

At Mulberry Academy Shoreditch our curriculum ensures that students not only have a love of learning, but are passionate about what they learn and how they learn it. We achieve this through a blended curriculum that is challenging, coherent, enriching, highly ambitious and fundamentally inclusive of all students.

Our curriculum provides every opportunity so that our students can be sure of:

- The highest academic achievement**
- Encouragement of creative expression**
- A commitment to social action and the community**
- The best possible preparation for each next learning stage towards aspirational destinations**
- An equally rich and challenging face to face and remote learning experience**

“Learning is a treasure that will follow its owner everywhere.”

Chinese proverb



Throughout Key Stage 3 students encounter a broad and balanced curriculum which both inspires and supports them in making the best subject choices at GCSE and beyond. While studying an exciting blend of eighteen subjects our students:

- Grow in cultural capital through a wide variety of learning experiences in subjects ranging from Art and Music to Drama and Latin
- Engage with content and develop skills that relate to their own social, cultural and local context
- Become highly able to use a variety of blended learning technologies that build their capacity as independent learners
- Develop a thirst for knowledge, a passion for learning and a balanced academic skill set that prepares them excellently for later key stages
- Encounter a range of Enrichment opportunities that both complement learning and deepen their social awareness

Above all our curriculum is designed for each student as an individual and gives them the opportunities they need to flourish.

“The beautiful thing about learning is that no one can take it away from you .”

B.B King



At Mulberry Academy Shoreditch our key stage 4 curriculum is structured to allow students access to a wide range of subjects. The options are designed to stretch and challenge students and to meet the demands of the local, national and international labour market. As such:

- We are committed to the value and academic rigour of the English Baccalaureate subjects with the vast majority of our students studying both a Language and Humanity throughout key stage 4.
- Students are offered a mixture of practical and academic subjects from all areas of the curriculum.
- For a small number of students the school offers different accreditation routes including academic and vocational options. This affords flexibility and inclusivity in allowing each individual student to follow an academic pathway that is right for them.
- We aim to offer the widest possible choice for progression routes post 16 whilst at the same time ensuring our students build the academic skills required to facilitate their success at key stage 5 and beyond.

Mulberry Academy Shoreditch is proud to serve a diverse, multicultural community which welcomes and celebrates over fifty ethnicities and eighteen different languages. As such, a high quality citizenship and religious education provides students with a clear understanding , appreciation and respect of the values, faiths and cultures of others. It also develops the knowledge and skills students need to become responsible citizens and play a full and active part in society.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin



We offer a bespoke curriculum that meets the needs of each student. This ensures our students leave us fully prepared to compete on a global stage, contributing to society as independent, successful, skilled and motivated young adults. The curriculum in the Sixth Form has been designed to reflect the ambitions and interests of our young people. As such:

- Lessons inspire and challenge students whilst also preparing them for the demands of independent learning.
- Subjects are planned and delivered so that students are equipped with skills for future learning and employment.
- Our curriculum is inclusive so that all students have an opportunity to move onto a pathway that is personalised to their needs and promotes progression for all.
- We offer Maths and English GCSE resits for all students who do not achieve a grade 4.

Destinations

The KS5 curriculum allows students to achieve their aspirations and encourages them to grasp all opportunities. So whether the ambition is to go to University, follow a vocational career or become their own boss, we provide a personalised approach that meets the needs of all students and ensures that they develop as confident and articulate young people.

“Art making is a form of alchemy, in a way, because you are trying...to make gold from nothing. When it works very well is when you manage to turn the ordinary into the extraordinary.” 7 Oct 2016 Yinka Shonibare, MBE



Nelson's ship in a bottle 2012: Yinka Shonibare, MBE

Curriculum intent statement

Our curriculum is about ensuring all students have a broad cultural experience, which inspires their future aspirations and ambitions. It is a curriculum that is rich in creative freedoms, developing independence and individuality, building on prior experiences and the diversity of all our students' cultural heritage.

We will provide an opportunity for:

- Artistic practice supported by theory.
- To experiment with traditional and contemporary disciplines of Art and Photography.
- Collaboration with out-side agencies and career opportunities.
- Use online and remote learning tools, virtual galleries and museums to develop appropriate subject specific knowledge, skills and understanding.
- Build strength, resilience, individuality and creativity.

“Your most unhappy customers are your greatest source of learning”

- Bill Gates



Our curriculum is designed to be engaging and inspiring to all our learners, and reflect the demands of a truly modern and evolving business and economic environment. Business and Economics will enable our learners to develop as commercially minded and enterprising individuals who are able to evaluate their roles as citizens and succeed in their chosen pathway.

Ultimately, we aim to equip learners with essential knowledge, transferable skills and tools, and to improve their learning across all subjects:

- Ensuring they are able to meet the challenges demanded from our transient economy.
- Providing them with practical professional skills for the workplace.
- Challenging all learners to exceed their expected targets.

“You are very powerful, provided you know how powerful you are.”

- Yogi Bhatta



We aim to empower every individual to be able to recognise their potential opportunities and their potential journey, and to make their potential greatness a reality.

Developing yourself through careers, employability and enterprise education Learning about careers and the world of work Developing your career management, employability and enterprise skills

We strive to provide every student with:

- impartial expert guidance at key decision making points
- advice about how to research careers and further education independently
- support from teachers to develop their understanding of the pathways and opportunities available to them and to set aspirational goals over time
- a wide range of activities and excursions curated to develop their employability skills

“You can’t go back and change the beginning but you can start where you are and change the ending”

- CS Lewis



Every child is equipped with the knowledge, understanding, attitudes and practical skills to live a healthy, safe, productive and fulfilled life. We aim to create rich learning opportunities accessible to all students both face to face and in a virtual learning environment to develop learning in the following areas;

Our aim is to enable every student to have a thorough awareness of the importance of:

- Health and Wellbeing
- Healthy Relationships
- Living in the wider world

“If you can create technology, you can change the world.”
— **Susan Wojcicki**



Through both our computer science and IT curricula, we aim to equip learners with essential knowledge, transferable skills and tools, and to improve their learning in other subjects, by:

- Ensuring they are able to meet the challenges demanded from our technical world.
- Improving their problem solving skills so they can use the skills learned in computing across all areas
- Providing them with practical professional skills for the workplace.
- Challenging them to work beyond their expected level and explore other areas of computing

Our curriculum encourages independence, creativity and awareness of the computing sector. It is a curriculum that will develop students' appreciation for computing, analytically challenging yet accessible to, and inclusive of, all. A 'hands on' approach will make the learning relevant to the way young people are required to use and create technology today. Learners will make progress both virtually and in person.

“We must all do theatre, to find out who we are, and to discover who we could become.”

Augusto Boal

“Drama is an expression of our talents and creative capabilities. We celebrate each other’s qualities and come together as one to be the best we can be.”

Fred Cox-Year 11



Through Drama all students will have the opportunity to express themselves through different mediums or theatrical skills: creative writing, exploration of set designs, inventing a character in role and studying an array of play texts. They will explore Drama in conjunction with a social action projects and will develop skills in leadership, presentation and personable skills such as empathy and resilience. Students will present work to their peers or invited audiences to improve their confidence and development of audience awareness. They will have the opportunity to develop their linguistic skills through their observations, analysis and evaluation when reviewing theatre and analysing practical practice.

At MAS we believe all students should have the opportunity to see Live Theatre. Performances will be embedded into the curriculum, from exam pieces to external shows (National Theatre online-home learning). We are dedicated to ensuring that our students watch a variety of performance styles and genres of theatre to develop their understanding of historical contexts, techniques and knowledge of practitioner influences.

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.”

— **F. Scott Fitzgerald**



Mulberry Academy Shoreditch English department aims to:

- Develop expert readers, with an appreciation of Literature
- Develop students' ability to communicate their ideas fluently and imaginatively in spoken and written English
- Contextualise English, recognising that Literature is the study of what it means to be human, and Language is key to successful participation in society
- Achieve these aims through a rich curriculum and outstanding teaching

“No one will protect what they don’t care about, and no one will care about what they have never experienced”

— David Attenborough



The Geography department at Mulberry Academy Shoreditch aim to create the very best geographers. We challenge students to think and act as specialists in the field through strong geographical knowledge, understanding, and skills.

Our curriculum aims to develop independent, dynamic and active learners with a growth-mindset through the study of relevant case studies around the world.

We aim to build the cultural capital of our students by exploring social, economic, environmental and political forces world-wide which may affect our students future careers. We aim to create a virtual learning environment accessible to all students to develop and support their love of geographical learning and exploration.

“A people without the knowledge of their past history, origin and culture is like a tree without any roots.”

— **Marcus Garvey**



Mulberry Academy Shoreditch History department aims to engender an interest and desire to find out about the wider world that surrounds students; both past and present, with a view to the future and their place in it. We want students to develop their historical knowledge on a broad range of subjects, looking at a diverse range of peoples and their historical experiences. This learning can take place both inside the classroom and remotely in order to foster independent learners.

“ Hospitality and Catering is simply an opportunity to get together with friends and family ,learn about food and having something good to eat is time well spent. It’s even more fun when you learn how to make it yourself. That’s what hospitality and catering lessons are about; learning through making, being welcoming and showing kindness, developing creativity and learning a life skill.”



Learning and undertaking activities in Food, Hospitality and Catering contributes to a life skill and achievement of the curriculum aims for students to understand and apply the principles of nutrition. They learn cooking skills and further developing this at home through learning opportunities with their families.

As well as transferable skills of problem-solving, organisation, time management, planning and communication, this structure help to develop in learners the knowledge and understanding related to a range of hospitality and catering providers and how they operate. There is the opportunity to learn about issues related to food safety and how they affect successful hospitality and catering operations. All learning is supplemented by virtual and remote learning opportunities in order to further develop skills learnt in school.

“With languages, you are at home anywhere.”

— Edmund De Waal



Our curriculum ensures students love learning languages. It is challenging, enriching, highly ambitious and fundamentally inclusive because:

- All students have freedom of choice on which modern foreign language they study at KS3.
- All students have the opportunity to study Latin alongside this.
- All students develop excellent cultural knowledge of different countries – they discover an awareness and appreciation of other cultures and an acceptance of different ways of life.
- To deepen this understanding, students have the opportunity to obtain a trip at some point in the target language country.
- Extensive vocabulary and grammatical knowledge are accumulated over time to ensure high proficiency in speaking, listening, reading and writing.

Remote learning: Each language in MFL makes extensive use of Microsoft Teams in line with whole-school expectations. Furthermore, each subject uses additional remote learning programmes to engage students, improve their vocabulary and ensure in-depth practice of grammar topics.

The curriculum ensures students love learning Bengali. It is challenging, enriching, and highly ambitious:

- Studying Bengali allows students to view their world from a different perspective, encouraging them to appreciate difference.
- This provides them with the ability to embrace a world which is diverse. Students develop interpersonal skills, build resilience and become creative, critical thinkers.
- Students become skilled linguists, equipped with specific vocab and grammatical knowledge to understand and produce a high level of language, acting as an invaluable skill for later life.
- Students develop a high proficiency to speak, listen, read and write in Bengali, further connecting them to their heritage and community.

Remote learning: Students are provided with online listening and reading exercises to practise their receptive skills on topics learnt in class. Furthermore, writing tasks are set online so students regularly practise the Bengali alphabet.

Students will develop the ability to communicate accurately in French using a variety of linguistic skills such as tenses and extended sentences with justified opinions and descriptions. They will understand spoken and written French on a variety of topics. Students will deepen their understanding of language and communication by making links between different strands: Phonetic, grammatical, cultural and lexical.

Furthermore, they will gain an awareness of “La Francophonie” and why French is important worldwide. Students are always encouraged to maintain an open mind to respect the various cultural differences between the UK and French-speaking countries. The French department offers a wide range of events and trips designed to enhance students’ cultural and linguistic knowledge.

Remote learning: In French, students can access all classroom and homework resources online to ensure they practise these language skills regularly. Not only are there a variety of links and websites available to enhance their cultural learning, but students can compete with one another to achieve high scores in their vocabulary, phrase knowledge and grammar learning on Duolingo.

The curriculum ensures students love learning Latin. It is challenging, enriching, highly ambitious and fundamentally inclusive of all students:

- All students study Latin at KS3 with the option to continue this at KS4.
- Extensive vocab and grammatical knowledge are accumulated over time to ensure high proficiency in translation skills. This deepens students' understanding of English and the modern foreign language they study.
- The cultural strand broadens horizons through the lens of the ancient world.
- The literature strand exposes students to a wide range of complicated, deep and meaningful texts.
- To deepen their understanding of the ancient world, all KS4 students have the opportunity to go on a Classics trip.

Remote learning: In Latin, students can access all classroom and homework resources online to ensure they practise all three strands (language, literature and culture). Not only are there a variety of links and websites available to enhance their cultural learning, but students can compete with one another to achieve high scores in their vocabulary, phrase knowledge and grammar learning on Duolingo. Instructions are also provided on how to access the Cambridge Latin Course online. This is free of charge and requires no login details.

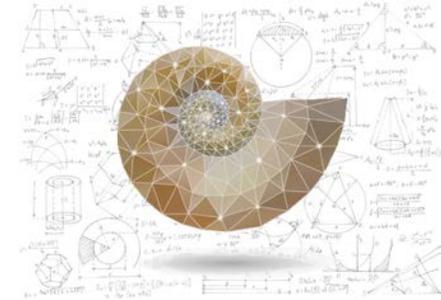
Students will be taught a variety of topics that will enable them to develop key language skills such as: Application of different tenses, understanding different formal/informal situations, extending their sentences using connectives, giving and justifying opinions, and being able to narrate using sequencers. Students will be able to communicate their ideas both in speaking and writing.

In addition, they will have the opportunity to learn about different customs and festivals, which take place in Spanish speaking countries. Furthermore, the Spanish department offers a wide range of workshops, cultural events and trips designed to enhance students' cultural and linguistic knowledge.

Remote learning: In Spanish, students can access all classroom and homework resources online to ensure they practise these language skills regularly. Not only are there a variety of links and websites available to enhance their cultural learning, but students can compete with one another to achieve high scores in their vocabulary, phrase knowledge and grammar learning on Duolingo.

“Good mathematics is not about how many answers you know... it is about how you behave when you don’t know.”

— **Author unknown**



The Mulberry Academy Shoreditch mathematics department aims to:

- Develop resilient, curious mathematicians who have a love for and appreciation of the beauty and power of mathematics in an inclusive environment
- Ensure all students become fluent in the fundamentals of mathematics that are essential to every day life, their other subjects and careers
- Facilitate mathematical argument and reason through high quality verbal and written mathematical communication
- Instil students with the ability to solve problems and face real world challenges independently, confidently and creatively
- Provide students with technology to support their learning of mathematics through appropriate use of calculators, simulation, programming and online learning platforms

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

– Plato

The Music Department provides all students with the opportunity to benefit from a broad and varied Music curriculum, regardless of prior knowledge or experience.

Equal opportunity will be available for students to develop their musical skills such as performance, composition, listening and reading. Students will learn about the wider benefits of studying music, such as developing communication, teamwork and leadership skills, and will be able to develop an understanding of the cultural and historical context and importance of musical genres.

Students will have access to lesson materials through Microsoft Teams, which is utilised to deliver lessons online as well as support homework whilst in school.



“There may be people who have more talent than you, but there's no excuse for anyone to work harder than you do”

- Derek Jeter



Our aim is to ensure that each and every student at Mulberry Academy Shoreditch enjoys the experience of high quality and inclusive Physical Education. We aim to make our students fully aware of the power and impact physical activity can have on physical, emotional and mental well-being. We are committed to ensuring that our students understand and can make positive choices about the importance of lifelong participation and fitness.

Through the teaching of unique skills such as leadership, teamwork, problem solving, creative thinking and lifesaving we will promote life skills which will support their development regardless of pathways chosen and support them in making a positive contribution to their local and wider community. We recognise the individual needs of our students and celebrate the cultural differences we are privileged to work with, and want every single student to experience success through a broad and balanced curriculum. This includes the use of Microsoft Teams to ensure all of our pupils have remote access to theory lessons and that we deliver high quality online learning as appropriate.

We encourage all of our students to take part in a rich variety and range of clubs and classes provided before and after school and will guide and support any exceptional talent onto the next stages of their development.

“I must study politics and war that my sons have the liberty to study mathematics and philosophy”

— **John Adams**



In Politics we aim to take students on a journey to discover how the world around them functions and understand the ideas that underpin its institutions. Therefore, through both face to face and remote learning we give them a comprehensive knowledge of political systems, structures and ideas as a means of supplying our students with the tools to be active citizens in the future, both in politics and civil society. Students will identify parallels, connections, similarities and differences between aspects of the areas of politics studied and learn how to construct and communicate arguments and explanations with relevance, clarity and coherence.

Above all, through the study of Politics, students’ worldview will be challenged, reshaped and refined so that they will be equipped with the tools to be active citizens and have an ability to understand and influence the future of our world. It is our hope that knowledge of Politics will fill students with the desire to boldly stand up for what they believe during these times of change.

“Education is what survives when what has been learned has been forgotten.”

— **B. F. Skinner**



Our curriculum for Psychology aims to equip our students with the relevant skills and knowledge to navigate through any challenges that our young adults may face. Understanding and explaining human behaviour is something which is strengthened throughout the course of the A-level, and is undoubtedly a focus of investigation on our wider society, given the current climate. The curriculum at MAS goes far beyond what is taught in lessons, and fosters a genuine interest into the human mind and behaviour.

MAS adopts a wide range of teaching techniques, that places the ownership of learning in the students' own hands. Not only does this allow students to work and think independently but allows analytical and critical skills to develop. This is especially heightened with our recent use of both contact and virtual lessons. The blended learning technique gives students the opportunity to work collaboratively, encourages healthy debate and leads to significant gains in student engagement and attainment.

“RE tackles the most important questions in life and is therefore, for me, the most important school subject”.

— Year 7 RE student



The Religious Education curriculum at Mulberry Academy Shoreditch aims to ensure all students are engaged, challenged and inspired by learning about world religions and world views both in school and at home. Studying RE will promote the spiritual, moral and cultural awareness of all our students. It will equip them with the knowledge and skills to become thoughtful members of a multi-faith society. A variety of virtual engagement will enhance students ability to understand how RE has been adapted and changed to suite the modern world.

The curriculum will continually challenge students to:

- Develop an enquiring mind that asks questions about human life, beliefs and ideas.
- Become critical thinkers who are able to weigh up arguments from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Interpret and evaluate texts, sources of wisdom and authority. They will learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”

Marie Curie



Our aim is to offer a curriculum that fosters a **love of science** through an **inclusive and challenging, blended learning curriculum**. This equips students with a toolkit of **scientific knowledge, conceptual understanding and language** to enable students to understand the **uses and implications of science**, and **appreciate achievements in science**, using:

- **Scientific knowledge, methods and processes**
- **practical skills** grounded in varied and **engaging practical activities**

We aim to provide students with memorable learning experiences, to develop a **deeper understanding of the disciplines of biology, chemistry and physics**, through **contextualised learning**, both in a classroom context and via online learning provision. We want to cultivate a **curiosity** and sense of **objective enquiry** in our students and provide them with the **platform for more advanced studies**, establishing the basis for a wide range of **careers**.

“The sociological imagination enables us to grasp history and biography and the relations between the two within society.”

- C. Wright Mills



Our curriculum is concerned with promoting students to develop a unique understanding surrounding wider society, this is achieved by exploring vast ideologies and taken for granted assumptions. Our curriculum will provide students with an insight on how to challenge societal structures and institutions by implementing theories. Students will enquire into a range of cultures, theories and Political views by drawing specific references to contemporary society, this will be achieved by engaging in online learning to further broaden knowledge and research skills. Ultimately, students will develop skills valued by higher education (HE) and employers, including critical analysis, independent thinking and research.

In Sociology, we endeavour to equip students with life long skills which will not only support them academically but also skills to promote active Citizens who will be eager to engage and influence the society around them.

The curriculum will continually challenge students to:

- Use online learning tools to develop appropriate subject specific knowledge, skills and understanding around modern British society and barriers imbedded in wider society.
- Assess Sociological ideologies by identifying strengths and weaknesses.
- Evaluate approaches by exploring its relevance.

“You must expect great things of yourself before you can do them.”

– *Michael Jordan*



The mission of the House System at Mulberry Academy Shoreditch is to enrich the school experience of every student within our walls and to provide life affirming, life changing opportunities to our young people.

We do that by providing another dimension of pastoral care through a vertical House System – both in school and within the *online learning ecosystem*, extending leadership opportunities to students, devising and facilitating high level, multi-disciplined competitions, fostering community through charity and outreach and curating 'once in a lifetime' trips; both overseas and at home.

We have unwavering determination to ensure that students will leave us with the '**champion mindset**', uninhibited by social barriers. We believe our students can achieve anything. It is the intent of the House System that our students share and live by this belief.

“Great works are performed not by strength but by perseverance.”

– *Samuel Johnson*

Powered by dedication, perseverance and pride. Our students strive to be innovative and inspirational leaders of tomorrow. We believe goals and aspirations are achieved through consistent support, guidance, tenacity and most importantly teamwork.

All students, staff and family members of our House, are welcomed into a community of equals, all ‘playing our part’ to secure success. As our motto states, we are “Resilient, Daring and Inclusive”.

Long live the legacy of Barbican House!



“Everybody wants to reach the peak, but there is no growth on the top of a mountain. It is in the valley that we slog through, the lush grass and rich soil, learning and becoming what enables us to summit life’s next peak.”

– *Andy Andrews*



In the Thames family, we appreciate the beauty of the journey itself, learning valuable lessons at every meandering curve while never losing sight of where we are heading. At the heart of the choices and decisions we make daily are our three core values: Integrity, Enrichment, Direction. Inspired by our namesake, the River Thames, we strive to prepare students to navigate the currents of life – at school and beyond. It is our intent that Thames students will always hold their head high, look ahead and always take steps in the right direction towards enriching goals.

“There is only one thing that makes a dream impossible to achieve: the fear of failure.”

– *Paulo Coelho*

Tate house’s motto is “**Improve, Transform, Inspire.**” We are committed to self-discovery and continuous self-improvement. Tate students are known for their curious nature and for their willingness to reinvent themselves. It is not about where you start, it is about how you move forward. It is about exploring and realising one’s potential in order to have an impact on the reality around us and inspire generations to come.



"**Fear less, hope more; eat less, chew more; whine less, breathe more; talk less, say more; hate less, love more; and all good things are yours.**"

- *Swedish Proverb*



Just like the lion in Trafalgar Square, our students stand strong, resilient and fierce. We believe in never giving up and always striving to be better.

Our vision is to create a positive, creative and successful environment.

Whether you are a student, parent or staff member, we welcome you on board.

“No legacy is so rich as honesty”
— **William Shakespeare**



Intelligence, honour and bravery drive Globe House forward. Globetrotters are expected to take these values into all aspects of school life, making good choices and having the bravery to see them through. We are daring and willing to take risks to enable positive change in the world. We strive to develop ourselves and improve the opportunities and environment for those around us. We treat each other with respect. We work together. We win together.

*“True success is not the absence of failure,
it is the refusal to surrender.”*

— **Lazarus Lake**



Tower staff and students live and work by our three core values: Courage, Humility and Victory! As a house, we strive to empower our students to aim up at all times, embracing our imperfections whilst driving home our strengths. We endeavour to teach our students that there is beauty in adversity and while winning isn't always possible, learning from defeat is what ultimately propels us to victory.

That is the Tower way!