of climate change.	Slavery What is a slave? What was the middle passage? What was life like on a plantation? Who benefitted the most from slavery? Who tried to abolish the slave trad?.	What was Jim Crows Law? KKK. Martin Luther King and Malcom X	Prejudices, extremism , British values, discrimination, radicalisation and challenges Relationships, consent, contraception, pornography, sexting, STI's body image, conflict.	Goals and behaviours . Looking after our health.

Y9	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (5 wks)	Summer 2 (7wks)
LIT	Read Write Inc Fresh Start 23-24	Read Write Inc Fresh Start 25-26	Read Write Inc Fresh Start 27-28	Read Write Inc Fresh Start 29-30	Read Write Inc Fresh Start 31-32	Read Write Inc Fresh Start 33
NUM	Number & place value	Addition & subtraction	Addition & subtraction	Multiplication & division	Fractions, Decimals & Percentages	
BTEC	Unit 10 Self assessment 10 hrs	Unit 6 Planning a visit 30 hrs	Unit 8 Encouraging children to eat healthily 20hrs	Unit Career Progression 20 hrs	Unit Taking part in exercise and fitness 30hrs	Unit Taking part in exercise and fitness 30hrs
PSHE/RSE	Healthy relationships with ourselves and others. Eating disorders, body image, CSE, abusive relationships, peer pressure , LGBTQAI+ community, my identity		Personal safety. Alcohol awareness, drugs and the law, vaccinations, organ and blood donations, acid attacks, self harm.	Rights and responsibilities. Genocide, democracy and dictatorships, UNICEF, human trafficking, modern slavery, foreign aid, sustainability, the age of criminal responsibility, peer pressure, knife crime.		

Y10	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (5 wks)	Summer 2 (7wks)
BTEC VOC ST	Unit 8 Encouraging children to eat healthily 30 hrs Unit 10 Self assessment 10 hrs	Unit 8 Encouraging children to eat healthily 30hrs Unit 6 Planning a visit 30hrs	Unit 8 encouraging children to eat healthily 30hrs Career Progression 20 hrs	Unit 8 Encouraging children to eat healthily 30 hrs Career progression 20 hrs	Unit Taking part in exercise & physical fitness 30 hrs	Unit Taking part in exercise & physical fitness 30hrs

Y11	Autumn 1 (7wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (5 wks)
Life skills	Be able to recognise a range of interpersonal skills. Understand the importance of self-management. Be able to demonstrate appropriate interpersonal skills. Be able to review own interpersonal and self-management skills Understand the importance of self-management. Be able to demonstrate appropriate interpersonal skills Review own interpersonal and self-management skills.	Post 16 options and applications. Interview skills. Be able to recognise suitable jobs or training opportunities. Understand how to apply for jobs or training opportunities. Know how to prepare for an interview.	Factors that contribute to a healthy lifestyle. Planning and preparing a healthy meal. Healthy lifestyles.	E-safety, uses of digital skills. Skills to use digital tools to find and present information. Study skills, practice papers, exam skills , key words, time allocation, using reading pens improving typing skills, mindfulness	Organisation for exams, study skills.