

*“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.”*

**- Yinka Shonibare, MBE**



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

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.

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, encounters and excursions curated to develop their understanding of education and career progression and of the world of work

*“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 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.

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

***Augusto Boal***



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



*“To see the world, things dangerous to come to, to see behind walls,  
draw closer, to find each other and to feel. That is the purpose of life.”*  
**- *The Secret life of Walter Mitty***



Film Studies at Mulberry Academy Shoreditch is about teaching an in-depth study of film and developing in our students a heartfelt appreciation for film as an art form. Studying film at Mulberry Academy Shoreditch allows greater insight into critical issues and developments within history, society and culture. We strongly believe that this empowers our students to use this as a springboard to challenge and explore their own place in the world.

Studying Film also equips students with the knowledge and skills for the study of Film at degree level and future employment in the creative industries which employ over 3 million people in the UK and are worth over £100 billion to the UK economy.

Irrespective of future pathways, the Film studies department recognises the urgent need for our students to be technologically literate and to have honed the skills needed for online and independent study. As such we train our Film Studies students to take full advantage of the online learning platforms available to them and offer a thorough learning experience befitting the 21st century.



*“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.

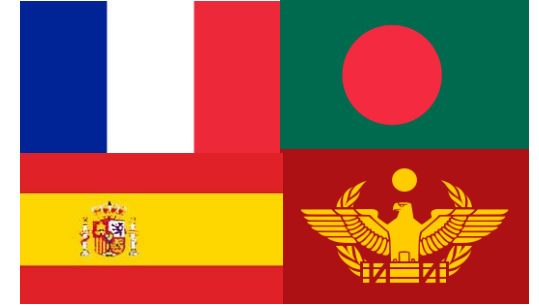
*“ Hospitality and Catering is simply an opportunity to get together with friends and family ,learn about food and having something good to eat is time well spent. It’s even more fun when you learn how to make it yourself. That’s what hospitality and catering lessons are about; learning through making,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



Learning and undertaking activities in Food, Hospitality and Catering contributes to a life skill in addition to meeting the aims of the curriculum. This supports them 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.

*“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.

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.

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.



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

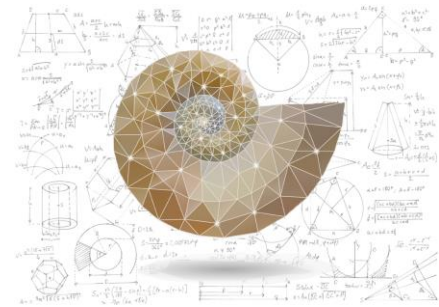
- All students study Latin at KS3 with the option to continue this at KS4.
- Extensive vocab and grammatical knowledge are accumulated over time to ensure high proficiency in translation skills. This deepens students' understanding of English and the modern foreign language they study.
- The cultural 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.

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.

*“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.



*“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.

We aim to

- Promote Life skills through the teaching of unique skills such as leadership, teamwork, problem solving, creative thinking to support them in making a positive contribution to their local and wider community.
- To recognise the individual needs of our students and ensure that every student experiences success through a broad and balanced curriculum.
- We encourage all of our students to take part in a rich variety and range of clubs and classes provided before and after school
- We 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.



*“RE tackles the most important questions in life and is therefore, for me, the most important school subject”.*  
— **Year 7 RE student**



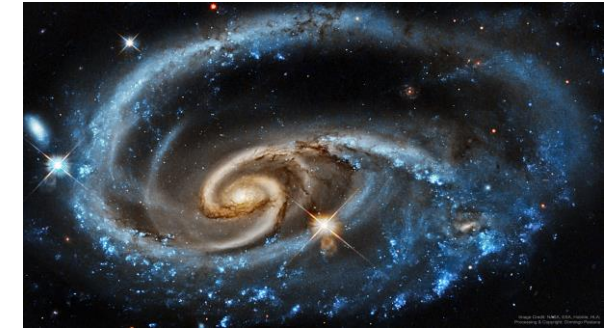
The Religious Education curriculum at Mulberry Academy Shoreditch aims to ensure all students are engaged, challenged and inspired by learning about world religions and world views both in school and at home. Studying RE will promote the spiritual, moral and cultural awareness of all our students. It 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 curriculum, supported by the use of online learning platforms. This equips students with a toolkit of scientific knowledge, conceptual understanding and language to enable students to understand the uses and implications of science, using:

- Substantive knowledge of key concepts, laws, theories and models
- Disciplinary knowledge grounded in varied and engaging practical activities to enable students to ‘work scientifically’ inline with the national curriculum

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. 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.

*“I am not the same having seen the moon shine on the other side of the world”*  
– **M. Anne Radmacher**



The Social Science curriculum has been designed to develop skill for life long learning. The department aims to give our students underpinning knowledge of theories and techniques in order to explore human society – this is achieved by developing students’ fluency in the ability to express oneself using the unique language of social science. The curriculum further challenges learners to think abstractly, work collaboratively and problem solve to develop curiosity and desire for wider knowledge. Learners understand how knowledge is transferred between topics but also across social science. As a department, we seek to nurture students via the sequencing of topics in order to foster their confidence to question, reflect and actively engage with social science themes.

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 is designed to ensure that student are given the opportunities to experience ‘Social Science’ in the real world by inviting insightful speakers, liaising with various organisations and work experience opportunities. Subsequently, our students will develop skills valued in higher education and employment, including critical analysis, independent thinking and research.

The curriculum across the four subjects will continually challenge students to:

- Use relevant learning tools and blended learning opportunities to develop appropriate subject specific knowledge and skills
- Develop an understanding of the relationship between theory and practical application
- To use self awareness, self regulation and self motivation to manage positive relationships and extend emotional intelligence outside of the class environment.

*“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.

The curriculum will continually challenge students to:

- Use online learning tools and blended learning opportunities to develop appropriate subject specific knowledge, skills and understanding into Psychological perspectives
- Assess ideologies by identifying strengths and weaknesses.
- Evaluate approaches by exploring its relevance and making sound comparisons.

*“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 institution's 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 in higher education and employment, 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 and blended learning opportunities 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.

*“How wonderful it is that nobody needs to wait a single moment to improve the world”*

**- Anne Frank**



Our curriculum is concerned with work based skill development for progressive learning. The Health and Social Care qualification takes an engaging, hands-on and inspiring approach to learning and offers a unit-by unit assessment approach thus giving students the opportunity to showcase their skills and knowledge. The Curriculum challenges students to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for building wider knowledge. The course is designed to equip students with specialist understanding of how to meet the needs of individuals whilst challenging stereotypes and discrimination across Health sectors. The study of care values is at the heart of Health and Social Care which develops life skills such as compassion, commitment, tolerance and empowerment. This enables students to become active citizens and contributes to society. The curriculum is designed to ensure that each student has the opportunity to understand the wide range of opportunities within the field, as well as preparing students for future employment.

The curriculum will continually challenge students to:

- Use relevant learning tools and blended learning opportunities to develop appropriate subject specific knowledge and skills
- Develop an understanding of the relationship between theory and practical application
- To use self awareness, self regulation and self motivation to manage positive relationships and extend emotional intelligence outside of the class environment.



*"There is no better way to exercise the imagination than the study of law"*  
**- Ralph Waldo Emerson**



The A-Level Law curriculum has been carefully designed in order to build on students' prior skills that have been developed through their secondary education. The study of the English legal system, criminal law, tort law and contract law offer a detailed and in depth introduction into the world of law, equipping our students with a solid foundation to take this study on into their further education.

Not only is the curriculum developed to help our students to gain the necessary skills for a legal career, but it also allows them to gain skills that can be applied to a number of professional jobs and fields of work. The aim of our course is to build on what our students already know and broaden their knowledge and understanding of other important topics through a course of engaging and thought-provoking lessons. The use of real-life case examples allows the students to make metacognitive links to a wider context outside of the classroom, which effectively challenges all students to improve their critical analysis skills and reasoning skills.

The curriculum will continually challenge students to:

- Use online learning tools and blended learning opportunities to develop appropriate subject specific knowledge, skills and understanding around English law.
- Assess efficiency and necessities of current law
- Evaluate the impacts of laws by exploring its relevance.

*"I think there's no higher calling in terms of a career than public service, which is a chance to make a difference in people's lives and improve the world." - Jack Lew*



This course in Public Services can help students take their first steps towards a career supporting the public. Students are learning the essential skills for a wide range of careers, from the armed services and police force to roles at local authorities and central government.

The rationale for this qualification in Public Services is to:

- inspire and enthuse learners to consider a career in the public service sector
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the public service sector
- support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship
- give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the public service sector, for example entry-level jobs within the armed services or non-uniformed services
- provide opportunities for the development of transferable skills related to study and vocational application that provide a platform for success both within the public services and elsewhere.
- enable learners to develop a broad and comprehensive understanding of the public service sector

*“We recruit for attitude and train for skills”- **Atul Gawande***



The BTEC Workskills Level 2 course has been designed to reflect and support the employability stage of each learner. We have created a flexible programme that develops a learner's skills and replicates their intended outcome/destination. The qualification also enables the development of discrete skills, such as applying for job vacancies, developing interview techniques and working within teams. It encourages learners to develop the ability to combine skills and knowledge of employability to access the job market.

The BTEC Level 2 in Workskills enables learners to:

- develop skills valued by employers and are in demand in the workplace
- develop knowledge related to employability and the workplace
- embrace the 21st century workplace and build a career plan
- achieve a nationally recognised Level 2 qualification that prepares them for employment or self-employment
- develop self-awareness of skills and knowledge and the ability to continually upskill to meet the changing demands of the workplace