

# Key Stage 4 Curriculum Summary

Core Curriculum			
All students follow Maths, English, Science, PE, Computing, Art, PHSCE and Careers programmes at an appropriate level.			
Subject	Autumn Term	Spring Term	Summer Term
<b>Maths</b> Aim Awards: Entry Level 2-3	<b>Using Money</b> <ul style="list-style-type: none"> <li>Understanding practical or tasks involving money.</li> <li>Making estimates of calculations involving money.</li> <li>Using calculations to solve problems involving money.</li> <li>Using a calculator when working with money.</li> </ul>	<b>Using Time</b> <ul style="list-style-type: none"> <li>Telling the time to the nearest 5-minute interval</li> <li>Knowing that the date can be expressed in different formats</li> <li>Measuring time</li> </ul>	<b>Using Numeracy Skills in the Workplace</b> <ul style="list-style-type: none"> <li>Recognising when to use numeracy skills in the workplace.</li> <li>Selecting appropriate numeracy skills in a work context.</li> <li>Applying appropriate numeracy skills in a work context.</li> <li>Using the results in situations where numeracy skills can be applied in a work context.</li> </ul>
<b>Maths Entry Level</b>	<b>Place Value:</b> Number Position and value <b>Addition:</b> Adding using HTU columns(HTO) <b>Subtraction:</b> Subtracting using HTU columns <b>Symmetry:</b> Lines of symmetry <b>Rectangles and squares:</b> Recognising rectangles and squares <b>Pictograms:</b> Drawing and interpreting <b>Pictograms</b> Continuing sequences <b>Journeys:</b> Describing journeys using LOGO <b>Clocks and watches:</b> Reading the time <b>Time lines:</b> Using time lines	<b>Folding and shading:</b> Recognising halves <b>Half of:</b> Distinguishing between odd and even numbers <b>More shading:</b> Recognising quarters <b>Fraction parts:</b> Fraction notation <b>Money, money, money:</b> Decimal notation in money <b>Measures:</b> Estimating measures <b>Angles 3:</b> Recognising turns <b>Reading scales:</b> Reading number scales <b>Colder and colder:</b> Negative number notation	<b>Two-way tables:</b> Extracting information from tables <b>Number patterns:</b> Explaining number patterns <b>Multiples:</b> Exploring multiplication patterns <b>Interpretation:</b> Using scales on bar charts <b>Pentagons and hexagons:</b> Recognising pentagons and hexagons <b>Inside out:</b> Connecting multiplication and division <b>Remainders:</b> Dealing with remainders <b>3D shapes:</b> Recognising 3-D shapes <b>Match it:</b> Using matching diagrams <b>Exploring connections:</b> Developing mental methods with multiples
<b>Maths</b> 9-1 GCSE (Foundation)	<ul style="list-style-type: none"> <li>Integers &amp; place value</li> <li>Decimals</li> <li>Indices, powers &amp; roots</li> </ul>	<ul style="list-style-type: none"> <li>Percentages</li> <li>Forming &amp; solving linear equations</li> </ul>	<ul style="list-style-type: none"> <li>Perimeter &amp; area</li> <li>Basic volume &amp; 3D shapes</li> <li>Real life graphs</li> </ul>

	<ul style="list-style-type: none"> <li>• Factors, multiples &amp; primes</li> <li>• Algebra (basics)</li> <li>• Expressions &amp; substitutions into formulae</li> <li>• Tables, charts &amp; graphs</li> <li>• Scatter graphs</li> <li>• Fractions, decimals &amp; percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Linear inequalities</li> <li>• Properties of shapes, parallel lines &amp; angle facts</li> <li>• Interior &amp; exterior angles of polygons</li> <li>• Sampling &amp; averages</li> </ul>	<ul style="list-style-type: none"> <li>• Straight line graphs</li> <li>• Transformations</li> </ul>
<b>Subject</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>English GCSE</b> Year 10 & 11 pupils follow a 2 year programme of study with the same structure but different texts are studied.	<b>Reading</b> A selection of 20th or 21st century prose fiction – whole texts or extracts. Explorations in Creative Reading (fiction) <ul style="list-style-type: none"> <li>• Use of reading time.</li> <li>• Working through sections of the text</li> <li>• Building confidence and independence</li> <li>• Themes, characterisation and settings</li> <li>•</li> </ul> <b>Writing</b> Writing to describe and narrate (fiction) <ul style="list-style-type: none"> <li>• planning</li> <li>• Themes, characterisation and setting</li> <li>• Structure</li> <li>• Text types</li> <li>• Persuasive language</li> </ul> <b>Spoken Language</b>	<b>Reading</b> Viewpoints and Perspectives (nonfiction) 19th, 20th or 21st century non-fiction and literary non-fiction texts. <ul style="list-style-type: none"> <li>• Understanding of perspectives and viewpoints.</li> <li>• Understanding different methods writers use to convey meaning.</li> <li>• Ways of comparing texts.</li> <li>• How to summarise and synthesise information from two texts.</li> <li>• Increasing confidence with unfamiliar language and contexts in 19<sup>th</sup> Century texts</li> </ul> <b>Writing</b> Writing to describe and narrate (fiction) <ul style="list-style-type: none"> <li>• Planning, structure</li> <li>• Themes, characterisation and setting</li> <li>•</li> </ul>	<b>CONSOLODATION AND REVISION of below</b> <b>Reading</b> A selection of 20th or 21st century prose fiction – whole texts or extracts. Explorations in Creative Reading (fiction) <ul style="list-style-type: none"> <li>• Use of reading time.</li> <li>• Working through sections of the text</li> <li>• Building confidence and independence</li> <li>• Themes, characterisation and settings</li> <li>•</li> </ul> Viewpoints and Perspectives (nonfiction) 20th or 21 <sup>st</sup> century non-fiction and literary non-fiction texts. <ul style="list-style-type: none"> <li>• Understanding of perspectives and viewpoints.</li> <li>• Understanding different methods writers use to convey meaning.</li> <li>• Ways of comparing texts.</li> </ul>

	<ul style="list-style-type: none"> <li>• presentation skills, structure, standard English</li> <li>• Pupils make a presentation to their peers or selected audience on an agreed topic or issue</li> </ul>	<p>Writing to present a point of view (non-fiction)</p> <ul style="list-style-type: none"> <li>• Persuasive language technique</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• presentation skills, structure, standard English</li> <li>• pupils have the opportunity to improve their skills and record another presentation</li> </ul>	<ul style="list-style-type: none"> <li>• How to summarise and synthesise information from two texts.</li> </ul> <p><b>Writing</b></p> <p>Writing to describe and narrate (fiction)</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• Themes, characterisation and setting</li> <li>• Structure</li> </ul> <p>Writing to present a point of view (non-fiction)</p> <ul style="list-style-type: none"> <li>• Text types</li> <li>• Persuasive language</li> </ul> <p><b>Exam technique and practice – timings, planning, full understanding of requirements of each question.</b></p>
<p>Step up to English (Entry level 1-3)</p>	<p><b>Reading</b> A selection of 20th or 21st century literature – whole texts or extracts.</p> <ul style="list-style-type: none"> <li>• Understanding what the text is about.</li> <li>• Identifying the key ideas, characters and themes in a text.</li> <li>• Inference and deduction.</li> <li>• Selecting interesting words and phrases and commenting on why the author has used these.</li> <li>• Expressing an opinion about</li> </ul>	<p><b>Reading</b> A selection of 20th and 21st century non-fiction and literary non-fiction texts – whole texts or extracts.</p> <ul style="list-style-type: none"> <li>• Understanding what the text is about.</li> <li>• Identifying the key ideas in a text.</li> <li>• Inference and deduction.</li> <li>• Selecting interesting words and phrases and commenting on why the author has used these.</li> <li>• Comparing texts</li> </ul>	<p><b>Reading</b> A selection of 19th century non-fiction texts and literary non-fiction texts – whole texts or extracts.</p> <ul style="list-style-type: none"> <li>• Understanding what the text is about.</li> <li>• Identifying the key ideas in a text.</li> <li>• Inference and deduction.</li> <li>• Selecting interesting words and phrases and commenting on why the author has used these.</li> <li>• Comparing texts.</li> </ul>

	<p>texts.</p> <ul style="list-style-type: none"> <li>• Commenting on structure.</li> </ul> <p><b>Writing</b> Writing a story</p> <ul style="list-style-type: none"> <li>• Planning.</li> <li>• Technical accuracy – punctuation and grammar.</li> <li>• Choice of effective vocabulary and sentence structures.</li> <li>• Spelling patterns and conventions.</li> <li>•</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• how to communicate ideas</li> <li>• effective non-verbal communication, eye contact, intonation, pace etc.</li> <li>• features of Standard English.</li> </ul>	<p><b>Writing</b> Writing non-fiction</p> <ul style="list-style-type: none"> <li>• Features of giving information and explanations.</li> <li>• Planning.</li> <li>• Structure, paragraphing.</li> <li>• Technical accuracy – punctuation and grammar.</li> <li>• Choice of effective vocabulary and sentence structures.</li> <li>• Spelling patterns and conventions.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• how to ask open and closed questions</li> <li>• listening skills</li> <li>• how to respond appropriately to others</li> <li>• structure.</li> </ul>	<p><b>Writing</b> Writing a story</p> <ul style="list-style-type: none"> <li>• Show examples to demonstrate ‘what good looks like’.</li> <li>• Technical accuracy – punctuation and grammar.</li> <li>• Choice of effective vocabulary and sentence structures.</li> <li>• Techniques to engage reader – e.g. structure, openings and endings, twists and turns.</li> <li>• Spelling patterns and conventions.</li> <li>• Planning and writing in a specific time.</li> <li>• Crafting writing by proof reading, editing and correcting.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• planning</li> <li>• timing</li> <li>• practice and reflect on own and each other’s performance</li> <li>• questioning.</li> </ul>
	<b>Autumn/Spring/Summer</b>		
<p><b>Level 1 and 2 Functional Skills English</b></p> <p>(Pupils work within one group with work target to individual needs. Pupils may progress from Level</p>	<p><b>Level 1</b></p> <p><b>Speaking, Listening and Communication</b> Pupils will learn to take full part in formal and informal discussions and exchanges that include unfamiliar subjects.</p> <p>1.1 Make relevant and extended contributions to discussions, allowing for and responding to others’ input</p> <p>1.2 Prepare for and contribute to the formal discussion of ideas and opinions</p> <p>1.3 Make different kinds of contributions to discussions</p> <p>1.4 Present information/points of view clearly and in appropriate language</p>		

1 to Level 2)

### **Reading**

Pupils will learn to read and understand a range of straightforward texts (in more than one type of text)

- 1 Identify the main points and ideas and how they are presented in a variety of texts
- 2.2 Read and understand texts in detail
- 2.3 Utilise information contained in texts
- 2.4 Identify suitable responses to texts

### **Writing**

Pupils will learn to write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- 3.1 Write clearly and coherently, including an appropriate level of detail
- 3.2 Present information in a logical sequence
- 3.3 Use language, format and structure suitable for purpose and audience
- 3.4 Use correct grammar, including correct and consistent use of tense
- 3.5 Ensure written work includes generally accurate punctuation and spelling and that meaning is clear

### **Level 2**

#### **Speaking, Listening and Communication**

Pupils will learn make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations

- 1.1 Consider complex information and give a relevant, cogent response in appropriate language
- 1.2 Present information and ideas clearly and persuasively to others
- 1.3 Adapt contributions to suit audience, purpose and situation
- 1.4 Make significant contributions to discussions, taking a range of roles and helping to move the discussion forward

### **Reading**

Pupils will learn to select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

- 2.1 Select and use different types of texts to obtain and utilise relevant information
- 2.2 Read and summarise, succinctly, information/ideas from different sources

	<p>2.3 Identify the purposes of texts and comment on how meaning is conveyed</p> <p>2.4 Detect point of view, implicit meaning and/or bias</p> <p>2.5 Analyse texts in relation to audience needs and consider suitable responses in three or more texts</p> <p><b>Writing</b> Pupils will learn to write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively</p> <p>3.1 Present information/ideas concisely, logically, and persuasively</p> <p>3.2 Present information on complex subjects clearly and concisely</p> <p>3.3 Use a range of writing styles for different purposes</p> <p>3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p> <p>3.5 Punctuate written text using commas, apostrophes and inverted commas accurately</p> <p>3.6 Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>		
	<p>Skills may include...</p> <ul style="list-style-type: none"> <li>• Formal /informal discussions</li> <li>• Making presentations</li> </ul>	<p>Skills may include...</p> <ul style="list-style-type: none"> <li>• Reading narrative (e.g. newspaper reports) and information texts (e.g. Letters, timetables, leaflets)</li> <li>• Using reading to solve problems</li> </ul>	<p>Skills may include...</p> <ul style="list-style-type: none"> <li>• Writing to inform, persuade and express ideas and opinions in functional contexts</li> </ul>
	<p>Autumn/Spring/Summer</p>		
<p>English Functional Skills Entry Level 2/3</p>	<p><b>Pupils work across all three strands throughout the year applying their learning to functional skills.</b></p> <p><b>Entry Level 2</b></p> <p><b>Speaking, Listening and Communication</b> Pupils will learn to participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p> <p>1.1 Identify the main points of short explanations and instructions</p>		

- 1.2 Make appropriate contributions that are clearly understood
- 1.3 Express simply feelings or opinions and understand those expressed by others
- 1.4 Communicate information so that the meaning is clear
- 1.5 Ask and respond to straightforward questions
- 1.6 Follow the gist of discussions

### **Reading**

Pupils will learn to read and understand short, simple texts that explain or recount information

- 2.1 Understand the main events in chronological texts
- 2.2 Read and understand simple instructions and directions
- 2.3 Read and understand high frequency words and words with common spelling patterns
- 2.4 Use knowledge of alphabetical order to locate information

### **Writing**

Pupils will learn to write short texts with some awareness of the intended audience

- 3.1 Use written words and phrases to record and present information
- 3.2 Construct compound sentences using common conjunctions
- 3.3 Punctuate correctly, using upper and lower case, full stops and questions marks
- 3.4 Spell correctly all high frequency words and words with common spelling patterns

### **Entry Level 3**

#### **Speaking, Listening and Communication**

Pupils will learn to respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges

- 1.1 Follow the main points of discussions
- 1.2 Use techniques to clarify and confirm understanding
- 1.3 Give own point of view and respond appropriately to others' point of view
- 1.4 Use appropriate language in formal discussions/exchanges
- 1.5 Make relevant contributions, allowing for and responding to others' input

#### **Reading**

Pupils will learn to read and understand the purpose and content of straightforward texts that explain, inform and recount information

	<p>2.1 Understand the main points of texts  2.2 Obtain specific information through detailed reading  2.3 Use organisational features to locate information  2.4 Read and understand texts in different formats using strategies/techniques appropriate to the task</p> <p><b>Writing</b>  Pupils will learn to write texts with some adaptation to the intended audience</p> <p>3.1 Plan, draft and organise writing  3.2 Sequence writing logically and clearly  3.3 Use basic grammar including appropriate verb-tense and subject/verb agreement  3.4 Check work for accuracy, including spelling</p>		
	<p>Skills may include...</p> <ul style="list-style-type: none"> <li>• Contributing to, and helping to produce a news sheet</li> <li>• Writing letters and emails</li> </ul>	<p>Skills may include...</p> <ul style="list-style-type: none"> <li>• Reading instructions (e.g. recipes) and directions</li> <li>• Reading adverts and job specifications</li> </ul>	<p>Skills may include...</p> <ul style="list-style-type: none"> <li>• Taking part in discussions with a group of familiar peers and adults e.g. planning a newsheet.</li> </ul>
<b>Subject</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Science</b>   Entry Level L1 /2   (Physics, Chemistry, Biology)</p>	<ul style="list-style-type: none"> <li>• Dead or alive (cells) – The study of the 7 life processes and animal cell structure.</li> <li>• Babies (reproduction) – The study of the reproductive system, pregnancy and cell division.</li> <li>• Control systems – The study of how your body controls blood sugar, temperature and water levels</li> <li>• Physical or chemical change – The study of the states of matter and changes of state.</li> <li>• Acids and alkalis – Study of</li> </ul>	<ul style="list-style-type: none"> <li>• Fooling your senses – The study of the 5 senses (hearing, touch, sight, smell and taste).</li> <li>• Gasping for breath – The study of the respiratory system and the negative effects of smoking.</li> <li>• Clean air and water – The study of the atmosphere and pollution.</li> <li>• Novel materials – The stuff of material properties including metal, non-metals, smart polymers and alloys</li> </ul>	<ul style="list-style-type: none"> <li>• Casualty - The study of the circulatory system, exercise and the impacts of smoking.</li> <li>• You can only have one life – look after it – The study of diet and the effects of drugs and alcohol on your body,</li> <li>• Body wars – The study of the immune system and how your body combats disease.</li> <li>• Sorting out – The study of the process of separation techniques including filtering, evaporating and chromatography.</li> </ul>

	<p>acids, alkalis the pH scale and neutralisation reactions.</p> <ul style="list-style-type: none"> <li>• Everything in its place – The study of the periodic table and its arrangement.</li> <li>• Getting the message - The study of digital and analogue waves and the uses of wireless technology</li> <li>• Full spectrum – Study of the electromagnetic spectrum with a focus on radio, microwave and infrared radiation.</li> <li>• Medical rays – Study of the electromagnetic spectrum with a focus on x-rays, ultraviolet rays and gamma rays.</li> </ul>	<ul style="list-style-type: none"> <li>• Hot stuff – The study of heat transfer including, conduction, convection and radiation.</li> <li>• Alternative energy – The study of the renewable forms of electricity production.</li> </ul>	<ul style="list-style-type: none"> <li>• Let's get together – The study of chemical bonding, atomic structure and electrolysis.</li> <li>• Heavy metal – The study of metal extraction and rusting.</li> <li>• Nuclear power – The study of the process of nuclear fission and environmental impacts of nuclear power.</li> <li>• Our electricity supply – The study of how to wire a plug and power station structure and functionality.</li> <li>• Attractive forces – The study of magnets and magnetic fields.</li> </ul>
<b>Subject</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Science</b>  BTEC L1 and 2 (Physics, Chemistry, Biology)	<b>Understanding Radiation</b> <ul style="list-style-type: none"> <li>• The study of the process of radioactive decay and how half-lives are related to this.</li> <li>• Investigate the 3 forms ionising radiation (alpha, beta and gamma), their uses and sources.</li> <li>• The process of nuclear fission and fusion and how they are controlled.</li> </ul> <b>Variation and Ecosystems</b> <ul style="list-style-type: none"> <li>• The study of the differences between genetic and</li> </ul>	<b>Chemical Reactions</b> <ul style="list-style-type: none"> <li>• Investigate the factors involved in the rate of chemical reactions.</li> <li>• Understand how to use chemical equations and how they can be used to summarise chemical reactions.</li> </ul> <b>Electrical energy and circuits.</b> <ul style="list-style-type: none"> <li>• Investigate how electrical energy is produced from</li> </ul>	<b>Human Health and Disease</b> <ul style="list-style-type: none"> <li>• Investigate the factors that affect human health, including lifestyle choices such as diet and exercise.</li> <li>• Investigate how different pathogens affect the body and how the body naturally defends against them</li> <li>• Study what measures can be taken to cure/prevent illnesses caused by pathogens.</li> </ul> <b>Human and Natural Environmental Impact</b>

	<p>environmental variation</p> <ul style="list-style-type: none"> <li>Relationships that different organisms have with each other and with their environment. Including feeding relationships, food webs, parasitic and mutually beneficial relationships.</li> </ul>	<p>different sources and how it can be transferred through the National Grid to homes and industry.</p> <ul style="list-style-type: none"> <li>Investigate the differences between series and parallel circuits.</li> <li>Study the relationship between voltage, current and resistance.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the natural factors that are affecting the Earth and its environment.</li> <li>Study the human activities that are affecting the Earth and its environment.</li> </ul>
<b>Subject</b>	Autumn Term	Spring Term	Summer Term
IT BTEC Level 1 and 2	<p><b>Using the internet</b></p> <ul style="list-style-type: none"> <li>How people connect to the internet, to view a website</li> <li>How people navigate through the internet to find and view a website</li> <li>How people can search the internet to find a website</li> <li>How people can communicate using the internet,</li> <li>And how people can stay safe when using the internet</li> </ul> <p><b>Presentation software</b></p> <ul style="list-style-type: none"> <li>How to plan and create interesting and purposeful presentations on digital media for a given audience</li> </ul>	<p><b>IT User fundamentals</b></p> <ul style="list-style-type: none"> <li>Learn how an IT system meets its users' needs</li> <li>Learn how to organise, store and find information</li> <li>Learn about safety and security when using IT</li> <li>Learn how to deal with IT system problems and maintain IT systems</li> </ul> <p><b>Spreadsheet software</b></p> <ul style="list-style-type: none"> <li>Use a spreadsheet to enter, edit and organise numerical and other data</li> <li>Use appropriate formulas and tools to summarise and display spreadsheet information</li> </ul>	<p><b>Desktop publishing</b></p> <ul style="list-style-type: none"> <li>Select and use appropriate designs and page layouts for publications</li> <li>Input and combine text and other information within publications</li> <li>Use desktop publishing software techniques to edit and format publications</li> </ul> <p><b>Word processing software</b></p> <p>Demonstrate a range of skills using specific software and produce a range of documents:</p> <ul style="list-style-type: none"> <li>be confident in using word processing software and entering information accurately</li> <li>Use templates to create documents like letters and leaflets</li> </ul>

		<ul style="list-style-type: none"> <li>Select and use appropriate tools and techniques to present spreadsheet information effectively</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the ability to structure information within documents including using tables and forms</li> <li>demonstrate the ability to use different tools and features within specific software accurately including formatting and editing work to meet the needs of the audience</li> </ul>
Subject	Autumn Term	Spring Term	Summer Term
PE Entry Level Certificate	<p><b>Fitness Tests – carried out at the beginning of every Half Term.</b></p> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>Continue working on basic skills, and combine to simulate game situations.</li> <li>Work out ways to improve performance, alone and in groups.</li> <li>Take part in a full game, as a player, coach, referee and spectator.</li> <li>Involve all team members, allowing for different skill levels.</li> <li>Know some rules/laws of the game to play in full version</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Follow AAA 5 star awards and select best events from results.</li> <li>Take turns to officiate i.e. judge, starter, measure, time.</li> </ul> <p>Work in pairs to evaluate and improve performance in field events</p>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Continue working on basic skills, and combine to simulate game situations.</li> <li>Work out ways to improve performance, alone and in groups.</li> <li>Take part in a full game, as a player, coach, referee and spectator.</li> <li>Involve all team members, allowing for different skill levels.</li> <li>Know some rules/laws of the game to play in full version</li> </ul> <p><b>Leisure Walks</b></p> <ul style="list-style-type: none"> <li>Participate in sustained physical activity, starting with short distances;</li> <li>Attempt longer walks</li> <li>Work out ways to improve performance, alone and in groups.</li> <li>Participate in sustained physical activity, starting at own level;</li> </ul>	<p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>Continue working on basic skills, and combine to simulate game situations.</li> <li>Work out ways to improve performance, alone and in groups.</li> <li>Take part in a full game, as a player, coach, referee and spectator.</li> <li>Learn defensive techniques when batting and fielding.</li> <li>Involve all team members, allowing for different skill levels.</li> <li>Know some rules/laws of the game to play in full version.</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>Continue working on basic skills, and combine to simulate game situations.</li> <li>Work out ways to improve performance, alone and in groups.</li> <li>Take part in a full game, as a player, coach, referee and spectator.</li> </ul>

	<p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Refine basic skills through simulated game situations;</li> <li>• Work in groups - different competitions, doubles;</li> <li>• Refine tactical awareness by concentrating on positional play, and learning rules/restrictions associated with the game;</li> </ul> <p>Play attacking/defensive shots appropriately in a game.</p>	<ul style="list-style-type: none"> <li>• Attempt exercises according to ability, and set own targets to improve performance</li> </ul> <p><b>Swimming – every term where possible.</b></p> <ul style="list-style-type: none"> <li>• Water confidence;</li> <li>• Stroke technique;</li> <li>• Starts and finishes of races:</li> <li>• Rules of the pool;</li> <li>• Distance swim.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn defensive techniques when batting and fielding.</li> <li>• Involve all team members, allowing for different skill levels.</li> <li>• Know some rules/laws of the game to play in full version.</li> </ul>
<b>Subject</b>	Autumn Term	Spring Term	Summer Term
<b>PHSE</b>	<p>Pupils will be taught aspects of the following topics under the titles of developing confidence and responsibility, making the most of your abilities and knowledge and understanding about becoming informed citizens: -</p> <ul style="list-style-type: none"> <li>• self esteem</li> <li>• democracy and human rights</li> <li>• co-operating</li> <li>• decision making and voting</li> <li>• planning the future</li> <li>• relationships</li> <li>• safe relationships and lifestyles</li> <li>• Sexual health</li> <li>• relationships and divorce</li> <li>• pregnancy and birth</li> <li>• sexuality and enjoyment</li> </ul>	<p>Pupils will be taught aspects of the following topics under the titles of developing safer, healthier lifestyles and developing relationships and respecting the differences between people: -</p> <ul style="list-style-type: none"> <li>• changes in the community</li> <li>• rights in the community</li> <li>• taking responsibility for employment</li> <li>• accessing the community</li> <li>• banks and saving</li> <li>• raising money for charity</li> <li>• stereotypes</li> <li>• ethnic diversity</li> <li>• crisis and response</li> </ul>	<p>Pupils will be taught aspects of the following topics under the titles of sex and relationship education: -</p> <ul style="list-style-type: none"> <li>• the media</li> <li>• communicating about feelings and relationships</li> <li>• leisure and relaxation</li> <li>• personal care and hygiene</li> <li>• drugs awareness</li> <li>• healthy eating</li> <li>• exercise for life</li> <li>• understanding my bodily needs</li> <li>• teenage pregnancy</li> <li>• preparing for the future-college and beyond</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Careers Education and Guidance	<ul style="list-style-type: none"> <li>• what will I learn about in Careers education and guidance?</li> <li>• transition and change</li> <li>• what am I like? My skills and qualities</li> <li>• the value of learning</li> </ul>	<ul style="list-style-type: none"> <li>• the world of work- a closer look</li> <li>• how do people deal with problems at work?</li> <li>• Investigating Post 16 options</li> </ul>	<ul style="list-style-type: none"> <li>• making effective applications</li> <li>• managing post16 decisions and transitions</li> <li>• how can work experience help me?</li> <li>• Year11 work experience</li> </ul>
Subject	Autumn Term	Spring Term	Summer Term
Art GCSE	<p>All Students follow the OCR GCSE Art and Design qualification. Pupils are given the opportunity to:</p> <ul style="list-style-type: none"> <li>• discuss the work of different artists, use different techniques to produce work in the style of a wide variety of artists and designers. British art is promoted in all year groups</li> <li>• question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others.</li> <li>• work independently following a theme of their choice; enabling them to develop their self-esteem through a variety of tasks. Pupils are supported to share ideas and select and use a variety of resources.</li> <li>• Be actively involved in peer-assessment and encouraged to support each other.</li> </ul>		
<p><b>Critical and contextual studies</b></p> <ul style="list-style-type: none"> <li>• Museum/ Gallery visits</li> <li>• Artistic movements</li> <li>• Researching the work of different artists</li> <li>• Popular culture</li> <li>• Purpose, function and intention of art</li> <li>• 3D design</li> <li>• Media, Materials, techniques, processes and technologies</li> <li>• Ceramics and product</li> </ul>		<p><b>Drawing and painting</b></p> <ul style="list-style-type: none"> <li>• Choosing a theme/Inspiration</li> <li>• Drawing and painting techniques</li> <li>• Observational drawing</li> <li>• Natural forms</li> </ul> <p><b>Sketchbook work</b></p> <ul style="list-style-type: none"> <li>• Layout, Annotation and presentation</li> </ul> <p><b>Photography</b></p>	<p><b>Exam preparation</b> (year 11 only)</p> <ul style="list-style-type: none"> <li>• Research and preparation for exam</li> <li>• Entry Level/GCSE art exams</li> <li>• Completing work in portfolio</li> <li>• Mounting work</li> <li>• Displaying work.</li> </ul> <p><b>Mixed Media</b></p> <ul style="list-style-type: none"> <li>• Collage</li> <li>• Montage</li> <li>• Modern art</li> <li>• Use of materials</li> </ul>

	<ul style="list-style-type: none"> <li>design</li> <li>• Design for purpose</li> <li>• 3D pictures- decoupage</li> </ul>	<ul style="list-style-type: none"> <li>• Photography as a form of recording</li> <li>• Paint.net- image manipulation</li> </ul>	Self-evaluation
--	--	---	-----------------

### Options

All students can choose between Entry Level History **or** Performing Arts  
**and one of the following...**

Level 1 Sports Leaders Award **or** Food Technology (Entry Level 3 –Level 2) **or** Resistant Materials (GCSE)

Subject	Autumn Term	Spring Term	Summer Term
Entry Level History	<p><b>Britain at War: World War 1</b></p> <p>1914-1918</p> <ul style="list-style-type: none"> <li>• Start of the war and the dispatch of the BEF</li> <li>• Why the Schlieffen Plan failed</li> <li>• British forces on the Western Front 1914- 1918, trench life</li> <li>• The home front and the importance of women</li> <li>• Recruitment – volunteers, conscription in 1916</li> <li>• Rationing</li> <li>• WW1 weapons, gas &amp; tanks</li> <li>• Battle of the Somme</li> <li>• Propaganda and censorship</li> <li>• Failure of Ludendorff's Offensive in 1918</li> <li>• End of WW1</li> <li>• Supporting film – War Horse</li> </ul>	<p><b>Britain at War: World War 2</b></p> <p>1939-1945</p> <ul style="list-style-type: none"> <li>• Treaty of Versailles</li> <li>• Start of WW2</li> <li>• Dunkirk 1940</li> <li>• Battle of Britain 1940</li> <li>• Evacuation and Air raid shelters</li> <li>• The Blitz 1940-1941</li> <li>• Pearl harbour 1941</li> <li>• Rationing</li> <li>• The home Front</li> <li>• D-Day 1944</li> <li>• End of WW2</li> </ul>	<p><b>Alexander Graham Bell</b></p> <p>(1847-1922)</p> <ul style="list-style-type: none"> <li>• Early life</li> <li>• Inventions</li> <li>• What changed as a result of his inventions?</li> <li>• Why was he so important?</li> </ul>
Subject	Autumn Term	Spring Term	Summer Term

<p><b>Drama</b></p> <p>Creative Pathway Entry 3 Aim Awards</p>	<p><b>Basic Performance Skills</b></p> <p>1. Know about performance skills 1.1. Identify the skills needed to perform 2. Be able to take a role in preparing for a performance 2.1. Rehearse a performance and/or production role 2.2. Work collaboratively with others 3. Be able to perform for an audience 3.1. Carry out own role with focus and commitment 3.2. Use performing space appropriately 3.3. Follow Health and Safety procedures</p>	<p><b>Electronic Music Production</b></p> <p>1. Know about a style of music 1.1. Identify key features of a chosen style of music 1.2. List key artists for a chosen style of music 2. Be able to use music production software 2.1. Use music loops in a sequence 2.2. Edit a region in a sequence 2.3. Apply simple effects 3. Be able to create a piece of music 3.1. Create original musical ideas for a chosen style of music 3.2. Create an original sequence of music from musical ideas 1. Be able to use video hardware and software to capture sequences</p>	<p><b>Video Production Skills.</b></p> <p>1.1. Identify the input device and associated software to use 1.2. Use the input device and built-in video software to record information to meet agreed needs 2. Be able to use video software tools to edit sequences 2.1. Identify the video software editing software to use 2.2. Cut and paste short sequences to meet needs 2.3. Respond to common problems with video sequences 2.4. State copyright constraints on using others' information 3. Be able to play and present video sequences 3.1. Select video software to playback and display video sequences 3.2. Use appropriate device to playback and display video sequences</p>
<p><b>Subject</b></p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p><b>Design Technology</b> GCSE(Resistant Materials)</p> <p>Year 10 Students are following the new 9-1 Edexcel GCSE Qualification</p>	<ul style="list-style-type: none"> <li>• Design brief – To design and make a product to store personal items</li> <li>• Task analysis- Analyse brief and brain storm needs and wants of design.</li> <li>• Research-</li> <li>• Existing products</li> <li>• Product analysis- ACCESS FMM</li> <li>• Market research (questionnaires)</li> </ul>	<ul style="list-style-type: none"> <li>• Initial ideas- Using Isometric Drawing Techniques and 'Sketchup'</li> <li>• Development- Development is used to produce a final design,</li> <li>• Final design idea- Final design proposal includes technical details of all materials and/or component parts, processes and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Design Folder</li> <li>• Mock Exam (Year 10)</li> <li>• Mini Make project (acrylic phone holder)</li> </ul>

	<ul style="list-style-type: none"> <li>• Specification- Write a list of design requirements based on the outcome of research</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling and Evaluation</li> </ul>	
<p><b>Design Technology GCSE</b></p> <p>Year 11 Students are following the Edexcel GCSE qualification</p>	<ul style="list-style-type: none"> <li>• Production techniques- one off, Batch, mass manufacture.</li> <li>• Materials- function, sustainability, properties</li> <li>• Modelling- Making a card model of intended design proposal. Testing its effectiveness</li> <li>• Development of intended design- Use model to make any improvements to primary design.</li> <li>• Gantt diagrams- Planning ahead Managing time.</li> <li>▪ Health and safety in the workshop</li> <li>• Measuring and marking out: Process, equipment, accuracy. Problem solving.</li> <li>• Cutting out- Process, equipment, accuracy. Problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Joining- Processes, equipment, accuracy. Problem solving.</li> <li>• Finishing- Looking at different finishes that can be applied and fixtures and fittings</li> </ul> <p>Evaluation- Discuss what works/Does not work suggest possible improvements</p>	<ul style="list-style-type: none"> <li>• Complete all written and practical work</li> <li>• Exam Preparation and revision Written Exam (Year 11)</li> </ul>
<b>Subject</b>	<b>Autumn Term</b>	<b>Spring Term/Summer Term</b>	
<p><b>Food Technology</b></p> <p>During the Autumn term pupils work towards the Level 1 BTEC Jamie Oliver qualification.</p>	<p>INTRODUCTION TO THE COURSE STRUCTURE AND LEARNER RECORD.</p> <p>Pupils work on a range of units including</p>	<p>AT the beginning of the Spring term pupils explore CULTURAL FOODS, PRESENTATION AND SEASONINGS leading to their end of Level 1 Practical and Assessment.</p> <p>Pupils work on a range of units including</p>	

<p>In the spring term pupils progress to Level 2 if they are ready.</p>	<ul style="list-style-type: none"> <li>• THE VALUE OF BREAKFAST. METHODS OF COOKING AND SKILLS DEVELOPMENT</li> <li>• LUNCHES AND LEFT OVERS- SANDWICH MAKING. FILLING COMBINATIONS (buffet foods)</li> <li>• KNIFE SAFETY /TYPES</li> <li>• THE VALUE OF VEGETABLES – UNDERSTANDING THE KEY ELEMENTS OF SOUPS – BASIC RAGU,</li> <li>• SERVING A MEAL, TIMING, AWARENESS OF BACTERIA</li> </ul> <p>The course combines theory and practical element linked to the development of skills (e.g. cutting, chopping, stewing, baking, peeling)</p>	<ul style="list-style-type: none"> <li>• THE USE OF DRESSINGS AND SEASONING IN MEALS</li> <li>• HOW TO BALANCE A FOOD</li> <li>• QUICK COOKED MEAT</li> <li>• BARBEQUE SEASON</li> <li>• BASIC MINCE COOKERY</li> <li>• CAKE MAKING</li> </ul> <p>The course combines theory and practical elements (including assessment) linked to the development of skills (e.g. frying, skewering, shaping, mixing, weighing, measuring, baking)</p>
---	---	---

**Vocational Options**

All students are able to choose one of the following

Entry Level Horticulture or Entry Level Vehicle Maintenance or Level 1 Creative Media or BTEC Jamie Oliver Home Cooking Horticulture or Design Technology (Textiles)

Subject	Autumn Term	Spring Term	Summer Term
<p>Vocational Media Aim Awards</p>	<p>Film Production Skills Unit Level: Entry 31. Know about job roles in film production</p> <p>2. Be able to create a storyboard 3. Be able to select audio for a short</p>	<p>Digital Photography Entry 3</p> <p>1. Know about digital cameras 2. Be able to use a digital camera 3. Be able to use software to</p>	<p>Film Production Skills Unit Level: One</p> <p>1. Know about job roles in film production 2. Be able to create a storyboard</p>

	<p>film</p> <ol style="list-style-type: none"> <li>4. Be able to create a short film</li> <li>5. Be able to present a short film</li> <li>6. Be able to review own performance</li> </ol>	<p>organise digital photos</p> <ol style="list-style-type: none"> <li>4. Be able to edit digital photos</li> <li>5.</li> <li>5. Be able to share digital photos with others.</li> </ol>	<ol style="list-style-type: none"> <li>3. Be able to select audio for a short film</li> <li>4. Be able to create a short film</li> <li>5. Be able to edit a short film</li> <li>6. Be able to present a short film</li> <li>7. Be able to review own performance.</li> </ol>
<b>Subject</b>	<b>Autumn Term</b>	<b>Spring Term/Summer Term</b>	
<p><b>Food Technology</b></p> <p>During the Autumn term pupils work towards the Level 1 BTEch Jamie Oliver qualification.</p> <p>In the spring term pupils progress to Level 2 if they are ready.</p>	<p><b>INTRODUCTION TO THE COURSE STRUCTURE AND LEARNER RECORD.</b></p> <p>Pupils work on a range of units including</p> <ul style="list-style-type: none"> <li>• THE VALUE OF BREAKFAST. METHODS OF COOKING AND SKILLS DEVELOPMENT</li> <li>• LUNCHESES AND LEFT OVERS- SANDWICH MAKING. FILLING COMBINATIONS (buffet foods)</li> <li>• KNIFE SAFETY /TYPES</li> <li>• THE VALUE OF VEGETABLES – UNDERSTANDING THE KEY ELEMENTS OF SOUPS – BASIC RAGU,</li> <li>• SERVING A MEAL, TIMING, AWARENESS OF BACTERIA</li> </ul> <p>The course combines theory and practical element linked to the development of skills (e.g. cutting,</p>	<p>AT the beginning of the Spring term pupils explore CULTURAL FOODS, PRESENTATION AND SEASONINGS leading to their end of Level 1 Practical and Assessment.</p> <p>Pupils work on a range of units including</p> <ul style="list-style-type: none"> <li>• THE USE OF DRESSINGS AND SEASONING IN MEALS</li> <li>• HOW TO BALANCE A FOOD</li> <li>• QUICK COOKED MEAT</li> <li>• BARBEQUE SEASON</li> <li>• BASIC MINCE COOKERY</li> <li>• CAKE MAKING</li> </ul> <p>The course combines theory and practical elements (including assessment) linked to the development of skills (e.g. frying, skewering, shaping, mixing, weighing, measuring, baking)</p>	

	chopping, stewing, baking, peeling)	
Subject	Autumn Term	Spring Term/Summer Term
Design Technology GCSE (Textiles)	<p><b>Unit Title: Basic Craft Skills</b></p> <p><b>Know about health and safety</b></p> <p>1.1. Identify health and safety rules for the workshop</p> <p>1.2. Use materials and tools safely</p> <p><b>Be able to explore materials and tools for craft activity</b></p> <p>2.1. Use basic tools to achieve effects</p> <p>2.2. Experiment with chosen materials</p> <p>2.3. Comment on the usefulness and effectiveness of the outcomes of using different tools and materials</p> <p><b>Be able to plan for a craft activity</b></p> <p>3.1. Identify a source of ideas for craft activity</p> <p>3.2. Outline a plan for the chosen activity</p> <p>3.3. Identify stages in the activity</p> <p>3.4. State tasks and list materials and tools needed for each</p> <p><b>Be able to carry out a craft activity</b></p> <p>4.1. Select a creative activity to carry out</p>	<p><b>Unit Title: Garment Construction Skills</b></p> <p><b>Know about sewing equipment</b></p> <p>1.1. Identify different types of sewing equipment</p> <p>1.2. State how the identified sewing equipment is used</p> <p>1.3. Identify parts of sewing machine</p> <p>1.4. Use a sewing machine</p> <p><b>Be able to follow safe working practices</b></p> <p>2.1. Calculate the quantities of material needed to construct a garment</p> <p>2.2. Use skills to construct a garment</p> <p>2.3. Identify the need for:</p> <p>(a) darts</p> <p>(b) openings</p> <p>(c) facings</p> <p>2.4. Identify possible consequences of:</p> <p>(a) poor preparation</p> <p>(b) poor cutting /poor marking</p> <p><b>Be able to follow safe working practices</b></p> <p>3.1. Use equipment safely</p> <p>3.2. Conduct self safely in work study area</p> <p>3.3. Follow Health and Safety rules and procedures</p>

	<p>4.2. Carry out the chosen activity, noting at each stage any amendment to the plan</p> <p><b>Be able to reflect on own work</b></p> <p>5.1. State what they felt was successful, during the creative activity</p> <p>5.2. Outline any development and/or improvement that they would make when repeating the activity</p>		
Subject	Autumn Term	Spring Term	Summer Term
Horticulture Entry Level	<ul style="list-style-type: none"> <li>• Personal health and safety (includes seasonal variation such as slippery leaves)</li> <li>• Handling tools (includes seasonal variation such as leaf rake)</li> <li>• Watering (includes seasonal plant variation)</li> <li>• Feeding (includes seasonal plant variation)</li> <li>• Weeding (includes seasonal plant variation)</li> <li>• Pruning (includes seasonal plant variation)</li> <li>• Propagation (includes seasonal plant variation)</li> <li>• Sowing seeds (includes seasonal plant variation)</li> <li>• Harvesting (includes seasonal plant variation)</li> <li>• Composting (includes seasonal plant variation)</li> <li>• Recycling (includes seasonal</li> </ul>	<ul style="list-style-type: none"> <li>• Personal health and safety (includes</li> <li>• seasonal variation such as ice, snow and hypothermia)</li> <li>• Handling tools includes seasonal variation such as snow shovel)</li> <li>• Watering (includes seasonal plant variation)</li> <li>• Feeding (includes seasonal plant variation)</li> <li>• Weeding (includes seasonal plant variation)</li> <li>• Pruning (includes seasonal plant variation)</li> <li>• Propagation (includes seasonal plant variation)</li> <li>• Sowing seeds (includes seasonal plant variation)</li> <li>• Harvesting (includes seasonal plant variation)</li> <li>• Composting (includes seasonal plant variation)</li> </ul>	<ul style="list-style-type: none"> <li>• Personal health and safety (includes seasonal variation such as heatstroke and sunburn)</li> <li>• Handling tools includes seasonal variation such as lawn mower)</li> <li>• Watering (includes seasonal plant variation)</li> <li>• Feeding (includes seasonal plant variation)</li> <li>• Weeding (includes seasonal plant variation)</li> <li>• Pruning (includes seasonal plant variation)</li> <li>• Sowing seeds (includes seasonal plant variation)</li> <li>• Harvesting (includes seasonal plant variation)</li> <li>• Composting (includes seasonal plant variation)</li> <li>• Recycling (includes seasonal variation)</li> <li>• Cleaning and maintenance</li> </ul>

	<ul style="list-style-type: none"> <li>variation)</li> <li>• Cleaning and maintenance (includes seasonal variation)</li> <li>• Identifying bugs and garden wildlife</li> <li>• Where in the world sensory session (touching, smelling and tasting different seasonal fruit and vegetables from around the world)</li> <li>• Making Halloween pumpkins</li> <li>• Making Christmas wreaths</li> </ul> <p>Making Christmas reindeer</p>	<ul style="list-style-type: none"> <li>• Recycling (includes seasonal variation)</li> <li>• Cleaning and maintenance (includes seasonal variation)</li> <li>• Identifying bugs and garden wildlife</li> <li>• Where in the world sensory session (touching, smelling and tasting different seasonal fruit and vegetables from around the world)</li> <li>• Making Easter bonnets</li> <li>• Visit to a garden centre</li> <li>• Visit to a garden</li> </ul>	<p>(includes seasonal variation)</p> <ul style="list-style-type: none"> <li>• Identifying bugs and garden wildlife</li> <li>• Where in the world sensory session (touching, smelling and tasting different seasonal fruit and vegetables from around the world)</li> <li>• Making hanging baskets</li> <li>• Plant sale</li> <li>• Visit to a flower show</li> </ul>
<p>Tasks that can be done throughout the year:</p> <ul style="list-style-type: none"> <li>• Building a bottle greenhouse</li> <li>• Building a bug house</li> <li>• Making a scarecrow</li> <li>• Making borders and beds</li> </ul>			
<p><b>Motor Vehicle Maintenance</b></p>	<ul style="list-style-type: none"> <li>• Valeting a Car Interior</li> <li>• Washing a Car Exterior</li> <li>• Wax and Polish a Car Exterior</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic cycle check</li> <li>• Remove and replace cycle saddles, seat posts and handlebars</li> <li>• Remove and replace cycle wheels, tyres and inner tubes</li> <li>• Lubricate and tension a single speed cycle chain</li> <li>• Repair a cycle puncture</li> <li>• Remove and replace a cycle rim brake assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Using tools and equipment safely</li> <li>• Identification of Basic External and Internal car parts</li> <li>• Car Tyre Pressure and Tread</li> <li>• Routine Braking system checks</li> <li>• Checking and Maintaining Fluid Levels on a Car</li> </ul>
<p>Motor Vehicle Workshop Tools and Equipment Tools, Equipment and Materials for Vehicle Maintenance</p>			

Subject	Autumn Term	Spring Term	Summer Term
Sports Leader Award	Students develop leadership skills through a mixture of practical and classroom based learning. They become able to lead and assist in the delivery of sport and physical activity sessions. Lessons include “What makes a good leader?”, “How to effectively work in a team” and “How to become a good leader”		