



**Willow Bank School**

**Key Stage Four**

**Curriculum Maps**

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	Exams
1 <sup>st</sup> Half-term	<p><b>English Literature</b> (AO1, AO2, AO3)</p> <p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>Overview of the play</li> <li>Analysis of key scenes</li> <li>Develop understanding of characters and themes</li> </ul> <p><b>An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>Overview of the play</li> <li>Analysis of key scenes</li> <li>Develop understanding of characters and themes</li> <li>Understanding of context</li> </ul>	<p><b>English Literature</b> (AO1, AO2)</p> <p><b>Relationships Poetry</b></p> <ul style="list-style-type: none"> <li>Study first group of anthology poems</li> <li>Develop understanding of themes</li> <li>Make comparisons and connections between poems</li> <li>Understand and employ key terminology to analyse poetry</li> </ul>	<p><b>English Literature</b> (AO1, AO2)</p> <p><b>Relationships Poetry</b></p> <ul style="list-style-type: none"> <li>Study second group of anthology poems</li> <li>Develop understanding of themes</li> <li>Make comparisons and connections between poems</li> <li>Understand and employ key terminology to analyse poetry</li> </ul> <p><b>English Language</b> (AO5, AO6)</p> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>Read and discuss exemplar work</li> <li>Develop writing skills and techniques</li> <li>Draft a creative writing piece</li> </ul>	<p><b>English Literature</b> (AO1, AO2, AO3)</p> <p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>In depth analysis of characters and themes</li> <li>Past paper exam questions</li> </ul> <p><b>An Inspector Calls</b></p> <ul style="list-style-type: none"> <li>In depth analysis of characters and themes</li> <li>Past paper exam questions</li> </ul>	<p><b>English Literature</b> (AO1, AO2)</p> <p><b>Relationships Poetry</b></p> <ul style="list-style-type: none"> <li>In depth analysis of techniques and themes</li> <li>Past paper exam questions</li> </ul> <p><b>Frankenstein</b></p> <ul style="list-style-type: none"> <li>In depth analysis of characters and themes</li> <li>Past paper exam questions</li> </ul>	REVISION SESSIONS	<p><b>English Language Paper 1: Fiction and Imaginative Writing</b></p> <p>Written examination: 1hr 45 minutes 40% of qualification</p> <p><b>English Language Paper 2: Non-fiction and Transactional Writing</b></p> <p>Written examination: 2h 05 minutes 60% of qualification</p> <p>Spoken Language Endorsement</p>
2 <sup>nd</sup> Half-term	<p><b>English Language</b> (AO1, AO2, AO3, AO4)</p> <p><b>Non-fiction reading</b></p> <ul style="list-style-type: none"> <li>Study a range of text types</li> <li>Analyse techniques in language and structure</li> <li>Answer exam style questions</li> </ul> <p><b>Fiction Reading</b></p> <ul style="list-style-type: none"> <li>Study a range of 19<sup>th</sup> century texts</li> <li>Analyse techniques in language and structure</li> <li>Answer exam style questions</li> </ul>	<p><b>English Literature</b> (AO1, AO2)</p> <p><b>Frankenstein</b></p> <ul style="list-style-type: none"> <li>Overview of the novel</li> <li>Analysis of key scenes</li> <li>Develop understanding of characters and themes</li> <li>Understanding of context</li> </ul> <p><b>English Language</b> (AO1, AO2, AO3, AO4)</p> <p><b>Transactional writing</b></p> <ul style="list-style-type: none"> <li>Develop writing skills in a variety of text types</li> <li>Produce a range of transactional texts (letters, speeches, articles)</li> </ul>	<p><b>English Language</b> (AO7, AO8, AO9)</p> <p><b>Spoken Language Endorsement</b></p> <ul style="list-style-type: none"> <li>Study persuasive techniques</li> <li>Plan and script a persuasive speech</li> <li>Give speech to audience (a teacher)</li> </ul>	<p><b>English Language</b> (AO1, AO2, AO3, AO4)</p> <p><b>Non-fiction reading</b></p> <ul style="list-style-type: none"> <li>Study a range of text types</li> <li>Analyse techniques in language and structure</li> <li>Answer past paper questions</li> </ul> <p><b>Fiction Reading</b></p> <ul style="list-style-type: none"> <li>Study a range of 19<sup>th</sup> century texts</li> <li>Analyse techniques in language and structure</li> <li>Answer past paper questions</li> </ul>	<p><b>English Language</b> (AO5, AO6)</p> <p><b>Transactional writing</b></p> <ul style="list-style-type: none"> <li>Practise responses to past paper questions</li> </ul> <p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>Practise responses to past paper questions</li> </ul>	REVISION SESSIONS	<p><b>English Literature Paper 1: Shakespeare and Post-1914 Literature</b></p> <p>Written examination: 1h 45 minutes 50% of qualification</p> <p><b>English Literature Paper 2: 19<sup>th</sup> century Novel and Poetry since 1789</b></p> <p>Written examination: 2h 15 minutes 50% of qualification</p>

# Maths - Red / Orange

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	Exams
1st Half- term	Angles Basic Number Factors, Multiples and Primes Basic Algebra	Coordinates and Linear Graphs Decimals Measures Area and Perimeter	Indices Standard Form Averages Transformations	Bearings and Scale Drawings Constructions and Loci Real-life Graphs Congruence and Similarity Introduction to quadratics Area and Volume Probability and Venn diagrams Product of 3 binomials Harder factorisation Similar shapes (area and volume) Fractions and decimals Cumulative frequency and box plots Histograms Circle theorems Quadratic formula Fractional Indices	Direct and Inverse Proportion Simultaneous Equations Vectors Growth and decay  Vectors Completing the square  Trigonometric graphs Sine rule Cosine rule $\frac{1}{2}ab\sin C$ Exponential Growth and Decay Upper and Lower Bounds	Revision	<b>Paper 1: Non-Calculator</b>  Written examination: 1 hour 30 minutes 33.3% of qualification  <b>Paper 2: Calculator</b>  Written examination: 1 hour 30 minutes 33.3% of qualification
2nd Half- term	Basic Algebra (continued) Fractions Equations Ratio and Proportion	Basic Percentages Collecting and representing data Percentage calculations Circles	Probability Properties of Polygons 3D Shapes Sequences	Area and Volume (continued) Graphing Consolidation Scatter Graphs Pythagoras Inequalities Perpendicular lines Regions and inequalities Equations of circles Direct and inverse proportion Negative scale factors Transformations Iteration Rearranging Equations Surds	Solving Quadratics Quadratic Graphs Trigonometry Sketching Graphs  Simultaneous Equations with quadratics 3D Trigonometry  Algebraic fractions Transforming functions Algebraic proof	Revision	<b>Paper 3: Calculator</b>  Written examination: 1 hour 30 minutes 33.3% of qualification

Foundation content covered in class

Higher content covered in class

Higher content covered during uplift and Intervention slots

# Maths - Yellow

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	Exams
1st Half- term	Angles Basic Number Factors, Multiples and Primes Basic Algebra	Coordinates and Linear Graphs Decimals Measures Area and Perimeter	Indices Standard Form Averages Transformations	Basic Calculations Factors, Multiples and Primes Negative Numbers Applying basic skills in a context Measures Area, Perimeter and Volume	Types of Data Displaying and Interpreting Data Probability Statistics	Revision	<p><b>Paper 1: Non-Calculator</b></p> <p>Written examination: 1 hour 30 minutes 33.3% of qualification</p> <p><b>Paper 2: Calculator</b></p> <p>Written examination: 1 hour 30 minutes 33.3% of qualification</p>
2nd Half- term	Basic Algebra (continued) Fractions Equations Ratio and Proportion	Basic Percentages Collecting and representing data Percentage Calculations Circles	Probability Properties of Polygons 3D Shapes Sequences	Fractions Percentages Tables and Charts Time Money	GCSE content (as required by individuals in the group)  E.g. Basic Algebra Ratio and Proportion Angles Coordinates and graphs Solving Equations	Revision	<p><b>Paper 3: Calculator</b></p> <p>Written examination: 1 hour 30 minutes 33.3% of qualification</p> <p><b><u>Edexcel Award Number and Measure Level 1</u></b></p> <p>January exam for some students 1h 30 minutes</p>

# Science - Red / Orange

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	Exams
<b>1st Half-term</b>	<p><b>Biology</b></p> <p>Topic 1 - Cell Biology (Cell Structure and Cell Division; Transport in Cells)</p> <p><b>Chemistry</b></p> <p>Topic 1 - Atomic Structure and the Periodic Table</p> <p><b>Physics</b></p> <p>Topic 1 – Energy</p>	<p><b>Biology</b></p> <p>Topic 2 –Organisation, Health and Disease; Enzymes and Digestion</p> <p><b>Chemistry</b></p> <p>Topic 3 - Quantitative Chemistry Topic 4 - Chemical Changes</p> <p><b>Physics</b></p> <p>Topic 2 - Electricity Topic 3 - Particle model of matter</p>	<p><b>Biology</b></p> <p>Topic 2 - revisit content from Topic 2 for new starters/changes in class</p> <p><b>Chemistry</b></p> <p>Topic 6 - The rate and extent of chemical change</p> <p><b>Physics</b></p> <p>Topic 5 - Forces</p>	<p><b>Biology</b></p> <p>Topic 1 - Cell biology Topic 5 - Homeostasis and response</p> <p><b>Chemistry</b></p> <p>Topic 1 - Atomic structure and the periodic table</p> <p><b>Physics</b></p> <p>Topic 1 - Energy Topic 2 - Electricity</p>	<p><b>Biology</b></p> <p>Topic 3 - Infection and response Topic 4 - Bioenergetics Topic 7 - Ecology</p> <p><b>Chemistry</b></p> <p>Topic 4 - Chemical changes Topic 5 - Rate and extent of chemical changes</p> <p><b>Physics</b></p> <p>Topic 4 - Atomic structure (radioactivity) Topic 5 - Forces</p>	<b>Revision</b>	<p>Candidates are awarded 2 GCSEs in Trilogy Combined Science</p> <p>All exams are 1h 15 minutes, worth 16.7% of the qualification</p> <p><u>Biology Paper 1</u> Coverage: Topics 1 - 4</p> <p><u>Biology Paper 2</u> Coverage: Topics 6 – 10</p> <p><u>Chemistry Paper 1</u> Coverage: Topics 1 – 5</p> <p><u>Chemistry Paper 2</u> Coverage: Topics 6 – 10</p> <p><u>Physics Paper 1</u> Coverage: Topics 1 - 4</p> <p><u>Physics Paper 2</u> Coverage: Topics 5 – 7</p>
<b>2nd Half-term</b>	<p><b>Biology</b></p> <p>Topic 1b (complete) Topic 2 – Organisation (Tissues, Organs and Organ systems)</p> <p><b>Chemistry</b></p> <p>Topic 2 – Structure and bonding</p> <p><b>Physics</b></p> <p>Topic 2 – Electricity</p>	<p><b>Biology</b></p> <p>Topic 2 – Health and Disease; Enzymes and Digestion</p> <p><b>Chemistry</b></p> <p>Topic 4 – complete Topic 5 – Energy Changes</p> <p><b>Physics</b></p> <p>Topic 3 – complete Topic 4 – Atomic Structure</p>	<p><b>Biology</b></p> <p>Topic 3 – Infection and Response</p> <p><b>Chemistry</b></p> <p>Topic 6 – complete. Revisit content from HT1/2 for new starters/consolidation</p> <p><b>Physics</b></p> <p>Topic 5 – continue forces Revisit content from HT1/2 for new starters/consolidation</p>	<p><b>Biology</b></p> <p>Topic 2 - Organisation Topic 6 - Inheritance, variation and evolution</p> <p><b>Chemistry</b></p> <p>Topic 2 - Bonding, structure and properties of materials Topic 3 - Quantitative chemistry Topic 4 - Chemical changes</p> <p><b>Physics</b></p> <p>Topic 3 - Particle model of matter Topic 4 - Atomic structure (radioactivity)</p>	<p><b>Chemistry</b></p> <p>Topic 7 - Organic Chemistry Topic 8 - Chemical analysis Topic 9 - Chemistry of the atmosphere</p> <p><b>Physics</b></p> <p>Topic 5 - Forces Topic 6 - Waves</p>		<p><u>Chemistry Paper 2</u> Coverage: Topics 6 – 10</p> <p><u>Physics Paper 1</u> Coverage: Topics 1 - 4</p> <p><u>Physics Paper 2</u> Coverage: Topics 5 – 7</p>

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	Exams
<b>1st Half-term</b>	<p><b>Biology</b></p> <p>Topic 1 - Cell Biology (Cell Structure and Cell Division; Transport in Cells)</p> <p><b>Chemistry</b></p> <p>Topic 1 - Atomic Structure and the Periodic Table</p> <p><b>Physics</b></p> <p>Topic 1 - Energy</p>	<p><b>Biology</b></p> <p>Topic 2 - Organisation, Health and Disease; Enzymes and Digestion</p> <p><b>Chemistry</b></p> <p>Topic 3 - Quantitative Chemistry Topic 4 - Chemical Changes</p> <p><b>Physics</b></p> <p>Topic 2 - Electricity Topic 3 - Particle model of matter</p>	<p><b>Biology</b></p> <p>Topic 2 - revisit content from Topic 2 for new starters/changes in class</p> <p><b>Chemistry</b></p> <p>Topic 6 - The rate and extent of chemical change</p> <p><b>Physics</b></p> <p>Topic 5 - Forces</p>	<p><b>Biology</b></p> <p>Topic 1 - Cells</p> <p><b>Chemistry</b></p> <p>Topic 1 - Atomic structure and the periodic table</p> <p><b>Physics</b></p> <p>Topic 1 - Energy Topic 2 - Electricity</p>	<p><b>Biology</b></p> <p>Topic 3 - Infection and response Topic 4 - Bioenergetics</p> <p><b>Chemistry</b></p> <p>Topic 4 - Chemical changes Topic 5 - Energy changes Topic 6 - Rates of reaction Topic 7 - Organic chemistry</p> <p><b>Physics</b></p> <p>Topic 5 - Forces Topic 6 - Waves Topic 7 - Magnetism and electromagnetism</p>	<p><b>Biology</b></p> <p>Topic 6 - Inheritance, variation and evolution Topic 7 - Ecology</p> <p><b>Chemistry</b></p> <p>Topic 10 - Using resources</p> <p><b>Revision</b></p>	<p>Candidates are awarded 2 GCSEs in Trilogy Combined Science</p> <p>All exams are 1h 15 minutes, worth 16.7% of the qualification</p> <p><u>Biology Paper 1</u> Coverage: Topics 1 - 4</p> <p><u>Biology Paper 2</u> Coverage: Topics 6 - 10</p> <p><u>Chemistry Paper 1</u> Coverage: Topics 1 - 5</p> <p><u>Chemistry Paper 2</u> Coverage: Topics 6 - 10</p> <p><u>Physics Paper 1</u> Coverage: Topics 1 - 4</p> <p><u>Physics Paper 2</u> Coverage: Topics 5 - 7</p>
<b>2nd Half-term</b>	<p><b>Biology</b></p> <p>Topic 1b (complete) Topic 2 - Organisation (Tissues, Organs and Organ systems)</p> <p><b>Chemistry</b></p> <p>Topic 2 - Structure and bonding</p> <p><b>Physics</b></p> <p>Topic 2 - Electricity</p>	<p><b>Biology</b></p> <p>Topic 2 - Health and Disease; Enzymes and Digestion</p> <p><b>Chemistry</b></p> <p>Topic 4 - complete Topic 5 - Energy Changes</p> <p><b>Physics</b></p> <p>Topic 3 - complete Topic 4 - Atomic Structure</p>	<p><b>Biology</b></p> <p>Topic 3 - Infection and Response</p> <p><b>Chemistry</b></p> <p>Topic 6 - complete. Revisit content from HT1/2 for new starters/consolidation</p> <p><b>Physics</b></p> <p>Topic 5 - continue forces Revisit content from HT1/2 for new starters/consolidation</p>	<p><b>Biology</b></p> <p>Topic 2 - Organisation Topic 3 - Infection and Response</p> <p><b>Chemistry</b></p> <p>Topic 2 - Bonding, structure and properties of matter. Topic 3 - Quantitative chemistry Topic 4 - Chemical changes</p> <p><b>Physics</b></p> <p>Topic 2 - Electricity Topic 3 - Particle model of matter Topic 4 - Radioactivity Topic 5 - Forces</p>	<p><b>Biology</b></p> <p>Topic 5 - Homeostasis and response Topic 6 - Inheritance, variation and evolution</p> <p><b>Chemistry</b></p> <p>Topic 6 - Rates of reaction Topic 8 - Chemical analysis Topic 9 - Chemistry of the atmosphere</p>		

# Film Studies

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	Exams / Non-Exam assessments
<b>1<sup>st</sup> Half-term</b>	<p><b>Component 1 – Key Developments in US Film</b></p> <p>Introduction to the course (Blade Runner as model text)</p> <p><b>Invasion of the Body Snatchers</b> Watch and analyse</p> <p>Introduce the 4 analytical areas</p> <p>Introduce concept of context</p>	<p><b>Component 1 – Independent US cinema</b></p> <p>Differences between Hollywood and independent cinema</p> <p><b>Whiplash</b> Watch and Analyse</p> <p>Continue to develop the 4 analytical areas</p>	<p><b>Component 2 – Global Film: Narrative, representation and film style</b></p> <p><b>Girlhood</b> (Global non-English language Film)</p> <p>Watch and analyse</p> <p>Focus of analysis = "representation"</p> <p>Consider film in light of race and gender representation</p>	<p><b>Component 3 – production task</b></p> <p>Model genre screenplay process via "Fritz Lang's M".</p> <p>1000 word extract from a screenplay</p> <p>Get started on accompanying 1 minute shooting script.</p> <p>1<sup>st</sup> and 2<sup>nd</sup> drafts</p> <p>C/A prep</p>	<p><b>Component 1 – Independent US Cinema (Section C)</b></p> <p>Complete evaluation (controlled assessment)</p> <p>Prep specialist writing on film for exam – <b>Little Miss Sunshine</b></p> <p>Key developments in film and film technology</p> <p>Flashcards</p>	<p><b>Component 2 – exam preparation</b></p> <p>Re watch and analyse <b>District 9</b> <b>Let the Right One In</b> <b>Submarine</b></p> <p>Introduce/further develop film terminology</p> <p>Exam skills</p> <p>Section B Key Developments in film and film technology</p>	<p><u>Component 1: Key Developments in US Film</u></p> <p>Written examination: 1 hour 30 minutes 35% of qualification</p> <p><u>Component 2: Global Film: Narrative, Representation and Film Style</u></p> <p>Written examination: 1 hour 30 minutes 35% of qualification</p>
<b>2<sup>nd</sup> Half-term</b>	<p><b>Component 1 - Key Developments in US Film</b></p> <p><b>ET</b> Watch and analyse</p> <p>Comparative study (Rear Window)</p> <p>Continue to develop understanding of the 4 analytical areas</p> <p>Edmodo tasks</p>	<p><b>Component 2 – Global Film: Narrative, representation and film style</b></p> <p><b>District 9</b> (Global English Language Film)</p> <p>Watch and analyse</p> <p>Focus of analysis = "Narrative" (and context)</p> <p>Edmodo tasks</p>	<p><b>Component 2 – Global Film: Narrative, representation and film style</b></p> <p><b>Submarine</b> (Contemporary UK film)</p> <p>Watch and Analyse</p> <p>Focus of analysis = "Film Style"</p> <p>Edmodo tasks</p>	<p><b>Component 3 – production task</b></p> <p>Complete shooting scripts</p> <p>750 to 850 word Evaluation analysing the production <u>in relation to other professionally produced films.</u></p> <p>C/A completion</p>	<p><b>Component 1 – Exam Preparation</b></p> <p><b>Rear Window</b> <b>Witness</b> (Question 3 compare and contrast)</p> <p>Mock Papers Exams Skills (Paper 1 and 2)</p> <p>Controlled Assessment catch up as necessary</p>	<p><u>Component 3: Production tasks (controlled assessment)</u> <u>30% of qualification</u></p> <p>1. 1000 word extract from a screenplay</p> <p>2. accompanying 1 minute shooting script.</p> <p>3. A 750 to 850 word Evaluation analysing the production <u>in relation to other professionally produced films.</u></p>	

# Fine Art

	<b>Term 1 Autumn Y10</b>	<b>Term 2 Spring Y10</b>	<b>Term 3 Summer Y10</b>	<b>Term 4 Autumn Y11</b>	<b>Term 5 Spring Y11</b>	<b>Term 6 Summer Y11</b>	<b><u>Exams / Non-Exam Assessment</u></b>
<b>1st Half-term</b>	<p><b>Natural Form</b> Students will be exploring observational drawing covering tone depth and texture. Students will be looking at different patterns and shapes that can be found in nature with the focus on seed pods, flowers and leaves.</p>	<p><b>Printing and patterns</b> Students will examine form, shape, pattern and texture through the work of William Morris. Students will think about how to use their sketch books to collect visual resources and develop their work and ideas.</p>	<p><b>Independent Studies</b> Students will reflect on the work that they completed over the year and work towards their own line of inquiry. Students might wish to pursue a skill that they have learnt further, or they might start to work towards their final intention.</p>	<p><b>Component 1 Part 2</b> Students will be given the theme "Identity" and will focus on portraiture, studying the work of other artists.</p>	<p><b>Component 2</b> Externally set tasks</p>	<p>Outstanding work to be completed</p>	<p>Component 1 A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p>
<b>2nd Half-term</b>	<p><b>Observational drawing</b> Students will explore the work of Blossfeldt looking at how he used photography to create close-up stills of plants, flowers and seed pods. Students will complete a series of drawings from these stills using dry medium.</p>	<p><b>Mixed media and printing</b> Students will look at different ways that artists have used mixed media and printing in their art with the focus on the artist Angela Lewin. Students will create their own prints and mixed media piece in response to her work.</p>	<p><b>Final project</b> Students will bring all their ideas together to produce a final piece of art that represents and is related to the work they have so far completed.</p>	<p><b>Component 1 Part 2</b> Students will be working towards a final piece that focused on the theme "Identity".</p>	<p><b>Component 2</b> Externally Set task/10-hour exam</p>		<p>Component 2 Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives</p>



# Health and Social Care

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	Exams / Coursework
<b>1<sup>st</sup> Half-term</b>	<a href="#">Body Systems Course work</a> LO1: Know how the body systems work - Cardiovascular System - Respiratory System - Digestive System	<a href="#">Body Systems Course work</a> LO3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems - Blood Pressure - Peak Flow - BMI	<a href="#">Using Basic First Aid Procedures Coursework</a> LO2: Understand the first aid procedures for a range of injuries - Choking - Bleeding - Unconscious breathing/Unconscious not breathing - Burns/Scolds - Asthma - Shock	<a href="#">Essential Values of Care</a> LO1: Understand how to support individuals to maintain their rights LO2: Understand the importance of the values of care and how they are applied  <a href="#">Body Systems Course work</a> LO1: Know how the body systems work LO2: Understand disorders that affect body systems LO3: Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems	<a href="#">Essential Values of Care</a> Examination taken in January  <a href="#">Communicating and working with individuals Course work</a> LO1: Understand how to communicate effectively - Verbal - Non-Verbal - Specialist - Written	<a href="#">Communicating and working with individuals Course work</a> LO3: Be able to communicate effectively within health, social care and early years settings. Two demonstrations of how to communicate effectively in a given scenario.  <b>COURSE WORK CATCH UP</b>	<a href="#">Essential Values of Care</a> Written examination: 1hr 25% of qualification  <a href="#">Communicating and working with individuals in care settings</a> Coursework 25% of qualification  <a href="#">Using basic first aid procedure</a> Coursework 25% of qualification
<b>2<sup>nd</sup> Half-term</b>	<a href="#">Body Systems Course work</a> LO2: Understand disorders that affect body systems - Disorders that affect the Cardiovascular System - Disorders that affect the Respiratory System - Disorders that affect the Digestive System	<a href="#">Using Basic First Aid Procedures Coursework</a> LO1: Be able to assess scenes of accidents to identify risks and continuing - Dangers - Assess scene - Hazards - Information consent - Communication to emergency services	<a href="#">Using Basic First Aid Procedures Coursework</a> LO2: Understand the first aid procedures for a range of injuries - Choking - Bleeding - Unconscious breathing/Unconscious not breathing - Burns/Scolds - Asthma - Shock  LO3: Be able to apply basic first aid procedures - Demonstrate skills for all of above.	<a href="#">Essential Values of Care</a> LO3: Understand how legislation impacts on care settings LO4: Understand how personal hygiene, safety and security measures protect individuals  <a href="#">Using Basic First Aid Procedures Coursework</a> LO1: Be able to assess scenes of accidents to identify risks and continuing LO2: Understand the first aid procedures for a range of injuries LO3: Be able to apply basic first aid procedures	<a href="#">Communicating and working with individuals Course work</a> LO2: Understand the personal qualities that contribute towards care - Patience - Understanding - Empathy - Respect - Cheerfulness - Willingness - Sense of Humour	<a href="#">Essential Values of Care</a> Revision for those taking the Summer exam	<a href="#">Understanding body systems and disorders</a> Coursework 25% of qualification

# Computing

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11
1 <sup>st</sup> Half-term	<p><u>ECDL Level 1 Security for IT Users</u></p> <p>Provides the learner with an essential understanding of how to use a computer in a safe and secure manner, protecting their own data as well as that of others.</p> <p><b>System and Information Security</b></p> <ul style="list-style-type: none"> <li>Malicious programs and how they enter the computer system</li> <li>Installing and configuring Anti-virus software</li> <li>Understanding computer hacking</li> <li>Hoax messages</li> </ul>	<p><u>ECDL Level 1 IT User Fundamentals</u></p> <p>How to use the common functions of a PC and its operating system, and to learn how to organise and manage directories/folders and files and learn to operate effectively within the desktop environment. How to upgrade a computer system and diagnose common hardware faults.</p> <p><b>Computers and devices</b></p> <ul style="list-style-type: none"> <li>ICT services</li> <li>Hardware</li> <li>Components of a computer system</li> <li>External devices</li> <li>Routine maintenance of IT systems</li> <li>Software licensing</li> </ul>	<p><u>ECDL Level 1 Using Email and Internet</u></p> <p>Helps the learner understand how to use the internet and email in a safe and secure way, explaining key terms and developing fundamental knowledge of computer security in the workplace.</p> <p><b>Web Browsing and Concepts</b></p> <ul style="list-style-type: none"> <li>Internet keywords</li> <li>Web addresses and domains</li> <li>Protecting yourself online</li> <li>Digital certificates</li> <li>Web browsing applications</li> </ul>	<p><u>ECDL Level 2 Word Processing</u></p> <p>Provides the learner with an essential understanding of using a word processing application to create documents and manipulate and format text. It also shows how to prepare a document for printing, preview and print a document, create tables, import objects, and merge a mailing list with a document.</p> <ul style="list-style-type: none"> <li>Working with Documents</li> <li>Enhancing Productivity</li> <li>Document Creation Formatting</li> <li>Objects</li> </ul>	<p><u>ECDL Level 2 Spreadsheets</u></p> <p>Provides the learner with an essential understanding of working with a spreadsheet application to insert and manipulate data. It also covers how to create formulas and functions, format and print a spreadsheet, import objects, and create and adjust charts.</p> <ul style="list-style-type: none"> <li>Working with Spreadsheets</li> <li>Enhancing Productivity</li> <li>Cells</li> <li>Managing Worksheets</li> <li>Formulas and Functions</li> </ul>	<p><u>ECDL Level 2 Presentation</u></p> <p>Provides the learner with an essential understanding of how to work with a presentation software application to develop the skills needed to communicate information using presentation software. Learners will produce high-quality presentations using a variety of tools, including charts, graphs and drawn objects.</p> <ul style="list-style-type: none"> <li>Working with Presentations</li> <li>Enhancing Productivity</li> <li>Developing a Presentation -</li> <li>Adjusting indents within paragraphs and setting up/using tab stops.</li> <li>Linking data between applications for 'dynamic' updates.</li> <li>Create and edit charts.</li> <li>Importing (text) outlines into PowerPoint and exporting presentations as outlines.</li> <li>Exam preparation</li> </ul> <p><b>Module examination</b></p>

<p><b>2<sup>nd</sup> Half-term</b></p>	<p><u>ECDL Level 1 Security for IT Users</u></p> <p><b>Data Security Guidelines and Procedures</b></p> <ul style="list-style-type: none"> <li>• Introduction to networks</li> <li>• Securely sending personal data</li> <li>• Using portable data storage</li> <li>• Cloud computing</li> <li>• Backing Up</li> </ul> <p><b>Module examination</b></p>	<p><u>ECDL Level 1 IT User Fundamentals</u></p> <p><b>Operating system set up (Desktop, Icons &amp; Settings)</b></p> <ul style="list-style-type: none"> <li>• Partition a drive and install Windows</li> <li>• View the basic system information</li> <li>• Icons</li> <li>• Desktop configuration</li> <li>• Keyboard language</li> <li>• Outputs and printers</li> </ul> <p><b>File Management</b></p> <ul style="list-style-type: none"> <li>• Organisation of operating system</li> <li>• Identifying common file types</li> <li>• File management good practice</li> </ul> <p><b>Module examination</b></p>	<p><u>ECDL Level 1 Using Email and Internet</u></p> <p><b>Web-Based Information</b></p> <ul style="list-style-type: none"> <li>• Search engine</li> <li>• Searching and refining searching</li> <li>• Critically evaluate online information</li> <li>• Recognise appropriateness of online information</li> <li>• Copyright and intellectual property</li> <li>• Protecting yourself when using online communities</li> </ul> <p><b>Using email in a professional setting</b></p> <ul style="list-style-type: none"> <li>• MS Outlook</li> <li>• E-mail folders</li> <li>• E-mail addresses</li> <li>• Distribution lists and organising email accounts.</li> <li>• Using the calendar to schedule</li> <li>• Technology when working remotely.</li> </ul> <p><b>Module examination</b></p>	<p><u>ECDL Level 2 Word Processing</u></p> <ul style="list-style-type: none"> <li>• Mail Merge</li> <li>• Prepare Outputs</li> <li>• Exam preparation</li> </ul> <p><b>Module examination</b></p>	<p><u>ECDL Level 2 Spreadsheet</u></p> <ul style="list-style-type: none"> <li>• Formatting</li> <li>• Charts</li> <li>• Prepare Outputs</li> <li>• Exam preparation</li> </ul> <p><b>Module examination</b></p>	<p><u>ECDL Level 2 Improving Productivity</u></p> <p>This module is designed to consolidate the learning from the three earlier modules in a final examination. Improving Productivity enables the learner to work more effectively with IT. This unit uses tools to save time and effort when producing word-processed documents, presentations and spreadsheets.</p> <ul style="list-style-type: none"> <li>• Plan, select and use appropriate IT systems and software for different purposes</li> <li>• Plan solutions and ways to improve productivity and efficiency</li> <li>• Exam preparation</li> </ul> <p><b>Module examination</b></p>
--	--	---	--	---	---	---

# Arts Award

Arts Award is taught during Year 11, units interweaved throughout the year		Unit Evidence
<p><b>Unit 1: Explore the Arts as a participant</b></p> <p>Students show how they have developed their interest, knowledge and skills in a creative arts activity through active participation.</p>	<p><b>Unit 3: Arts Inspiration</b></p> <p>Students use simple research methods to find out about the arts practice, career and work of an artist, craftsperson or arts practitioner who inspires them and summarise what they have learnt.</p> <p>The chosen artist, arts practitioner or craftsperson can be famous or not, historical or contemporary, a formed group or an individual, but they must not be a fictional character</p>	<p><u>Unit 1 Evidence</u></p> <p>A description of their arts activity. Evidence of participating in their arts activity, for example, through written/recorded diary logs, annotated photographs, notes, comments or feedback. A summary of what they have learnt and how their interest, knowledge and skills have developed.</p> <p><u>Unit 2 Evidence</u></p> <p>Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs</p> <p>Evidence of personal reflection on the event(s)/experience(s) and their creative impact.</p>
<p><b>Unit 2: Explore the Arts as an audience member</b></p> <p>Students are audience members for at least one arts event or experience. They reflect on whether they enjoyed it, the quality and creative impact of the event or experience and the art form involved. Share their views with others</p>	<p><b>Unit 4: Arts skill share – passing on Arts skills to others</b></p> <p>Students plan to pass on their arts skills to others and then deliver their plan through leading a short workshop or presentation that includes an explanation of their arts skills. They review how well they passed on their arts skills.</p>	<p><u>Unit 3 Evidence</u></p> <p>Evidence of their research, for example, notes, photographs or recordings. A summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work</p> <p><u>Unit 4 Evidence</u></p> <p>An explanation of their arts skills shares activity, why they chose it, and the plans they've made Evidence of the activity and how they passed on their arts skills to others.</p>

# Physical Education

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11
1 <sup>st</sup> Half-term	<b>Invasion Sports</b> Football . Receiving . Tackling and defending space	<b>Invasion Sports</b> Basketball . Defending . Team structure	<b>Fielding &amp; Striking Games</b> Cricket . Types of bowling . Striking placement	<b>Invasion Sports</b> Football . Game play . Shooting under pressure . Pitch position	<b>Invasion Sports</b> Basketball . Game play . Shooting under pressure	<b>Fielding &amp; Striking Games</b> Cricket . Game strategy and game play
2 <sup>nd</sup> Half-term	<b>Net Games</b> Badminton . Creating space on the court when under pressure	<b>Invasion Sports</b> Hockey . Passing . Receiving . Basic Stick control . Basic Shooting	<b>Net Games</b> Tennis . Creating space on the court when under pressure	<b>Net Games</b> Badminton . Movement on the court . Doubles	<b>Invasion Sports</b> Hockey . Game play . Shooting under pressure . Types of corners	<b>Net Games</b> Tennis . Court positioning . Serving . Doubles

# Personal, Social and Health Education

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11
<p><b>Personal Social and Health Education (PSHE)</b> is delivered to all students weekly with one session each week. The curriculum covers a wider variety of topics under three themes of Health and Wellbeing, Relationships and Living in the Wider World. These are developed through KS3 and KS4 as a spiral curriculum allowing for development and age appropriate content as well as spacing and interleaving to allow students to learn most efficiently and effectively.</p> <p><i>*These topics are currently within the Personal Development session for Relationship and Sex Education (RSE) they will be referred to through the PSHE curriculum to make links where appropriate.</i></p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>Self concept</p> <p>Mental health and emotional wellbeing</p> <p>Health related decisions</p> <p>Self-examination (School Nurse)</p> <p>Drugs, alcohol and tobacco</p> <p>Managing risks and personal safety</p> <p>Sexual health and fertility*</p> <p><b>Core Theme 2: Relationships</b></p> <p>Positive relationships</p> <p>Relationship values</p> <p>Forming and maintaining respectful relationships</p> <p>Consent*</p> <p>Contraception* and parenthood</p>	<p><b>Core Theme 2: Relationships</b></p> <p>Positive relationships</p> <p>Relationship values</p> <p>Forming and maintaining respectful relationships</p> <p>Consent*</p> <p>Contraception* and parenthood</p> <p><b>Core Theme 3: Living in the wider world</b></p> <p>Learning skills and revision skills</p> <p>Choices and pathways</p> <p>Work and Careers</p>	<p><b>Core Theme 3: Living in the wider world</b></p> <p>Employment rights and responsibilities</p> <p>Financial choices</p> <p>Media literacy and digital resilience</p> <p>Revision Sills</p> <p><b>Additional</b></p> <p>Online wellbeing</p> <p><i>This draws together different threads of the course and allows student to reflect on how to stay safe online and where to go for help if needed.</i></p> <p>Work on start profile (careers)</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <p>Self concept</p> <p>Mental health and emotional wellbeing</p> <p>Health related decisions</p> <p>Self-examination (School Nurse)</p> <p>Drugs, alcohol and tobacco</p> <p>Managing risks and personal safety</p> <p>Sexual health and fertility*</p> <p><b>Core Theme 2: Relationships</b></p> <p>Positive relationships</p> <p>Relationship values</p> <p>Forming and maintaining respectful relationships</p> <p>Consent*</p> <p>Contraception* and parenthood</p>	<p><b>Core Theme 2: Relationships</b></p> <p>Positive relationships</p> <p>Relationship values</p> <p>Forming and maintaining respectful relationships</p> <p>Consent*</p> <p>Contraception* and parenthood</p> <p><b>Core Theme 3: Living in the wider world</b></p> <p>Learning skills and revision skills</p> <p>Choices and pathways</p> <p>Work and Careers</p>	<p><b>Core Theme 3: Living in the wider world</b></p> <p>Revision Sills</p> <p>Wellbeing sessions</p> <p><b>*Students in 11 yellow have an additional lesson a week of PSHE. These sessions will focus on wellbeing and will be tailored to the student's needs. Content will include areas such as building resilience, increasing self-esteem and confidence, self-care and team work.</b></p>

# Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>1<sup>st</sup> Half-term</b>	<p><b>Beliefs, Teachings &amp; Practices</b></p> <p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Buddha and Enlightenment</li> <li>• The Dhamma</li> <li>• The noble truths</li> <li>• Application of faith</li> <li>• Worship</li> <li>• Attitudes to death and mourning</li> <li>• Significant places</li> </ul> <p>Festival: Vesak</p>	<p><b>Beliefs, Teachings &amp; Practices</b></p> <p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• The divine presence and The Messiah</li> <li>• Nature of God</li> <li>• Promised Land</li> <li>• Rituals and dietary laws</li> <li>• Worship and Prayer</li> <li>• Tenakh (The Written Law)</li> <li>• Festival: Yom Kippur</li> </ul>	<p><b>Beliefs, Teachings &amp; Practices</b></p> <p><b>Islam</b></p> <ul style="list-style-type: none"> <li>• Core beliefs</li> <li>• Nature of Allah</li> <li>• Kutub (Books)</li> <li>• Hajj and fasting</li> <li>• Importance of practice and worship</li> <li>• Akhirah (Life after death)</li> <li>• Festival: Eid ul Fitr</li> </ul>	<p><b>Good and Evil</b></p> <ul style="list-style-type: none"> <li>• Personal beliefs and key vocabulary</li> <li>• Natural evil and moral evil</li> <li>• Buddhism - dukkha, karma and samsara</li> <li>• Hinduism- karma and moksha</li> <li>• Moral dilemmas</li> <li>• Judaism - G-d and free will. Story of Job</li> <li>• Christianity - Problem of evil. Nature of God - omnipotence and omniscience.</li> <li>• The existence of God, gods and the ultimate reality</li> <li>• Dialogue between religious and non-religious beliefs and attitudes</li> </ul> <p>Synoptic study of the above themes</p>	<p><b>Religion, Peace and Justice</b></p> <ul style="list-style-type: none"> <li>• Social Justice</li> <li>• Just War Theory and Thomas Aquinas</li> <li>• Pacifism</li> <li>• Justice and Punishment</li> <li>• Parable of the Sheep and Goats</li> <li>• Religion and Human Rights</li> <li>• Amnesty International - Write for Rights Campaign</li> <li>• The existence of God, gods and the ultimate reality</li> <li>• Religion, peace and conflict</li> <li>• Dialogue between religious and non-religious beliefs and attitudes</li> </ul> <p>Islam &amp; Christianity</p> <p>Synoptic study of the above themes</p>	<p><b>Religion and Science</b></p> <ul style="list-style-type: none"> <li>• Animal Testing</li> <li>• Buddhism and Science</li> <li>• Christianity, stewardship and animal rights</li> <li>• Hinduism and Science</li> <li>• Islam and Science</li> <li>• Moral dilemmas</li> <li>• The existence of God, gods and the ultimate reality</li> <li>• Dialogue between religious and non-religious beliefs and attitudes</li> </ul> <p>Buddhism, Christianity, Hinduism &amp; Islam</p> <p>Synoptic study of the above themes</p>
<b>2<sup>nd</sup> Half-term</b>	<p><b>Beliefs, Teachings &amp; Practices</b></p> <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>• Eternal Self</li> <li>• The cycle of birth, life and death</li> <li>• Karma</li> <li>• Ways of living</li> <li>• Approaching deity</li> <li>• Ethical concerns</li> <li>• Festival: Diwali</li> </ul>	<p><b>Beliefs, Teachings &amp; Practices</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Biblical accounts</li> <li>• The Trinity</li> <li>• Worship and Sacraments</li> <li>• Jesus Christ</li> <li>• The role of the church and pilgrimage</li> <li>• Festival: Easter</li> </ul>	<p><b>Beliefs, Teachings &amp; Practices</b></p> <p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>• Basic Belief</li> <li>• The Scriptures and Authority</li> <li>• Founders of Faith</li> <li>• The five Ks</li> <li>• Beliefs about the nature of human life</li> <li>• Worship, service and lifestyle</li> <li>• Ceremonies</li> <li>• Festival: Vaisakhi</li> </ul>			