



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 st Half-term	<p>English Literature (AO1, AO2, AO3)</p> <p>Macbeth</p> <ul style="list-style-type: none"> Overview of the play Analysis of key scenes Develop understanding of characters and themes <p>An Inspector Calls</p> <ul style="list-style-type: none"> Overview of the play Analysis of key scenes Develop understanding of characters and themes Understanding of context 	<p>English Literature (AO1, AO2)</p> <p>Relationships Poetry</p> <ul style="list-style-type: none"> Study first group of anthology poems Develop understanding of themes Make comparisons and connections between poems Understand and employ key terminology to analyse poetry 	<p>English Literature (AO1, AO2)</p> <p>Relationships Poetry</p> <ul style="list-style-type: none"> Study second group of anthology poems Develop understanding of themes Make comparisons and connections between poems Understand and employ key terminology to analyse poetry <p>English Language (AO5, AO6)</p> <p>Creative Writing</p> <ul style="list-style-type: none"> Read and discuss exemplar work Develop writing skills and techniques Draft a creative writing piece 	<p>English Literature (AO1, AO2, AO3)</p> <p>Macbeth</p> <ul style="list-style-type: none"> In depth analysis of characters and themes Past paper exam questions <p>An Inspector Calls (11 r/o)</p> <ul style="list-style-type: none"> In depth analysis of characters and themes Past paper exam questions <p>A Christmas Carol (11y/g)</p> <ul style="list-style-type: none"> In depth analysis of characters and themes Past paper exam questions 	<p>English Literature (AO1, AO2)</p> <p>Relationships Poetry</p> <ul style="list-style-type: none"> In depth analysis of techniques and themes Past paper exam questions <p>Frankenstein (11r/o)</p> <ul style="list-style-type: none"> In depth analysis of characters and themes Past paper exam questions <p>An Inspector Calls (11y/g)</p> <ul style="list-style-type: none"> In depth analysis of characters and themes Past paper exam questions 	REVISION SESSIONS	<p>English Language Paper 1: Fiction and Imaginative Writing</p> <p>Written examination: 1hr 45 minutes 40% of qualification</p> <p>English Language Paper 2: Non-fiction and Transactional Writing</p> <p>Written examination: 2h 05 minutes 60% of qualification</p> <p>Spoken Language Endorsement</p>
2 nd Half-term	<p>English Language (AO1, AO2, AO3, AO4)</p> <p>Non-fiction reading</p> <ul style="list-style-type: none"> Study a range of text types Analyse techniques in language and structure Answer exam style questions <p>Fiction Reading</p> <ul style="list-style-type: none"> Study a range of 19th century texts Analyse techniques in language and structure Answer exam style questions 	<p>English Literature (AO1, AO2)</p> <p>Frankenstein</p> <ul style="list-style-type: none"> Overview of the novel Analysis of key scenes Develop understanding of characters and themes Understanding of context <p>English Language (AO1, AO2, AO3, AO4)</p> <p>Transactional writing</p> <ul style="list-style-type: none"> Develop writing skills in a variety of text types Produce a range of transactional texts (letters, speeches, articles) 	<p>English Language (AO7, AO8, AO9)</p> <p>Spoken Language Endorsement</p> <ul style="list-style-type: none"> Study persuasive techniques Plan and script a persuasive speech Give speech to audience (a teacher) 	<p>English Language (AO1, AO2, AO3, AO4)</p> <p>Non-fiction reading</p> <ul style="list-style-type: none"> Study a range of text types Analyse techniques in language and structure Answer past paper questions <p>Fiction Reading</p> <ul style="list-style-type: none"> Study a range of 19th century texts Analyse techniques in language and structure Answer past paper questions 	<p>English Language (AO5, AO6)</p> <p>Transactional writing</p> <ul style="list-style-type: none"> Practise responses to past paper questions <p>Creative Writing</p> <ul style="list-style-type: none"> Practise responses to past paper questions 	REVISION SESSIONS	<p>English Literature Paper 1: Shakespeare and Post-1914 Literature</p> <p>Written examination: 1h 45 minutes 50% of qualification</p> <p>English Literature Paper 2: 19th century Novel and Poetry since 1789</p> <p>Written examination: 2h 15 minutes 50% of qualification</p>

Maths - Red / Orange Y10

	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 (Continued) Decimals Measures Area and Perimeter	Circles 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	Simultaneous Equations Vectors Growth and decay Solving Quadratics Vectors Completing the square Basic Trig + Trigonometric graphs Sine rule Cosine rule $\frac{1}{2}ab\sin C$ Exponential Growth and Decay Upper and Lower Bounds	Revision	Paper 1: Non-Calculator Written examination: 1 hour 30 minutes 33.3% of qualification Paper 2: Calculator Written examination: 1 hour 30 minutes 33.3% of qualification
2nd Half-term	Basic Algebra (continued) Fractions Equations Ratio and Proportion Coordinates and Linear Graphs	Basic Percentages Collecting and representing data Percentage Calculations	Probability Properties of Polygons 3D Shapes Sequences	Graphing Consolidation Scatter Graphs Pythagoras Inequalities Direct and Inverse Proportion Perpendicular lines Regions and inequalities Equations of circles Direct and inverse proportion Negative scale factors Transformations Iteration Rearranging Equations Surd	Quadratic Graphs Trigonometry Sketching Graphs Revision Simultaneous Equations with quadratics 3D Trigonometry Algebraic fractions Transforming functions Algebraic proof	Revision	Paper 3: Calculator Written examination: 1 hour 30 minutes 33.3% of qualification

Maths – Red / Orange Y11

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

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	Equations Ratio and Proportion Coordinates and Linear Graphs	Area and Perimeter (Continued) Basic Percentages Collecting and representing data Percentage Calculations	Basic Calculations Factors, Multiples and Primes Negative Numbers (Applying Basic skills in a context) Measures	Types of Data Displaying and Interpreting Data Probability Statistics	Revision	<p>Paper 1: Non-Calculator</p> <p>Written examination: 1 hour 30 minutes 33.3% of qualification</p> <p>Paper 2: Calculator</p> <p>Written examination: 1 hour 30 minutes 33.3% of qualification</p>
2nd Half- term	Basic Algebra Fractions	Decimals Measures Area and Perimeter	Circles Indices Standard Form Averages Transformations	Area, Perimeter and Volume 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	Exams	<p>Paper 3: Calculator</p> <p>Written examination: 1 hour 30 minutes 33.3% of qualification</p> <p><u>Edexcel Award Number and Measure Level 1</u></p> <p>January exam for some students 1h 30 minutes</p>

Maths - Green

	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	Equations Ratio and Proportion Coordinates and Linear Graphs	Area and Perimeter (Continued) Basic Percentages Collecting and representing data Percentage Calculations	Place Value, Ordering and Rounding Addition and Subtraction Multiplication Tables Sequences Multiplication and Division Approximation and Estimation	2D and 3D shapes (Properties and names) Positional vocabulary Data (lists, tables, diagrams and charts) Sorting and classifying objects	Revision	Functional Skills Entry Level Can be awarded at Entry Level 1, 2 or 3
2nd Half- term	Basic Algebra Fractions	Decimals Measures Area and Perimeter	Circles Indices Standard Form Averages Transformations	Fractions of numbers and shapes Decimals Money Clocks and Time Scales Measures of length, mass and capacity	As appropriate for the cohort – some may benefit from the Number and Measure Award Factors, Multiples and Primes Area, Perimeter and Volume Basic Percentages Mileage, charts and Calendars Others may need more preparation and consolidation time for Entry Level Functional Maths	Revision	Edexcel Award Number and Measure Level 1 January exam for some students 1h 30 minutes

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	
1st Half- term	<p>Biology Cell structure</p> <p>Chemistry Atomic structure</p> <p>Physics Energy</p>	<p>Biology Organisation Health and disease</p> <p>Chemistry Groups Structure and bonding</p> <p>Physics Particles Radioactivity</p>	<p>Biology Enzymes and digestion Infection and response</p> <p>Chemistry Quantitative Chemistry Chemical changes</p> <p>Physics Forces</p>	<p>Biology Homeostasis Inheritance and evolution</p> <p>Chemistry Organic chemistry Atmosphere Chemical analysis</p>	<p>Biology Organisation Infection and response</p> <p>Physics Electricity Particles</p>		Revision	<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>
2nd Half- term	<p>Biology Transport in cells Organisation</p> <p>Chemistry Chemical changes</p> <p>Physics Electricity</p>	<p>Biology Health and disease Enzymes and digestion</p> <p>Chemistry Energy changes</p> <p>Physics Radioactivity</p>	<p>Biology Infection and response Bioenergetics</p> <p>Chemistry Rates of reaction</p> <p>Physics Forces</p>	<p>Biology Inheritance and evolution Ecology Cell Biology</p> <p>Chemistry Using resources</p> <p>Physics Energy</p>	<p>Biology Bioenergetics</p> <p>Chemistry Atmosphere</p> <p>Physics Radioactivity Forces</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>

Science – Yellow/Green

	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	<p>Biology Cell structure</p> <p>Chemistry Atomic structure</p> <p>Physics Energy</p>	<p>Biology Organisation Health and disease</p> <p>Chemistry Groups Structure and bonding</p> <p>Physics Particles Radioactivity</p>	<p>Biology Enzymes and digestion Infection and response</p> <p>Chemistry Quantitative Chemistry Chemical changes</p> <p>Physics Forces</p>	<p>Biology Bioenergetics</p> <p>Chemistry Organic chemistry Atmosphere Chemical analysis</p> <p>Physics Energy Electricity</p>	<p>Biology Inheritance Genetics</p> <p>Chemistry Bonding and structure Chemical changes Energy changes</p> <p>Physics Radioactivity Forces</p>	<p>Biology Ecology</p> <p>Chemistry Using resources</p> <p>Physics Waves Magnetism</p> <p>Revision</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>
2nd Half- term	<p>Biology Transport in cells Organisation</p> <p>Chemistry Chemical changes</p> <p>Physics Electricity</p>	<p>Biology Health and disease Enzymes and digestion</p> <p>Chemistry Energy changes</p> <p>Physics Radioactivity</p>	<p>Biology Infection and response Bioenergetics</p> <p>Chemistry Rates of reaction</p> <p>Physics Forces</p>	<p>Biology Homeostasis</p> <p>Chemistry Using resources Atomic structure</p> <p>Physics Electricity Particles</p>	<p>Biology Variation Ecology</p> <p>Chemistry Rates Organic chemistry</p> <p>Physics Forces 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>

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
1st Half-term	<p>Component 1 – Key Developments in US Film</p> <p>Introduction to the course (Blade Runner as model text)</p> <p>Invasion of the Body Snatchers Watch and analyse</p> <p>Introduce the 4 analytical areas</p> <p>Introduce concept of context</p>	<p>Component 1 – Independent US cinema</p> <p>Differences between Hollywood and independent cinema</p> <p>Whiplash Watch and Analyse</p> <p>Continue to develop the 4 analytical areas</p>	<p>Component 2 – Global Film: Narrative, representation and film style</p> <p>Girlhood (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>Component 3 – production task</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>1st and 2nd drafts</p> <p>C/A prep</p>	<p>Component 1 – Independent US Cinema (Section C)</p> <p>Complete evaluation (controlled assessment)</p> <p>Prep specialist writing on film for exam – Little Miss Sunshine</p> <p>Key developments in film and film technology</p> <p>Flashcards</p>	<p>Component 2 – exam preparation</p> <p>Re watch and analyse District 9 Let the Right One In Submarine</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>
2nd Half-term	<p>Component 1 - Key Developments in US Film</p> <p>ET 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>Component 2 – Global Film: Narrative, representation and film style</p> <p>District 9 (Global English Language Film)</p> <p>Watch and analyse</p> <p>Focus of analysis = "Narrative" (and context)</p> <p>Edmodo tasks</p>	<p>Component 2 – Global Film: Narrative, representation and film style</p> <p>Submarine (Contemporary UK film)</p> <p>Watch and Analyse</p> <p>Focus of analysis = "Film Style"</p> <p>Edmodo tasks</p>	<p>Component 3 – production task</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>Component 1 – Exam Preparation</p> <p>Rear Window Witness (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

	Term 1 Autumn Y10	Term 2 Spring Y10	Term 3 Summer Y10	Term 4 Autumn Y11	Term 5 Spring Y11	Term 6 Summer Y11	<u>Exams / Non-Exam Assessment</u>
1st Half-term	<p>Close up Students will be exploring observational drawing covering tone depth and texture. Students will begin by creating several images of close-up items using a variety of different mediums. They will observe and record from a range of natural and manufactured objects. The focus will be on close-up surface qualities of the chosen subject matter.</p>	<p>Printing and patterns Students will begin their second investigation looking at the work of Sophie Munns. They will collect a series of relevant images and information focusing on how she uses repeated patterns and printing.</p>	<p>Independent Studies 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>Component 1 Part 2 Students will be given the theme "Identity" and will focus on portraiture, studying the work of other artists.</p>	<p>Component 2 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>
2nd Half-term	<p>Observational drawing 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>Mixed media and printing Students will begin their second investigation looking at the work of Sophie Munns. They will collect a series of relevant images and information focusing on how she uses repeated patterns and printing.</p>	<p>Final project 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>Component 1 Part 2 Students will be working towards a final piece that focused on the theme "Identity".</p>	<p>Component 2 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
1 st Half-term	<p>Life Stages & PIES Development</p> <p>Infancy Childhood Adolescence Adulthood Later Adulthood</p>	<p>Life Choices Diet Activities Influence of others Smoking/Drugs</p> <p>Life Events Family Education Employment / Unemployment Health</p> <p>Services Formal Care Informal Care</p> <p>Types of Support</p>	<p>Key Theories Maslow Erikson</p> <p>Human needs Physical Intellectual Emotional Social</p> <p>Changing needs - physical and emotional support Expected/unexpected life events Chronic disease Physical disability Mental illness Life limiting conditions</p>	<p>Professionals and setting Health Social</p> <p>Standards Codes of conduct National occupation standards Standards for proficiency</p> <p>Legislation Data Protection Act Human Rights Act Equality Act Health and Social Care Act</p> <p>Care Values Empower and promote independence Confidentiality Respect Preserve dignity Safeguarding Communication Practise anti-discrimination</p>	<p>Completion of controlled assessments</p>	<p>Exam Revision</p>	<p>Unit 1: Health, well-being and development throughout the lifespan</p> <p>40% of qualification</p> <p>Exam: 1h 20 minutes</p>
2 nd Half-term	<p>Psychological theories</p> <p>Piaget's theory of cognitive development Kohlberg's theory of moral development Ainsworth's 'Strange Situation' Bowlby's theory of attachment</p> <p>Life Factors</p>	<p>Factors – Positive and Negative on Self-concept and personal development</p> <p>Physical indicators</p> <p>Promoting health and wellbeing</p>	<p>Services provided Health Social Primary/ secondary/ statutory/ private/ third sector</p> <p>Partnership working</p> <p>Accessing opportunities Individual action/personal choice Initial assessment Person centred approach Partnership working Advocacy Referral</p> <p>Challenges/ Support networks</p>	<p>Safeguarding What constitutes harm and abuse</p> <p>Legislation in Safeguarding Children and Social Work Act Care Act Mental Capacity Act Safeguarding Vulnerable Groups Act Equality Act</p> <p>Purpose of Safeguarding Current changing demands on care Ageing population Obesity Sexual health Poverty Mental health Current health concerns</p>	<p>Completion of controlled assessments</p>		<p>Unit 2: Outcome-focused and person-centred practice in health and social care</p> <p>60% of qualification</p> <p>Controlled assessment: 16 hours</p>

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 st 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>System and Information Security</p> <ul style="list-style-type: none"> Malicious programs and how they enter the computer system Installing and configuring Anti-virus software Understanding computer hacking Hoax messages 	<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>Computers and devices</p> <ul style="list-style-type: none"> ICT services Hardware Components of a computer system External devices Routine maintenance of IT systems Software licensing 	<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>Web Browsing and Concepts</p> <ul style="list-style-type: none"> Internet keywords Web addresses and domains Protecting yourself online Digital certificates Web browsing applications 	<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"> Working with Documents Enhancing Productivity Document Creation Formatting Objects 	<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"> Working with Spreadsheets Enhancing Productivity Cells Managing Worksheets Formulas and Functions 	<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"> Working with Presentations Enhancing Productivity Developing a Presentation - Adjusting indents within paragraphs and setting up/using tab stops. Linking data between applications for 'dynamic' updates. Create and edit charts. Importing (text) outlines into PowerPoint and exporting presentations as outlines. Exam preparation <p>Module examination</p>

<p>2nd Half-term</p>	<p><u>ECDL Level 1 Security for IT Users</u></p> <p>Data Security Guidelines and Procedures</p> <ul style="list-style-type: none"> • Introduction to networks • Securely sending personal data • Using portable data storage • Cloud computing • Backing Up <p>Module examination</p>	<p><u>ECDL Level 1 IT User Fundamentals</u></p> <p>Operating system set up (Desktop, Icons & Settings)</p> <ul style="list-style-type: none"> • Partition a drive and install Windows • View the basic system information • Icons • Desktop configuration • Keyboard language • Outputs and printers <p>File Management</p> <ul style="list-style-type: none"> • Organisation of operating system • Identifying common file types • File management good practice <p>Module examination</p>	<p><u>ECDL Level 1 Using Email and Internet</u></p> <p>Web-Based Information</p> <ul style="list-style-type: none"> • Search engine • Searching and refining searching • Critically evaluate online information • Recognise appropriateness of online information • Copyright and intellectual property • Protecting yourself when using online communities <p>Using email in a professional setting</p> <ul style="list-style-type: none"> • MS Outlook • E-mail folders • E-mail addresses • Distribution lists and organising email accounts. • Using the calendar to schedule • Technology when working remotely. <p>Module examination</p>	<p><u>ECDL Level 2 Word Processing</u></p> <ul style="list-style-type: none"> • Mail Merge • Prepare Outputs • Exam preparation <p>Module examination</p>	<p><u>ECDL Level 2 Spreadsheet</u></p> <ul style="list-style-type: none"> • Formatting • Charts • Prepare Outputs • Exam preparation <p>Module examination</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"> • Plan, select and use appropriate IT systems and software for different purposes • Plan solutions and ways to improve productivity and efficiency • Exam preparation <p>Module examination</p>
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Arts Award

Arts Award is taught during Year 11, units interweaved throughout the year		Unit Evidence
<p>Unit 1: Explore the Arts as a participant</p> <p>Students show how they have developed their interest, knowledge and skills in a creative arts activity through active participation.</p>	<p>Unit 3: Arts Inspiration</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>Unit 2: Explore the Arts as an audience member</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>Unit 4: Arts skill share – passing on Arts skills to others</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 st Half-term	Invasion Sports Football . Receiving . Tackling and defending space	Invasion Sports Basketball . Defending . Team structure	Fielding & Striking Games Cricket . Types of bowling . Striking placement	Invasion Sports Football . Game play . Shooting under pressure . Pitch position	Invasion Sports Basketball . Game play . Shooting under pressure	Fielding & Striking Games Cricket . Game strategy and game play
2 nd Half-term	Net Games Badminton . Creating space on the court when under pressure	Invasion Sports Hockey . Passing . Receiving . Basic Stick control . Basic Shooting	Net Games Tennis . Creating space on the court when under pressure	Net Games Badminton . Movement on the court . Doubles	Invasion Sports Hockey . Game play . Shooting under pressure . Types of corners	Net Games 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>Personal Social and Health Education (PSHE) 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>				<ul style="list-style-type: none"> • The digital world • Social media-impact • Social media-how we use it • Targeted advertising • Fake News • AI and reliability of information • Extremism • Radicalisation • Challenging extreme viewpoints • Gangs and violent crime • County lines • ‘Honour based’ violence 	<ul style="list-style-type: none"> • Lifestyle choices • Health services • Healthy related decisions • Drugs/Alcohol/smoking Support and consequence • Pregnancy and complications e.g. foetal alcohol syndrome • Miscarriage and infertility • Parenting <p>Spring term assessment</p>	<ul style="list-style-type: none"> • Employment opportunities- local, national and international • Employment contracts and laws • Workplace discrimination and challenging stereotypes • Preparing for work • How we get paid- tax codes, gross and net incomes • Banks accounts- ISAs, saving, credit etc

<p>*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.</p>				<ul style="list-style-type: none"> • Peer pressure 		<p>Employability- Personal skills</p> <ul style="list-style-type: none"> • Managing money • Financial exploitation • Support for financial issues- gambling, loan companies • Protect against fraud <p>Round up of PSHE. Evaluation.</p>
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Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1 st Half-term	<p>Beliefs, Teachings & Practices</p> <p>Buddhism</p> <ul style="list-style-type: none"> • Buddha and Enlightenment • The Dhamma • The noble truths • Application of faith • Worship 	<p>Beliefs, Teachings & Practices</p> <p>Judaism</p> <ul style="list-style-type: none"> • The divine presence and The Messiah • Nature of God • Promised Land • Rituals and dietary laws 	<p>Beliefs, Teachings & Practices</p> <p>Islam</p> <ul style="list-style-type: none"> • Core beliefs • Nature of Allah • Kutub (Books) • Hajj and fasting • Importance of practice and worship 	<p>Good and Evil</p> <ul style="list-style-type: none"> • Personal beliefs and key vocabulary • Natural evil and moral evil • Buddhism - dukkha, karma and samsara 	<p>Religion, Peace and Justice</p> <ul style="list-style-type: none"> • Social Justice • Just War Theory and Thomas Aquinas • Pacifism • Justice and Punishment 	<p>Religion and Science</p> <ul style="list-style-type: none"> • Animal Testing • Buddhism and Science • Christianity, stewardship and animal rights

	<ul style="list-style-type: none"> Attitudes to death and mourning Significant places Festival: Vesak 	<ul style="list-style-type: none"> Worship and Prayer Tenakh (The Written Law) Festival: Yom Kippur 	<ul style="list-style-type: none"> Akhirah (Life after death) Festival: Eid ul Fitr 	<ul style="list-style-type: none"> Hinduism- karma and moksha Moral dilemmas Judaism - G-d and free will. Story of Job Christianity - Problem of evil. Nature of God - omnipotence and omniscience. 	<ul style="list-style-type: none"> Parable of the Sheep and Goats Religion and Human Rights Amnesty International - Write for Rights Campaign The existence of God, gods and the ultimate reality Dialogue between religious and non-religious beliefs and attitudes 	<ul style="list-style-type: none"> Hinduism and Science Islam and Science Moral dilemmas The existence of God, gods and the ultimate reality Dialogue between religious and non-religious beliefs and attitudes
2nd Half-term	<p>Beliefs, Teachings & Practices</p> <p>Hinduism</p> <ul style="list-style-type: none"> Eternal Self The cycle of birth, life and death Karma Ways of living Approaching deity Ethical concerns Festival: Diwali 	<p>Beliefs, Teachings & Practices</p> <p>Christianity</p> <ul style="list-style-type: none"> Nature of God Biblical accounts The Trinity Worship and Sacraments Jesus Christ The role of the church and pilgrimage Festival: Easter 	<p>Beliefs, Teachings & Practices</p> <p>Sikhism</p> <ul style="list-style-type: none"> Basic Belief The Scriptures and Authority Founders of Faith The five Ks Beliefs about the nature of human life Worship, service and lifestyle Ceremonies Festival: Vaisakhi 	<ul style="list-style-type: none"> The existence of God, gods and the ultimate reality Dialogue between religious and non-religious beliefs and attitudes <p>Synoptic study of the above themes</p>	<ul style="list-style-type: none"> The existence of God, gods and the ultimate reality Religion, peace and conflict Dialogue between religious and non-religious beliefs and attitudes <p>Islam & Christianity</p> <p>Synoptic study of the above themes</p>	<p>Buddhism, Christianity, Hinduism & Islam</p> <p>Synoptic study of the above themes</p>