KS4 Animal Care Curriculum Overview

Subject Intentions:

- **To develop inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance, particularly with regard to animals;**
- **To instil a belief that all students can achieve and ensure students recognise the value these skills may hold for them in careers beyond school, particularly in the animal sector.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Unit 1: Animal Health**	**Unit 2: Animal Handling**	**Unit 3: Animal Welfare**	**Unit 5: Principles of Animal Behaviour**	**CCT Capabilities**

Unit 1: Animal Health	**Unit 5: Principles of Animal Behaviour**	• Understand the essential signs of good and ill health in animals
		  • Understand common diseases, their causes, transmission and treatment
		  • Understand the signs, symptoms, prevention and treatment of common parasites.
			• Demonstrate safe handling and restraint techniques used with animals.
			  • Understand safe handling and restraint techniques
			• Understand safe handling and restraint techniques.
				• Understand the responsibilities involved in caring for animals.
				• Monitor and record the behaviour of a range of animals.
				• Understand animal welfare and legislation
				• Understand the different roles of animals and animal-related organisations in society
				• Understand the different roles of animals and animal-related organisations in society.
					• Understand the influence of enrichment on animal behaviour
					• Know what indicates behaviour patterns in animals.
						Persistence
						Self-Discipline
						Empathy
						Collaboration
						Inquiry
						Imagination
						
						This qualification provides opportunities for learners to progress to either academic or more specialised vocational pathways; support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study, and personal, learning and thinking skills.

Unit 2: Animal Handling	**Unit 3: Animal Welfare**					

Literacy and Numeracy:	**Links to Careers, RSE and/or Further Study:**
Functional Maths Data Collection Production of tables and graphs during health checks and observations. Simple calculations when measuring feed for groups and individuals.	**Upon successful completion of this qualification, learners could progress onto further study in a related area, for example, the BTEC Level 3 Nationals in Animal Management, or more broadly to other land-based subjects at Level 3.** **Learners will study animal health, which is externally assessed via a written paper-based exam, as this knowledge and understanding is essential when caring for animals. Learners will also develop their safe animal handling skills, which is vital in order to effectively care for animals.** **The course will provide an excellent starting point to branch into a wide range of careers such as Vet, Veterinary Nurse, Police / Army Dog Handler, Zoo Keeper, Marine Biologist, Farm Worker.**

KS4 Art Curriculum Overview

Subject Intentions:

- **To be sustained in making creative responses appropriate to a theme, and curious and experimental within a broad range of media and artistic styles.**
- **To develop coherent cultural and social reference within visual responses.**
- **To embrace and explore local community and wider world opportunities through exhibiting work and viewing the work of other practitioners.**

Implementation:

Year 10	Year 11	AO1 Critical Understanding:	AO2 Creative Making:	AO3 Reflective Recording:	AO4 Personal presentation.	CCT Capabilities
Skills workshops to develop skills and understanding of different techniques and processes.	**Development of specialist topic, artists of influence, new idea from previous sketchbook work.**	• Develop ideas through investigations, demonstrating critical understanding of sources. • Responding to the work of an artist using style and method to reflect knowledge and understanding. • Ideas are developed with competent and detailed reference to contextual sources with evidence of effective investigation. • Critical sources are used to appropriately develop and refine ideas.	• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Refinement is developed with perceptive selection and use of media, materials, techniques and processes. • In-depth evidence of the exploration of work as it develops	• Record ideas, observations and insights relevant to intentions as work progresses. • Confident recording of ideas, observations and insights showing fully developed links to intention. • Confident ability to reflect on work and progress	• Present a personal and meaningful response that realises intentions and demonstrated understanding of visual language. • Create personal responses with confident realisation of intentions. • Understanding of visual language, applying formal elements	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Portfolio Artist research, analysis, critical response and comparison.	**Final ideas realised during a 10 hour art exam this half term.**					
Development based on mixed media experiments and artists influence.	**Exam paper handed out first lesson back in January. Pupils choose one question and reate a sketchbook of ideas, research and development in preparation for the exam.**					
Develop a range of designs based on artists of influence, new ideas and previous sketchbook work.	**Final ideas realised during a 10 hour art exam this half term.**					
Plan for outcome. Develop 2D or 3D outcome using chosen media. Evaluate outcome.	**Refinement of portfolio one – mixed media and artist studies.**					
Pupils focus on an area they would like to develop that will turn into their specialist topic.	**Refinement of portfolio one – mixed media and artist studies.**					

Literacy and Numeracy:		Links to Careers, RSE and/or Further Study:
Numeracy – Using And understanding pencil grades. Measuring & drawing grids. Perspective and proportion.	Use of AFL sheets and written objectives and frameworks / outcomes. Subject specific terminology. Critical analysis linked to artist studies and evaluation of own work.	Social – Critical analysis on the impact that artworks and artists have on social settings / develop and exhibit artwork. Moral – Ethical making & sustainable materials discussed and researched throughout projects. Spiritual – Looking at and critically discussing art work, meanings and patterns of different cultures and art movements. Cultural – Investigating different cultures, features and mark making. Social awareness and contribution towards local and wider community initiatives and projects. Career Links – Year 10 students will be involved in local and wider community projects and initiatives that will involve exhibitions, guest speakers, workshops and visits. All students are encouraged to make creative career links throughout each topic and track their knowledge and understanding of the creative careers industry through a series of set tasks and outcomes that informs work as it progresses.

KS4 Computer Science Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy Computer Science, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:

Year 10	Year 11
• Introduction to course • SLR 1.1 Systems architecture • SLR 1.2 Memory	• SLR 2.1 Algorithms Plus 1 dedicated programming lesson
• SLR 1.3 Storage • SLR 1.4 Wired and wireless networks • Plus 3 dedicated programming lessons	• SLR 2.2 Programming techniques • SLR 2.3 Producing robust programs
• SLR 1.5 Network topologies, protocols and layers • Plus 4 dedicated programming lessons	• SLR 2.4 Computational logic • SLR 2.5 Translators and facilities of languages • SLR 2.6 Data representation
• SLR 1.6 System security • SLR 1.7 Systems software	• SLR 2.6 Data representation (cont.) • Revision
• SLR 1.8 Ethical, legal, cultural and environmental concerns • Plus 2 dedicated programming lessons	
• Extended programming practice 20 hours project	

Implementation:

Computer Systems	Computational Thinking and Algorithms	Programming	CCT Capabilities
Understand what the CPU of a computer does. Know what is meant by the term: 'embedded system' Know the difference between RAM and ROM. Understand the need for virtual memory Understand the purpose of flash memory. Know what data capacity means Know the different types of networks: LAN and WAN Know the hardware needed to connect a LAN. Understand what the internet actually is. Understand the different forms of attack to computer systems. Know the purpose and functionality of systems software. Know a range of things to consider beyond development when implementing new computer systems such as laws and ethics and cultural issues and the environment	• Know what is meant by the term 'abstraction'. • Know what is meant by the term 'abstraction'. • Understand how to solve computational problems by applying algorithmic thinking • Understand the linear search algorithm. • Understand the binary search algorithm. • Understand the bubble sort algorithm. • Understand the merge sort algorithm. • Know the flow diagram symbols. • Know that flow diagrams are also called flowcharts. • Know how to make a flow diagram. • Understand how to construct a program from a flow diagram. • Know what is meant by the term pseudocode. • Understand how to write pseudocode	Understand how to output text strings Understand how to input strings and numbers into variables Understand string manipulation functions Understand how to use selection statements Understand how to use arithmetic operations and random numbers Understand counter controlled iterations Understand condition controlled iterations Understand subroutines, procedures and functions Understand arrays and lists Understand serial files How to handle exceptions for validation	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**

Literacy and Numeracy:

Binary and Hexadecimal number systems Solving mathematical problems though programming	Creating products fit for purpose and audience Self and peer evaluation

Links to Careers, RSE and/or Further Study:

- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns
- **CAREERS**:- software developer, cyber-crime prevention, Games Developer, IT Technician, Database Administrator, Systems Analyst, Information Security Analyst, Web Developer, IT Project Manager, Network Architect

Construction Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To ensure all learners are involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.**

<table>
<tr><td colspan="2">Implementation:</td><td colspan="4">Implementation:</td></tr>
<tr><td>Year 10</td><td>Year 11</td><td>Safety and security in construction</td><td>Practical construction skills</td><td>Planning construction projects</td><td>CCT Capabilities</td></tr>
<tr><td>Safety and security in construction</td><td>Planning construction projects</td><td rowspan="2">LO1 Know health and safety legal requirements for working in the construction industry

LO2 Understand risks to health and safety in different situations

LO3 Understand how to minimise risks to health and safety

LO4 Know how risks to security are minimised in construction</td><td rowspan="2">LO1 Be able to interpret technical information

LO2 Know preparation requirements for construction tasks

LO3 Be able to use construction processes in completion of construction tasks</td><td rowspan="2">LO1 Know job roles involved in realising construction and built environment projects

LO2 Understand how built environment development projects are realised

LO3 Be able to plan built environment development projects</td><td rowspan="2">Persistence
Self-Discipline
Empathy
Collaboration
Inquiry
Imagination</td></tr>
<tr><td colspan="2">Practical construction skills</td></tr>
<tr><td colspan="2">Literacy and Numeracy:</td><td colspan="4">Links to Careers, RSE and/or Further Study:</td></tr>
<tr><td>Extended writing skills
Grammar and punctuation
Reading for information
Report writing
Evaluation</td><td>Extended writing skills
Grammar and punctuation
Reading for information
Report writing
Evaluation</td><td colspan="4">Level 3 Construction Management
Modern Apprenticeships</td></tr>
</table>

BTEC CPLD Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To ensure students recognise the value the skills and knowledge in CPLD and can apply these in their life beyond school; personally or professionally**

Implementation:		**Implementation:**			
Year 10	**Year 11**	**Unit 1**	**Unit 2**	**Unit 3**	**CCT Capabilities**
Unit 1: Patterns of child development	**Unit 3: The Principles of Early Years Practice**	• Identify key aspects of children's growth and the factors that affect it • Understand what development is and explain the different areas. • Describe the links between areas of development • Understand and identify the characteristics of children's; development from birth to eight years. • Describe how adults in yearly years settings can support children's' development	• Describe and explain how children play at each age range • Describe and explain how adults support play • Evaluate support provided by adults in an early years setting • Understand how play opportunities support development • Investigate the value of play opportunities on children's development • Understand how play is structured in early years settings	• Identify the importance of inclusive practice in early years • Explore ways in which early years settings implement inclusive practice • Understand how children are empowered in earl years • Assess how successful a range of approaches are to empower children • Understand the key person approach • Describe how the key person approach supports learning and development • Evaluate the value of the key person approach	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Unit 2: : Promoting Children's Development Through Play					
Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**			
Subject specific language and development. Writing and presentation of assignments and case studies.		L1 Diploma in caring for children, BTEC early years level 3. Foundation learning for any careers in early years education or care.			

KS4 Drama Curriculum Overview

Subject Intentions:

- **To develop confident performers and designers who have knowledge and understanding of how their choices can impact a piece of drama and its audience.**
- **To develop collaborative learners who can think analytically and evaluate effectively, whether considering their own work or the work of others.**
- **To provide students with a toolkit of transferrable skills that are applicable to their studies and the workplace, whatever the future holds for them.**

Implementation:		**Implementation:**			
Year 10	**Year 11**	**Create and develop ideas to communicate meaning for theatrical performance**	**Apply theatrical skills to realise artistic intentions in live performance**	**Demonstrate knowledge and understanding of how drama and theatre is developed and performed**	**Analyse and evaluate their own work and the work of others**
Introduction to Drama: building confidence and key Drama skills	**Devising from a stimulus: introducing the real C2 examined performance**	• Carry out independent and relevant research which will inform their performance • Develop their own ideas using suggestions and techniques of their own, suggested by peers and as directed by the teacher • Work collaboratively to generate, develop and communicate ideas • Rehearse, refine and amend their work in progress by being open to change and challenge	• Create and communicate meaning through the use of performance or design skills • Realise their artistic intention in devised drama • Realise the playwright's intentions in scripted drama • Contribute as an individual to the performance of devised or text-based drama in a live theatre context for an audience • Commit dialogue to memory • Interpret or create and perform a character as appropriate to the demands of the performance • Develop a range of physical and vocal skills and techniques (or a range of skills within a technical area such as costume or set design) and apply them to create a performance • Develop an appropriate performer/audience relationship and ensure sustained engagement throughout the performance	• Interpret a text and its context, themes, characters and plot and evidence this understanding through performance, design or written exam responses • Adopt safe working practices • Apply knowledge and understanding when making, performing and responding to drama • Explore performance texts, understanding their social, cultural and historic context, including the theatrical conventions of the period in which they were created • Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice	Analyse and evaluate their own process of creating drama by identifying their strengths and areas for development
The Humpty Files: an overview of theatre history using script work and devising	**C2 Devised Performance: preparation, exam, and accompanying Devising Log**				**CCT Capabilities**
Practitioner study: Stanislavski and Naturalism; Brecht and Epic Theatre; physical theatre; musical theatre; culminating in a devising project (mock C2 exam)	**C3 Scripted Performance: preparation and exam**				**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Study of set text, *Blood Brothers*, culminating in a scripted performance (mock C3 exam)	**C1 (written exam) revision: theatre roles and responsibilities; *Blood Brothers*; live theatre review**				

Literacy and Numeracy:		Links to Careers, RSE and/or Further Study:
Reading, interpreting and memorising scripted texts. Organising group sizes. Drama game using equilateral triangles.	Students are expected to write with clarity and fluency in their C2 Devising Log and their C1 written exam (and their practice versions in Year 10)	Studies for the C1 written exam include understanding the roles and responsibilities of a range of jobs within the theatre. For this, we write job descriptions, conduct mock interviews and produce television adverts for each role. *Blood Brothers* tackles many difficult issues including RSE topics such as adoption, unexpected pregnancy and the many types of love that exist. It also alludes to cheating when in a marriage and the impact of difficult life events on the individual and their wider family. Careers: Acting, Directing, Broadcasting, Drama therapy, Studio Management, Theatre Production, TV and Radio Presenting, Writing, Stunt Work, Film and TV Production, Lighting Technology, Drama Coaching, Entertainment, Teaching, Set Design, Arts Administration, Radio Production, Stage Management, Community Arts Work, Casting Agency Work.

KS4 DT Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy DT, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Investigate/Design**	**Make**	**Evaluate**	**Technical Knowledge**	**Critical Thinking**
Design Theory/Exam prep	**Design Theory/Exam prep**	• use research and exploration, such as the study of different cultures, to identify and understand user needs • identify and solve their own design problems and understand how to reformulate problems given to them • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations • use a variety of approaches [for example, bio mimicry and user-centred design], to generate creative ideas and avoid stereotypical responses • develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools	• select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture • select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties	• analyse the work of past and present professionals and others to develop and broaden their understanding • investigate new and emerging technologies • test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups • understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	• understand and use the properties of materials and the performance of structural elements to achieve functioning solutions • understand how more advanced mechanical systems used in their products enable changes in movement and force • understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs] • apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Mock Coursework based on previous exam briefs	**NEA**					
NEA						

Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**
Measuring (Units) Area Shape & Pattern Angles	Measuring (Units) Area Shape & Pattern Angles	Marketing, Sales And Advertising, Product Design and Testing, Carpentry, Stone Mason, Electrician, Broadcast Media and Performing Arts, Set Design, Costume Design, Lighting Technician, Television and Film Production, Journalism and Publishing, Construction, Engineering and Manufacturing, Software/App Design, Animation, Graphic Illustrator, Textile Design/Fashion, Photography, Farrier, Blacksmith, Architect, CAD Technician, CNC Machinist, Website Designer, Sign Writer, Teacher.

KS4 English Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy English, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:		**Implementation:**				
Year 10 Literature GCSE	**Year 11 Language GCSE**	**Writing**	**Reading**	**Spoken Language**	**Literary Analysis**	**CCT Capabilities**
Post-1914 Drama An Inspector Calls	**Reading Prose Skills**	• Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	• Identify and interpret explicit and implicit information and ideas. • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. • Develop an evaluative, critical response of texts, questioning the attitudes and motives of characters and writers to inform an opinion of them.	• Demonstrate presentation skills in a formal setting. • Listen and respond appropriately to spoken language, including to questions and feedback to presentations. • Use spoken Standard English effectively in speeches and presentations.	• Read, understand and respond to texts. • Use textual references, including quotations, to support and illustrate interpretations. • Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. • Develop an informed personal response. • Develop an evaluative, critical response of texts, questioning the attitudes and motives of characters and writers to inform an opinion of them. • Show understanding of the relationships between texts and the contexts in which they were written. • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
19th Century Novel Jekyll and Hyde / A Christmas Carol	**Creative, Narrative Writing**					
Shakespeare: Romeo and Juliet	**Reading and Writing Non-Fiction**					
Unseen Poetry	**Reading and Writing Prose and Non-Fiction**					
Revision for Exams	**Revision for Exams**					
Language GCSE: Spoken Language Presentations and Speech Writing						

Literacy and Numeracy:	Links to Careers, RSE and/or Further Study:	
Being systematic Searching for patterns Thinking logically Predicting & checking Presenting Information: Graphs, Timelines, Graphic Organisers Checking for accuracy in their work: SPaG	Publishing: Digital copywriter; Editorial assistant; Lexicographer; Media: Marketing executive; Media researcher; Public relations officer; Social media manager; Advertising copywriter; Magazine journalist; Newspaper journalist; Publishing copy-editor/proofreader; Web content manager; Education: English as a foreign language teacher; Learning Mentor; Primary school teacher; Secondary school teacher; Academic librarian; Education consultant; Arts: Writer; Arts administrator; Records manager; Administration; Law; Research. English is a specialism that lends itself to a wide range of careers.	

KS4 Food and Nutrition Curriculum Overview

Subject Intentions:

- To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;
- To instil a belief that all students can achieve and enjoy food preparation, and ensure students recognise the value these skills hold for life beyond school.

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Demonstrate understanding of nutrition, food, cooking and preparation**	**Apply knowledge of nutrition, food, cooking and preparation**	**Plan, prepare, cook and present dishes, combining appropriate techniques**	**Evaluate aspects of nutrition, food, cooking and preparation, including food made by themselves and others**	**CCT Capabilities**

Pastry
Macro Nutrition
Commodities in Food Industry
Micro Nutrition
		• To know different types of pastry.
		• To understand the science behind macro nutrition, as well as function and sources.
		• To know the eatwell guide and suggest ways to living a healthy lifestyle.
		• To know nutritional deficiencies.
		• To know and understand specific lifestyle needs.
		• To reflect on importance of different commodities:
		  • Fruit and vegetables.
		  • eggs
		  • cereals
		  • meat
		  • poultry
		  • fish
		  • alternative proteins
		  • dairy products
		• To explain BMR and PAL.
		• To identify various vitamins and minerals in the diet as well as water and fibre.
		• To know importance of taste testing.
		• To understand the food science behind gelatinisation.
		• To understand freezing.
		• To demonstrate awareness of pH and the effect on food.
		• To know legal temperatures.
			• To analyse diets and give recommendations for improvement.
			• To plan meals for specific dietary needs.
			• To plan balanced diets for different life stages.
			• To calculate energy and nutritional values of recipes, meals and diets.
			• To execute modifications to existing recipes according to a given brief.
			• To apply knowledge and understanding of working characteristics and functional and chemical properties of ingredients when selecting variables for a food science investigation.
			• To decide on appropriate sensory preference tests to analyse food and formulate results.
			• To select correct equipment and use with confidence when making dishes.
			• To consider complementary actions of a food commodity in a recipe.
			• To experiment with food commodities to explore physical and chemical changes
				To prepare dishes using the following techniques:
				• Rubbing in
				• Piping
				• Enrobing
				• Emulsifying
				• Glazing
				• Pasta
				• Yeast based dough
				• Preventing
				• Tenderising and marinating
				• Weighing and measuring
				• Gelation
				• Coagulation
				• Use of raising agents
				• Rolling out
				• Reduction
				• Garnishing
				
				• To demonstrate testing for readiness.
				• To demonstrate safe use of a blender, food processor, mixer and microwave.
				• To portion a whole chicken
				• To fillet a whole fish
				• To demonstrate safe knife skills.
				• To demonstrate technical skill of preventing cross contamination and handle high risk foods correctly.
					• To evaluate suitability of dishes according to a specific brief.
					• To evaluate technical skills selected in relation to chosen dishes.
					• To carry out sensory testing confidently and consider feedback from others.
					• To evaluate dishes in depth using accurate descriptors to evaluate taste, texture, aroma and appearance, presentation and food styling.
					• To suggest improvements to a dish and its success in relation to food made by others.
					• To use technical terminology with accuracy.
					• To present conclusions based on scientific knowledge and understanding of how ingredients work.
					• To be able to create a hypothesis and evaluate against it.
						Persistence
						Self-Discipline
						Empathy
						Collaboration
						Inquiry
						Imagination

Dairy Products **Cereals and Dough Based Products** **Food Science and Industry Links** **Microbiology and Extended Food Science**	**NEA2: The Food Preparation Assessment**					

		• To understand the role of an environmental health officer.	that occur as a result of given actions.			

Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**
Ratios Writing reports Presentations Weighing and measuring Analysing nutritional data	Writing essays Creating graphs and charts Weighing and measuring Writing reports Analysing nutritional data Calculating costings	● Establish strong cross curricular links with PE, Science and Geography. ● Creation of real-life scenarios to link with careers in the healthcare, catering and agriculture industries, amongst many others. ● Theory work completed to cover the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices. ● Exploration of a range of ingredients and processes from different culinary traditions (traditional British and international), including religious festivals.

KS4 Geography Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy Geography, and ensure students recognise the value these skills hold for life beyond school.**
- **To be responsible inhabitant of the world and have an understanding and empathy of issues faced by others.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Maps skills, GIS , reports and graphical skills**	**Presentation and fieldwork skills**	**Understanding of Physical process and management of natural world**	**Understanding of human development, conflict and how change can be managed**	**CCT Capabilities**
Resources Tectonic Hazards for leavers 2021 ***Rivers and coasts 1st for leavers 2022 due to lock down***	***Urban fieldwork and skills leavers 2022*** ***No fieldwork due to covid changes development 1st leavers 2021***	Read and select appropriate data from graphs and maps. To be able to plot and draw graphs and maps accurately To annotate maps and graphs in detail appropriately To incorporate data and information from graphs to support written answers. To be able to write own instructions on how to interpret graphs and maps To be able to explain why different types of data presentation might be suitable for interpreting different sets of data compared to others	To be able to follow a set of fieldwork instructions, with a pre-defined hypothesis To be able to plan a simple investigation with a hypothesis, method, results, conclusion. To be able to use a range of methods, data presentation techniques and draw a valid conclusion. To explain why different methods, presentation styles are most appropriate and evaluate own investigation. To be able to assess the appropriateness of different techniques and suggest how they can effect the validity of conclusion and make suggestions for improvements.	To identify and list different physical features in a landscape To be able to describe how they are formed To be able to use key terminology of processes when describing their formation Explain what other factors can affect formation of a landform//process and how humans can alter/effect it Compare physical events impacts in different parts or world using data Assess the effects, impacts and responses of natural processes and events linking to key terminology	To locate different countries and regions on a map To be able to list poor, rich and emerging countries and list features that affect their wealth and development To be able to explain why population structure changes over time and what affects this might have To be able to identify and explain why conflicts might arise between people in different places To assess which issues are the greatest To be able to offer solutions for issues that might reduce conflict or issues and to explain how they could resolve problems	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Weather Hazards	**Urban change**					
Climate Change	**UK cities**					
Local/global ecosystems	**Sustainable development and traffic management**					
Rainforests	**Development: Causes, Inequalities, and Solutions**					
Hot Deserts	**Resources in the UK**					
Rivers	**Global food security**					
River field work and skills coasts all						

Literacy, Numeracy and Key Terms:			Links to Careers and Further Study:
Writing reports Writing letters Comprehension in selecting the right information Essays Presentations	Drawing a range of graphs and maps annotating Interpreting and comparing maps, aerial photos, graphs Map reading	Identify Locate Highlight List Describe Explain Compare Contrast Analyse Assess to what Extent Conclude Evaluate	Students who study geography should gain **Problem solving** from being able to identify issues and work out what are the most effect responses- MOD, management, construction **Mitigating conflicts** be able to look at resolving issues from different points of view- empathy- politics, emergency services, public relation **Cartographic and graphical skills**- suitable for emergency services, DEFRA,MOD, Weather forecasting **Assessing and Evaluating-** all jobs **Project and fieldwork planning-** emergency services, health care organisations, environmental agency, **Group work and independent work-** all jobs

KS4 History Curriculum Overview

Subject Intentions:

- **To develop analytical, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy History, and ensure students recognise the value these skills hold for life beyond school (Careers).**
- **To give students the ability to access and succeed in the end of year examinations, through interesting and focused lessons, as well as use mock examinations to instil resilience towards examinations.**
- **To be responsible inhabitant of the world and have an understanding and empathy of issues faced by others.**

Implementation:

Implementation:

Year 10	Year 11	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied.	AO2: Explain and analyse historical events and periods studied using second-order historical concepts.	AO3: Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied.	AO4: Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied.
British Health and the People ● **Recap of Ancient Medicine** ● **Medieval Medicine** ● **Renaissance Medicine** ● **18th & 19th Century Medicine** ● **20th Century Medicine**	**Germany: 1891-1945** ● **Pre WW1 Germany** ● **Germany during WW1.** ● **Impact of WW1 & Treaty of Versailles.** ● **Weimar Republic (Stresemann Years)** ● **Rise of the Nazis** ● **Nazi Germany**	• Use of timelines, to understand the sequencing of world events, and how they link to events happening elsewhere. • Understanding the specification content, looking in depth about the major overarching links between different aspects within the unit's e.g Public Health/Surgery and Disease in the BHP unit. • To be able to use key terminology to discuss Historical events, as well as use time appropriate terminology.	• Use of PEE method to help students move from narration of History to explaining their own and others opinions of it in a structured manner. • Evaluate factors / causes / consequences against one another, throughout an essay and in the conclusion to make a judgement on their validity / impact etc. • Analyse and link how different factors can cause or impact on one another. • Focus on Exam style questions so that students can apply their knowledge to second order concepts.	• Analyse the content of sources to use the information to support historical arguments. • Identify and explain the relevance of a source's provenance (TAP Method) • Use contextual knowledge to evaluate the usefulness of a source's content or provenance in exam style questions • Compare sources against one another to evaluate their usefulness in supporting a point of view. • Understanding that a source's limitations do have use, and evaluate source bias.	• Analyse the content of interpretations and use the information to support/contradict historical arguments. • Identify and explain the relevance of an interpretation's provenance (TAP Method) • Use contextual knowledge to evaluate the usefulness of an interpretations content or provenance in exam style questions • Compare interpretations against one another to evaluate their usefulness in supporting a point of view. • Understanding that a source's limitations do have use, and evaluate source bias.
Norman England ● **Conquest and Control** ● **Life under the Normans**	**Conflict and Tension: East & West 1945-1972** ● **Ideological Differences** ● **Post WW2 division.**	**CCT Capabilities**			

• **The Norman Church** • **Historical Environment study.**	• **Arms Race** • **Space Race** • **Cuban Missile Crisis** • **Cold War in Asia** • **Hungarian Uprising** • **Prague Spring.** • **Détente.**	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**	• Identify patterns of History or major factors in the development of certain issues such as the differences between Anglo-Saxon and Norman control of Britain.		• Introduce and consider Historiography and how opinions have changed over time. Often done through outside reading of the topic.

Literacy and Numeracy & Key Terms:		**Links to Careers, RSE and/or Further Study:**
PEE Paragraphs Evaluation Skills Comprehension in selecting the right information. Essays Presentations	Dates & Chronology Sequencing of events. Identify / Highlight / List Describe Infer / Explain Analyse Compare / Contrast / Link Conclude / Evaluate Factor Cause Consequence Judgement	Researchers Teacher Law Politics Sought after subjects in many FE/HE qualifications. Helps students to understand the world around them and why the world is currently is as it is. SMSC: Many of the topics we look at deal with moral and ethical atrocities (Holocaust, Harrying of the North, Red Scare) students discuss how these are not appropriate in the modern era.

KS4 Creative iMedia Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy Digital Literacy and Media, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Pre-Production Skills**	**Graphics**	**Web Development**	**Interactive Multimedia Product Development**	**CCT Capabilities**
Digital Graphics Coursework	**Interactive Multimedia Product Coursework**	Understand the purpose and content of pre-production Be able to plan pre-production Be able to produce pre-production documents Be able to review pre-production documents	Understand the purpose and properties of digital graphics Be able to plan the creation of a digital graphic Be able to create a digital graphic for a given scenario Be able to review a digital graphic	Understand the properties and features of multipage website Be able to plan a multipage website for a given scenario Be able to create multipage websites using multimedia component Be able to review a multipage website	Understand multimedia products n hardware, software and peripherals Be able to plan the creation of a multimedia products Be able to create a multimedia productsfor a given scenario Be able to review the creation of multimedia products	
Digital Graphics Coursework	**Interactive Multimedia Product Coursework**					
Pre-Production Skills Exam	**Interactive Multimedia Product Coursework**					
Pre-Production Skills Exam	Revisit lockdown units (Exam and Website coursework)					
Pre-Production Skills Exam						
Website Development Coursework						

Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**
Meeting scenario requirements and dimensions for the documents Calculating file sizes and properties	Written coursework (research, plan and evaluate)	• understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns • **CAREERS**: Games Developer, Graphic Designer, Web Developer, Media Production

KS4 Spanish & French Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy Languages, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Writing**	**Speaking**	**Reading**	**Listening**	**CCT Capabilities**
Me, My Family & Friends	**Global Issues**	• Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events • Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register • Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince	• Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate • Initiate and develop conversations and discussion, producing extended sequences of speech • Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events • Make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view	• Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes • Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts • Demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate	• Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events • Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes	• **Working out unfamiliar meanings** • **Formulating questions** • **Making mind maps** • **Making use of the social and cultural context** • **Creating a checklist** • **Looking for clues to timeframes** • **Exam techniques**
Technology In Everyday Life	**Travel And Tourism**					
Free Time Activities	**My Studies**					
Customs And Festivals	**Life At School And College**					
Home, Town, Neighbourhood And Region	**Education Post 16**					
Social Issues	**Jobs, Career Choices And Ambitions**					

Literacy and Numeracy:	Links to Careers, RSE and/or Further Study:
Translation & Poetry Resources	Develops high level thinking and is given to students to complete in “big holidays”. Students work independently and work their way through a number of Poems to build on their thinking skills. Careers: Finance, Retail, Journalism, Hospitality, Travel and Tourism, Local Government, Customs and Immigration, Law, Publishing, Civil Service, Translating, Broadcasting, Airline Cabin Crew, Transport and Distribution, Teaching, Catering, Interpreting, Diplomatic Service, Marketing and Sales.

KS4 Maths Curriculum Overview

Subject Intentions:

- **To develop creative, independent learners, who are disciplined and resilient as a result of exploring and developing strategies to problem solve such as using tables, Venn diagrams, flow-charts and so on.**
- **To develop learners who enjoy collaborating with one another in order to achieve through challenging each other's ideas**
- **To instil a belief that all students can achieve and enjoy Mathematics, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:

Foundation	Higher
Year 10	**Year 10**
Graphs Transformations Ratio and proportion Right-angled triangles Probability Multiplicative reasoning Constructions, loci and bearings Quadratic equations and graphs Perimeter, area and volume	Equations and inequalities Probability Multiplicative reasoning Similarity and congruence More trigonometry Further statistics Equations and graphs Circle Theorems More algebra
Year 11	**Year 11**
Fractions, indices and standard form Congruence, similarity and vectors More algebra Exam practice	Vectors and Geometric Proof Proportion and Graphs Exam practice
Literacy and Numeracy: Correct mathematical language employed at all times Development of SoW enables previously unused language to be introduced Flash Marking to be used in conjunction with English/ whole school approach	**Links to Careers, RSE and/or Further Study:** Engineering, construction, statistics, insurance, banking, surveying, retail, science, architecture, economics, planning. Degrees in Mathematics, Physics, Engineering, Law, Accountancy, Business. Mathematics lends itself to a high percentage of jobs.

Implementation:

Reason, interpret and communicate mathematically	Solve problems within mathematics and in other contexts	CCT Capabilities
Students should be able to: • make deductions, inferences and draw conclusions from mathematical information • construct chains of reasoning to achieve a given result • interpret and communicate information accurately • present arguments and proofs • assess the validity of an argument and critically evaluate a given way of presenting information	Students should be able to: • translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • make and use connections between different parts of mathematics • interpret results in the context of the given problem • evaluate methods used and results obtained • evaluate solutions to identify how they may have been affected by assumptions made	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Use and apply standard techniques		
Students should be able to: • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures or set tasks requiring multi-step solutions		

Core PE Key Stage 4 Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To ensure all learners are involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Lead healthy, active lives.**	**Engage in competitive sports and activities**	**Are physically active for sustained periods of time**	**Develop competence to excel in a broad range of physical activities**	**CCT Capabilities**
Invasion Games	**Invasion Games**	• Participate regularly in lesson and activities at school and outside school through community links or sports clubs. • Explore a range of activities and sports that can be participated in in life after school as part of an active lifestyle. • Engage in officiating and umpiring in lessons and clubs	• Develop technique and improve their performance in a range of competitive sports and activities • Apply tactics and strategies to outwit opponents.	• Participate in a range of aerobic activities: running, walking, invasion games • Sustain performance for a set period of time (ie a full or half game) • Engage in strength and fitness based work and improve performance over time.	• Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • Explore way to develop technique and skills • Problem solve to identify how to improve performance individually and as a team	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
HRE : For Life	**HRE : For Life**					
Striking and Fielding- Rounders / Softball	**Striking and Fielding- Rounders / Softball**					
Table tennis	**Table tennis**					
Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**				
Subject specific terminology	Scoring, timing	Core PE supports general health and wellbeing. As such, its aim is to promote activity and positive physical and mental wellbeing.				

KS4 RS Curriculum Overview

Subject Intentions:

- **To be curious and inquisitive about the world around them, whilst applying knowledge of beliefs and practices, Christianity and Islam, whilst appreciating the potential similarities and differences within other faiths and beliefs. morals and issues, within a disciplined methodology**
- **To explore in detail and understanding of the Christianity and Islam, whilst appreciating the potential similarities and differences within other faiths and beliefs.**
- **To work independently and collaboratively, and be reflective about their own beliefs, influences.**

Implementation:		**Implementation:**				
Year 9	**Year 10**	**Understanding Key Beliefs and Attitudes**	**Explore and Reflect On Practices and Actions**	**Becoming Reflective Thinkers, Well-Informed and Balanced Opinions**	**Impact And Influence On Individuals, Communities and Societies**	**CCT Capabilities**
Paper 1 **<u>Christianity</u>** **Beliefs**	**Paper 1** **<u>Islam</u>** **Beliefs**	• Explore and apply knowledge and understanding of Christianity and Islam (and other religions), and their beliefs and attitudes across a wide range of moral issues. • Apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, others sources of 'wisdom' where appropriate, which support contemporary religious and non-faith attitudes • To evaluate how these beliefs and attitudes structure the lives of Christians and Muslims, whilst affecting all people, their lives and their communities.	• To develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authortiy, including through their reading of key religious texts, other texts and scriptures of the religions they are studying understand core British – Human – values of tolerance, liberty etc and explore how they are strengthened or undermined by individual or collective practices and actions. • Continue to evaluate why these practices and actions shape our individual and collective lives across a wide range of 'life' issues, mainly religious but also race, sexuality etc	• Through the study of Christianity and Islam, as well as the issues that define these faiths, there is a need to understand the common, different but also divergent views between and/or within religions and beliefs. • To confidently construct well-argued, well-informed, balanced and structured written or artistic arguments, demonstrating their depth and breadth of understanding of the subject and issues studied. • To clearly evaluate the values, belief, meaning and purpose, of the faiths being studied, as well as the influence on all human life in general.	• To absorb the ideas of the faiths studied whilst fully reflecting on their own values, beliefs and attitudes in the light of the continued studied of the faiths at this level. • To further understand how this will contribute to their preparation for adult life in a pluralistic society and global community. (linking to Human Values and a multi-cultural society) • To reflect upon these ideas and where required, challenge social and religious norms, be it from peers or societies view across the wide range of moral issues, from the faiths studied, to the wider issue of race, sexuality.	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Paper 1 **<u>Christianity</u>** **Beliefs/Practices**	**Paper 1** **<u>Islam</u>** **Beliefs/Practices**					
Paper 1 **<u>Christianity</u>** **Practices**	**Paper 1** **<u>Islam</u>** **Practices**					
Paper 2 **<u>Themes</u>** **Relationships**	**Paper 2** **<u>Themes</u>** **Crime**					
Paper 2 **<u>Themes</u>** **Relationships/Conflict**	**Paper 2** **<u>Themes</u>** **Crime/Life**					
Paper 2 **<u>Themes</u>** **Conflict**	**Paper 2** **<u>Themes</u>** **Life**					

Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**
Extended writing; Argument writing; Projects; Presentations; Communication; Debates	Cause and effect; Timelines; Problem Solving; Comparing	Careers: A-Level Philosophy, Theology, Sociology, Law. Police, Banking. Politics, Marketing, Community Work, Welfare Rights, Trade Union Work, Broadcasting and Media, Law, Teaching, Economics, Journalism, Social work, Administration, Management, Charity Work, Sociology, Fundraising, Civil Service, Social Services, Clerical Work, Local Government, Information / Advice Work, Youth Work, Counselling, Psychology, Health Care, Human Resources, Fundraising, Religious Leadership.

KS4 Science Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To instil a belief that all students can achieve and enjoy Science, and ensure students recognise the value these skills hold for life beyond school.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Development of Scientific Thinking**	**Experimental Skills and Strategies**	**Analysis and Evaluation**	**Scientific Vocabulary, Quantities, Units, Symbols and Nomenclature**	**CCT Capabilities**
Cell Biology	**Homeostasis and Response**	Understand how scientific methods and theories develop over time. Use a variety of models such as representational, spatial, descriptive, computational and mathematical to solve problems, make predictions and to develop scientific explanations and understanding of familiar and unfamiliar facts. Appreciate the power and limitations of science and consider any ethical issues which may arise. Explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments. Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences. Recognise the importance of peer review of results and of communicating results to a range of audiences.	Use scientific theories and explanations to develop hypotheses. Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena. Apply a knowledge of a range of techniques, instruments, apparatus, and materials to select those appropriate to the experiment. Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations. Recognise when to apply a knowledge of sampling techniques to ensure any samples collected are representative. Make and record observations and measurements using a range of apparatus and methods. Evaluate methods and suggest possible improvements and further investigations.	Presenting observations and other data using appropriate methods. Translating data from one form to another. Carrying out and represent mathematical and statistical analysis. Representing distributions of results and make estimations of uncertainty. Interpreting observations and other data (presented in verbal, diagrammatic, graphical, symbolic or numerical form), including identifying patterns and trends, making inferences and drawing conclusions. Presenting reasoned explanations including relating data to hypotheses. Being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error. Communicating the scientific rationale for investigations, methods used, findings and reasoned conclusions through paper-based and electronic reports and presentations using verbal,	Use scientific vocabulary, terminology band definitions. Recognise the importance of scientific quantities and understand how they are determined. Use SI units (eg kg, g, mg; km, m, mm; kJ, J) and IUPAC chemical nomenclature unless inappropriate. Use prefixes and powers of ten for orders of magnitude (eg tera, giga, mega, kilo, centi, milli, micro and nano). Interconvert units. Use an appropriate number of significant figures in calculation	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Atomic Structure and the Periodic Table	**Rate and Extent of Chemical Change**					
Energy	**Forces**					
Organisation	**Inheritance, Variation and Evolution**					
Bonding Structure and the Properties of Matter	**Organic Chemistry**					
Electricity						
Infection and Response	**Waves**					
Quantitative Chemistry	**Ecology**					
Particle Model of Matter	**Chemical Analysis**					
Bioenergetics	**Magnetism and Electromagnetism**					
Chemical changes	**Using Resources**					
Energy Changes	**Chemistry of the Atmosphere**					

				diagrammatic, graphical, numerical and symbolic forms.		

Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**
Extended writing skills Grammar and punctuation Reading for information Report writing Evaluation	Extended writing skills Grammar and punctuation Reading for information Report writing Evaluation	Medicine, Dentistry, Forensics, Pharmacology, Marine Biology, Physiotherapy, Paramedic, Environmental Health, Psychiatry, Radiography, Horticulture, Food Science, Biochemistry, Sports Science, Speech Therapy, Occupational Therapy, Nursing, Ecology, Teaching, Agriculture, Veterinary Work, Environmental Science. Brewing, Engineering, Waste Management, Research and Development, Pharmaceuticals, Surveying, Renewable Energy Science, Aerospace Manufacturing, Architecture, Meteorology, Electronics, Oceanography, Telecommunications, Sound Technology, Astronomy, Geophysics, Astrophysics, Software Engineering.

BTEC Sport Curriculum Overview

Subject Intentions:

- **To develop imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;**
- **To develop learners who collaborate, communicate and challenge one another with mutual respect and tolerance;**
- **To ensure all learners are involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.**

Implementation:		**Implementation:**				
Year 10	**Year 11**	**Fitness for Sport and Exercise**	**Practical Performance in Sport**	**Applying the Principles of Personal Training**	**The Sports Performer in Action**	**CCT Capabilities**
Fitness for Sport and Exercise	**Applying the Principles of Personal Training**	● know about the components of fitness and the principles of training ● explore different fitness training methods ● investigate fitness testing to determine fitness levels	● Understand the rules, regulations and scoring systems for selected sports ● Practically demonstrate skills, techniques and tactics in selected sports ● Be able to review sports performance.	● Design a personal fitness training programme ● Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training ● Implement a self-designed personal fitness training programme to achieve own goals and objectives ● Review a personal fitness training programme.	● Know about the short-term responses and long-term adaptations of the body systems to exercise ● Know about the different energy systems used during sports performance.	**Persistence** **Self-Discipline** **Empathy** **Collaboration** **Inquiry** **Imagination**
Practical Performance in Sport	**The Sports Performer in Action**					
Literacy and Numeracy:		**Links to Careers, RSE and/or Further Study:**				
Extended writing skills Grammar and punctuation Reading for information Report writing Evaluation	Extended writing skills Grammar and punctuation Reading for information Report writing Evaluation	BTEC Level 3 National Sport Courses A Levels Sports Coaching				

Duke of Edinburgh Award 2020-2021

Group Intentions:

- **To successfully deliver and complete all sections of the Bronze DofE award in YR9**
- **To successfully deliver and complete all sections of Silver award in YR10-11**

Implementation: Content		**Implementation: Learning/Skills**					
YR9	**YR10/11**	**Collaborative**	**Empathetic**	**Imaginative**	**Inquisitive**	**Self-disciplined**	**Persistent**
Bronze Award enrolment	**Bronze/silver award enrolment**	Good communication skills developed with peers and adults Considered and thoughtful feedback to other members of the group Supportive and co-operative member of a small group to complete tasks Respectful towards others in the group and accepting that people have different strengths.	Recognise that others have had different experiences, beliefs and opinions Understand that others may find situations and tasks harder Support others with practical solutions and engaging in volunteering opportunities.	Being resourceful to ensure that section requirements are fulfilled Thinking creatively to find solutions independently and as part of a team Reflecting and revising how the group can reach goals	Exploring own strengths and skills Questioning decisions made as a group Challenging self by trying new things Investigating personal qualities	Working independently to complete the award Being motivated to ensure that all sections are completed and meet the timescale of the award Being a reliable member of the group Developing organisational skills	Understanding that completion of the award is a positive achievement for post 16 options Progressing from bronze to silver or silver to gold award Being an enthusiastic and determined member of a team Developing resilience by not giving up on completion of the award.
Virtual learning sessions Access to resources through google classroom and school website	**Virtual learning sessions Access to resources through google classroom and school website**						
Regular communication with students and parents	**Regular communication with students and parents**						
Expedition training walk 1 day	**Expedition training walk 1 day**						
Practice expedition 2 days	**Practice expedition 3 days**						
Final Expedition 2 days	**Final Expedition 3 days**						
Support with eDofE	**Support with eDofE**						
Support to complete Volunteering, physical and skill sections	**Support to complete Volunteering, physical and skill sections**						
		Links to Careers, RSE and/or Further study: • **Independence** • **Development of new/life skills** • **Working as a team** • **Support on C.V and post 16 applications**					

Student Services

Group Intentions:

- **To support students who are struggling with barriers to learning**
- **To support CCT themes and embed a culture of resilience, positive mental health and wellbeing**
- **To instil a cross-school approach to student wellbeing**

Implementation: Content		**Implementation: Learning/Skills**					
KS3	**KS4**	**Collaborative**	**Imaginative**	**Inquisitive**	**Self-disciplined**	**Persistent**	**Empathetic**
Life skills – Self-esteem, body image	**Prefect team led projects – mentoring, Yr11 legacy work**	Communicating respectfully with other students and staff Accepting and supportive of other people's views, opinions and beliefs Share, discuss and debate assumptions and ideologies that impact on people's lives and wellbeing Work as a team to raise awareness of issues that impact on their lives Recognising own strengths, skills and value as part of a successful team/group	Creatively approach situations, thinking of different approaches that could be implemented Being resourceful and using their strengths to reach an end goal Trying out different ways to solve a problem, evaluating and revising how Connecting different ideas to get an overview of the world and their place within it. Being open to different lifestyles, aspirations and career pathways	Questioning their own and others assumptions and opinions Exploring different pathways and aspirations Challenging assumptions/opinions in a positive, constructive way	Being accountable for their own actions and how this affects others Developing skills to reflect on own attitudes and behaviours Developing tools to support independent learning Reflect on skills, attitudes and behaviours allowing for positive improvement	Accept and engage with support put in place in and out of school Develop skills to overcome any setbacks and keep persevering Have a positive and enthusiastic approach towards situations and be willing to try again. Be positive about self and feel confident in own skills and how self is perceived.	To gain an understanding that others are also on a journey and may need support Develop skills to recognise when others may need nurturing and support. Be part of a whole school approach that is considerate, tolerant and understanding of others. Recognise how to keep selves and other safe and well
Wellbeing champions (year groups)	**Wellbeing champions (year groups)**						
Wellbeing groups Resilience; friendships; dealing with stress	**Wellbeing groups Resilience; friendships; dealing with stress; study skills and exams**						
Counselling sessions and 1-2-1	**Counselling sessions and 1-2-1**						
School Council	**School Council**						
Attendance workshops	**Attendance workshops**						
Access to external agencies – school nurse; CAMHS; Family support	**Access to external agencies – school nurse; CAMHS; Family support**						
Form time activities and resources	**Form time activities and resources**						
Forest classroom- outdoor learning	**Forest classroom- outdoor learning**						
Community Projects to support young people	**Community Projects to support young people**						
		Links to Careers, RSE and/or Further study:					
		• Focus groups support and fill gaps working alongside PSHCE/RSE curriculum throughout the year group • Careers programme in line with developing Gatsby Benchmarks • Developing new skills					

Careers 2020-2021

Intentions:

- **To deliver a stable careers programme developing and embedding the Gatsby benchmarks across KS3 and KS4**
- **Ensure all students have the tools and knowledge that will raise their aspirations and enable them to explore their post 16 options**

Implementation: Content

KS3	KS4
Options evening (YR9)	**Study Skills (YR11)**
Careers in the curriculum (All years)	**Careers in the curriculum (All years)**
3 counties skills show	**College Trips (3 Colleges; 6th Form)**
Careers events within school	**Careers events within school**
1-2-1 personal guidance (YR9, SEND)	**C.V workshop (YR11)**
Raising Aspiration workshops	**Mock Interviews (YR11)**
Computer Aided Guidance (eclips, Icould)	**College Interviews (YR11)**
Assemblies/Guest speakers	**1-2-1 personal guidance**
Careers Week	**Computer Aided Guidance (eclips, Icould)**
Access to careers library and careers based resources	**Employability Skills (YR10)**
	Careers Week
	Access to careers library and careers based resources

Implementation: Learning/Skills

Collaborative	Imaginative	Inquisitive	Self-disciplined	Persistent	Empathetic
Communicating respectfully with others, engaging in mock interview situation Developing strengths to become a positive, active member of a team	Creatively approach situations, thinking of different pathways to careers Being resourceful and using their strengths to reach a post 16 destination Trying out different ways to solve a problem, evaluating and revising methods/approaches Connecting different skills and strengths that can be utilised in a range of jobs Being open to different lifestyles, aspirations and career pathways	Exploring different options and aspirations Challenging assumptions/opinions in a positive, constructive way Exploring and investigating different roles, jobs, courses that would be applicable to their ideas Researching how subjects connect to different careers and jobs	Improve techniques to support study/revision skills Work with independent careers advisor to have a focus for post 16 education/training Motivate self to ensure progression to post 16 training/education Reflect on personal skills and strengths Develop high aspirations, aim high for post 16 and ongoing career choices.	Develop skills to be resilient and to keep making attempts to reach goals. To have tangible goals and aspirations to work towards and a post 16 pathway plan Raise aspirations	Being respectful of other peoples choices Encouraging others to raise their aspirations Recognise own and others strengths and weaknesses in employability Develop skills that focus on dealing in a work environment and with other people.

Links to Careers, RSE and/or Further study:

- Links to the 8 Gatsby benchmarks:
- Support for all students raising aspirations and post 16 employment, education and training
- Developing new/life skills
- Understanding of place in the world and career paths within that