**In-tuition Cross Curricular Thematic Overview**

Rationale – as a centre our ethos encompasses various humanistic theory and Howard Gardeners multiple intelligence theory and approach. We can see that by applying the nine principles of learning “Linguistic, Intrapersonal, Mathematical, Existential, Interpersonal, Naturalist, Kinaesthetic, visual-spatial.

We can maximise student potential and create a learning environment that excels via experiential learning.

Our centre has access to a virtual learning platform whereby students can access all curriculum subjects electronically, on and off site. Ed-lounge offers a vast curriculum that can be tailored to meet learning needs following our assessments and tracked accordingly. Schemes of work can be entirely bespoke or mirror onsite subject delivery. This platform allows for students to access the classroom in a virtual capacity which is paramount for some of our most anxious students. <https://www.edlounge.com/>

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| **Cross Curricular -** | **PE** | **Science** | **Geography** | **History** |
| **Maths –**  *(Number, Money, Shape, Time, Probability, Algebra, Fractions, Functional skills)* | Teaching staff will create tactile and physical activities to explore math. Timing experiments, fractions and probability can be creatively demonstrated through students taking part in relay, circuits and using gym equipment. Sports analysis, rule of play, league tables will play a vital role in connecting students with functional maths and numeracy elements. Wherever possible teachers will use a physical and tactile approach to learning. | Math naturally incorporates scientific language and connotation. Teachers will use experiential learning to capitalise on scientific methods within topic areas. Probability will explore experiment, observations and analysis as well as accurate result recording. Patterns in math will be demonstrated and will call up on scientific theorises. Measuring time and space will draw up on physics and the quantum elements associated. Biological aspects will be raised through studying math by humanising concepts, theory and practical experiment to demonstrate theory. Students may time their heartbeat or look at blood sugar levels and the relevance. | Students will have opportunity to explore math and make connections with their environment ie communities where math occur and the wider world .Students who are studying money will make comparisons with various currency and exchange rates. Time can be explored through seeking an understanding of meridian influences and differences globally to establish a deeper connection with the subject and personal place in the world. | Aspects of history will be identified through our mathematical topics, We will explore time in a deeper sense by looking at time gone by, how our ancestors experienced and measured time. Historical mathematic influences figure prominently as students take part in kinaesthetic activities that will help to embed learning and experience and the development of math strategies through the ages. Teaching staff will draw up on historical scenarios to explore probability and functional life skills will be conveyed using cultural and historical context. |
| **Cross Curricular -** | **PE** | **Science** | **Geography** | **History** |
| **English –**  *( Novels and Biography, Creative writing, Argument and Debate, Poetry, Functional skills )* | Through creative writing exploration we can challenge students thinking by applying creative learning strategies through physical play, activity and assessment. Pieces of work may be best inspired by taking walks through the park or following workouts at the gym. Creating platforms to encourage a healthy mind and body will support all learning outcomes, in particular creative approach and responses to learning and outcomes. | Functional skills require exploring and understanding life skills and to acquire this Teachers will use scenario approaches that will use materials and information to improve comprehension skills and the ability to collect and analyse information. | Personalised learning is at an optimum through our approach to English and literacy functional skills. Options to explore geographical aspects are almost limitless through our topics. Teachers will use strategies through the various dynamics of the lesson to explore ‘who, where and why’ which will expose cultural, societal, and environmental factors that contribute to our English studies. Getting to know authors and understanding their background and influences will provide students will a deeper linguistic understanding of the subject and their surroundings. By doing so will create a deeper and more connected piece of reading, writing speaking and listening. | Our identified themes throughout the academic year will naturally encompass historical significance as students explore topics such as the Holocaust and have opportunity to immerse themselves in a series of activities that will promote understanding of such significant historical happenings, with further opportunity to contextualise learning and demonstrate levels of understanding via writing, poetry and debate. |
| **Cross Curricular -** | **PE** | **Science** | **Geography** | **History** |
| **Art –**  *( Self-portrait, Elements in art, Pop art, Still life, Patterns in nature )* | Students will be given the opportunity through differentiation measures to explore art and media that will have physiological effect up on physical and emotional well being. Students will be asked to pay attention to thoughts, feelings and physical changes and impact as they explore creative study and experiment with media. | Students will be exposed to sensory activities frequently and will be encouraged and guided to experiment with tactile materials, take controlled risks and evaluate findings through this method of exploration. All projects will encompass health and safety and students will need to demonstrate knowledge and understanding of materials and practice necessary to complete a piece of work and do so safely. | As we explore historical timelines we will take regular geographical pit stops to research art and artist origins and the many cultural, environmental influences. Students will get to know where they are in the world and how art movements across the globe have developed and shaped the world that we live in. | Students will have numerous opportunity to explore historical timelines that will throw light upon cultural belief systems through art media and the study of various artists and what impact art movements had and continue to influence society in the 21st century.  Every theme that we explore will have strong historical links and will naturally combine creative development with a strong underpinning of historical context. |
| **Cross Curricular -** | **PE** | **Science** | **Geography** | **History** |
| **Business Enterprise-**  *(Logo and Branding, Budgeting and Money, Market research, Product movement, Making a product, Selling and reviewing )* | As students are encouraged to explore the breadths of business we will take learning to creative corners and learn to understand various successful aspects to creating and running a successful company. Much of our focus will require students to spend time with business owners from contemporary areas such as dieticians, nutritionists, personal trainers and holistic therapists. Through these liaisons students can discover the entrepreneurial prospects and absorb the importance of physical development and maintenance on a life long scale. | As a centre we focus on promoting initiative and forward thinking. We encourage students to apply STEM ( science, technology, engineering and maths) and through our partnerships with colleges, universities and local business can fully explore these elements and implement them in to all areas of learning and assessment practice. Our off site visits will lead us to science and industry locations and establishments where students will be fully exposed to scientific practice and produce and innovative technology that propels business and product design. | Product popularity and effectiveness can be significantly varying from county to county as well as country and continent difference. To engage and grow a captive audience and grow your business requires a fundamental knowledge of geographical factors that will be influential towards growth. Human geographical concepts should be factored in also. Fair trade focus will allow students to understand the impact of different cultural values and expectation surrounding products and trading universally. | Product research will mean that students will view products as they have originated and developed throughout history. Students interested in making toys as their sellable product will be encouraged to research their products history and present findings and make ‘then and now’ comparison. Business enterprise will explore the evolution of products, and business strategies. Students may consider pre historic transaction and business concepts with todays modern and technological approaches. |
| **Cross Curricular -** | **PE** | **Science** | **Geography** | **History** |
| **Well-being –**  *(Self-esteem, Communication, Well-being, British values, Gymnasium )* | Students will have vast opportunity to learn through creative practice and approaches the importance and impact of a healthy lifestyle. Students will be given the guided resources and information to enable a portfolio of informed research to formulate through self growth and improvement. This will be an holistic approach that will draw up on various learning styles and teaching methods. | For our students who take part in STEM (science, technology, engineering, maths) activities they will naturally be promoting self awareness, self reflection and introspection as learning is developed. | Students will study the British values that we promote via the guidance that is provided, this will enable students to really understand where they fit in to society and to study the dynamics nationally and make comparisons globally. We will explore communication methods and influences thoroughly and look at the cultural impact of varying communication sources. | To be able to fully adopt current thinking an innovation students will be required to understand past influences and timelines of development as well as influential theory and fundamental historical revelations that have progressed societies values, beliefs and structures significantly.  Students will partake in activities that will help inform and create autonomy by connecting with historical events and developments. |
| **Cross Curricular-** | **PE** | **Science** | **Geography** | **History** |
| **Enrichment –**  *(Professional workshops & interviews, Mentoring, Visits and Trips)* | Students will have vast opportunity to explore workshops and training centres and carry out interviews from various backgrounds working in healthcare professions. Students will learn from professionals directly how healthy diet, mindset and application of physical activity can impact positively up on spiritual, emotional and physical well being. | Workshops will give students the opportunity to discuss life skills, options and career pathways. We will look at the STEM ( science, technology, engineering and maths) which are the core foundations of the industrial and corporate world and will shape students decision making for their future employability and lifestyle choices. | Seeking an understanding of who we are and our place in the world through the exploration of fashions, cultures and values globally. Workshops will enable students to explore the experiences of professionals and others from various cultural backgrounds and other countries. | Visiting museums, galleries and events that will showcase humanity and its evolution. Students will have the opportunity to spend time with and interview staff from libraries and museums to increase understanding and awareness within the realms of historical content that will naturally promote enrichment. |