



The Lord Grey Academy Curriculum is...

Ambitious for all irrespective of your starting point and focuses on the school motto that **Lord Grey CAN.**

Broad and balanced; you will study a wide range of subjects and spend an appropriate amount of time on each of these.

Knowledge rich, well-sequenced and builds on prior learning across phases, including KS2.

Relevant to you as a learner and will equip you for the wider world, building knowledge and skills that will help you in your future.

Characterised by reading, which is taught through all subject areas.

Reflective of our values of Determination, Ambition, Curiosity, Integrity and Civility

Robust in providing extra curricular opportunities that develop the skills to contribute positively to your community.



English Faculty Intent

To provide a clear sequence of knowledge that is explicitly taught and reviewed throughout the curriculum

To provide opportunities to explore a wide range of challenging texts, fostering a love of reading and enabling students to develop socially, culturally and spiritually.

To enable students to gain the skills to access challenging texts and analyse meaning through providing opportunities for extended writing.

To provide opportunities for students to develop detailed ideas in writing, adapting language for audience and purpose.

To develop technical accuracy, enabling students to write fluently.

To teach a wide range of ambitious vocabulary to enable students to communicate more effectively, both verbally and through their writing.

To build the confidence to articulate and express ideas, views and opinions about a wide range of topics using standard English, enabling students to access employment opportunities available to them in Milton Keynes. (Retail, construction, Education)



Maths Faculty Intent

- To provide a clear sequence of knowledge that is explicitly taught and reviewed throughout the curriculum, allowing students to progress to their next step.
- To ensure that students are numerate and have an awareness and understanding of the mathematics of everyday life.
- To provide opportunities for students to improve their fluency when working mathematically including recall of mathematical definitions, facts, and formula; number sense; and using algorithms and procedures efficiently.
- To provide opportunities for students to develop strategies to become effective problem solvers enabling them to translate non-mathematical questions into mathematical ones, determine solutions, and then communicate these to a range of audiences.
- To provide opportunities for students to develop mathematical reasoning enabling them to choose appropriate strategies to solve problems; evaluate the efficiency of a particular method and apply their own mathematical knowledge to form succinct chains of reasoning.
- To provide students with support and the explicit teaching of knowledge to enable them to develop an understanding and appreciation of key concepts which underpin modern mathematics.
- To create opportunities outside of the classroom for students to embrace mathematics including national competitions and events such as the UKMT and the National Cypher challenge.
- To develop confident mathematical thinkers who have the knowledge and skills to access local employment opportunities available in Milton Keynes and STEM related careers in the Oxford-Cambridge Arc.



Science Faculty Intent

Arouse learner's curiosity in chemistry and by extension the natural world enabling them to use scientific ideas to explain physical phenomena, fostering a deeper understanding and appreciation of chemistry to their everyday lives.

Develop student scientific knowledge by building progression atop core ideas from KS2 throughout KS3 & KS4 via logical sequencing of the curriculum.

Provide students the opportunities to work scientifically through experimentation, data analysis, making inferences and drawing conclusions in line with results.

Develop students critical thinking skills enabling them to make logical and informed decisions based on information presented to them.

Develop student understanding of the relationship between mathematical concepts and scientific ideas.

Develop independent, resilient, and reflective learners through self-study, adequate challenge and personalised feedback.

To equip learners with the skills and understanding they need to be scientifically literate citizens and to pursue the study of sciences at higher levels should they so wish.



Languages Faculty Intent

To identify and extract detail from different types of spoken language and understand the gist of passages.

To develop the skills and the confidence required so that students can speak in the target language with a real purpose, are able to express opinions and maintain a conversation.

To identify and extract detail and infer meaning from different types of written language.

To communicate effectively in writing, describing events and justifying opinions.

To convey meaning accurately, both into and out of the target language.

To promote intercultural understanding so that students are able to reflect on and be tolerant of other cultures and ways of life.

To prepare students to thrive in a multicultural society so that they treat others with respect, both as individuals and in terms of background and beliefs.

To enable students to appreciate the value of a foreign language as a valuable tool in the world of work.



Geography Faculty Intent

Geography should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

To equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

To deepen student understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

To develop a wide range of skills which includes problem solving and decision making, and cover a range of skills from report writing, presentations, and the interpretation and analysis of data and Geographical Information Systems.

To enable students to build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.

To use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.



History Faculty Intent

In History, students are encouraged to investigate the world around them and develop their understanding of how it has evolved.

To enable all our students to identify with, and be inspired by, past events and people through the study of a range of periods, countries and themes.

To enhance their sense of empathy, justice and equality, and provide opportunities to consider fairness and morality.

To ensure students have a strong focus on causes and consequences, and on cyclical history; with the aim of preventing future inequality and violence, and being able to predict events.

To provide students with a rounded knowledge of their ancestors, country, continent and world through consideration of political, social, economic and military events.

To develop high level literacy skills, and teach students how to analyse sources and interpretations, establish bias and discuss provenance; skills which are essential for making balanced judgements in life.



Religious Studies Faculty Intent

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

To develop student knowledge and understanding of Christianity, other principal religions, other religious traditions, and other worldviews that offer answers to these challenging questions.
To offer opportunities for personal reflection and spiritual development.

To enhance awareness and understanding of religions and beliefs, teachings, practices and forms of expression, and of the influence of religion on individuals, families, communities and cultures.



PSHE Faculty Intent

To provide a clear sequence of knowledge that is taught explicitly, developed and reviewed throughout the curriculum

To provide opportunities to develop confidence to express opinions about key issues, both verbally and in written form

To provide opportunities to read articles which challenge and develop the understanding of an issue or topic

To provide reflective opportunities with regards to our values of Determination, Ambition, Curiosity, Integrity and Civility

To provide the opportunities to allow students to understand and apply their knowledge to real-life situations, both now and in the future



Dance Faculty Intent

To provide a thorough and clear sequence knowledge of dance skills, that builds from a KS3 introduction to dance through to styles and basic technique needed for GCSE level which is then built upon at this point

To provide opportunities to explore dance through contemporary technique, dance styles, choreography and performance

To enable students to gain the skills to access the following strands at GCSE level; contemporary technique, choreography and performance skills.

To provide opportunities for students to develop their basic understanding of motif development for choreography, expand on their dance technical ability and to develop performance skills

To teach a wide range of dance vocabulary to enable students to communicate what they see and experience for self and peer assessment/reflection. This also enables students to write fluently about dance at GCSE level.

To build the confidence to articulate and express facts and opinions about live dance work/professional gcse dance works using dance vocabulary. This also enables students to be open as to what employment opportunities are available to them within dance.



Music Faculty Intent

To engage with and appreciate a diverse heritage of musical styles and traditions, in order to promote personal, social, intellectual and cultural development.

To aurally identify key features of a piece of music and articulate views and opinions regarding to composers intentions and social context

Enables and develops creativity and experimentation in a safe environment, actively encouraging students to express themselves with confidence.

To develop technical skill and accuracy on a number of musical instruments including the voice. Allows students to develop as effective and independent learners with enquiring minds working individually, in pairs and as part of a group.

Gives students an opportunity to reflect upon and evaluate their own and others' music, to share what they have learnt and to enable new ideas to develop.



Drama Faculty Intent

To develop cognitive abilities that complement study in other disciplines. For example, drama students learn to approach situations in an array of different manners which can help to develop creative thinking and new study techniques.

To build confidence which benefits public speaking opportunities. Communication between peers is accelerated as students are exposed to group activities. This experience also provides an opportunity for students to display cultural leadership qualities.

To strengthen a student's literacy skills as they are consistently using their working memory to read whole scripts and learn lines in preparation for performance.

To promote and develop a wide variety of imperative transferable skills. Diplomacy is taught through the constant sharing of ideas and personal opinions, leadership and problem solving is seen in all lessons as part of group work and performance creation based on a stimulus

To develop a strong sense maturity and empathy through the exploration and interrogation of challenging and sensitive subject matter.

To encourage a more student led, student choice based style of delivery.

To promote the idea of teaching the 'whole child' and it gives students from more deprived backgrounds the opportunity to experience the professional world of Drama through theatre visits and practitioner workshops.

To actively engage the students and immerse them in their learning, whilst providing a clear sense of challenge.

To ensure the written work in all years of GCSE Drama is highly analytical and teaches students how to form critical and well-balanced arguments. Students work to improve the clarity of their thoughts through their written work and grasp key command words with ease. There is a strong sense of evaluation within every lesson which takes on a self-reflective form.

To build self-confidence and can be particularly beneficial for introverted and reserved students. Drama can also be a source of solitude, a place where a child is able to shut out their surrounds and immerse themselves in a creative environment. This process allows the imagination to thrive, aiding internal exploration. It's a natural precursor to a well-developed sense of self.



Business Studies Faculty Intent

To provide a clear sequence of knowledge that is explicitly taught and reviewed throughout the curriculum.

To provide opportunities for students to explore business issues through challenging texts which draw upon the activities of local, national and international organisations.

To provide opportunities for students to explore how businesses interact with society and understand the positive and negative impacts they have.

To develop in students an understanding of the interdependence between businesses and consumers and to begin to identify ways in which they can use their power as consumers in a positive manner.

To provide opportunities for students to explore business concepts in writing; developing skill in creating coherent chains of reasoning, leading to supported balanced judgements.

To develop technical accuracy in writing, using Tier 2 and Tier 3 terms correctly.
To develop mathematical accuracy in their financial calculations.

To raise an awareness amongst students of the local and national labour market and the opportunities these provide for fulfilling career aspirations.



IT Faculty Intent

Develop learner's knowledge, skills and understanding through key computational concepts and experience.

The KS3 curriculum has been designed to ensure learners have sufficient knowledge to stay safe online and use computers safely in life. The KS3 curriculum also provides a focus on developing resilient learners who are able to recover from mistakes and effectively solve problems.

The topics at KS3 give a basis of knowledge, skills and understanding to allow students to progress onto either ICT or Computer Science at KS4 and will provide exposure to those subjects so that students can make an informed decision on their GCSE choices.

The rationale of the KS4 curriculum is for students to develop the mind-set of a computer scientist built upon the foundations at KS3. Learners have the opportunity to develop their capability, creativity and knowledge in computer science, digital media and information technology.



Art and Design Faculty Intent

Art and Design, whether Fine Art, Art Textiles or Ceramics, equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives.

It provides the opportunity for students to explore both contemporary and historical sources of art. Through this exploration they are able to respond and take an individual approach to their art making.

Opportunities are provided for students to work with local artists and galleries, as well as visiting key exhibitions to expand their contextual understanding of Art.

A range of practical skills are revisited and extended to support, stretch and challenge students throughout their creative journey.

Students learn the skills to select their best work and make improvements.

Students learn how sources inspire the development of ideas and consider the approaches of artists, crafts people and designers from various contexts, periods, societies and cultures.

The older students are encouraged to think about the world around them and to translate complex issues, situations or issues in their work, broadening their general knowledge and their understanding of the society they live in.



Food Preparation and Nutrition Faculty Intent

To provide a clear sequence of knowledge that is explicit and reviewed throughout the curriculum.

To provide the students with an array of culinary techniques and skills to make a variety of dishes.

To provide opportunities to explore and understand where ingredients have come from, as well as the properties and scientific principles of food.

To enable students to explore and apply knowledge and understanding of food to lifestyle choices, religions and food traditions.

To enable students to apply skills, knowledge and understanding so that they can produce good outcomes with confidence and independence.

To develop technical accuracy within both the practical and written elements of the course.

To teach a wide range of vocabulary allowing students to apply this knowledge and be able to communicate effectively.

To build confidence within the subject so that students are able to demonstrate technical skills. This will enable students to access employment opportunities.



Design Technology Faculty Intent

To provide a clear sequence of skill and knowledge that will allow students to become independent and creative learners.

To think creatively and problem solve, both as individuals and as members of a team.

To develop creativity and imagination, to design, develop and make products that solve real and relevant problems within a variety of contexts.

To develop technical accuracy when using different tools and materials, enabling students to make high quality prototypes.

To understand how critically reflect on the work of other designs (and designers) throughout history, with an aim of improving their own work.

To give learning purpose and relevance by, linking work to other disciplines such as mathematics, science, engineering, computing and art.