Curriculum Policy

Responsible Board/Committee	Academy Trust Board
Policy Type	School Policy
Policy Owner	Sally Yates
Statutory	No
Publish Online	No
Last Review Date	October 2024
Review Cycle	Annual
Next Review Date	August 2025
Expiry Date	October 2025
Version	3

Table of Contents

Rationale:

CURRICULUM VISION

Curriculum Aims:

**Our curriculum will reflect our academy values: scholarship - character - community
and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.**

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.	We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.	We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.	Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.	We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.

The overarching aims of our curriculum will underpin the following outcomes:

Increasingly strong academic results year-on-year leading to good post school destinations.	Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.	Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.

What underpins our vision?

At KEVI HWGA our curriculum is sequenced to ensure that students gain knowledge, connect key concepts, acquire new skills and learn how to apply this confidently in different contexts. Our curriculum leaders carefully consider what knowledge should be secured and plan how best to map knowledge to ensure that pupils learn that knowledge in a way that means they remember it and can use it. Our curriculum vision is intrinsically linked to our academy vision and our academy values of scholarship, character and community which run through our aims.

In June 2022 we became a High-Performance Learning (HPL) World Class School and have been implementing the HPL framework alongside our curriculum where we weave together the ACPs (disciplinary knowledge) and the substantive knowledge of each unique curriculum domain.
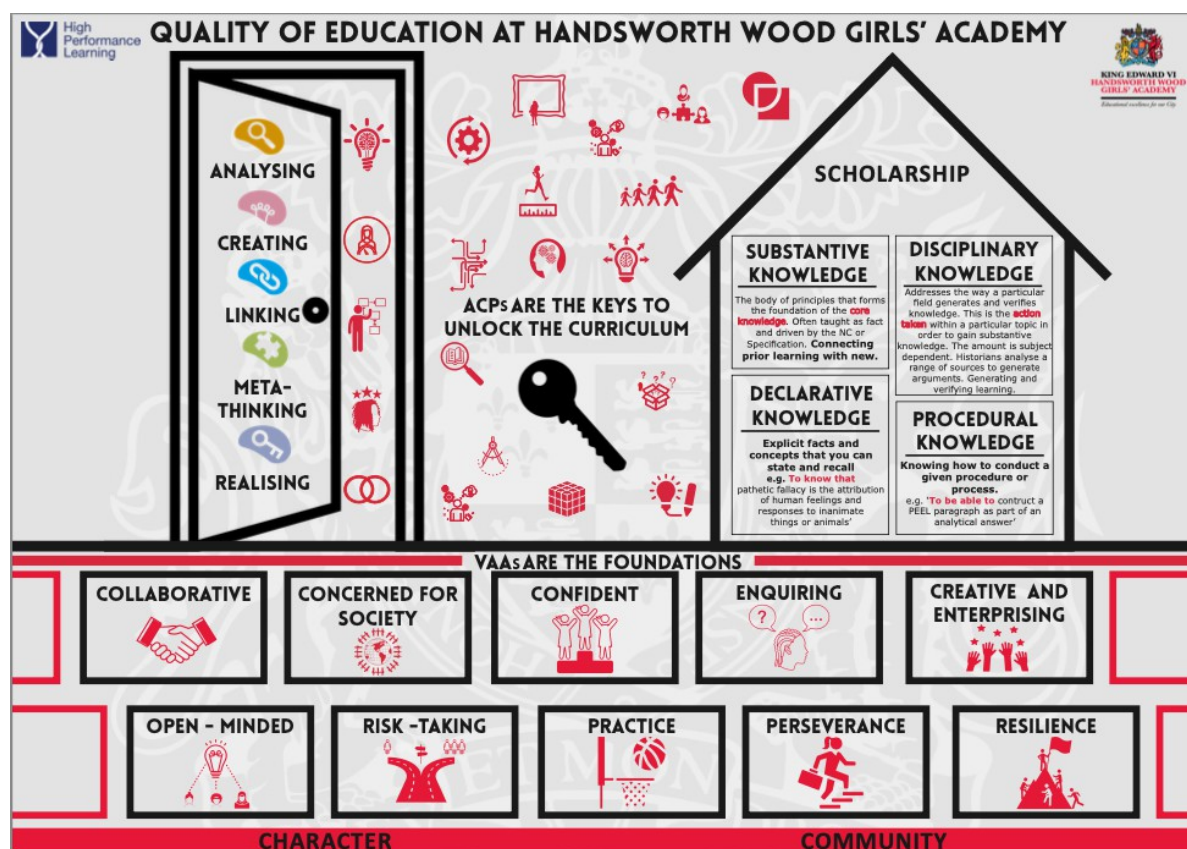
The HPL framework underpins the learning culture and educational fabric of the academy. The HPL ethos chimes with our academy values: scholarship- character - community and drives us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world. To overcome barriers and embrace challenges to enrich themselves and our community.

We are strongly aligned to the belief that high performance is for the many, not just for the few, as we embark on our journey to be a world class school.

> *High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and attributes needed for lifetime success. (Deborah Eyre)*

What does our curriculum look like?

Our curriculum is defined by big questions to explore, key concepts to connect learning together and clearly articulated declarative and procedural knowledge highlighted in long- term plans. The approach we take to learning continues to evolve as we embed the HPL framework of how learners think (Advanced Cognitive Performance) and how learners behave – (Values, Attitudes, Attributes) into our curriculum and culture. We continue to build the HPL cognitive competencies into our subject curriculum alongside substantive knowledge and disciplinary skills. Each curriculum area is carefully planned to build on existing knowledge at each stage of learning whilst revisiting key concepts to deepen understanding.

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Long Term Progression Mapping

Year 10	*Are you able to use a variety of dramatic terms for both on and backstage, and then apply these techniques to new theatrical ideas?* **Understanding Drama** **LINK: COMPONENT 1** Pupils to explore all aspects of drama using the key skills/terminology booklet: 1) Key terminology 2) Staging types 3) Lighting/sound/set/props/costume Pupils to explore more complex ways of developing drama using several different stimuli. *Connection Finding* *Strategy Planning* *Linking* *Meta-Thinking* *Collaborative, Open Minded, Creative and Enterprising*	*How do we explore a set text in detail, using acting skills both practically and in a written response?* **Understanding Drama** **LINK: COMPONENT 1 A03** Introduction to the set text 'Blood Brothers'. Explore the play, characters, themes, structure, historical context. Pupils need to develop a confidence with writing acting skills. **SKC – 6 – 10th December 2021** *Speed and Accuracy* *Originality* *Connection Finding* *Fluent Thinking* *Automaticity* *Intellectual Confidence* *Enquiring*	*How can I use a stimulus to create an orginal piece of drama that has a dramatic purpose for it's audience?* **Devise Drama COMPONENT 2 EXAM** Pupils to complete the exam requirements for Component 2: 1) Respond to stimuli (several to be presented over several workshop sessions) 2) Explore, rehearse and perform a devised drama 3) Complete a written log: a) Response to stimulus b) Development and collaboration c) Analysis and evaluation *Meta-cognition* *Strategy Planning* *Connection Finding* *Complex and Multi-step Problem Solving* *Originality* *Automaticity* *Collaborative, Open Minded, Creative and Enterprising* **Component 1 – Live Theatre Review Practice Essay**	*How can I use a stimulus to create an orginal piece of drama that has a dramatic purpose for it's audience?* Complete **COMPONENT 2** performance exam under exam conditions *Meta-cognition* *Strategy Planning* *Connection Finding* *Complex and Multi-step Problem Solving* *Originality* *Automaticity*	*How do I write an effective log in accordance with the C2 exam requirements?* Complete **COMPONENT 2** log book. a) Response to stimulus b) Development and collaboration c) Analysis and evaluation *Connection Finding* *Fluent Thinking* *Automaticity* *Collaborative, Open Minded, Creative and Enterprising*
Key Knowledge, Concepts and skills	*Understanding drama terminology* *Technical design and terms* *Exploring a stimulus using complex theatrical techniques* *Staging a play, Design Elements*	*Exploring set text* *Writing acting skills* *Understanding key terminology* *Genre, Thatcherism, Style, Recession, Poverty, Class Division*	*Applying drama explorative strategies to original drama* *Understanding how to communicate with an audience through drama* *Theatrical Experience*	*Skills showcased – technical design or acting through original drama*	*Writing acting skills, rehearsal technique and reviewing performance success* *Critical Thinking*
Feedback & Assessment	AO3 and AO4 – Understanding drama Key terminology booklet Workshop performance pieces	AO3 and AO4 – Set text Written practice on exam style questions **SKC – December 2021** Workshop performance of script extracts	A01 and A02 – Devising drama, responding to stimuli Rehearsal of devising process Logbook entries during process Feedback offered throughout Live Theatre Review Essay	AO2 – Performance Exam performance of devised drama	AO3 and AO4 – Written log Complete written log with regular teacher feedback

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Medium Term Planning

Scheme of Work Overview

Department:	Art	Year:	7	*FORMAL ELEMENTS OF ART*	
Unit: Length:	9-10 weeks on rotation	Intent:		To teach the students the formal elements of art to ensure that they have the basic skills required to draw, paint and research artists. Students will be guided through colour, line, texture, tone, shape to form and space.	

WEEK	Lesson Content (Implementation)		Impact - Formative	Impact - Summative
1 **Intent** To understand line and tone. To apply line and tone to objective drawing skills.	Introduction of Formal Elements of Art using PP Drawing activity based on objective drawing skills. Drawing 1 – no support showing initial skill Teacher modelling covering perspective, proportion, light touch outline before shading, objects such as bottles to have curved outlines not straight lines. Highlight the key formal elements used to create the drawing. Drawing 2 – after teacher facilitation and modelling. Compare both drawings and peer assess against success criteria.		Drawing 1 used to assess initial ability and use to formulate a seating plan for support and challenge. Q&A used to find out what the students already know from Year 6 or from previous rotation based on key terms.	Peer Assessment using yellow sheet and a gallery exercise where students walk around and make comments on all work based on the teacher modelled drawing – success criteria.
	HPL Framework Precision Imagination	**Big Questions** How are the formal elements of Art seen in every day life?	**Key Concepts** Art Formal Elements 2D to 3D	**Substantive Knowledge** Perspective, Formal Elements Tonal Shading, 2D/3D
Home study & Key Words Create it – Design and create a title page of all 6 formal elements using a self-drawn image to represent each of the 6 areas and annotate the meaning of each word. Include colour and a title of 'Formal Elements'. https://hwga.fireflycloud.net/creative-design/art-and-design/ks3/formal-elements **Proportion, perspective, shading, tonal, composition,**				

Key Concept Mapping (History Example)

1. Power – what is power? How does one gain power? How does one keep power?
   a. Revolution
   b. Empire

2. Similarity and difference – between different people's experiences, within the same period and between periods

3. Change over time – being able to recognize how things have changed, and to situate ideas/events/artefacts within particular periods

4. Cause and consequence – Events, decisions or developments in the past produce later actions, ,results or effects

5. Perspectives – people from the past and those commenting on the past have different views and experiences

6. Significance – what makes something more significant than something else? How can you argue this? Why must historians attempt to determine relative significance?

7. Persecution – understanding the nature of persecution and developing empathy, understanding another's views, life and decisions

8. Democracy – the nature, importance and campaigns for democracy and human/civil rights.

	Year 7	Year 8	Year 9
Topics	Water and health through time	Elizabethan England	Britain at War in the 20th Century
Topic	Conquest in the Middle Ages – Norman conquest	Industrialisation	Historical Environment: The British Sector of the Western Front; Life on the front
Key Concepts			
Topic	Conquest in the Middle Ages – the First Crusade	British Empire – emergence and growth	Historical Environment: The British Sector of the Western Front; injuries, treatment and the trenches
Key Concepts			
Topic	What were lives like in the Middle Ages?	British Empire - legacy	The rise of Anti-Semitism and the Holocaust
Key Concepts			
Topic	What was life like in Tudor England?	Migration to Britain	The American West (Units 1 and 2)
Key Concepts			
Topic	Was the Renaissance so important?	Democracy and Revolution	
Key Concepts			

Key Stage 3 – Concepts mapped by topic

What is our curriculum package?

KS3 Overview

Year 7

Subject	Periods	Subject	Periods	Subject	Periods	Subject	Periods
English	5	MFL	3	ICT	1	Tec	1
Maths	5	History	2	RE	1	PE	2
Science	4	Geograph	2	Art	1	PSHE	1
				Drama	1	Music	1

Year 8

Subject	Periods	Subject	Periods	Subject	Periods	Subject	Periods
English	5	MFL	2	ICT	1	Tec	2
Maths	5	History	2	RE	1	PE	1
Science	5	Geograph	2	Art	1	PSHE	1
				Drama	1	Music	1

Year 9

Subject	Periods	Subject	Periods	Subject	Periods	Subject	Periods
English	5	MFL	2	ICT	1	Tec	2
Maths	5	History	2	RE	1	PE	1
Science	5	Geograph	2	Art	1	PSHE	1
				Drama	1	Music	1

Year 7

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Bands					Bands					Bands				forms															
	En x 5					Ma x 5					Sc x 4																			
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	MFL	ICT	Dr	Art	Mu	PE	PE	Tec
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	MFL	ICT	Dr	Art	Mu	PE	PE	Tec
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	MFL	ICT	Dr	Art	Mu	PE	PE	Tec
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma																				
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	MFL	ICT	Dr	Art	Mu	PE	PE	Tec
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	MFL	ICT	Dr	Art	Mu	PE	PE	Tec
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	MFL	ICT	Dr	Art	Mu	PE	PE	Tec
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma																				

Year 8

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	Bands					Bands					Bands					forms														
	En x 5					Ma x 5					Sc x 5																			
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	PSHE	Tec	Tec
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	PSHE	Tec	Tec
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	PSHE	Tec	Tec
X	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma																				
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	PSHE	Tec	Tec
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	PSHE	Tec	Tec
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	PSHE	Tec	Tec
Y	En	En	En	En	Cl	Ma	Ma	Ma	Ma	Ma																				

Year 9

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Bands					Bands					Bands					forms														
	En x 5					Ma x 5					Sc x 5																			
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	Tec	Tec
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	Tec	Tec
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	Tec	Tec
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma																				
Y	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	Tec	Tec
Y	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	Tec	Tec
Y	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	PSHE	RE	Ge	Ge	Hi	Hi	MFL	MFL	ICT	Dr	Art	Mu	PE	Tec	Tec
Y	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma																				

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KS4 Overview

| Y10 English | 5 | | Maths | 5 | | Y10 Science | 7 | | RE | 2 | | PSHE | 1 | | PE | 1 | | Options | 3x3 |

| Y11 English | 6 | | | | | Y11 Science | 6 |

Year 10

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25	26	27		28	29	30	
	Bands					Bands					Bands							form				Option A				Option B				Option C			
	En x 5					Ma x 5					Sc x 6																						
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Art /Textiles				Business Studies				Art Practice BTEC			
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Business Studies				Computer Science				French			
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Design Technology				Employability				Geography			
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma												Drama				Engineering (CNAT)				Health & Social Care BTEC			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PSHE	RE	RE	PE	French				Food Prep & Nutrition				History			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PSHE	RE	RE	PE	History				French				ICT BTEC			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	PSHE	RE	RE	PE	Spanish				Geography				BTEC Sport			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En																History				Spanish			
																										Music Vocational							
																										Spanish							

Year 11

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25	26	27		28	29	30	
	Bands					Bands					Bands							form				Option A				Option B				Option C			
	En x 5					Ma x 5					Sc x 6																						
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	En	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Art / Textiles				Computer Science				Art Practice BTEC			
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	En	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Business Studies				Employability				French			
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	En	Sc	Sc	Sc	Sc	Sc	Sc	PE	PSHE	RE	RE	Design Technology				Engineering (CNAT)				Geography			
X	En	En	En	En	En	Ma	Ma	Ma	Ma	Ma	En											English support				Food Prep & Nutrition				Health & Social Care BTEC			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	PSHE	RE	RE	PE	Geography				French				History			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	PSHE	RE	RE	PE	History				Geography				ICT BTEC			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	PSHE	RE	RE	PE	Psychology				History				Spanish			
Y	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En											Sport BTEC				Science							

Year 12

Block A	Block B	Block C	Block D	Block E			
Art** Biology Health and Social Care Ext Cert Law Maths Sociology	Applied Science Ext Cert Chemistry History Psychology	Business Studies Chemistry English Literature ICT Ext Cert Psychology	Biology Religious Education Physics Economics Maths Science (Ext Certificate)	PSHE	L2 Maths L3 Core Maths Extended Project Enrichment Programme	SDS

Year 13

Block A	Block B	Block C	Block D	Block E			
Applied Science Ext Cert Art** Business Studies Chemistry History Physics Psychology	Biology Criminology Level 3 Award Economics English Literature Maths	Applied Science (Diploma) Biology Health & Social Care Ext Cert Maths Religious Education Sociology	Chemistry Psychology Geography Sociology Physics ICT (Ext Certificate) Business Studies (Ext Certificate) Child Development (Ext Certificate)	PSHE	Enrichment Programme	SDS

Ext Cert = Btec Extended Certificate   SDS = Scholarship Development Sessions

How do we ensure coherence and consistency?

Alongside regular drop-ins to lessons which enable staff to share best practice, observe colleagues teach and take part in instructional coaching we also use a curriculum review cycle. This is led by the Curriculum Leader and a curriculum review team.

The Curriculum Review Cycle starts with the leader reviewing their curriculum area using a toolkit of questions to self-evaluate. The next step is for the curriculum leader to work with their team on the suggested actions to improve the curriculum design and/or implementation and formulate a departmental action plan. This is a live document that is constantly reviewed and revisited throughout the academic year and beyond.

Using the curriculum leaders self-evaluation of where they are positioned with the curriculum will then lead into a curriculum review held over 1-2 days dependent on the size of the department. The review gives self, peer, and leader evaluation throughout the process. The purpose of the review is to be reflective and ensure the evaluation of the curriculum is consistent and the implementation is coherent.

The review cycle

Curriculum Review Toolkit (SEF)

Action Plan

Departmental Review
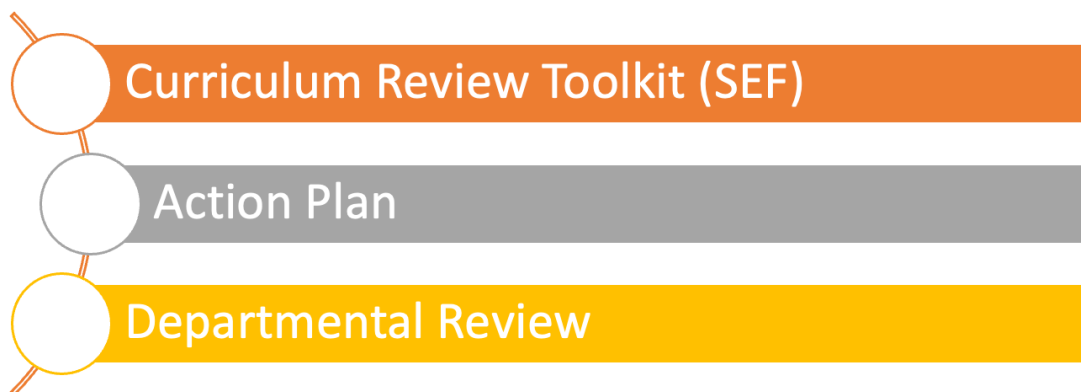
Exemplar:

Curriculum Review Toolkit (SEF)

1. **Begin by reviewing medium term planning for the appropriate period (usually every term, or half-term).** You will need evidence to inform your review. This evidence is likely to consist of:
   - **A sample of students' work** (make sure this is a representative cross section). Ensure the sample reflects students of different levels of prior attainment, including SEN students and those with low reading ages.
   - **Feedback from assessments**. This could be summative assessments, feedback from recall and retrieval activities (e.g., starters, quizzes etc) and from any interim assessments.
   - **Feedback from teaching**. The reflections of subject staff about how well students engaged with, and learned, well curriculum content is essential. What went well? What went less well? Where did lower-attaining students struggle in particular? What content appeared too easy for students? Was sequencing effective? Did students have important gaps in their knowledge?
   - **Lesson resources used**. For example, slide sets created and used in lessons, activities, tasks and any textbooks or other resources.

2. **Review students' work and learning against the planned curriculum (in medium-term plans) in each year group**. Take a year group at a time. Cross check students' work against the *intentions* in the curriculum planning. Discuss as a team your experience of teaching the curriculum content over the period under review and the feedback from students and your knowledge of their learning of the curriculum. Draw also on evidence from assessments to triangulate against students' work and colleagues' reflections from teaching the content.

As you look through students' work, and discuss your reflections about curriculum implementation, complete the table below:

Curriculum review focus	Self-review			Comments (e.g. specific examples, and/or suggested causes/reasons)	Suggested actions to improve curriculum design and/or implementation
1. **How closely does students' work reflect the intended (planned) curriculum?** *Consider:*					

Departmental Review

4. **Departmental Review** - Begin by reviewing the questions in the light green box as a department prior to the departmental review. Use your toolkit and action plan to support your view of the current picture of provision.

Subject:	
Head of Department:	
Date:	
Review Team:	

Department to complete		Review team to complete	
Key Questions to consider	**What is the current picture within your department?**	**What has been noticed?**	**Q's for follow-up review meeting**
Vision & Ethos *Common Practice, Systems, Beliefs* What will you see in KS3, 4 and 5 lessons? What will you see in your subject books? What is unique about your department? What is the department reading, discussing and why?			
Curriculum *Key concepts, Skills, Knowledge, Application* *Intent:* What big ideas / wider trends/ general principles are you covering at this point in the curriculum? What is a sign that a pupil has been properly educated in this subject by the time they drop it in Y9 or Y11? What will they recognise easily, use fluently, handle flexibly, notice and/or enjoy and/or be able to do?			