

Fairfield's Overarching Curriculum Intentions:

- Fairfield has unwaveringly high expectations and ambitions for all students, including those with SEND, and we focus consistently on improving student welfare and outcomes, especially for the disadvantaged.
- All students, including SEND, are offered a full, broad and ambitious curriculum, which is coherently planned, sequenced and embedded to ensure outstanding outcomes leading to future learning and employment. The curriculum at KS3 and KS4 is tailored for our students in our context.
- Schemes of learning are sequenced in order to take students from being novices to experts: over the course of each lesson, individual topic, and over the Key Stage. Opportunities are provided for students to revisit concepts and make links between topics, in each subject area and with other subjects across the curriculum.
- Our intention is that students develop a depth and breadth of knowledge in each subject, and can apply this understanding in various ways by developing higher order skills.
- Underpinning schemes of learning and depth of knowledge are our Creative and Critical Thinking (CCT) capabilities, which encourage our students to develop the key competencies they will need to be successful global citizens when they leave Fairfield High School.

Please note that this is not a Scheme of Learning: this is an overview of the sequence of topics studied and the skills developed over the course of the Key Stage.

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	<ul style="list-style-type: none"> ● Understand the essential signs of good and ill health in animals <ul style="list-style-type: none"> ● Understand common diseases, their causes, transmission and treatment ● Understand the signs, symptoms, prevention and treatment of common parasites. 	<ul style="list-style-type: none"> ● Demonstrate safe handling and restraint techniques used with animals. <ul style="list-style-type: none"> ● Understand safe handling and restraint techniques ● Understand safe handling and restraint techniques. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Understand the influence of enrichment on animal behaviour ● Know what indicates behaviour patterns in animals. 	<p>Persistence Self-Discipline Empathy Collaboration Inquiry Imagination</p> <p>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.</p>
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.		<p>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.</p> <p>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.</p> <p>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.</p>				

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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:

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.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.				

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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.

Implementation:

Implementation:

Year 10	Year 11	Safety and security in construction	Practical construction skills	Planning construction projects	CCT Capabilities
Term 1: Unit 1: Safety & security in construction	Term 1: Unit 3: Planning construction projects	LO1 Know health and safety legal requirements for working in the construction industry <ul style="list-style-type: none"> • Summarise responsibilities of health and safety legislation • Identify safety signs used by construction industry Identify fire extinguishers used in different situations • Describe role of the Health and Safety Executive 	LO1 Be able to interpret technical information <ul style="list-style-type: none"> • Interpret technical sources of information • Plan sequence of work to meet requirements of sources of information 	LO1 Know job roles involved in realising construction and built environment projects <ul style="list-style-type: none"> • Describe activities of those involved in construction projects • Describe responsibilities of those involved in construction projects • Describe outputs of those involved in realising construction projects 	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Term 2: Unit 1: Safety & security in construction Term 2: Unit 2 – Practical Skill (Painting & Decorating)	Term 2: Unit 2 – Practical Skills (Tiling) Unit 3: Planning construction projects	LO2 Understand risks to health and safety in different situations <ul style="list-style-type: none"> • Identify hazards to health and safety in different situations • Describe potential effects of hazards in different situations • Explain the risk of harm in different situations LO3 Understand how to minimise risks to health and safety <ul style="list-style-type: none"> • Explain existing health and safety control measures in different situations • Recommend health and safety control measures in different situations 	LO2 Know preparation requirements for construction tasks <ul style="list-style-type: none"> • Identify resources required to complete construction tasks • Calculate materials required to complete construction tasks • Set success criteria for completion of construction tasks • Prepare for construction tasks LO3 Be able to use construction processes in completion of construction tasks <ul style="list-style-type: none"> • Apply techniques in completion of construction tasks • Apply health and safety practices in completion of construction tasks • Evaluate quality of construction tasks 	LO2 Understand how built environment development projects are realised <ul style="list-style-type: none"> • Describe processes used in built environment development projects Calculate resources to meet requirements for built environment development projects • Assess potential effect of factors on project success • Interpret sources of information LO3 Be able to plan built environment development projects <ul style="list-style-type: none"> • Sequence processes to be followed Apportion time to processes • Set project tolerances 	
Term 3: Exam revision (June entry Unit 1) Unit 2 – Practical Skills (Electrics)	Term 3: Exam revision (June entry Unit 3)	LO4 Know how risks to security are minimised in construction <ul style="list-style-type: none"> • Identify risks to security in construction in different situations • Describe measures used in construction to minimise risk to security 			

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Literacy and Numeracy:		Links to Careers, RSE and/or Further Study:
Extended writing skills	Extended writing skills	Level 3 Construction Management Modern Apprenticeships Careers: Architecture, Trades (carpentry, plumbing, etc.), Construction industry, Planning, Property Sales & Management, Project Management, Arts & Crafts, Council work e.g. Town Planning, Quantity Surveyor, etc.
Grammar and punctuation	Grammar and punctuation	
Reading for information	Reading for information	
Report writing	Report writing	
Evaluation	Evaluation	
Functional	Functional	
Maths	Maths & Charts	

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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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. EYFS stage teaching, teaching assistant, child-minding, playgroup leader, playgroup assistant. Could also lead to an interest in becoming a child psychotherapist, counsellor, family support worker, play therapist, social worker, youth worker.			

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KS4 Drama (BTEC Performing Arts) 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	Component 1: Exploring the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 3: Responding to a Brief	CCT Capabilities
Introduction to Drama: building confidence and key Drama skills using 'The Humpty Files'; an exploration of genres of theatre using script work and devising	Revisit Component 2: Developing Skills and Techniques in the Performing Arts	<ul style="list-style-type: none"> • Describe the stylistic qualities of practitioners' work • Describe the roles, responsibilities and skills of practitioners • Select and apply relevant examples across three performance styles • Assess how roles, responsibilities and skills contribute to creative intentions and purpose • Explain the interrelationships between processes, skills and approaches used by practitioners 	<ul style="list-style-type: none"> • Demonstrate disciplined and organised development of performance or design, and interpretative skills and techniques for performance or design, during the rehearsal process and for performance of existing repertoire • Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and for performance of existing repertoire 	<ul style="list-style-type: none"> • Understand how to respond to a brief • Select and develop skills and techniques in response to a brief • Apply skills and techniques in a workshop performance in response to a brief • Evaluate the development process and outcome in response to a brief 	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Component 1: Exploring the Performing Arts 'Journey's End' 'Too Much Punch for Judy' 'One Man, Two Guvnors'	Component 3: Responding to a Brief				
Component 2: Developing Skills and Techniques in the Performing Arts					
Mock Component 3: Responding to a Brief					

Literacy and Numeracy:

Reading and interpreting scripts
 Producing performance work inspired by a text or idea that is logical and coherent
 Searching for patterns
 Sequencing ideas
 Justifying ideas and feedback
 Organising group sizes

Students are expected to write with clarity and fluency in their research log and presentation material.

Links to Careers, RSE and/or Further Study:

Study for all components involves understanding the roles and responsibilities of a range of jobs within the theatre. As well as identifying skills and qualities required for different jobs/careers, and how roles and responsibilities relate to one another, we write job descriptions, conduct mock interviews and produce television adverts for each role.

UCAS suggest that careers supported by Drama can include: Actor; Arts Administrator; Barrister; Broadcast Journalist; Choreographer; Cinematographer; Circus Performer; Copywriter; Costume Designer; Dancer; DJ; Fine Artist; Musician; Newspaper Journalist; Primary School Teacher; Proof-reader; Secondary School Teacher; Set Designer; Stage Manager; Television Presenter; Television/Film Producer; Theatrical Producer; Wedding Planner; Writer; Youth and Community Worker

Drama is a specialism that covers many key transferrable skills and so lends itself to many careers specifically and all careers in some way by developing skills of: time management; collaboration; creative thinking; resilience; adaptability; quick thinking; risk-taking; problem solving; supporting and encouraging others; self-reflection.

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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	Technical Knowledge	Critical Thinking
Design Theory Exam Prep	Design Theory Exam Prep	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Revision workbooks (weekly hwk)	Revision workbooks (weekly hwk)				
Mock Coursework Using Models of Previous Exam Briefs	NEA		Evaluate <ul style="list-style-type: none"> • 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 		
NEA	NEA				
Exam Revision / Technique	Exam Revision / Technique				
Literacy and Numeracy:		Links to Careers, RSE and/or Further Study:			
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.			

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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	Literary Analysis	CCT Capabilities
Post-1914 Drama An Inspector Calls	Reading Prose Skills	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
19 th 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		Spoken Language <ul style="list-style-type: none"> • 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. 			
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.			

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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	CCT Capabilities
Pastry	NEA2: The Food Preparation Assessment	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 understand the role of an environmental health officer. 	<ul style="list-style-type: none"> • 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 that occur as a result of given actions. 	To prepare dishes using the following techniques: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
Macro Nutrition						
Commodities in Food Industry						
Micro Nutrition						
Dairy Products						
Cereals and Dough Based Products						
Food Science and Industry Links						
Microbiology and Extended Food Science						

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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	<ul style="list-style-type: none"> ● 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.

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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
<i>Local ecosystems</i>	Coastal fieldwork and skills leavers 2022- for paper 3 despite individual fieldwork no longer requirement	Read and select appropriate data from graphs and maps.	To be able to follow a set of fieldwork instructions, with a pre-defined hypothesis	To identify and list different physical features in a landscape	To locate different countries and regions on a map	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Rainforests		To be able to plot and draw graphs and maps accurately	To be able to plan a simple investigation with a hypothesis, method, results, conclusion.	To be able to describe how they are formed	To be able to list poor, rich and emerging countries and list features that affect their wealth and development	
Hot Deserts		To annotate maps and graphs in detail appropriately	To be able to use a range of methods, data presentation techniques and draw a valid conclusion.	To be able to use key terminology of processes when describing their formation	To be able to explain why population structure changes over time and what affects this might have	
Weather Hazards		To incorporate data and information from graphs to support written answers.	To explain why different methods, presentation styles are most appropriate and evaluate own investigation.	Explain what other factors can affect formation of a landform//process and how humans can alter/effect it	To be able to identify and explain why conflicts might arise between people in different places	
Climate Change		To be able to write own instructions on how to interpret graphs and maps	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.	Compare physical events impacts in different parts or world using data	To assess which issues are the greatest	
Rivers		To be able to explain why different types of data presentation might be suitable for interpreting different sets of data compared to others		Assess the effects, impacts and responses of natural processes and events linking to key terminology	To be able to offer solutions for issues that might reduce conflict or issues and to explain how they could resolve problems	
Poss 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			

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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 <ul style="list-style-type: none"> ● Recap of Ancient Medicine ● Medieval Medicine ● Renaissance Medicine ● 18th & 19th Century Medicine ● 20th Century Medicine 	British Health and the People <ul style="list-style-type: none"> ● Recap of Ancient Medicine ● Medieval Medicine ● Renaissance Medicine ● 18th & 19th Century Medicine ● 20th Century Medicine 	<ul style="list-style-type: none"> ● 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. ● 	<ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. ● Introduce and consider Historiography and how opinions have changed over time. Often done through outside reading of the topic.
Germany: 1891-1945 <ul style="list-style-type: none"> ● Pre WW1 Germany ● Germany during WW1. ● Impact of WW1 & Treaty of Versailles. ● Weimar Republic (Stresemann Years) ● Rise of the Nazis Nazi Germany 	DEPENDENT ON AQA CONSULTATION <p>Norman England</p> <ul style="list-style-type: none"> ● Conquest and Control ● Life under the Normans ● The Norman Church <p>Historical Environment study.</p> <p>Exam Skills</p>				

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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	Researcher, Teacher, Lawyer, Politician, Academic researcher, Archivist, Archaeologist, Heritage manager, Historic buildings inspector/conservation officer, Librarian, Journalist, Museum education officer, Museum/gallery curator, Museum/gallery exhibitions officer, Tour Guide, Publisher, Editor, Proofreader, Writer, Public Relations Manager. Sought after subjects in many FE/HE qualifications. Helps students to understand the world around them and why the world is currently like it is. RSE: 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.

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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	Website Development Coursework	Understand the purpose and content of pre-production	Understand the purpose and properties of digital graphics	Understand the properties and features of multipage website	Understand multimedia products n hardware, software and peripherals	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Digital Graphics Coursework	Interactive Multimedia Product Coursework	Be able to plan pre-production	Be able to plan the creation of a digital graphic	Be able to plan a multipage website for a given scenario	Be able to plan the creation of a multimedia products	
Pre-Production Skills Exam	Interactive Multimedia Product Coursework	Be able to produce pre-production documents	Be able to create a digital graphic for a given scenario	Be able to create multipage websites using multimedia component	Be able to create a multimedia productsfor a given scenario	
Pre-Production Skills Exam	Interactive Multimedia Product Coursework	Be able to review pre-production documents	Be able to review a digital graphic	Be able to review a multipage website	Be able to review the creation of multimedia products	
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)	<ul style="list-style-type: none"> ● 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, Film/Video Editor, Technical Writer, Video Producer/Editor, Public Relations Specialist, Digital Marketing, Blogger, Sound/ Media Engineer, Digital media photographer, Animator, Social media specialist. Video game designer.
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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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
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.				

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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:

Implementation:		Implementation:		
Foundation	Higher	Reason, interpret and communicate mathematically	Solve problems within mathematics and in other contexts	CCT Capabilities
Year 10	Year 10	Students should be able to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
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.	Use and apply standard techniques		
		Students should be able to: <ul style="list-style-type: none"> • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures or set tasks requiring multi-step solutions 		

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KS4 Music Curriculum Overview

Subject Intentions:

- To develop confident performers and composers who are imaginative, inquisitive learners, who are disciplined (in relation to their own self-improvement) and resilient in the face of challenges;
- 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: Content [Topics Covered]

Implementation: Learning/Skills

Year 10	Year 11	Appraising	Performing	Composing	CCT Capabilities
My Music AOs 1	Integrated portfolio Solo performance Composition set to a FREE brief	<ul style="list-style-type: none"> • recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology • reflect upon and evaluate their own and others' music • Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. • Make critical judgements about music, using appropriate musical vocabulary. • Formulate critical judgements, which will be achieved by attentive listening (rather than just hearing) and aural perception 	<ul style="list-style-type: none"> • Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. • Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music. 	<ul style="list-style-type: none"> • Develop composing skills to organise musical ideas and make use of appropriate resources • Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses, and responding to a brief or commission supplied by others. • Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources. • Develop awareness of music technologies and their use in the creation and presentation of music 	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Concerto through time AOS 2	Practical portfolio Ensemble performance Composition set to an EXAM brief				
Rhythms of the World AOs 3	Listening and appraising exam Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.				
Film Music AOs 4					
Conventions of Pop AOs 5					

Literacy and Numeracy:

Links to Careers, RSE and/or Further Study:

Treble and bass clef notation Essay writing Performance and composition logs Reading musical scores Italian terms	Rhythm notation Timing	Students record their final solo and ensemble performance at the Art College Composition briefs can be set to real life scenarios. Careers: Acoustics consultant, Arts administrator, Audio-visual technician, Audiologist, Broadcast engineer, Community arts worker, Computer games developer, Dancer, DJ, Entertainer, Events manager, Music promotions manager, Music teacher, Music therapist, Musical instrument maker and repairer, Radio broadcast assistant, Secondary school teacher, Singing teacher, Studio sound engineer, TV or film sound technician, Music Producer, Recording Engineer, Artist Manager, Tour Manager, Booking Agent, Music Publicist, Composer, Music Arranger.
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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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Develop technique and improve their performance in a range of competitive sports and activities • Apply tactics and strategies to outwit opponents. 	<ul style="list-style-type: none"> • Participate in a range of aerobic activities: running, walking, invasion games • Sustain performance for a set period of time (e.g. a full or half game) • Engage in strength and fitness based work and improve performance over time. 	<ul style="list-style-type: none"> • 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 games Net/wall games	Striking and Fielding games Net/wall games					
Sport Education	Sport Education					
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. Careers: Sports coaching, teaching, sports performer, personal training, physiotherapy, sports journalism, officiating.				

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KS4 RS/Ethics 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 10	Year 11	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
Relationships – family, finance and conflict resolution	HALF DAY 1: Communication in relationships	<ul style="list-style-type: none"> • GCSE RS - 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. • To evaluate how these beliefs and attitudes structure the lives of Christians and Muslims, whilst affecting all people, their lives and their communities. • Ethics - Consider the impact and the importance (RSHE) on families, respectful relationships, online media, being safe and intimate and sexual relationships. • To evaluate the beliefs and attitudes of the above topics on each other and one's own mental health. 	<ul style="list-style-type: none"> • To develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
Body Image - Exploring the issue and the influence	HALF DAY 2: Dealing with Diversity and Difference					
Undermining Wellbeing – exploring pressures	Half Day 3 – My future, My path					
Paper 1 <u>Islam – Beliefs</u>	Form Time – Building for the Future – Application processes, and skills					
Paper 2 <u>Themes Relationships/Conflict</u>	isits/Visitor Sixth Form How to Revise					
Exam RS – Short Course						
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.				

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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	Bioenergetics	Understand how scientific methods and theories develop over time.	Use scientific theories and explanations to develop hypotheses.	Presenting observations and other data using appropriate methods.	Use scientific vocabulary, terminology and definitions.	Persistence Self-Discipline Empathy Collaboration Inquiry Imagination
Atomic Structure and the Periodic Table	Energy Changes	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.	Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.	Translating data from one form to another.	Recognise the importance of scientific quantities and understand how they are determined.	
Energy	Particle Model of Matter			Carrying out and represent mathematical and statistical analysis.		
Organisation	Homeostasis and Response	Appreciate the power and limitations of science and consider any ethical issues which may arise.	Apply a knowledge of a range of techniques, instruments, apparatus, and materials to select those appropriate to the experiment.	Representing distributions of results and make estimations of uncertainty.	Use SI units (eg kg, g, mg; km, m, mm; kJ, J) and IUPAC chemical nomenclature unless inappropriate.	
Bonding Structure and the Properties of Matter	Rate and Extent of Chemical Change			Interpreting observations and other data (presented in verbal, diagrammatic, graphical, symbolic or numerical form), including identifying patterns and trends, making inferences and drawing conclusions.		
Electricity	Forces	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.	Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.	Presenting reasoned explanations including relating data to hypotheses.	Use prefixes and powers of ten for orders of magnitude (eg tera, giga, mega, kilo, centi, milli, micro and nano).	
Infection and Response	Inheritance, Variation and Evolution			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		
Quantitative Chemistry	Organic Chemistry	Evaluate risks both in practical science and the wider societal	Recognise when to apply a knowledge of sampling techniques to ensure any samples collected are representative.		Interconvert units.	
Chemical changes	Waves					
Bioenergetics	Ecology					
	Chemical Analysis					

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Particle Model of Matter	Magnetism and Electromagnetism	context, including perception of risk in relation to data and consequences.	Make and record observations and measurements using a range of apparatus and methods.	paper-based and electronic reports and presentations using verbal, diagrammatic, graphical, numerical and symbolic forms.		
Energy Changes	Using Resources	Recognise the importance of peer review of results and of communicating results to a range of audiences.	Evaluate methods and suggest possible improvements and further investigations.			
	Chemistry of the Atmosphere					
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.				

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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	<ul style="list-style-type: none"> ● know about the components of fitness and the principles of training ● explore different fitness training methods ● investigate fitness testing to determine fitness levels 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 Career opportunities: The health and fitness industry: coach/ trainer/ physical therapy. PE Teacher, Dance Teacher, Army and services, Physiotherapist, Dietician, Sports Journalist, Sports Scientist, Kinesiologist, Referee, Sports broadcaster, Facility operations manager				

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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	Recognise that others have had different experiences, beliefs and opinions	Being resourceful to ensure that section requirements are fulfilled	Exploring own strengths and skills	Working independently to complete the award	Understanding that completion of the award is a positive achievement for post 16 options
Virtual learning sessions Access to resources through google classroom and school website	Virtual learning sessions Access to resources through google classroom and school website	Considered and thoughtful feedback to other members of the group	Understand that others may find situations and tasks harder	Thinking creatively to find solutions independently and as part of a team	Questioning decisions made as a group	Being motivated to ensure that all sections are completed and meet the timescale of the award	Progressing from bronze to silver or silver to gold award
Regular communication with students and parents	Regular communication with students and parents	Supportive and co-operative member of a small group to complete tasks	Support others with practical solutions and engaging in volunteering opportunities.	Reflecting and revising how the group can reach goals	Challenging self by trying new things	Being a reliable member of the group	Being an enthusiastic and determined member of a team
Expedition training walk 1 day	Expedition training walk 1 day	Respectful towards others in the group and accepting that people have different strengths.			Investigating personal qualities	Developing organisational skills	Developing resilience by not giving up on completion of the award.
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

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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	Creatively approach situations, thinking of different approaches that could be implemented	Questioning their own and others assumptions and opinions	Being accountable for their own actions and how this affects others	Accept and engage with support put in place in and out of school	To gain an understanding that others are also on a journey and may need support
Wellbeing champions (year groups)	Wellbeing champions (year groups)	Accepting and supportive of other people’s views, opinions and beliefs	Being resourceful and using their strengths to reach an end goal	Exploring different pathways and aspirations	Developing skills to reflect on own attitudes and behaviours	Develop skills to overcome any setbacks and keep persevering	Develop skills to recognise when others may need nurturing and support.
Wellbeing groups Resilience; friendships; dealing with stress	Wellbeing groups Resilience; friendships; dealing with stress; study skills and exams	Share, discuss and debate assumptions and ideologies that impact on people’s lives and wellbeing	Trying out different ways to solve a problem, evaluating and revising how	Challenging assumptions/opinions in a positive, constructive way	Developing tools to support independent learning	Have a positive and enthusiastic approach towards situations and be willing to try again.	Be part of a whole school approach that is considerate, tolerant and understanding of others.
Counselling sessions and 1-2-1	Counselling sessions and 1-2-1	Work as a team to raise awareness of issues that impact on their lives	Connecting different ideas to get an overview of the world and their place within it.		Reflect on skills, attitudes and behaviours allowing for positive improvement	Be positive about self and feel confident in own skills and how self is perceived.	Recognise how to keep selves and other safe and well
School Council	School Council	Recognising own strengths, skills and value as part of a successful team/group	Being open to different lifestyles, aspirations and career pathways				
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

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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		Implementation: Learning/Skills					
KS3	KS4	Collaborative	Imaginative	Inquisitive	Self-disciplined	Persistent	Empathetic
Options evening (YR9)	Study Skills (YR11)	<p>Communicating respectfully with others, engaging in mock interview situation</p> <p>Developing strengths to become a positive, active member of a team</p>	<p>Creatively approach situations, thinking of different pathways to careers</p> <p>Being resourceful and using their strengths to reach a post 16 destination</p> <p>Trying out different ways to solve a problem, evaluating and revising methods/approaches</p> <p>Connecting different skills and strengths that can be utilised in a range of jobs</p> <p>Being open to different lifestyles, aspirations and career pathways</p>	<p>Exploring different options and aspirations</p> <p>Challenging assumptions/opinions in a positive, constructive way</p> <p>Exploring and investigating different roles, jobs, courses that would be applicable to their ideas</p> <p>Researching how subjects connect to different careers and jobs</p>	<p>Improve techniques to support study/revision skills</p> <p>Work with independent careers advisor to have a focus for post 16 education/training</p> <p>Motivate self to ensure progression to post 16 training/education</p> <p>Reflect on personal skills and strengths</p> <p>Develop high aspirations, aim high for post 16 and ongoing career choices.</p>	<p>Develop skills to be resilient and to keep making attempts to reach goals.</p> <p>To have tangible goals and aspirations to work towards and a post 16 pathway plan</p> <p>Raise aspirations</p>	<p>Being respectful of other peoples choices</p> <p>Encouraging others to raise their aspirations</p> <p>Recognise own and others strengths and weaknesses in employability</p> <p>Develop skills that focus on dealing in a work environment and with other people.</p>
Careers in the curriculum (All years)	Careers in the curriculum (All years)						
3 counties skills show	College Trips (3 Colleges; 6 th 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						

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