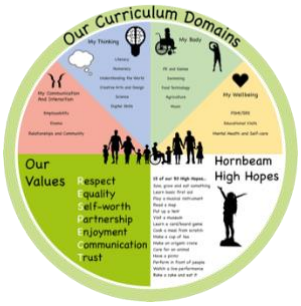
Curriculum vision: Shaping lives — a lesson at a time.

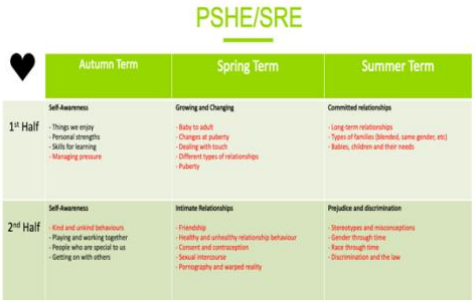


Our leadership team set out the vision of our curriculum offer, based on our aspirations for our learners. The result was a broad curriculum set across four core domains which focus on meaningful experiences and sequenced learning. We devoted more curriculum time to the personal development of our learners to ensure that they can lead fulfilling lives after leaving Hornbeam.

Pathway Overviews — Our aims, content and delivery.

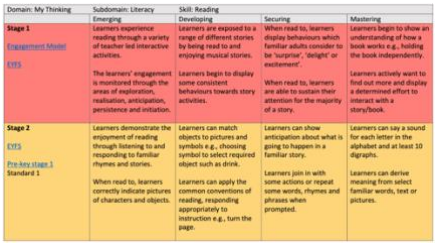
Each subdomain within the curriculum has been carefully considered to ensure that the aims, content and delivery of lessons is closely matched to the learner characteristics found in their pathway. Accurate baselining and identification of need is key to the make up and pathway that learners will follow: Everest, Fuji and Snowdon. Our extra curricular offer is also set out with a focus on personal development.

Study Programmes — mapping out our subdomains.



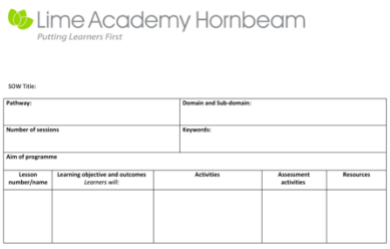
Each subdomain has broken down into key topics to cover over the course of the academic year for our Everest and Fuji challenge pathways. Our Fuji explore and Snowdon pathways explore a thematic approach to lessons, which heavily promotes cross-curricular learning and enables pupils to embed learning through revisiting knowledge and skills in different contexts.

Progression maps — sequencing our learning.



To ensure that our curriculum is properly sequenced, each subdomain has a tailor-made progression map to outline the skills and knowledge that leaners have at a given stage. This is mapped out over ten stages with four sub-levels and can be used for assessment and planning.

Schemes of work — making learning fun



Schemes of work are created to promote engaging lessons with fun activities and effective pedagogy. SOW give examples of activities, assessments and resources which promote a high standard of education for our learners.

Medium term plans — personalising our curriculum

Teachers produce medium term plans based on our shared SOW. These plans ensure that teachers are focused on personalising their lessons to meet the needs of each of their learners. They should use curriculum progression maps and other documents to inform their planning.