

# BTEC Sport Curriculum Overview 2024-25

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>BTEC 1<sup>st</sup> Level 2 Functional Skills L1/2 Entry Level 3</b>	<p style="text-align: center;"><b>Invasion</b></p> <p>Students are taught how to respond to self and peer evaluation and create new ideas and methods of training to develop in competitive situations within this area.</p> <p>Students will create new ways to apply rules and review their previous performances to ensure the game flows more freely.</p> <p>Students will be able to Create new drills/ ways to develop their skills identified as in need of improvement.</p> <p>Students will demonstrate the core value of Sportsmanship in each activity. When competing and attempting to improve students will understand the importance of displays a high-level etiquette.</p>	<p style="text-align: center;"><b>Fitness</b></p> <p>Students will evaluate the basic components of physical fitness that contribute to successful performance. They will implement these into their training sessions and choose the most appropriate exercise for each.</p> <p>Students will evaluate their training plan to develop their own performance based on a sport of their choice.</p> <p>Students will evaluate how they have benefited their own fitness levels through a range of exercises and will now recommend ways to develop their own performance.</p>	<p style="text-align: center;"><b>Coaching Skills in Sports</b></p> <p>Students to plan sports activity sessions. Students to deliver a sports activity session, and students to evaluate own performance in delivering a sports activity session.</p> <p>Students to know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p> <p>Students will be able to create a development plan that will focus on physical components of fitness and skill related components of fitness to direct improvement across 3 disciplines of the students' choice.</p>	<p style="text-align: center;"><b>Coaching Skills in Sports</b></p> <p>Students will be able to lead a competitive practice to their peers, evaluating the impact players have on the team's performance, they will be able to use a range of attributes to impact a game's outcome focusing on strategy.</p> <p>Students will have a range of skills developed and the approach to the application of skills is becoming autonomous, students will develop the core value of enjoyment within this activity area by drawing on previously learnt skills and creating new plays to impact performance to a competitive yet enjoyable activity area. Students will evaluate what components of fitness suit specific positions within each sport.</p>	<p style="text-align: center;"><b>Striking and Fielding</b></p> <p>Students will have an ability to create new tactics and discuss the effectiveness of tactics applied within rounders', softball and cricket, they will be able to perform serial skills autonomously and will impact a game positively.</p> <p>Students will be able to lead a conditioned practice to their peers, analysing the impact players have on the team's performance, they will be able to use a range of communication strategies which impact a game positively.</p> <p>Students will be able to lead a competitive practice to their peers, evaluating the impact players have on the team's performance, they will be able to use a range of attributes to impact a game's outcome focusing on strategy.</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Students will have the ability to apply learnt skills to increase their performance across a range of athletics activities. They will perform a range of throws, jumps and running events, with an excellent application of technique.</p> <p>Students will have the ability to self-develop, through video and peer analysis, they will then perform a skills audit to recommend areas to improve upon.</p> <p>Students will lead session to younger students and apply knowledge they have learnt in turn they will develop a range of leadership attributes.</p>

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11	<p>Citizenship skills, processes and methods</p> <p>3.5.1 Citizenship action – the actions of others</p>	<p>Active Citizenship</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 1: Deciding the question or issue</p> <p>Stage 2: Carrying out the initial research</p>	<p>Active Citizenship</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 3: Planning the action</p> <p>Stage 4: Taking the action</p>	<p>Active Citizenship/ Revision</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 5: Assessing the impact of the action</p> <p>Stage 6: Evaluating the whole process</p>	<p>Summer Exam series</p>	<p>Summer Exam series</p>
	<b>PAPER 1: SECTION A</b>	<b>PAPER 1: SECTION A</b>	<b>PAPER 1: SECTION A</b>	<b>PAPER 1: SECTION A</b>		
Year 10	<p>Citizenship skills, processes and methods; Life in Modern Britain</p> <p>3.2.1 What are the principles and values that underpin British society?</p> <p>3.2.2 What do we mean by identity?</p> <p>3.2.3 What is the role of the media and the free press?</p>	<p>Life in Modern Britain</p> <p>3.2.4 What is the UK's role in key international organisations?</p> <p>3.2.5 How can citizens make their voice heard and make a difference in society?</p> <p>3.2.6 Citizenship skills, processes and methods</p>	<p>Rights and Responsibilities</p> <p>3.3.1 What laws does a society require and why?</p> <p>3.3.2 What are a citizen's rights and responsibilities within the legal system?</p> <p>3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?</p>	<p>Rights and Responsibilities</p> <p>3.3.4 What are the universal human rights and how do we protect them?</p> <p>3.3.5 How do citizens play a part to bring about change in the legal system?</p> <p>3.3.6 Citizenship processes, skills and methods</p>	<p>Politics and Participation</p> <p>3.4.1 Where does political power reside in the UK and how is it controlled?</p> <p>3.4.2 What are the powers of local and devolved government and how can citizens participate?</p> <p>3.4.3 Where does political power reside: with the citizen, parliament or government?</p>	<p>Politics and Participation</p> <p>3.4.4 How do others govern themselves?</p> <p>3.4.5 How can citizens try to bring about political change?</p> <p>3.4.6 Citizenship skills, processes and methods</p>
	<b>PAPER 2: SECTION A</b>	<b>PAPER 2: SECTION A</b>	<b>PAPER 2: SECTION B</b>	<b>PAPER 2: SECTION B</b>	<b>PAPER 1: SECTION B</b>	<b>PAPER 1: SECTION B</b>

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11	<p>Politics and Participation</p> <p>3.4.2 What are the powers of local and devolved government and how can citizens participate?</p> <p>3.4.4 How do others govern themselves?</p>	<p>Politics and Participation</p> <p>3.4.5 How can citizens try to bring about political change?</p> <p>3.4.6 Citizenship skills, processes and methods</p>	<p>Active Citizenship</p> <p>3.5.1 Citizenship action – the actions of others</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 1: Deciding the question or issue</p> <p>Stage 2: Carrying out the initial research</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 3: Planning the action</p> <p>Stage 4: Taking the action</p>	<p>Active Citizenship/ Revision</p> <p>3.5.2 The investigation: taking citizenship action:</p> <p>Stage 5: Assessing the impact of the action</p> <p>Stage 6: Evaluating the whole process</p>	<p>Summer Exam series</p>	<p>Summer Exam series</p>
	<b>PAPER 1: SECTION B</b>	<b>PAPER 1: SECTION B</b>	<b>PAPER 1: SECTION A</b>	<b>PAPER 1: SECTION A</b>		
Year 10	<p>Citizenship skills, processes and methods; Life in Modern Britain</p> <p>3.2.1 What are the principles and values that underpin British society?</p> <p>3.2.2 What do we mean by identity?</p>	<p>Life in Modern Britain</p> <p>3.2.3 What is the role of the media and the free press?</p> <p>3.2.4 What is the UK's role in key international organisations?</p>	<p>Life in Modern Britain; Rights and Responsibilities</p> <p>3.2.5 How can citizens make their voice heard and make a difference in society?</p> <p>3.2.6 Citizenship skills, processes and methods</p> <p>3.3.1 What laws does a society require and why?</p>	<p>Rights and Responsibilities</p> <p>3.3.2 What are a citizen's rights and responsibilities within the legal system?</p> <p>3.3.3 How has the law developed over time, and how does the law protect the citizen and deal with criminals?</p> <p>3.3.4 What are the universal human rights and how do we protect Them?</p>	<p>Rights and Responsibilities</p> <p>3.3.5 How do citizens play a part to bring about change in the legal system?</p> <p>3.3.6 Citizenship processes, skills and methods</p>	<p>Politics and Participation</p> <p>3.4.1 Where does political power reside in the UK and how is it Controlled?</p>
	<b>PAPER 2: SECTION A</b>	<b>PAPER 2: SECTION A</b>	<b>PAPER 2: SECTION A/B</b>	<b>PAPER 2: SECTION B</b>	<b>PAPER 2: SECTION B</b>	<b>PAPER 1: SECTION B</b>

## Department Curriculum Map 2024-25

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>		<b>Hinduism</b>	<b>Buddhism</b>	<b>Judaism</b>	<b>Christianity</b>	<b>Islam</b>	<b>Sikhism</b>
	<b>KS3</b>	<ul style="list-style-type: none"> <li>How did religion develop?</li> <li>Can we ever know what God is like?</li> <li>Is death the start or the end?</li> <li>How should a place of worship be designed?</li> <li>What should worship be like?</li> <li>What are the stages of your life going to be?</li> </ul>	<ul style="list-style-type: none"> <li>How did Siddhartha become a buddha?</li> <li>What does Buddhism teach about life?</li> <li>How are things connected?</li> <li>Where are Buddhist teachings written down?</li> <li>Where do Buddhists worship?</li> <li>How do Buddhists celebrate?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be Jewish?</li> <li>How are Jewish people and Judaism divided?</li> <li>What do Jewish people believe?</li> <li>How are Jewish people guided through life?</li> <li>What is the Jewish place of worship?</li> </ul>	<ul style="list-style-type: none"> <li>Can one thing also be three?</li> <li>Is every child special when they are born?</li> <li>Can anyone perform a miracle?</li> <li>Why do people tell stories?</li> <li>What is the most important part of a person's life?</li> <li>What do Christians believe about life after death?</li> </ul>	<ul style="list-style-type: none"> <li>How does Islam contribute to UK culture?</li> <li>What is the most important belief to hold?</li> <li>Where are Muslims in the world?</li> <li>Different or the same?</li> <li>How do you look after important documents?</li> <li>Why do we need reminding about what is important?</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean 'to do the right thing'?</li> <li>Why do we look up to people?</li> <li>Would you offer your head?</li> <li>Why do we have ceremonies of commitment?</li> <li>Why have a specific place for worship?</li> <li>What difference does music make?</li> </ul>

		Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
<b>Year 8</b>		<b>Ethics</b>	<b>Ethics</b>	<b>Philosophy of Religion</b>	<b>Philosophy of Religion</b>	<b>Issues of Relationships</b>	<b>Issues of Good and Evil</b>
	<b>KS3</b>	<ul style="list-style-type: none"> <li>Is it easy to make decisions?</li> <li>When might you consider breaking the law?</li> </ul>	<ul style="list-style-type: none"> <li>Is inequality the biggest problem in the world today?</li> <li>Can poverty ever be solved?</li> </ul>	<ul style="list-style-type: none"> <li>Who or what is God?</li> <li>Did God make the universe? (Part 1)</li> </ul>	<ul style="list-style-type: none"> <li>Can anything come after death?</li> <li>Do miracles really happen?</li> <li>Does God talk to people?</li> </ul>	<ul style="list-style-type: none"> <li>Relationships                             <ul style="list-style-type: none"> <li>Sexual relationships</li> <li>Issues of equality: gender</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Crime and Punishment</li> <li>Forgiveness</li> <li>Good, Evil and Suffering</li> </ul>

	<ul style="list-style-type: none"> <li>• Just how special is life?</li> <li>• Should protecting the environment be the central focus for religious people?</li> <li>• Should animals have rights?</li> <li>• Has medicine gone too far?</li> </ul>	<ul style="list-style-type: none"> <li>• Who should be helping the victims of natural disasters?</li> <li>• What does religion mean to you?</li> <li>• What do sport and religion have in common?</li> </ul>	<ul style="list-style-type: none"> <li>• Did God make the universe (part 2)?</li> <li>• Did God make us moral?</li> <li>• Can science prove that God does not exist?</li> <li>• Can evil exist in a universe created by God?</li> </ul>	<ul style="list-style-type: none"> <li>• Can war ever be justified?</li> <li>• Can terrorists be religious?</li> </ul>	<p>prejudice and discrimination</p> <p><b>Issues of Life and Death</b></p> <ul style="list-style-type: none"> <li>• The origin and value of human life</li> <li>• Beliefs about death and the afterlife</li> </ul>	<p><b>Issues of Human Rights</b></p> <ul style="list-style-type: none"> <li>• Human Rights and Social Justice</li> <li>• Prejudice and discrimination</li> <li>• Issues of wealth and poverty</li> </ul>
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Curriculum Overview Maths 2024/25

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 KS3	Number and the number system  Checking and approximating  Calculating	Fractions decimals and percentages  Properties of shape  Angles	Ratio and proportion  Measures  Measuring and calculating space	Measuring and calculating space  Reasoning and sequences	Presenting data  Measuring data	Algebra and graphs  Summative assessment preparation and execution.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Number and the number system  Statistics  Transformations  Fractions / Decimals / Percentages	Shape  Measures  Calculating space  Assessments for EL2	Review and extend: Number and the number system  Statistics  Transformations  Fractions / Decimals / Percentages	Review and extend:  Shape  Measures  Calculating space  Assessments for EL3 Mock Assessments for FS1	Review and extend:  Number and the number system – fractions /decimals / percentages  Common measures, shape and space  Handling information and data	Summative assessment preparation and execution.

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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 KS3	Number and the number system  Calculations  Algebra 1	Fractions, decimals, percentages  Ratio and proportion	Properties of shape  Angles  Algebra 2	Sequences nth term  Measures and calculating space	Construction  Data handling- inc probability	Graphs – linear and quadratic  Summative assessment preparation and execution.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Algebra 1  Graphs  Data handling	Number and the number system  Fractions, decimals and percentages	Ratio and proportion  Algebra 2	Measures and calculating space  Angles	Construction and loci  Data handling inc probability	Transformations  Summative assessment preparation and execution.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Revision of foundation GCSE material  <ul style="list-style-type: none"> <li>• Inequalities</li> <li>• Simultaneous equations</li> <li>• Transformations</li> <li>• Loci</li> </ul>	Review and extension of work covered last year:  Inequalities – Shading Regions	Some revision topics some new topics:  Simultaneous equations with a Quadratic	Proof  Completing the Square	Past papers and revision for GCSE higher paper exam	GCSE exam

	<ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Estimating the mean</li> </ul>	<p>Circle Theorems</p> <p>Cumulative Frequency and Box Plots</p> <p>Recurring Decimals</p> <p>Fractional and Negative Indices</p> <p>Surds</p> <p>Upper and Lower Bounds</p> <p>Using the Quadratic Formula</p> <p>Algebraic Fractions</p> <p>More difficult Rearranging Formula</p> <p>Mock GCSE</p>	<p>Transformation of Functions</p> <p>Enlargements with a Negative SF</p> <p>Sine, Cosine Rule and Area of Triangles</p> <p>3D Pythagoras</p> <p>Spheres and Cones</p> <p>Vectors</p> <p>Histograms</p> <p>Algebraic Proof</p>	<p>The Nth Term of a Quadratic Sequence</p> <p>Quadratic Inequalities</p> <p>Velocity Time Graphs</p> <p>Proof of the Circle Theorems</p> <p>Perpendicular Lines and the equation of a tangent</p> <p>Mock GCSE</p>		
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Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Functional Skills	Algebra  Number and the number system <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Equivalent f/d/p</li> <li>• Calculations</li> <li>• Ratio and proportion</li> </ul>	Measures  Shape  Space	Handling data /  GCSE statistics  Probability	FS1 and GCSE – revision of all topics for mock exam.  GCSE extra focus: Transformations and graphs	FS1 and GCSE Review and extend where necessary:  Algebra  Number and the number system  Measures, shape and space.  GCSE extra focus: Pythagoras and trigonometry	FS1 and GCSE review and practice past papers for exam.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L3 Certificate in Mathematical Studies	<p>Review of GCSE material required for AQA L3 P1 for 2 x lessons pw</p> <ul style="list-style-type: none"> <li>• Stratified sampling</li> <li>• Probability trees</li> <li>• Box plots</li> <li>• Percentage change</li> <li>• Compound interest</li> <li>• Bounds</li> <li>• Volume and surface area of cylinders, cones, pyramids and spheres</li> </ul> <p>New material for AQA L3 P1 for 2 x lessons pw</p> <p>3.1 Analysis of data D1-D4</p>	<p>Review of GCSE material required for AQA L3 P1 for 2 x lessons pw</p> <ul style="list-style-type: none"> <li>• <math>Y=mx+c</math></li> <li>• Use spreadsheet formulae</li> <li>• Circles including sectors and segments</li> <li>• Area and perimeter of composite shapes</li> <li>• Pythagoras 2D and 3D</li> </ul> <p>New material for AQA L3 P1 for 2 x lessons pw</p> <p>3.3 Estimation E1-E2</p>	<p>New material for AQA L3 P2A</p> <p>3.4 Critical analysis of given data and models C1 – C3</p> <p>3.5 The normal distribution S1-S3</p>	<p>New material for AQA L3 P2A</p> <p>3.6 Probabilities and estimation S4-S6</p> <p>3.7 Correlation S7.</p> <p>Use of past papers P2 for exam questions.</p> <p>Mock P2.</p>	<p>Review material from both Mock exams and review selected topic.</p> <p>Work from P1 and P2 past papers to revise and prepare for final exam.</p> <p>Mock P1 and P2</p>	<p>Work from P1 and P2 past papers to revise and prepare for final exam.</p> <p>Final exam P1 and P2</p>

	3.2 Maths for personal finance F1-F7	Use of past papers P1 for exam questions.  Mock P1.				
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## English Department Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Fiction texts	Novel Study	Non-fiction texts	Shakespeare	Poetry Unit	Drama Study
<b>KS3</b>	Baseline (EL1)	Refugee Boy or A Monster Calls	Writing for Purpose skills	A Midsummer Night's Dream	Divided Nations	Our Day Out
	Short stories-Conan Doyle		Reading and analysis skills			
	Gothic texts		S&L practice			
	Creative Writing Skills					
	Reading and analysis skills					

	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
<b>Year 8</b>	<b>Grammar Recap</b>	<b>Fiction Texts</b>	<b>Non-fiction texts</b>	<b>Shakespeare</b>	<b>Poetry Unit</b>	<b>Drama Study</b>
<b>KS3</b>	<b>Baseline (GL Assessment)</b>	<b>Short Stories by Roald Dahl</b>	<b>Writing for purpose skills</b>	<b>Romeo &amp; Juliet</b>	<b>Love and Relationships</b>	<b>Blood Brothers</b>
	<b>Inferences</b>	<b>Assessment (writing): analysing characters based off an extract</b>	<b>Reading and analysis skills</b>			<b>The Crucible</b>
	<b>Context</b>		<b>S&amp;L practice</b>			
	<b>Compound and Complex Sentences</b>					
	<b>Capital letters, punctuation</b>					
	<b>Dystopian fiction texts</b>					
	<b>Assessment (Reading): Capital letters and punctuation, compound and complex sentences</b>					

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fiction Texts  Gothic literature	Novel Study  A Christmas Carol or Of Mice and Men	Non-Fiction Texts  Contemporary issues	Shakespeare  Monologues and villains	Speaking and Listening Component  Famous speeches and rhetoric	Poetry Unit  War poetry

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Modern Drama  English Literature Paper 2: <i>An Inspector Calls</i> by JB Priestley	Language Paper 2 skills- Writers' viewpoints and perspectives reading  Speaking and Listening Component	Shakespeare  English Literature Paper 1: <i>Macbeth</i> by Shakespeare	Shakespeare  English Literature Paper 1: <i>Macbeth</i> by Shakespeare	English Language Paper 1: Explorations in creating reading and writing	Poetry Unit  English Literature Paper 2: Power and Conflict Anthology

Y11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p data-bbox="297 209 573 355">English Literature Paper 1-<i>The Strange Case of Dr Jekyll and Mr Hyde</i></p> <p data-bbox="297 600 573 788"><b>Revision:</b> Language Paper 1 skills- Explorations in creative reading and writing</p> <p data-bbox="297 874 573 986"><b>Revision:</b> English Literature Paper 2: An Inspector Calls</p>	<p data-bbox="609 209 860 397"><b>Revision:</b> English Literature 1 Revision: Shakespeare – Macbeth</p> <p data-bbox="609 600 860 756"><b>Revision:</b> Language Paper 2 skills- Writers’ viewpoints and perspectives</p> <p data-bbox="651 855 840 884"><b>MOCK EXAMS</b></p>	<p data-bbox="918 209 1169 320"><b>Revision:</b> English Literature Paper 2- Poetry Unit</p> <p data-bbox="918 368 1169 435">Power and Conflict Anthology</p> <p data-bbox="918 483 1169 512">Unseen Poetry</p> <p data-bbox="918 600 1169 788"><b>Revision:</b> Language Paper 1 skills- Explorations in creative reading and writing</p> <p data-bbox="918 836 1169 903">Speaking and Listening Component</p>	<p data-bbox="1227 209 1478 397"><b>Revision:</b> English Literature Paper 2: Poetry- Power and Conflict Anthology and Unseen poetry</p> <p data-bbox="1227 600 1478 756"><b>Revision:</b> Language Paper 2 skills- Writers’ viewpoints and perspectives</p> <p data-bbox="1270 836 1458 865"><b>MOCK EXAMS</b></p>	<p data-bbox="1536 209 1787 276"><b>Revision:</b> English Language</p> <p data-bbox="1536 362 1787 429"><b>Revision:</b> English Literature</p> <p data-bbox="1536 483 1787 512"><b>Final GCSE Exams</b></p>	<p data-bbox="1845 209 2096 276"><b>Revision:</b> English Language</p> <p data-bbox="1845 362 2096 429"><b>Revision:</b> English Literature</p> <p data-bbox="1845 483 2096 512"><b>Final GCSE Exams</b></p>

Functional Skills L1/2 Entry Level 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Speaking, Listening and Communication</b></p> <p><b>With elements of reading practise</b></p> <p><b>Assessment: Mock Task 2</b> SLC group discussion</p>	<p><b>Speaking, Listening and Communication</b></p> <p><b>With elements of reading practise</b></p> <p><b>Assessment:</b> Final recording of Task 1 (individual speeches) and Task 2 (group discussion)</p>	<p><b>Reading nonfiction</b></p> <p><b>Analysing Language</b></p> <p><b>Writing – different formats</b></p>	<p><b>Exam preparation</b></p> <p>Speaking, language and communication exam prep.</p> <p><b>Reading Nonfiction</b></p>	<p><b>Writing Nonfiction</b></p> <p>Formats and language devices</p> <p><b>SPaG</b></p>	<p><b>Exam preparation</b></p> <p><b>Examination period</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p>



<b>Achebe- Sixth Form</b>  <b>AS Level English Literatu re</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
	<b>Component 1:</b>  <b>A Streetcar Named Desire by Tennessee Williams</b>	<b>Component 2:</b>  <b>The Handmaid's Tale by Margaret Atwood</b>	<b>Component 1:</b>  <b>Poems of the Decade</b>	<b>Component 1:</b>  <b>Poems of the Decade</b>	<b>Component 2:</b>  <b>Frankenstein by Mary Shelley</b>	<b>Component 2:</b>  <b>Frankenstein by Mary Shelley</b>

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 9	How is GIS used in the everyday world?	Is the Middle East only known for oil?	Why is the issue of migration such a big one?	How are glaciers created and how are they changing shape with climate change?	What are Russia's key physical and political features?	What are the opportunities and challenges of urbanisation?
	PLACE, SPACE, SCALE AND ENVIRONMENTAL IMPACT	PLACE, SPACE, INTERDEPENDENCE, ENVIRONMENTAL IMPACT AND CULTURAL DIVERSITY	ENVIRONMENTAL IMPACT, SUSTAINABLE DEVELOPMENT AND CULTURAL AWARENESS	PLACE, SCALE, PHYSICAL AND HUMAN PROCESSES AND ENVIRONMENTAL IMPACT	PLACE, SPACE, SCALE, ENVIRONMENTAL IMPACT AND CULTURAL DIVERSITY	PLACE AND SCALE, SPATIAL PATTERNS AND LINKS, SUSTAINABILITY
Year 8	What makes Africa such a unique continent?	How are rivers formed?	What are ordnance maps and how are they used?	How has the UK's coastline been formed?	Rich world, Poor world: Why is there a development gap and what can be done to shrink it?	To what extent are rural and urban China similar?
	PLACE, SPACE, SCALE, ENVIRONMENTAL IMPACT AND CULTURAL AWARENESS	PLACE, SCALE AND PHYSICAL AND HUMAN PROCESSES	PLACE, SPACE AND SCALE	PLACE, SCALE AND PHYSICAL AND HUMAN PROCESSES	PLACE, SCALE, INTERDEPENDENCE, ENVIRONMENTAL IMPACT, SUSTAINABLE DEVELOPMENT AND CULTURAL AWARENESS	PLACE, SPACE, INTERDEPENDENCE, ENVIRONMENTAL IMPACT AND CULTURAL DIVERSITY
Year 7	Mental maps versus real maps: what are they and how are they different?	How are tectonic hazards created?	How do people around the world live off 'Earth's resources?'	To what extent is the growing population a growing problem?	How big is Asia and to what extent do they have issues with growing populations?	Why does weather and climate vary around the world?
	PLACE AND SCALE	PLACE, PHYSICAL AND HUMAN PROCESSES AND ENVIRONMENTAL IMPACT	PLACE, INTERDEPENDENCE, ENVIRONMENTAL IMPACT AND CULTURAL DIVERSITY	ENVIRONMENTAL IMPACT, SUSTAINABLE DEVELOPMENT AND CULTURAL AWARENESS	PLACE, SPACE, CULTURAL AWARENESS AND CULTURAL DIVERSITY	SCALE AND PHYSICAL AND HUMAN PROCESSES
Year 6	The Big Bang: How was the Earth created?	What is our place in the world?	What is the water cycle and how does it work?	What is a biome and what are the key features of Earth's biomes?	The Americas: What are the differences between the North and South?	Who lives in the Amazon and how is their way of life changing?
	PHYSICAL AND HUMAN PROCESSES	PLACE, SPACE AND SCALE	PHYSICAL AND HUMAN PROCESSES AND INTERDEPENDENCE	PLACE, SCALE AND PHYSICAL AND HUMAN PROCESSES	PLACE, INTERDEPENDENCE, CULTURAL AWARENESS AND CULTURAL DIVERSITY	SPACE, SCALE, ENVIRONMENTAL IMPACT AND CULTURAL AWARENESS

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 9	Why did the Holocaust happen?	How significant was MLK to the Civil Rights movement?	How revolutionary was the 60s and 70s?	To what extent is there a shared story on migration between the mid to late 1900s?	Why do historians disagree on what caused the invasion in Afghanistan?	How has Clapham developed over the last 100 years?
	<b>CAUSE AND CONSEQUENCE</b>	<b>SIGNIFICANCE</b>	<b>CHANGE AND CONTINUITY</b>	<b>SIMILARITY AND DIFFERENCE</b>	<b>INTERPRETATIONS</b>	<b>CHANGE AND CONTINUITY</b>
Year 8	Mansa Musa: How did he become the wealthiest man to ever have lived?	How useful is Olaudah Equiano's diary when learning about the Transatlantic Slave Trade?	A Golden Age? Satanic Mills? How and why do historians disagree on the Industrial Revolution?	'Imperialism was the main reason for the outbreak of WWI.' How far do you agree?	How was the colonial experience representative of the average WWI soldier?	From Pankhurst to Thatcher: did life for women change in the 1900s?
	<b>CAUSATION</b>	<b>EVIDENCE</b>	<b>INTERPRETATIONS</b>	<b>CAUSE AND CONSEQUENCE</b>	<b>INTERPRETATIONS</b>	<b>CHANGE AND CONTINUITY</b>
Year 7	Leadership, preparation or luck: What led the Normans to victory?	Why did people think the world was going to end in the 1300s?	Which Tudor had the biggest impact on English religion?	John Blanke: was he the only known African in Tudor England?	'Wealth was the main reason for the colonisation of the Americas, c.1500s?' How far do you agree?	Can the explorers of the New World be considered heroes or villains?
	<b>CAUSATION</b>	<b>CAUSE AND CONSEQUENCE</b>	<b>SIMILARITY AND DIFFERENCE</b>	<b>SIGNIFICANCE</b>	<b>CAUSATION</b>	<b>INTERPRETATIONS</b>
Year 6	What is History?	How special were the Ancient Egyptians?	What happened to the Maiden Castle skeletons?	What can objects teach us about what life was like in the Roman Empire?	What was so significant about Abbasid Baghdad?	How connected was the medieval world?
	<b>THE BIG 6</b>	<b>SIGNIFICANCE</b>	<b>CAUSE AND CONSEQUENCE</b>	<b>EVIDENCE</b>	<b>SIGNIFICANCE</b>	<b>SIMILARITY AND DIFFERENCE</b>

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11	Henry VIII and his Ministers  <i>Cromwell/ Reformation</i>	Weimar and Nazi Germany  Weimar Germany/ Rise of the Nazis	Weimar and Nazi Germany  Consolidation of power/ Life in Nazi Germany	Weimar and Nazi Germany/ Revision  Life in Nazi Germany	Summer Exam series	Summer Exam series
	<b>PAPER 2</b>	<b>PAPER 3</b>	<b>PAPER 3</b>	<b>PAPER 3/ Revision</b>		
Year 10	Medicine Through Time  <i>Middles Ages/ Renaissance</i>	Medicine Through Time  18/19th Centuries/ Modern Britain	Medicine Through Time  The Western Front	American West  The Plains Indians Way of Life/ Increased settlement	American West  Increased settlement/ Conflict and conquest	Henry VIII and his Ministers  <i>Henry VIII early Kingship/ Wolsey</i>
	<b>PAPER 1</b>	<b>PAPER 1</b>	<b>PAPER 1</b>	<b>PAPER 2</b>	<b>PAPER 2</b>	<b>PAPER 2</b>

## IT Department Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	Clear messaging in digital media + Digital Essential Skills	Programming essentials in scratch- part 1	Using media-gaining support for a cause	Stop-frame Animation – Part 1	Programming essentials in scratch- part 2	Modelling data using spreadsheets
<b>KS3</b>						

	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
<b>Year 8</b>	Developing for the web + Digital Essential Skills	My Digital World	Programming essentials in scratch- part 3	Stop-frame Animation – Part 2	Mobile app development	Introduction to Python programming
<b>KS3</b>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 9</b>	Python programming with sequences of data	Media- animations	Data science	Representations-going audio-visual	Web and Mobile App Development	Applying programming skills with physical computing

<b>Year 10</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Programming Part 1- sequence</b>  <b>Computer systems</b>	<b>Programming Part 2- selection</b>  <b>Programming Part 3- Iteration</b>	<b>Programming Part 4- Subroutines</b>  <b>Algorithms Part 1- the essentials</b>	<b>Programming Part 5- Strings and lists</b>  <b>Data representations</b>	<b>Algorithms Part 2- Searching and sorting</b>  <b>Programming Part 6- Dictionaries and data files</b>	<b>Computer Networks</b>  <b>Impacts on technology</b>

<b>Y11</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Databases and SQL</b>  <b>Network security</b>	<b>HTML</b>  <b>Mocks</b>	<b>Revision</b>  <b>Object Oriented programming</b>	<b>Revision</b>  <b>Mocks</b>	<b>GCSE Exams</b>	<b>GCSE Exams</b>

<b>Functional Skills L1/2 Entry Level 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Online Safety</b>	<b>It and the world of Work</b>	<b>Media</b>	<b>Physical computing- build a robot buggy</b>	<b>Spreadsheets</b>	<b>Using It in project management</b>

## PE Department Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>  <b>KS3</b>	<p style="text-align: center;"><b>Invasion</b></p> <p>Students are taught the foundations of the activities within this area</p> <p>Football, Basketball and Hockey</p>	<p style="text-align: center;"><b>Fitness</b></p> <p>Students will understand the basic components of physical fitness that contribute to successful performance.</p> <p>Calisthenics, Aerobic Training, and Endurance training</p>	<p style="text-align: center;"><b>Swimming</b></p> <p>Students will remember the correct technique for front crawl and back stroke they will be able to duplicate the techniques demonstrated and will swim at least 1 width of the pool.</p> <p>Front Crawl, Backstroke, Breaststroke 50m</p>	<p style="text-align: center;"><b>Net and Wall</b></p> <p>Students will understand the basic rules within table tennis, volleyball and badminton.</p> <p>Students will understand how to serve, and have two or more shots that they can use during a rally.</p> <p>Table Tennis, Volleyball and Badminton</p>	<p style="text-align: center;"><b>Striking and Fielding</b></p> <p>Students will have a good understanding of rounder's, softball and cricket. They will know a range of throwing and catching techniques and know the rules for each sport.</p> <p>Rounders, Softball and Cricket</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Students will have a good knowledge of all activities categorised as athletics. They will perform a range of throws, jumps and running events, with a basic knowledge of technique.</p> <p>Sprinting, Throwing and Jumping</p>



		Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
Year 8	KS3	<p><b>Fitness</b></p> <p>Students will apply the basic components of physical fitness that contribute to successful performance.</p> <p>Students will remember the benefits of exercise and will also remember the short-term effects of exercise.</p>	<p><b>Invasion</b></p> <p>Students are taught the application of skills in competitive situations within this area.</p> <p>Students will apply the rules and regulations within each activity.</p> <p>Students will be able to analyse skills used reviewing scenarios within game-based situations.</p>	<p><b>Swimming</b></p> <p>Students will apply the correct technique for front crawl and back stroke they will be able to duplicate the technique required, and be able to swim at least 1 length of the pool.</p> <p>Students will reflect on others performance and demonstrate a deep understanding of the skills required to perform effectively within two strokes.</p>	<p><b>Striking and Fielding</b></p> <p>Students will have an ability to differentiate tactics within rounder's, softball and cricket, making decisions of who to position in key areas of the field.</p> <p>They will perform competently a range of throwing and catching techniques and know and apply the rules for each sport.</p>	<p><b>Net and Wall</b></p> <p>Students will apply the rules within table tennis, volleyball and badminton. They will understand how to serve, and have a range of shots that they can use during a rally.</p> <p>Students will develop leadership skills through officiating and apply the rules within the role of an official. They will reflect on their application of the rules and be able to reflect on the impact they had within a game.</p>	<p><b>Athletics</b></p> <p>Students will have the ability to demonstrate all activities categorised as athletics. They will perform a range of throws, jumps and running events, with a sound application of technique.</p> <p>Students will manage themselves and others within all athletics activities, they will keep times, and apply the rules to varying events.</p> <p>Students will give feedback to peers aiding progression.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p data-bbox="353 148 468 172"><b>Invasion</b></p> <p data-bbox="271 272 551 475">Students will analyse the rules and regulations and review the appropriateness of their own decision within each activity.</p> <p data-bbox="286 564 535 834">Students will demonstrate the core value of team work in each activity. When reviewing performance students will need to work together in order to aid development.</p> <p data-bbox="277 927 544 1235">Students will be able to evaluate skills used reviewing scenarios within game-based situations discussing the impact the skills used have had on the outcomes within the games.</p>	<p data-bbox="674 148 770 172"><b>Fitness</b></p> <p data-bbox="591 272 857 512">Students will analyse the basic components of physical fitness that contribute to successful performance. They will also improve their own components of fitness.</p> <p data-bbox="584 601 864 730">Students will create a training plan to develop others performance based on a sport of their choice.</p> <p data-bbox="591 820 857 1128">Students will improve their own level of fitness specifically core strength and flexibility. This will then be applied to developing routines and improve technique and finesse within the final routine.</p>	<p data-bbox="965 148 1122 172"><b>Gymnastics</b></p> <p data-bbox="898 272 1189 687">Students will understand a range of fundamental skills in order to develop a basic performance in gymnastics. Students will develop the knowledge of techniques for the forward roll, cartwheel and a range of static balances. This will enable students to start the creation of basic routines.</p> <p data-bbox="904 777 1184 1046">Students will be working in groups of students where they will collaborate to create routines and spot each other's technique, team work is an essential core value within this activity area.</p> <p data-bbox="898 1136 1189 1232">Students will be working in groups of students where they will collaborate to</p>	<p data-bbox="1267 148 1442 172"><b>Net and Wall</b></p> <p data-bbox="1223 272 1485 542">Students will evaluate peer's performance in table tennis, badminton and volleyball, they will feedback to improve performance and then students will act upon feedback.</p> <p data-bbox="1229 632 1480 940">Students will officiate a competitive game applying rules and regulations, they will also lead a skill-based development session where they will direct students identifying areas to improve upon.</p> <p data-bbox="1223 1029 1491 1232">Students will be able to demonstrate the core value of discipline within this section as they will be focusing heavily on leadership.</p>	<p data-bbox="1529 148 1805 172"><b>Striking and Fielding</b></p> <p data-bbox="1529 272 1805 542">Students will have an ability to analyse the effectiveness of tactics applied within rounders', softball and cricket, making alternations of who to place in key areas of the field.</p> <p data-bbox="1529 632 1805 1232">They will perform a range of throwing and catching techniques and know and apply the rules for each sport and have the ability to officiate a game with confidence and control. Students will be able to lead a conditioned practice to their peers, analysing the impact players have on the team's performance, they will be able to use a range of communication strategies which impact a game positively.</p>	<p data-bbox="1933 148 2051 172"><b>Athletics</b></p> <p data-bbox="1843 272 2141 580">Students will manage themselves and others within all athletics activities, they will keep times. Students will lead sessions to develop techniques in isolated practices focusing on areas in need of improvement.</p> <p data-bbox="1850 670 2141 1015">Students will demonstrate the core value of discipline, when students face adversity for example 1500m race, students will demonstrate enough discipline and resilience to persevere and continue to apply the tactics from the beginning of the race.</p> <p data-bbox="1850 1104 2141 1232">Students will be able to analyse the physical benefits of each athletics discipline and will be able to</p>

	<p>Students will demonstrate the core value of team work in each activity. When reviewing performance students will need to work together in order to aid development.</p>		<p>create routines and spot each other's technique, team work is an essential core value within this activity area. Safety to an extent is in the hands of each other and they rely on their peers to support them in specific positions when performing.</p>		<p>They will also reflect on their delivery methods and make recommendations for future sessions.</p>	<p>compare individual's attributes and recommend an activity that may suit the performer.</p>
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Year 10-11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS4	<p data-bbox="275 320 562 783"><b>Fitness</b></p> <p data-bbox="275 440 562 783">Students will evaluate the basic components of physical fitness that contribute to successful performance. They will implement these into their training sessions and choose the most appropriate exercise for each.</p> <p data-bbox="275 879 562 1046">Students will evaluate their training plan to develop their own performance based on a sport of their choice.</p> <p data-bbox="275 1134 562 1334">Students will evaluate how they have benefited their own fitness levels through a range of exercises and will now recommend ways to</p>	<p data-bbox="593 320 880 679"><b>Invasion</b></p> <p data-bbox="593 440 880 679">Students are taught how to respond to self and peer evaluation and create new ideas and methods of training to develop in competitive situations within this area.</p> <p data-bbox="593 767 880 1046">Students will be able to create new drills/ ways to develop their skills identified as in need of improvement. Students will demonstrate the core value of Sportsmanship in each activity.</p>	<p data-bbox="911 320 1198 751"><b>Gymnastics</b></p> <p data-bbox="911 440 1198 751">Students will improve their own level of fitness specifically core strength and flexibility. This will then be evaluated to developing routines and improve technique and finesse within the final routine.</p> <p data-bbox="911 839 1198 1294">Students will reflect on their own fitness and decide what they need to improve upon to become a better gymnast. Students will need to respect their peers here as their safety to an extent is in the hands of each other and they rely on their peers to support them in specific positions when performing.</p>	<p data-bbox="1229 320 1516 647"><b>Striking and Fielding</b></p> <p data-bbox="1229 440 1516 647">Students will be able to lead a competitive practice to their peers, evaluating the impact players have on the team's performance.</p> <p data-bbox="1229 735 1516 1046">Students will develop the core value of enjoyment within this activity area by drawing on previously learnt skills and creating new plays to impact performance to a competitive yet enjoyable activity area.</p> <p data-bbox="1229 1134 1516 1302">Students will evaluate what components of fitness suit specific positions within each sport.</p>	<p data-bbox="1547 320 1834 1366"><b>Net and Wall</b></p> <p data-bbox="1547 440 1834 1038">Students will officiate a competitive game. They will consistently allow the game to flow demonstrating a broad knowledge of rules but also have the ability to evaluate the situation and quickly process rules and regulations to make an informed and accurate decision, they will also lead a skill and tactical based development session where they will direct students identifying areas to improve upon.</p> <p data-bbox="1547 1126 1834 1366">They will then create a development plan for improvement focusing of the components of fitness and skill attribution within each of the allocated sports.</p>	<p data-bbox="1865 320 2152 823"><b>Athletics</b></p> <p data-bbox="1865 440 2152 823">Students will have the ability to apply learnt skills to increase their performance across a range of athletics activities. They will perform a range of throws, jumps and running events, with an excellent application of technique.</p> <p data-bbox="1865 911 2152 1150">Students will have the ability to self-develop, through video and peer analysis, they will then perform a skills audit to recommend areas to improve upon.</p> <p data-bbox="1865 1238 2152 1366">Students will lead session to younger students and apply knowledge they have learnt in turn they</p>

	develop their own performance				Students will be able to demonstrate the core value of discipline within this section as they will be focusing heavily on leadership.	will develop a range of leadership attributes. Student will demonstrate the core value of discipline, team work and respect.
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PSHE(RSE): Curriculum Map 2024-2025

	Year 7	Year 8	Year 9	Year 10	Year 11
T1	<p>Living in the Wider World</p> <p>L1 - Aspirations</p> <p>L2 - Self Esteem</p> <p>L3 - Wants and needs</p> <p>L4 - Racism and Stereotypes</p> <p>L5 - Safer Social Media</p> <p>L6 - Being a resilient student</p> <p>L7 - Finance - Ethical Consumers</p>	<p>Relationships: RSE</p> <p>L1 - Consent</p> <p>L2 - Contraception</p> <p>L3 - Dangers of pornography</p> <p>L4 - Sexting and Images</p> <p>L5 - STIs</p> <p>L6 - Male Body Image</p> <p>L7 - Domestic conflict</p>	<p>Relationships</p> <p>L1 - Eating Disorders</p> <p>L2 - Body Image</p> <p>L3 - CSE</p> <p>L4 - Abusive relationships</p> <p>L5 - Peer pressure</p> <p>L6 - Religion and Culture</p> <p>L7 - BV: Identity</p> <p>L8 - LGBTQI+</p>	<p>Health Living and Choices</p> <p>L1 - Grief and Bereavement</p> <p>L2 - Suicide</p> <p>L3 - Managing Social Anxiety</p> <p>L4 - Social media and Self Esteem</p> <p>L5 - Screen Time</p> <p>L6 - Study Skills</p> <p>L7 - WEX and CV Skills</p>	<p>Healthy Living and choices</p> <p>L1 - What is Success? Diversity</p> <p>L2 - Identity and Body</p> <p>L3 - Obesity and Health</p> <p>L4 - Fertility and Health</p> <p>L5 - Fertility and Health</p> <p>L6 - Fertility and Health</p> <p>L7 - What is CPR</p>
T2	<p>Living in the Wider World</p> <p>L1 - Finance - In and out</p> <p>L2 - Finance - Budgeting</p> <p>L3 - Finance - Budgeting</p> <p>L4 - Finance - Bank Accounts</p> <p>L5 - Finance - Credit Cards</p> <p>L6 - Finance - E-Money</p> <p>L7 - Finance - Christmas</p>	<p>Relationships: BV</p> <p>L1 - BV: Radical Tolerance</p> <p>L2 - BV: Radical Groups</p> <p>L3 - BV: Attracting Extremism</p> <p>L4 - BV: Attracting converts</p> <p>L5 - Sharia Law in the UK</p> <p>L6 - Money Prevention</p> <p>L7 - P and D: Religion</p>	<p>Healthy Living and choices</p> <p>L1 - Alcohol and Awareness</p> <p>L2 - Drugs and the Law</p> <p>L3 - Vaccinations, OD, Stem Cells</p> <p>L4 - Vaccinations, OD, Stem Cells</p> <p>L5 - Acid Attacks</p> <p>L6 - Self Harm</p> <p>L7 - Christmas</p>	<p>Healthy Living and choices</p> <p>L1 - Time management</p> <p>L2 - Living Sustainably</p> <p>L3 - Homelessness</p> <p>L4 - Hate Crime</p> <p>L5 - Tattoos and Piercings</p> <p>L6 - Binge Drinking</p> <p>L7 - Christmas</p>	<p>Healthy Living and choices</p> <p>L1 - Perseverance and Procrastination</p> <p>L2 - The importance of sleep</p> <p>L3 - Risk and decision making</p> <p>L4 - Gambling: on and offline</p> <p>L5 - Digital Footprints</p> <p>L6 - Personal Safety</p> <p>L7 - Christmas</p>
T3	<p>Relationships: RSE &amp; BV</p> <p>L1 - Family relationships</p> <p>L2 - Love and Feelings</p> <p>L3 - Bullying or banter?</p> <p>L4 - Cyber Bullying</p> <p>L5 - Safe Relationships</p> <p>L6 - BV: Identity</p> <p>L7 - BV: Radicalisation</p> <p>L8 - BV: Radicalisation</p>	<p>Living in the Wider World: Careers</p> <p>L1 - Finance: In and Out</p> <p>L2 - Finance: NI and tax</p> <p>L3 - Finance: How is tax spent?</p> <p>L4 - Finance: Spending &amp; Saving</p> <p>L5 - Careers: Entrepreneurs</p> <p>L6 - Careers: Teamwork</p> <p>L7 - Careers: Communication</p> <p>L8 - Assessment</p>	<p>Healthy Living and choices</p> <p>L1 - Behaviour to achieve</p> <p>L2 - Human Rights: Education</p> <p>L3 - Interpersonal Skills</p> <p>L4 - Discrimination</p> <p>L5 - Growth Mindset</p> <p>L6 - Coping with Stress</p> <p>L7 - Managing Anxiety</p> <p>L8 - Selfie Safety</p>	<p>Living in the Wider World: Careers</p> <p>L1 - The right career for me</p> <p>L2 - Employment Skills: CV</p> <p>L3 - Careers in STEM</p> <p>L4 - Preparing for WEX</p> <p>L5 - Rights and Responsibilities</p> <p>L6 - International Women's Day</p>	<p>Relationships: RSE</p> <p>L1 - Bullying and body shaming</p> <p>L2 - Types of relationship</p> <p>L3 - Consent, Rape and SH</p> <p>L4 - What makes good sex?</p> <p>L5 - Safe and Chemical Sex</p> <p>L6 - Relationship breakups</p> <p>L7 - Happiness and positivity</p>
T4	<p>Relationships: RSE &amp; BV</p> <p>L1 - Family relationships</p> <p>L2 - Love and Feelings</p> <p>L3 - Bullying or banter?</p> <p>L4 - Cyber Bullying</p> <p>L5 - Safe Relationships</p> <p>L6 - BV: Identity</p> <p>L7 - BV: Radicalisation</p> <p>L8 - BV: Radicalisation</p>	<p>Healthy Living and Choices</p> <p>L1 - Self-confidence &amp; goals</p> <p>L2 - Personal target setting</p> <p>L3 - Behaviour to Achieve</p> <p>L4 - Emotional Literacy</p> <p>L5 - Mindfulness</p>	<p>Living in the Wider World: Careers</p> <p>L1 - My future, My control</p> <p>L2 - Work skills &amp; experience</p> <p>L3 - Enterprise and skills</p> <p>L4 - Workplace Skills</p> <p>L5 - Kudos</p> <p>L6 - Kudos</p> <p>L7 - Kudos</p>	<p>Living in the Wider World: System Behaviour</p> <p>L1 - The Criminal Justice System</p> <p>L2 - Anti-Social Behaviour Lines</p> <p>L3 - County Laundering</p> <p>L4 - Money and Holy War</p> <p>L5 - Terrorism and Holy War</p> <p>L6 - Overt and Covert Racism</p> <p>L7 - Fake News and Crit Thinking</p>	<p>Living in the Wider World: sustainability environment Globalisation Multiculturalism Extremism Web Fraud</p> <p>L1 - Animal rights and sustainability</p> <p>L2 - The environment</p> <p>L3 - Globalisation</p> <p>L4 - Multiculturalism</p> <p>L5 - Right Wing Extremism</p> <p>L6 - The Dark Web</p> <p>L7 - Cyber Crime and Online Fraud</p>
T5	<p>Healthy Living and Choices</p> <p>L1 - Healthy Lifestyle</p> <p>L2 - Balanced diet</p> <p>L3 - Nutrition choices</p> <p>L4 - Consequences: poor choices</p> <p>L5 - Energy Drinks</p> <p>L6 - Exercise</p> <p>L7 - Smoking</p> <p>L8 - Drugs: How dangerous?</p>	<p>Healthy Living and Choices</p> <p>L1 - Vaping &amp; addiction</p> <p>L2 - Cancer Awareness</p> <p>L3 - Personal Safety and First Aid</p> <p>L4 - Teenage pregnancy</p>	<p>Preparing for the Wider World</p> <p>L1 - Avoiding Debt</p> <p>L2 - Managing Money</p> <p>L3 - Consumers and the Law</p> <p>L4 - Employmentability</p> <p>L5 - Kudos</p>	<p>Relationships: RSE &amp; BV</p> <p>L1 - Conflict Management</p> <p>L2 - Forced and Arranged marriage</p> <p>L3 - Harassment and Stalking</p> <p>L4 - Revenge Porn</p> <p>L5 - Relationships &amp; Role Models</p>	<p>Relationships: RSE &amp; BV</p> <p>L1 - GCSE revision and Study Skills</p> <p>L2 - Apply: college and Uni</p> <p>L3 - Independent Living</p> <p>L4 - Job Interviews</p> <p>L5 - Health and Safety at work</p> <p>L6 - Trade Unions</p>
T6	<p>Healthy Living and Choices</p> <p>L1 - Mental Health: depression</p> <p>L2 - Emotional Literacy</p> <p>L3 - Puberty</p> <p>L4 - Exercise</p> <p>L5 - Periods FGM</p> <p>L6 - Summer</p>	<p>Living in the Wider World</p> <p>L1 - Protected Characteristics</p> <p>L2 - Stereotypes: disability</p> <p>L3 - Homophobia: LGBT</p> <p>L4 - Stereotypes: Teenagers</p> <p>L5 - Avoiding Online Grooming</p> <p>L6 - Our environment</p>	<p>Healthy Living an Choices</p> <p>L1 - UNICEF around the world</p> <p>L2 - Human Rights: Trafficking</p> <p>L3 - UK: helping other countries</p> <p>L4 - Sustainability</p> <p>L5 - Young Offenders and the Law</p> <p>L6 - Knife Crime: Consequences</p>	<p>Relationships: RSE &amp; Diversity</p> <p>L1 - Same Sex Relationships</p> <p>L2 - Gender and Trans Identity</p> <p>L3 - Community Cohesion</p> <p>L4 - Sexism</p> <p>L5 - Parenting</p> <p>L6 - Obesity and Body Positivity</p>	

(Yr 7)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Physical Health: Lifestyles, Diet and Food Labelling, Consequences Unhealthy Lifestyle, Oral Hygiene Introduction to Harmful Substances Puberty (Physical and Emotional)	Family and Marriage Healthy and Unhealthy Friendships Safe and Positive Relationships Bullying Personal Identity and Diversity	Stereotypes and Discrimination Achievement, Self Esteem and Resilience Financial Education: Wants and Needs, Wellbeing, Budgeting, and Banking Products

(Yr 8)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Wellbeing: Self Awareness, Confidence and Skill development Puberty and Self Care Behaviour and Achievement Lifestyle Choices and Risk (including hygiene and cancer) Addiction and Drugs (including vaping)	British Values Discrimination, Stereotypes and Extremism Child Exploitation Awareness Peer Pressure Difficult Family Relationships Body Image and social media	Career Skills: Teamwork and Communication Gangs and Criminal Exploitation Basic First Aid and Personal Safety Discrimination: LGBTQ+ and Disability Environmental Issues

(Yr9)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Personal Skills and Achievement Mental Ill Health (inc Online Impact) Blood and Organ Donation Self-Examination and Vaccination Alcohol and Drugs (Risk, Dangers and the Law)	Intimate Relationships: Consent, Contraception and STIs Pornography and Sexting Harmful Sexual Behaviours and the Law Domestic Abuse and Conflict LGBTQ+ Community British Values and Diversity	Youth Crime, Law and County Lines Human Rights and Responsibilities and Aid Personal Finance: Management and Responsibility Sustainability

(Yr 10)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Health Decisions (Influence and Prevention) and Self Care Time Management Alcohol Abuse Mental Health: Media, Social Anxiety, Grief and Ill Health	Forced Marriage and Honour Based Abuse Conflict Management Role Models Radicalisation Prejudice and Sexism Families and Parenting Coercive and Controlling Relationships	Financial Crime Anti-Social Behaviour and Exploitation UK Government and Justice System Inclusion, Diversity and Equality Critical Thinking and Ethical Consumerism



(Yr 11)

<i>Autumn – Health and Wellbeing</i>	<i>Spring - Relationships</i>	<i>Summer – Living in the Wider World</i>
Sleep and Relaxation Perseverance and Procrastination Risk Taking and Personal Safety Reproductive Health Gambling/Online Gaming Privilege	Healthy and Safe Intimate Relationships Diversity and Inclusivity Unhealthy- and Unsafe Behaviours: Abuse, Stalking and Harassment Body Positivity	Living Independently Rights and Responsibilities at Work First Aid and CPR EXAMS

(Post 16)

Autumn – Health and Wellbeing	Spring - Relationships	Summer – Living in the Wider World
Blood and Organ Donation Self-Examination and Vaccination Alcohol and Drugs (Risk, Dangers and the Law) Health Decisions (Influence and Prevention) and Self Care	Intimate Relationships: Consent, Contraception and STIs Pornography and Sexting Harmful Sexual Behaviours and the Law LGBTQ+ Community	Youth Crime, Law and County Lines Human Rights and Responsibilities and Aid Personal Finance: Management and Responsibility Sustainability

# Level 3 Diploma in Art & Design

The qualification will be delivered through nine units over a nominal one-year period. Units will vary in length to ensure that the qualification provides an appropriately supportive experience as students explore the diagnostic experience. The length and complexity of the assignments, and the specific art and design activities which students are asked to engage with, are chosen and/differentiated to suit the individual needs and interests of the students entered for this course.

- Unit 1 Introduction to visual language in art and design
- Unit 2 Introduction to research skills in art and design
- Unit 3 Introduction to critical and contextual awareness in art and design
- Unit 4 Introduction to materials, processes and technical skills in art and design
- Unit 5 An integrated approach to 2D problem solving in art and design
- Unit 6 An integrated approach to 3D problem solving in art and design
- Unit 7 An integrated approach to time-based problem solving
- Unit 8 Developing an art and design project

Model 5

Unit 1 Unit 2	Summative Assessment of the L1 Award Unit 1 & 2	Simultaneously deliver ensuring appropriate GLH are aligned to delivery design to meet assessment criteria.	Summative Assessment unit 3, 4, 5, 6	Unit 7 FMP	Synoptic Assessment Unit 7 External Moderation
		Unit 3 Unit 4 Unit 5 Unit 6			
		Interim assess unit 3, 4, 5, 6 at strategic points through the period of delivery			

**Units 1–4** are linked together to form a coherent pattern learning that will provide students with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development and determine a standard from which all other activities and learning will develop.

**Unit 1** will develop students’ skills, knowledge and understanding in order to support confident application of visual language in art and design activities.

**Unit 2** will provide students with an introduction to a range of research activities and related skills appropriate to art and design. It will also introduce the importance of oral and written communication as an integral part of the art and design process.

**Unit 3** will provide students with an introduction to the critical and contextual awareness relevant to art and design. It will also reiterate the importance of oral and written communication as an integral part of the art and design process.

**Unit 4** will provide students with an introduction to a range of art and design materials and processes, to enable an understanding of their particular characteristics and uses, and the related technical skills necessary to record experiences and articulate ideas.

**Units 5–7** require students to apply their newly acquired skills, knowledge and understanding in a series of more complex and demanding assignments in two and three dimensions and through time-based formats. Whilst beginning to recognise the unique characteristics of specific art and design activities, they will also be encouraged to recognise and understand their shared characteristics.

**Unit 5** will provide students with an opportunity to integrate the skills, knowledge and understanding acquired in Units 1–4, to propose a solution to a two-dimensional art and design problem.

**Unit 6** will provide students with an opportunity to integrate the skills, knowledge and understanding acquired in Units 1–4, to propose a solution to a three-dimensional art and design problem.

**Unit 7 & 8** will provide students with an opportunity to integrate the skills, knowledge and understanding acquired in Units 1–4, and to apply the skills, knowledge and understanding they have developed in Units 1–7, propose a solution to a time-based art and design problem. to develop an art and design project for the Synoptic assessment over a 10 week period from April to June.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer term
<p>Unit 1 Introduction to visual language in art and</p> <p>The learning for this unit will delivered as a part of a classroom, environment, gallery or museum based projects. It is designed to encourage student confidence and familiarity with a range of materials and techniques, to explore and develop the effective use of various elements of visual language in defining the appearance and meaning of images.</p> <p>Theme 1: the art of repetition.</p> <p>Theme 2: Layers</p>	<p>Unit 2 Introduction to research skills in art and design to encourage student confidence and familiarity with a range of research skills including drawing, &amp; other forms of information recording (audio/short films) for students to articulate their perceptions in relation to their research activity in a the best form for the individual.</p> <p>Theme - Ways of looking</p>	<p>Unit 3 Introduction to critical and contextual awareness in art and design</p> <p>- to address language and communication, form and meaning, values and purpose, and other related issues and cultural perspectives (historical and contemporary), social perspectives (shaping and reflecting society), professional contexts (workplaces).</p> <p>Unit 4 Introduction to materials, processes and technical skills in art and design</p> <p>Theme: People and Places</p> <p>Unit 1,3 &amp; 4 Layers Assessment: 'wrapped up</p>	<p>Unit 5 Solving 2D creative problems: use materials, processes and skills</p> <p>in 2D art, design and media; Use contextual awareness to support the development of a solution to a 2D creative problem.</p> <p>Explore collage, photography and still life.</p> <p>Theme Different views</p> <p>Unit 6 Solving 3D creative problems.</p> <p>Introduce/recap use of clay, modelling items: wire, wood, metal.</p> <p>Students to use previously acquired skills, knowledge and understanding to explore and resolve a 3D creative problem.</p> <p>Portfolio skills ongoing and self evaluation half termly</p>	<p>to integrate the skills, knowledge and understanding acquired in Units 1–4, and to apply the skills, knowledge and understanding they have developed in Units 1–7, propose a solution to a time-based art and design problem. to develop an art and design project for the Synoptic assessment over a 10 week period from April to June</p>

Curriculum Overview 2024-2025: Drama

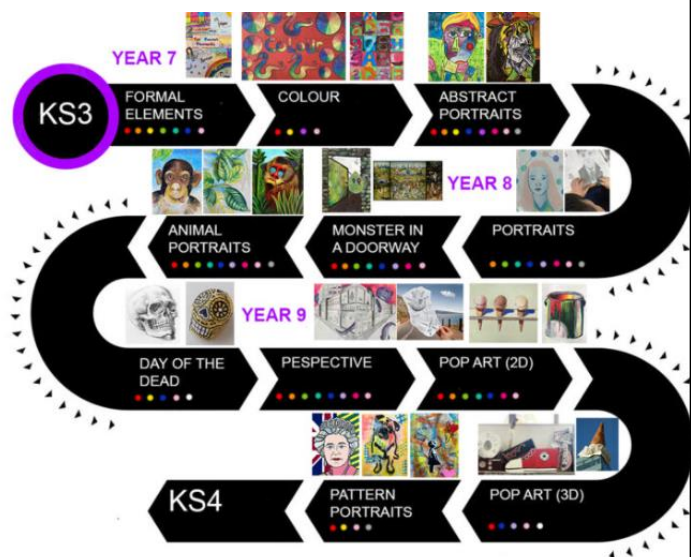
	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
<b>Year 7 Drama</b>	<b>Drama:</b> Topics :	<b>Drama:</b> Topics:	<b>Drama:</b> Topics:	<b>Drama:</b> Topics:	<b>Drama:</b> Topics:	<b>Drama:</b> Topics:
<b>KS3</b>	<p>Group work and improvisation</p> <p>DARKWOOD – improvising a play as a group based on KS3 Dark wood Manor project</p> <p>Key skills:</p> <p>Group work/group games</p> <p>Developing a character through hot seating</p> <p>Staying in character</p> <p>Working collaboratively</p>	<p>Staging and Set Design</p> <p>Understanding different stages and stage directions</p> <p>Creating floorplans</p> <p>Comparing different set designs</p> <p>Create a set design for Dark wood Manor</p> <p>Stage a short performance of Dark wood Manor</p>	<p>History of Drama</p> <p>Create drama time line</p> <p>Try out techniques from each period</p> <p>Chorus, Seven Deadly Sins, Naturalism etc</p>	<p>Devising a short play</p> <p>Watch and read examples of different plays</p> <p>Select a genre of play to write as a group</p>	<p>Developing characters for a play through improvisation and hot seating</p> <p>Co- writing a short 5 minute play with set and costumes</p>	<p>Rehearse play and mount performance</p>

## Science Curriculum Overview- 2024-25

### Year 7

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5 )	Summer 2- (7)
<p><b>Cells</b></p> <ul style="list-style-type: none"> <li>• Observing cells</li> <li>• Plant and animal cells</li> <li>• Specialised cells</li> <li>• Movement of substances</li> <li>• Unicellular organisms</li> </ul>	<p><b>Particles and their behaviour</b></p> <ul style="list-style-type: none"> <li>• The particle model,</li> <li>• States of matter and change of states</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Squashing and stretching</li> <li>• Drag forces and friction</li> <li>Balanced and unbalanced forces</li> </ul>	<p><b>Structure and function of body system</b></p> <ul style="list-style-type: none"> <li>• Levels of organisation</li> <li>• Gas exchange</li> <li>• Breathing</li> <li>• Skeleton</li> <li>Movement joints and muscles</li> </ul>	<p><b>Elements, atoms and compounds</b></p> <ul style="list-style-type: none"> <li>• Elements and atoms</li> <li>• Compounds and chemical formulae</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Waves,</li> <li>• Sound energy transfer,</li> <li>• loudness and pitch,</li> <li>• detecting sound and echoes</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Refraction, eye and camera, and colours</li> </ul> <p><b>Science fair</b></p>

- colour
- line
- pattern
- tone
- texture
- form
- perspective
- abstract
- composition
- scale
- portrait
- sculpture



An important part of our curriculum is to allow our students to work in specialist classrooms, learning how to use and manipulate specialist equipment, materials and tools. We re-visit learning throughout KS3 to embed knowledge and skills in preparation for KS4.

Williamson Year 8  KS3  Artists: Students may research the following artists during the project: Vincent Van Gogh, Lisa Congdon, Paul Klee, Henri Matisse and Yayoi Kusama.	Autumn 1 Formal Elements (1)	Autumn 2
	<p>Formal Elements – RECAP Building upon skills learned in year 7 To increase their proficiency in the handling of different materials, and knowledge of elements.</p> <p>Implementation of formal Sketchbook recording and evaluation &amp; artist research- expanding knowledge about the history of art, craft, design and architecture, including periods, styles and movements</p> <p>Title- Mark Making and Artist research (Olga....) Students will use the style of the researched artist to practice their mark making skills to draw animals</p> <p>Title: Introduction to painting – acrylic and guache Students will look at some historic and contemporary artists and recreate a bright and vibrant painting to practice and complete the term with an Autumnal painting in the style of Kusama.</p>	<p>Title: Printmaking</p> <p>Introduction to Printing – Poly tile. Mono Print. Roller / Brayer &amp; Relief exploring the different ways of creating a print</p> <p>Introduction to artist research: Van Gogh, Yayoi Kusama</p> <p>1. Create a rendition of Van Gogh's incredible mark making forms of art using pastels</p> <p>Title: 3D clay/model building learning the principles of making models/structures.</p> <p>Students will make clay pumpkins for Halloween.</p>

	Spring 1	Spring 2	Summer 1	Summer 2
KS3	<p>Title: recapping and building mark making and introduction to observational drawing. Stendents will draw 6 objects to demonstrate texture before exploring the addition of colour.</p> <p>Students will implement knowledge of elements, artist research and painting skills to produce a painting of a group of items – a Still Life and Observation: Theme Comfort Food</p> <p>Students will create:</p> <p>a) Version of their chosen artists work still life drawing in paint their own chosen items in class</p> <p>Title: Collections Repetition- Patterns &amp; repeated objects that share something in common. Explore POP art to demonstrate this</p>	<p>Title: Portraiture</p> <p>Learning and Materials: Students learn how to draw accurately and in proportion, whereby they learn how to draw facial features, which in turn, through interleaving knowledge acquired during Term 1 &amp; 2, will develop into a realistic self-portrait. Artists: Students may research Natalie Foss, Vince Low, Chuck Close, Pablo Picasso,</p> <p>Title: Culturally Diverse Art learning some cultural background and exploring 2 cultures that use patterns in their art.</p> <p>1. Aboriginal - 1 painting outcome 2. African - 1 mask mixed media outcome</p>	<p>Title: Photography: Different Views</p> <p>Introduction to photography and how it can be used as visual language</p> <p>Title: Mosaic</p> <p>History behind mosaic and the principles of design to create mosaics</p> <p>Title: Sculpture:</p> <p>Waste Art- Plastic plight of the ocean</p> <p>Aurora Robson</p>	<p>Title: Bugs assessment:</p> <p>Comprising of use of components learnt each term to work from stage 1-Observational drawing to Stage 3 - 3D Model</p>

Y8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Williamson  KS3	<p><b>DRAMA:</b> Introduction to Performing Arts and Production Arts BTEC</p> <p><b>Unit 1:</b> Skills Development Understand different styles of theatre Try out different performing styles Through workshops and drama games Develop collaborative skills through</p>	<p><b>DRAMA :</b> Introduction to Performing Arts and Production Skills</p> <p><b>Unit 1:</b> Learning about staging Stage Design Prop making The role of a theatre technician Start to apply skills to develop 1 scene</p>	<p><b>DRAMA:</b> Learning script writing skills</p> <p>Create dialogue and stage directions for short scene</p>	<p><b>DRAMA:</b> Rehearse and perform comedy scene</p> <p>Creative portfolio showing development of skills</p>	<p><b>DRAMA:</b> Start developing ideas for 2<sup>nd</sup> scene in different genre.</p> <p>Read extracts from scripts of different genres as a group.</p> <p><b>Directing skills:</b> Students direct each other in a scene from a published play</p> <p>Select a scene from a published play to stage with props, set</p>	<p><b>DRAMA:</b> Rehearse scene.</p> <p>Perform publicly both developed scenes to audience of peers/ students.</p> <p>Create portfolio of work in order to demonstrate development of skills</p>

Curriculum Overview 2024-25: Drama

	<p><b>improvisation and hot seating</b></p> <p><b>Select 3 genres of theatre to create 3 scenes for</b></p>	<p><b>Students have already expressed a preference for</b></p> <p><b>Comedy Play</b></p>			<p><b>design and music production</b></p> <p><b>Students have already suggested a play on the theme of FOOTBALL or BOXING</b></p>	
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## Science Curriculum Overview – 2024-2025

### Year 8

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5 )	Summer 2- (7)
<p><b>Health and lifestyle</b></p> <ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Food tests</li> <li>• Unhealthy diet</li> <li>• Digestive system</li> <li>• Bacteria and enzyme in digestion</li> <li>• Drugs</li> <li>• Alcohol</li> <li>• Smoking</li> </ul>	<p><b>Acids and alkalis</b></p> <ul style="list-style-type: none"> <li>• Acids and alkalis</li> <li>• Indicators</li> <li>• Neutralisation</li> <li>• Making salts</li> </ul>	<p><b>Metals and acids</b></p> <ul style="list-style-type: none"> <li>• Metals and oxygen</li> <li>• Metals and water</li> <li>• Metal displacement reactions extracting metals</li> </ul>	<p><b>Reproduction</b></p> <ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Reproductive systems</li> <li>• Fertilisation and implantation</li> <li>• Development of a foetus</li> <li>• The menstrual cycle</li> <li>• Flowers and pollination</li> <li>• Fertilisation and germination</li> <li>• Seed germination</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Reflection</li> <li>• Refraction</li> <li>• The eye and the camera</li> <li>• Colour</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>• The night sky</li> <li>• Solar system</li> <li>• The earth</li> <li>• The moon</li> </ul> <p>Science fair</p>

Watson KS3 Year 9 Watson, Preparation for Level 1/2	<b>Autumn 1 Formal Elements &amp; Natural Form</b>	<b>Autumn 2</b>
	Unit 1 - Introduction to materials, processes and skills in art, design and media. Formal Elements – RECAP  Building upon skills learned in year 7  to increase their proficiency in the handling of different materials, and knowledge of elements.  Unit 2 (part 1)- Introduction to contextual research in art, design and media – refinement of Sketchbook recording and evaluation & artist research.  1 final piece with the theme <b>of Natural forms</b> to practice encompassing units 1 & 2  <b>Portfolio self evaluation 1<sup>st</sup> attempt</b>	Unit 3 Introduction to communication skills in art, design and media  <b>Theme - Under the Sea:</b> a project aimed at raising awareness of man’s impact on the environment. Students experiment with a variety of techniques and processes inspired by artist and contextual research.  Portfolio skills ongoing and self evaluation half termly  Report assessment Termly

Model 3

<b>Unit 1 Unit 2</b>	Summative Assessment of the L1 Award Unit 1 & 2	<b>Unit 4 Unit 5</b>	Summative Assessment units 4 & 5	<b>Unit 6</b>	Summative Assessment unit 3 and 6	<b>Unit 7 FMP</b>
		<b>Unit 3</b>				
		Interim assess unit 4 at strategic points through the period of delivery				

<b>KS4</b>	<b>Spring 1</b>  Theme Food	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Unit 4 Solving 2D creative problems Unit 5 Solving 3D creative problems  1.Starting with observational drawing techniques recapping unit 1 and 3 students create their own initial studies, implementing unit 2 students will explore and analyse the work of a range of artists who use food as inspiration for their art work to create a 2D response  2. students will also look at packaging, and also create Their own 3D response showing an influence of their styles and techniques.  <b>Portfolio skills ongoing and self evaluation half termly</b>	<b>Unit 2 part 2 – Art History</b>  Exploring creation of a graphic as in a brochure, flier, poster, web site, or book, without any other element. The approach to drawing in Graphic Communication should always be appropriate to this specialism.  <b>Portfolio skills ongoing and self evaluation half termly</b> <b>Report assessment Termly</b>	Unit 6 Solving time-based creative problems  Unit 7 throughout the full summer term This unit requires students to demonstrate personal strengths in art, design and media and to use the knowledge, understanding and skills developed in previous units for an art, design and media project briefs (4) and where necessary opportunities to revisit chosen areas of interest or difficulty according to individual students 1 – mixed media; 1 – photography – 1 - 3d problem solving; 1 – fine art/observation  <b>Portfolio skills ongoing and self evaluation half termly</b> <b>Report assessment Termly</b> <b>Portfolio skills ongoing and self evaluation half termly</b>	

## Science Curriculum Overview – 2024-2025

### Year 9

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5)	Summer 2- (7)
<p><b>Health and lifestyle</b></p> <ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Food tests</li> <li>• Unhealthy diet</li> <li>• Digestive system</li> <li>• Bacteria and enzyme in digestion</li> <li>• Drugs</li> <li>• Alcohol</li> <li>• Smoking</li> <li>•</li> </ul> <p><b>Periodic table</b></p> <ul style="list-style-type: none"> <li>• Metals and non-metals</li> <li>• Groups and periods</li> <li>• Elements in group 1</li> <li>• Elements in group 7</li> <li>• Elements in group 0</li> </ul>	<p><b>Metals and acids</b></p> <ul style="list-style-type: none"> <li>• Metals and oxygen</li> <li>• Metals and water</li> <li>• Metal displacement reactions extracting metals</li> <li>• Ceramics</li> <li>• Polymers</li> <li>• Composites</li> </ul>	<p><b>Electricity and magnetism</b></p> <p>Charging up Circuits and current Potential difference Series and parallel circuits</p> <p>Magnets and magnetic fields Electromagnets Using magnets</p> <p>.</p>	<p><b>Ecosystems processes</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Leaves</li> <li>• Plant minerals</li> <li>• Chemosynthesis</li> <li>• Aerobic respiration</li> <li>• Anaerobic respiration</li> <li>• Food chains and webs</li> <li>• Disruption to food chains and webs</li> <li>• ecosystems</li> </ul>	<p><b>The earth</b></p> <ul style="list-style-type: none"> <li>• The earth and atmosphere</li> <li>• Sedimentary rocks</li> <li>• Igneous and metamorphic rocks</li> <li>• The rock cycles</li> <li>• The carbon cycle</li> <li>• Climate change</li> <li>• recycling</li> </ul>	<p><b>Adaptation and inheritance</b></p> <ul style="list-style-type: none"> <li>• Competition and adaptation</li> <li>• Adapting to change</li> <li>• Variation</li> <li>• Continuous and discontinuous</li> <li>• Inheritance</li> <li>• Natural selection</li> <li>• Ecosystems</li> </ul> <p style="text-align: center;"><b>Science fair</b></p>

Curriculum Overview 2024-2025: Creative Media

	Autumn 1 –	Autumn 2 –	Spring 1	Spring 2	Summer 1 –	Summer 2 –
<p><b>Year 9</b></p> <p><b>Creative Media</b></p> <p><b>KS3</b></p>	<p><b>Creative Media: Introduction to Creative Media skills/ and Media Studies</b></p> <p><b>GCSE</b></p> <p><b>Topics:</b></p> <p>Media Industries</p> <p>What is the Media?</p> <p>How do we use the Media?</p> <p>Posters and Magazine Covers</p> <p>Cameras/Photography skills</p> <p>Learning introductory Media terminology</p> <p>Group project : Podcast on Pop Culture</p> <p>Assessments:: Answer question from Media Studies GCSE paper</p>	<p>Complete first draft of Magazine cover design using original photography and photoshop :</p> <p>Skills learnt :</p> <p>Photography suitable for magazine</p> <p>Font design</p> <p>Magazine page layout and terminology</p>	<p><b>Topic:</b></p> <p><b>Continue working on 2<sup>nd</sup> draft of magazine cover</b></p>	<p>Submit magazine for marking and feedback.</p> <p>Make any amendments to magazine following feedback</p> <p>Personal Development Assignment hand out.</p> <p>Students begin investigation for topic they have selected.</p> <p>Students present ideas on their personal development project for feedback - Communication</p>	<p>Students write up their power points on Personal Development Assignment.</p> <p>Students present their investigation into topic and communicate their ideas for the creative practical project they will create.</p> <p>Following feedback students begin work on Personal Development Assignment</p>	<p>Students work on completing their Assignment 2 First Draft</p> <p>To submit for feedback.</p>

Curriculum Overview 2024-2025: Creative Media

	<p>Create Mock up Magazine cover in genre of choice</p> <p>Complete group assessment Podcast on discussing the latest in Pop Culture</p>					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																								
<p>KS3/4</p> <p>Year 9/10</p> <p>Mandela/Eilish /Khalo</p> <p>UAL Level 1/2</p> <p>(DIPLOMA year 1 of 2)</p>	<p>Unit 1 - Introduction to materials, processes and skills in art, design and media. Formal Elements – RECAP</p> <p>Building upon skills learned in year 8 to increase their proficiency in the handling of different materials, and knowledge of elements.</p> <p>Unit 2 (part 1)- Introduction to contextual research in art, design and media – refinement of Sketchbook recording and evaluation &amp; artist research.</p> <p>1 final piece with the theme of <b>Natural forms</b> to practice encompassing units 1 &amp; 2</p> <p><b>Portfolio self evaluation 1<sup>st</sup> attempt</b></p>	<p>Unit 2 Introduction to contextual research in art, design and media and how it is used to support creative activities.</p> <p>Theme Under the Sea or Changing Surfaces</p> <p>1<sup>st</sup> Self and peer evaluation sessions (audio recorded and/or written)</p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p> <p><b>Report assessment Termly</b></p>	<p>Unit 3 Introduction to communication skills in art, design and media to support creative activities and develop an understanding of the role that communication skills play in informing and developing ideas</p> <p>Unit 4 Solving 2D creative problems: use materials, processes and skills in 2D art, design and media; Use contextual awareness to support the development of a solution to a 2D creative problem.</p> <p>Explore collage, photography and still life.</p> <p><b>Theme</b> Different views</p> <p>Unit 5 Solving 3D creative problems.</p> <p>Introduce/recap use of clay, modelling items: wire, wood, metal.</p> <p>Students to use previously acquired skills, knowledge and understanding to explore and resolve a 3D creative problem.</p>	<p>Unit 6 Solving time-based creative problems: students will have opportunity to use previously acquired skills, knowledge and understanding to explore and resolve a 3D creative problem.</p> <p><b>Chose from themes 1,2 or 3 to develop to a 3D outcome</b></p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p> <p><b>Report assessment Termly</b></p>	<p>Unit 7 throughout the full summer term</p> <p>This unit requires students to demonstrate personal strengths in art, design and media and to use the knowledge, understanding and skills developed in previous units for an art, design and media project briefs (4) and where necessary opportunities to revisit chosen areas of interest or difficulty according to individuals</p> <p>1 – mixed media; 1 – photography – 1 - 3d problem solving; 1 – fine art/observation</p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p> <p><b>Report assessment Termly</b></p> <p>Delivery Guide:</p> <p><i>Model 3</i></p> <table border="1"> <tr> <td>Unit 1 Unit 2</td> <td>Summative Assessment of the L1 Award Unit 1 &amp; 2</td> <td>Unit 4 Unit 5</td> <td>Summative Assessment units 4 &amp; 5</td> <td>Unit 6</td> <td>Summative Assessment unit 3 and 6</td> <td>Unit 7 FMP</td> <td>Synoptic Assessment Unit 7 External Moderation</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Unit 3</td> <td colspan="2"></td> <td></td> <td></td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Interim assess unit 4 at strategic points through the period of delivery</td> <td colspan="2"></td> <td></td> <td></td> </tr> </table>		Unit 1 Unit 2	Summative Assessment of the L1 Award Unit 1 & 2	Unit 4 Unit 5	Summative Assessment units 4 & 5	Unit 6	Summative Assessment unit 3 and 6	Unit 7 FMP	Synoptic Assessment Unit 7 External Moderation			Unit 3								Interim assess unit 4 at strategic points through the period of delivery					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																								
<p>KS3/4</p> <p>Year 9/10</p> <p>Attenborough,</p> <p>UAL Level 1/2</p> <p>(DIPLOMA year 1 of 2)</p>	<p>Unit 1 Introduction to materials, processes and skills in art, design and media and the skills necessary to record and express ideas:</p> <p>Building upon skills learned in year 8/9 to increase their proficiency in the handling of different materials, and knowledge of elements for texture and colour implementation</p> <p>Unit 2 Introduction to contextual research in art, design and media and how it is used to support creative activities.</p> <p><b>Theme</b> Beneath the Surface; Bodies</p> <p><b>Theme</b> Beneath the Surface; Bodies</p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p> <p><b>Report assessment Termly</b></p>	<p>Unit 3 Introduction to communication skills in art, design and media to support creative activities and develop an understanding of the role that communication skills play in informing and developing ideas.</p> <p>1<sup>st</sup> Self and peer evaluation sessions (audio recorded and/or written)</p> <p><b>Theme</b> Beneath the Surface; Bodies</p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p> <p><b>Report assessment Termly</b></p>	<p>Complete FMP</p> <p><b>Theme</b> Beneath the Surface; Bodies</p> <p>Unit 4 Solving 2D creative problems: use materials, processes and skills in 2D art, design and media; Use contextual awareness to support the development of a solution to a 2D creative problem.</p> <p>Explore collage, photography and still life.</p> <p><b>Theme</b> Music to my Eyes</p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p>	<p>Unit 5 Solving 3D creative problems.</p> <p>Introduce/recap use of clay, modelling items: wire, wood, metal.</p> <p>Students to use previously acquired skills, knowledge and understanding to explore and resolve a 3D creative problem.</p> <p>Unit 6 Solving time-based creative problems:</p> <p>students will have opportunity to use previously acquired skills, knowledge and understanding to explore and resolve a 3D creative problem.</p> <p><b>Chose from themes 1,2 or 3 to develop to a 3D outcome</b></p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p> <p><b>Report assessment Termly</b></p>	<p>Unit 7 throughout the full summer term</p> <p>This unit requires students to demonstrate personal strengths in art, design and media and to use the knowledge, understanding and skills developed in previous units for an art, design and media project briefs (4) and where necessary opportunities to revisit chosen areas of interest or difficulty according to individuals</p> <p>1 – mixed media; 1 – photography – 1 - 3d problem solving; 1 – fine art/observation</p> <p><b>Portfolio skills ongoing and self evaluation half termly</b></p> <p><b>Report assessment Termly</b></p> <p>Delivery Guide:</p>	<p><i>Model 3</i></p> <table border="1"> <tr> <td>Unit 1 Unit 2</td> <td>Summative Assessment of the L1 Award Unit 1 &amp; 2</td> <td>Unit 4 Unit 5</td> <td>Summative Assessment units 4 &amp; 5</td> <td>Unit 6</td> <td>Summative Assessment unit 3 and 6</td> <td>Unit 7 FMP</td> <td>Synoptic Assessment Unit 7 External Moderation</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Unit 3</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td colspan="8">Interim assess unit 4 at strategic points through the period of delivery</td> </tr> </table>	Unit 1 Unit 2	Summative Assessment of the L1 Award Unit 1 & 2	Unit 4 Unit 5	Summative Assessment units 4 & 5	Unit 6	Summative Assessment unit 3 and 6	Unit 7 FMP	Synoptic Assessment Unit 7 External Moderation			Unit 3						Interim assess unit 4 at strategic points through the period of delivery							
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## Science Curriculum Overview -2024-2025

### Year 10

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5 )	Summer 2- (7)
<p><b>Biology -1</b></p> <ul style="list-style-type: none"> <li>• Key concepts in biology</li> <li>• Cells and control</li> <li>• Genetics</li> <li>• Natural selection and Genetic medication</li> </ul>	<ul style="list-style-type: none"> <li>• Health disease and development of medicines</li> </ul> <p><b>Chemisty-1</b></p> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Atomic structure</li> </ul>	<p><b>Chemisty-1 continued...</b></p> <ul style="list-style-type: none"> <li>• The periodic table</li> <li>• Bonding – ionic and covalent</li> <li>• Acids and alkalis</li> <li>• Electrolysis</li> </ul>	<p><b>Physics – 1</b></p> <ul style="list-style-type: none"> <li>• Motion</li> <li>• Forces and motion</li> <li>• Conservation of energy</li> </ul>	<p><b>Physics -1 continued...</b></p> <ul style="list-style-type: none"> <li>• Waves</li> <li>• Light and electromagnetic spectrum</li> <li>• Radioactivity</li> </ul>	<p><b>Biology - 2</b></p> <p>Plant structures and their functions and Animal coordination and control (PSHE link)</p>

Curriculum Overview 2024-25: Film Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p><b>Film Studies:</b></p> <p>Revising American Cinema Topics</p> <p>Representation and Context in ET and Invasion of the Body Snatchers</p> <p>Cinematography in ET and Invasion of the Body Snatchers</p> <p>Sound and Sound Effects in ET and Invasion of the Body Snatchers</p> <p>Re-cap Independent cinema and the critique of The Hurt Locker</p> <p>How does The Hurt Locker create verisimilitude?</p>	<p><b>Film Studies:</b></p> <p>Final work on Practical Component 3</p> <p>Shooting Script complete</p> <p>Short film edited and corrected</p> <p>Evaluation /reflective essay on the short film and process complete</p> <p>Handed in by end of term</p>	<p><b>Film Studies:</b></p> <p>Revising Global Cinema Topics:</p> <p>Representation, gender and context in TSOSTI</p> <p>Mise en scene and costumes in TSOTSI</p> <p>Cinematography and sound in TSOTSI</p> <p>Genre and Narrative in Skyfall and District 9</p> <p>Prop's theory of characters and Todorov's narrative theory in District 9</p> <p>Binary Oppositions in Skyfall</p> <p>Aesthetics and Mise En scene in Sky Fall</p>	<p><b>Film Studies:</b></p> <p>Exam Papers</p> <p>Studying exemplar answers and answering exam questions</p> <p>Mocks papers</p> <p>Create ILP from Mocks</p>	<p>Students' revise following their ILPS</p> <p>Answering exam questions</p> <p>Revising key words and terminology</p> <p>Revision Key scenes</p>	<p>Revision of key scenes and terminology up until exams</p>
KS4						

## Science Curriculum Overview -2024-2025

### Year 11

Autumn 1 – (7)	Autumn 2 – (7)	Spring 1 – (6)	Spring 2 – (5)	Summer 1 and (5 )	Summer 2- (7)
<p><b>Biology - 2</b></p> <ul style="list-style-type: none"> <li>Plant structures and their functions</li> <li>Animal coordination, control and homeostasis ( PSHE link)</li> </ul>	<p><b>Chemistry - 2</b></p> <ul style="list-style-type: none"> <li>Groups in the periodic table</li> <li>Rates of reaction ( PSHE link)</li> <li>Fuels</li> <li>Earth and atmospheric Science</li> </ul>	<p><b>Chemistry – 2 continued...</b></p> <p>Fuels, Earth and atmospheric Science</p> <p><b>Physics- 2</b></p> <p>Energy – forces doing work</p> <p>Forces and their effects</p>	<p><b>Physics -2</b> continued</p> <ul style="list-style-type: none"> <li>Electricity and circuits</li> <li>Particle Model</li> </ul>	<p>Revision and preparation of exams, if all the topics are completed on time.</p>	<p>GCSE exams</p>

Y11 – Eilish & Goldberg	Autumn 1	Autumn 2	Spring 1	Spring 2
OCR - GCSE Year 2	<p style="text-align: center;"><b>1. Pattern Texture, Surface and Pattern</b></p> <p>Research, Explore, Develop, Refine &amp; present a final piece on this them using your selected method.</p> <p><b><u>Mixed Media</u></b></p> <p>Consider using different layers within your design.</p> <p><b><u>Or Textiles</u></b></p> <p>Printing – of the pattern using varied print methods done in yr10. Use Batik resist or use colour threads to stitch over the design to make it creative and personal.</p> <p style="text-align: center;"><b>2. Individualised revisited theme /artist (each student to advise by Sept 25th)</b></p>	<p><b><u>1. Sketchbook refinement.</u></b></p> <p><b><u>Focus on Artist research inspiration and final pieces; ensuring links/connections are clear and additional pieces or refinement to demonstrate this and evident but that final pieces are individual and not only replicas.</u></b></p> <p><b><u>2. Mock exam themes will be distributed directly after half term.</u></b></p> <p style="text-align: center;">Choose theme, A01 – A04</p>	<p>OCR External exam paper distributed</p> <p style="text-align: center;">Exam preparations</p> <p style="text-align: center;">Choose theme, A01 – A04</p>	<p style="text-align: center;">Exam after April Break</p>

**OCR Assessment Objectives** There are four Assessment Objectives in OCR in Art and Design.

Portfolio tasks should support learners in producing sufficient convincing evidence of their ability to: -

A01 - Develop ideas through investigations, demonstrating critical understanding of sources.

A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 - Record ideas, observations and insights relevant to intentions as work progresses.

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.