

Third Form Curriculum

2024-25



MILTON
ABBAY
SCHOOL

LEARN
DIFFERENTLY

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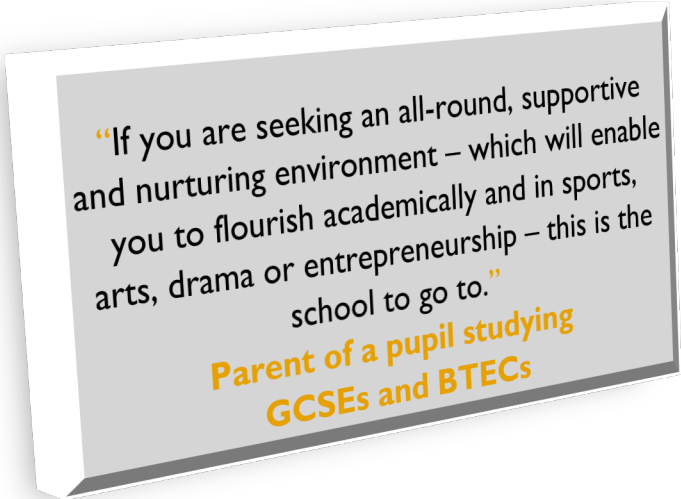
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“If you are seeking an all-round, supportive and nurturing environment – which will enable you to flourish academically and in sports, arts, drama or entrepreneurship – this is the school to go to.”

Parent of a pupil studying
GCSEs and BTECs

Introduction

Third Form is an **exciting stage** in a student's life, not just in their academic journey. It is a time to **discover interests**, who they are and what they are capable of achieving. Here at Milton Abbey we see the year as an opportunity to explore subjects they've met before as well as to **try new things**, in an environment that celebrates the chance for students to **learn differently**.



Our educational approach in this year is to **encourage confidence in and control over their academics**, in a way that they may not have experienced before. Learning experiences, both in and out of the classroom, are positive, engaging and different. Our school site is inspiring and we know education needs to be **inspiring** as well.

The year is a chance to **develop self-knowledge** and essential skills: the curriculum for Third Form places importance on **choice**. We take pride in our varied curriculum taught in **small classes** with space in the timetable for further support if appropriate.

Through subject choice and opportunities to approach academics in new ways, Third Form curriculum is designed to help each student to develop themselves as a positive learner and self-advocate during their time at school. Our **holistic perspective** guides students to understand the factors that impact their learning and **how they learn best**. Identifying personal strengths and challenges help far beyond school life. **Benefiting the individual beyond life at Milton Abbey** is important to us which is why we have the **broadest offering of traditional and vocational subjects** within the independent sector.

Come and experience an academic offering with a difference.

Claudia Hindle | Deputy Head Academic

Third Form offering

Third Form is a great time to hone your skills in subjects you have learnt before and to try some new subjects. We offer a deliberately varied selection of subjects, both as core and electives, designed to appeal to a variety of interests and prior learning, to set students up positively for their Fourth Form studies.

Core Subjects

The following subjects are studied by all students for the duration of the year:

English

Humanities

English Literature

Capability

Maths

PSHE

Science (Biology, Chemistry, Physics)

Elective Subjects

Each term the students choose one subject from each block in order to have a chance to try some of the subjects they may be interested in for GCSE / BTEC Level 2:

Block A	Block B	Block C
DT Enterprise Drama	Hospitality Creative Media Sport	Music Countryside/Animal Care Art and Photography

Please use this booklet to find out a little more about all the subjects available.

English & English Literature

In the Third Form, the teaching of English and English Literature are combined, as they are at GCSE. A variety of fun and interesting topics are offered. Students choose topics from the range of options below and rotate in a carousel system through the topics chosen:

1. **Wild Adventurers:** Stories of explorations and challenges that must be overcome.
2. **Tall Tales of Terror:** Stories of the supernatural and other things that can frighten us.
3. **Survival Stories:** Stories of how humans can survive against all odds.
4. **Imagined worlds: Sci Fi and Fantasy.** Stories of things that happen in space or other imagined worlds.
5. **Murder and Mystery:** Stories of murder, mystery and crime.
6. **The American West:** Stories flavoured by American culture.

Pupils choose three topics - one for each term. These will incorporate some literary study (novels, plays and poetry), as well as a focus on descriptive, narrative and non-fiction writing. We want to inspire them with stories, poems and plays they may not have come across before.

Students are encouraged to read regularly and to keep a reading log for prep. As well as reading for enjoyment, fun can be found through film and media, research projects, and the development of speaking and listening skills throughout the year.

Teachers use lessons to help students develop good habits, such as having a positive attitude towards literature and looking for the enjoyment, message and meaning in a text, without worrying too much when approaching a text that they are unfamiliar with.



Assessments are based on the development of an understanding of a range of literary texts: through oral feedback, analysis of passages, and comprehensions in reading.

In writing, assessment will consider how well students have managed to produce descriptive, narrative, or non-fiction writing. Students are encouraged to self-assess their work, draft and redraft, with our guidance, to gain confidence and improve their work through our formative assessment policy. They are also guided in the skills required to understand and analyse literary and non-fiction texts.

We follow the GCSE learning pathways and assessment objectives. Formal and informal written assessments are always given in a supportive environment to build confidence when they are developing their reading and writing skills. We have a practical and supportive approach to self-improvement in spelling, punctuation and grammar.

Throughout the year we hope that, with our guidance, all students will develop their analytical, writing and oral skills which will give them an excellent foundation to build upon for the GCSE examinations. We also hope that they will have enjoyed themselves, loved the variety in our lessons and that we have fostered a passion for English Language and Literature in all its forms.

Maths

The philosophy behind teaching mathematics in the Third Form is to give students positive and fun learning experiences before embarking on their studies for GCSE.



After being introduced to key topics, students are given the opportunity to investigate and apply what they have learnt. For instance, for area and volume they design and build their own 3-D model.

When studying percentages and ratios, they explore using mathematics in the real world, with investigations such as planning a theme park and playing trading games. The students also enjoy challenges involving cracking codes and solving mysteries. With this approach, as well as proving that mathematics is fun, students become increasingly more confident and resilient in their learning.

Throughout the year students develop their problem-solving skills which gives them an excellent foundation to build upon for GCSE. Teachers use activities to help students develop good habits, such as having a positive attitude when approaching a problem and showing clear working.

Students are assessed using investigations and formal and informal written assessments, in a supportive environment to build confidence when problem-solving in a variety of settings.

Science

Science in the Third Form at Milton Abbey is taught differently than the traditional method of rote learning facts and equations topic by topic. We realise that our students learn differently, and our bespoke and exciting science curriculum reflects this.

We endeavour to engage our learners from the outset, encouraging them to use and interpret science to explain the world (and worlds) around them. Of course, we cover the necessary fundamentals in all three sciences, but we do this under the umbrella of our *Trip to Mars* where the students explore scientific concepts and apply them to their own outer-space adventure.



The pupils use physics to design, develop and test their rocket ships, to ensure they are streamlined and have the correct ratios of power and thrust. Chemistry is called upon to investigate the fuels and gases necessary to both propel and sustain the students on their voyage. They discover the critical processes of plant growth and explore the biological molecules necessary to sustain life in space and colonise another planet.

Over the course of the year, the students will investigate and generate scientific explanations on the fundamentals of science in a fun and practical way. They will participate in scientific debates, ask questions, and adopt a critical stance on the information provided in text and the media. Students are assessed in a variety of methods including verbal, peer and written assessments - the latter using questions of a GCSE format to enable early acclimatisation. At the end of the course, the students leave equipped to begin and succeed in their own learning journey into GCSE and beyond.

Humanities

Humanities focuses across the year on introducing students to the different disciplines of History and Geography and the different topics that each subject covers.

Geography is unique in bridging the social sciences (human geography) with the natural sciences (physical geography). It puts this understanding of social and physical processes within the context of places and regions – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Understanding the causes of differences and inequalities between places and social groups underlies much of the newer developments in human geography.



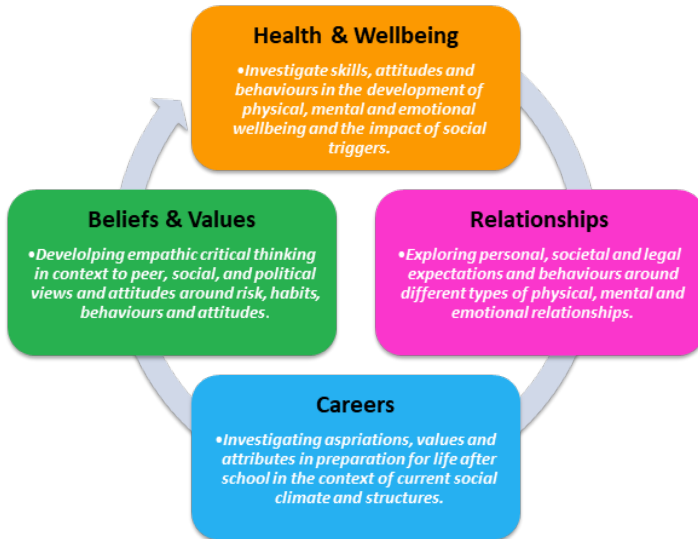
Geography provides an ideal framework for relating other fields of knowledge. It is not surprising that those trained as geographers often contribute substantially to the applied management of resources and environments.

The aim of the History department is to encourage an interest in the past and to do so in an enjoyable manner. Pupils are encouraged to think and work independently and imaginatively in order that they may become increasingly responsible for their own learning.

By studying History pupils are able to consider continuity, change, cause and effect. Historical skills such as identifying and locating different sources of evidence, interpreting and evaluating evidence, and making informed judgments and devising explanations based on the evidence are developed within the department.

Personal, Social, Health & Economic (PSHE)

All pupils at Milton Abbey study PSHE. The curriculum is created with pupils to consider their personal needs and interests around the realities and abstractions of life. The core themes identified within PSHE fall within the following four areas:



The core focus throughout the Third Form is to **establish habits for learning** based on **enquiry, questioning and reasoning**. We practice a growth-mindset in how we learn to learn, particularly in topics or themes that are about future aspects of life. Embedding behaviours for an open working environment is essential to PSHE. Pupils are encouraged to **ask questions, reflect on their attitudes and learning and consider the views and values of others**. Emphasis is focused on developing habits to establish a safe and secure environment within which pupils can take risks and to challenge and explore their own opinions and understanding.

We focus on the ‘take away’ and what do pupils leave the room with at the end of each session and actively encourage discussion and debate. Pupils are expected to be actively involved in their own learning and can expect to get involved in research tasks, group discussions, quizzes, projects, and talking to guest speakers.

Ethics, Philosophy & Religion

Ethics, Philosophy & Religion gives Third Form students the opportunity to explore the very questions that have occupied human thought for thousands of years. Furthermore, students are introduced to varying world views and systems of belief and encouraged to explore and develop their own.

Across the year, students will be introduced to a varied range of ideas such as different philosophical thinking on the nature of reality such as Plato's analogy of the cave, varied ethical principles such as utilitarianism, situation ethics and cultural relativism, and religious concepts from the main six world religions, as well as non-religious world views.

The subject acknowledges that British society has, in large part, been shaped by its Christian heritage and influenced by the many world faiths which are followed by its citizens today. Non-religious philosophical traditions have also played an important role in this process. As a result, the people of Britain today hold a wide range of beliefs and values which reflect this rich diversity of influence.

Contemporary British society can therefore accurately be described as both multi-faith and multi-cultural. In such a society, it is of vital importance that each person has the opportunity to explore and strengthen their own beliefs and values, in an atmosphere of tolerance and respect.

This atmosphere can only be fostered if individuals also understand and appreciate the different beliefs and values which others hold. Recognition of shared values and goals strengthens individual communities and society as a whole: appreciation and tolerance of difference enriches society and the lives of all its members.

Languages

Languages foster a greater understanding of cultures, develop communication and problem-solving skills and open pupils' minds to the possibilities of world travel.



Milton Abbey teaches French and Spanish, and the topics covered build on prior knowledge starting with greetings and introductions, moving on to describing family and friends, talking about free time activities and school life, amongst others. There are five main skill areas which we focus on, the main two in Third Form are speaking and listening followed by reading, translation and short written tasks.

Pupils also gain a thorough grounding in the tenses – enabling them to access foundation-level GCSE papers by the end of the year. The course is flexible, we adapt our studies according to the prior knowledge of the learners, so that they may all progress, regardless of starting points. There is no formal assessment, but in-class tasks and progress checks allow pupils to see how their learning is developing.

Each year we visit a French and a Spanish restaurant and spend an afternoon ordering food and drink in the target language giving pupils the chance to practise in a real situation. The pupils thoroughly enjoy these visits – especially given the excellent food on offer!

At Milton Abbey we offer GCSE and A-Level courses in both French and Spanish. If your child speaks another language, we are also happy to source past papers and enter them for an exam in their native language, should they prefer. We very much look forward to working with pupils and inspiring them to continue studying a language.

Capability

Third Form students all undertake our unique course titled 'Capability'. Through this, they learn about the history of Milton Abbey, while simultaneously learning ways to understand themselves better.

Lessons involve work on presentation skills, learning about Capability Brown and King Athelstan, and developing transferable skills and talents, so that they are helped to succeed in other subjects and build life-long skills ready for when they leave school.



Design & Technology

In Design & Technology, Third Form students will start the course with a full workshop safety induction where they learn the layout of the workshop, health and safety rules, and how to use the tools and



equipment we have available. This will initially include using different hand saws, files, chisels, the disc sander, scroll saw, and pillar drill.

Once inducted, students will be introduced to a range of materials, techniques, and processes which are taught through a series of focused practical tasks. Students will make several different products following teacher demonstrations, working with materials such as pine, MDF, plywood, acrylic, and pewter developing different woodworking skills, the use of 2D design, laser cutting, vinyl cutting, and pewter casting.

The projects that are covered are constantly being developed depending on the students' interests, prior DT experience, and trends. Popular projects have included sweet and drinks dispensers, bird boxes, acoustic speakers, LED lighting, and pewter-cast jewellery.

The purpose of DT in the Third Form is to engage and inspire the students, allowing them to experience what the subject has to offer if they were to opt for it GCSE. Students are encouraged to be creative and to develop an experimental mindset where they can explore and realise their ideas.

There are no formal assessments, but pupils will be set prep each week based on their practical experiences in lessons to support their understanding of the materials, techniques, and processes used.

Art & Photography

In Art & Photography Third Form students begin the course with a department induction where they learn about the materials and equipment they will be using and safe working practices in areas such as the ceramics classroom and the darkroom.



Drawing and observational studies are the foundation of any art course and students begin by learning about the formal elements in art and design, through exploring and experimenting with a range of drawing exercises to gain an understanding of mark-making and tonal values. They learn about the importance of composition in both art and photography and develop their understanding of this through a series of practical tasks and experiments using a diverse range of materials, processes and techniques, such as relief printing, painting, collage and sculpting in clay.

Photographic tasks encompass both traditional and digital practices and students use both to capture images that investigate line, tone, pattern, texture and shape in their immediate environment and through their experiments with making photograms and cyanotypes in the darkroom.

All practical work is supported by research and investigation into the different processes and techniques, and by the introduction to artists and photographers who use these ways of working in their own artistic endeavour.

The purpose of the subject in the Third Form is to inform and inspire students and to give them an opportunity to discover and experience what the subject has to offer at GCSE. Students are encouraged to be creative and ambitious with their responses and outcomes and to develop a growth mindset that appreciates the importance of making mistakes as well as achieving success; some of the greatest artistic achievements arise from making creative errors.

There are no formal assessments, but pupils are set prep each week based on their practical work in lessons to support their understanding of the materials, techniques, and processes used and individual students receive feedback via 1:1 discussions and sketchbook notations.

Hospitality

In Hospitality, Third Form pupils can cook once or twice a week, making a range of dishes influenced by the seasons.

They develop their knife skills and ability to prepare, cook and serve food in a short timescale, learning just how much can be done in preparing a meal from raw ingredients. Sometimes pupils get to work on a larger project for the school. An example of this is producing cakes for our Christmas Service and Fair.

In theory-based lessons, pupils explore the reasons behind the Health and Safety rules they need to follow in the kitchen. We also explore the Hospitality Industry, looking at diverse types of Hospitality Businesses, as well as job roles and responsibilities.

Pupils can draw on personal experience or observe Hospitality in action, seeing highlights from television programmes or discovering the latest trends and business openings. Third Form Hospitality lessons aim to introduce the subject in an enjoyable, 'hands-on' manner.



Drama

In Drama, Third Form students focus on devising their own creations. Student's study relevant pieces of stimulus and use this to come up with creative performances.



Through this process, students learn and develop various performance skills to help support them in becoming confident performers by the end of the term. They also look closely at various practitioners to understand different types of theatre styles, with the idea of applying this knowledge to their own performances.

Students also study extracts from different play texts looking closely at concepts such as status, hierarchy, symbolism and atmosphere. Due to the facilities on offer at Milton Abbey, students also get a chance to develop skills in lighting and sound design. They learn how to operate a lighting board and how to use sound to create various effects.

By the end of their term studying Drama, students will have a portfolio of around five performances, which will all be very different. They will feel more confident in talking and expressing their opinion in front of others and learn the skills needed to work successfully within a group.

Third Form students are also encouraged throughout the year to take part in school musicals and plays.

Music

Music is a great subject choice, as it can relieve stress, boost self-esteem, improve your social skills and teach resilience.

You will be taught performance, music technology,



composition and music appraisal through some of the following topics:

- Graphic scores
- Recording yourself
- Making a TV advert
- Rhythms of the World
- Song writing
- Keyboard skills

This is a very practical subject where students are encouraged to create original music and produce covers from Reggae to EDM. The main objective is to have fun, learn to be more confident as a performer and critique others effectively.

There is no formal assessment but each week you will be set practical tasks which will be graded with feedback given. Prep tasks will be based on the lesson content.

This course is a good introduction to the BTEC course in music practice, where students can choose to focus on practical music making and/or production.

Land-Based Studies

The Land-Based Studies option gives pupils a chance to experience a range of topics, with plenty of hands-on opportunities outside the classroom.

The programme is predominantly based at our School Farm and Stables, as well as in the wider countryside landscape surrounding



the school. Pupils cover topics such as handling and moving animals, growing plants, wildlife ecology, habitat management, and horse care.

Throughout the programme pupils are given opportunities to understand how humans interact with nature, our impacts on the environment and how these can be lessened. They learn techniques for monitoring wildlife and take part in practical tasks to improve habitat diversity, such as hedge or tree planting.

The idea of food provenance is explored, with activities including farm animal care, welfare and husbandry and planting and growing vegetables in our polytunnels and greenhouse. Animal care skills are further developed with specific lessons focused on horse care and handling.

There are no formal assessments, but pupils will have a prep task set each week based on their practical experiences in lessons. This subject provides a good start point for further studies in IGCSE Agriculture or a BTEC in Animal Care in the Fourth and Fifth forms.

Creative Media

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries are now worth over £84 billion per year to the UK economy.

Working in the creative media industry involves a wide range of practical processes, skills and techniques: from broadcast media to increasingly interactive products and platforms. As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced.

Our Third Form course will help learners acquire foundation technical knowledge and skills in creative media production and editing. This will include photo manipulation, 2D graphics and Film, & TV and Visual Effects. Students will develop working knowledge of the Adobe Creative Suite of apps.



Sport

“Sport has the power to change the world: it has the power to inspire and the power to unite people in a way that little else does. It speaks to youth in a language they understand.” - Nelson Mandela

Sport is a huge industry with many opportunities for careers that don't just involve being a professional athlete. Within our subject, we try to develop and expose our students to the possibilities within the industry, as well as experience the thrill of taking part in competitive situations and learning new skills.

The lessons are split into practical and theoretical elements to give a holistic view of the subject. They will be taught about personality types, motivation, self-confidence as well as different components of fitness along with the fitness testing methods and procedures.

Along with our theoretical lessons, we try to give our students the opportunity to use our fantastic facilities and experience different sports available to them. We make use of our gym, swimming pool, golf course and simulator to not only get them active, but to initiate and develop the links to the theory elements of our subject.

This will give students a very good experience of our Level 2 BTEC First Award in Sport qualification, available to them as one of their options.



Learning Development

Learning Development is key to our whole school approach of knowing each student and how they learn best.

We go beyond just supporting our students: we upskill them by teaching them how to develop in every aspect of the learning process. Throughout the school, we focus on soft skills such as confidence, self-esteem and motivation; hard skills such as course content, factual information and analytical skills; and executive function skills such as planning, organisation and attention skills.

On entry, we get to know every student by seeing them across all the different aspects of life at Milton Abbey; from breakfast routines to a maths lesson; from chapel to sports.

As we gather information, notes are added to a Pupil Profile, so all teachers and staff have a thorough understanding of individual needs. Most importantly, strategies are continually added to these Pupil Profiles so that teaching and learning is delivered in a way that suits the student.

Some examples of strategies include:

- **Attention and focus strategies**
 - **rest breaks, stretch, sip of water, fidget aid**
- **Memory support**
 - **post it notes, reminders, check lists**
- **Organisational hacks**
 - **coloured calendars, mind maps, boxes and compartments**
- **Aids to change the way information is presented or complied**
 - **dictate, read aloud, large font, tinted paper, writing frameworks**

Our **Learning Development Department** is a friendly and nurturing place where students come for more specific needs. These may include conditions that are causing barriers to learning, such as dyslexia, ADHD, dyscalculia, and processing difficulties.

Within the department, our highly skilled members of staff run lessons to support subject progression, to improve study skills, to upskill assignment writing, to aid how to revise, and to plug gaps in Maths and English through proven interventions. We also run a variety of self-development lessons that help our students to understand what their learning difficulty means to them.

We work closely with outside agencies including Speech and Language therapists, Occupational Therapies and Education Psychologists, who advise us and provide recommendations for us to put in place.

Overall, we aim to equip every student with a toolbox of strategies that allows them to break down their barriers to learning and flourish.



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“Every child is known as an individual and encouraged to be the best they can be.”
Parent of a GCSE pupil



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